

# Eating Well for My Success

*Activity*

**Resource:**

Engaging Students in Healthy Living through Drama

**Grade(s):** 9 10

## What is it all about?

Use images or quotations to support students understanding of the various influences, (for example, social, emotional, physical) that impact their food and beverage choices and to express their understanding and ability to communicate through an original artistic performance.

## Curriculum Connections

Grade 9: C3.1

Grade 10: C2.1

## How is it done?

- In a Four Corners activity (Consult [Teaching Strategy Descriptions](#)), have students individually consider an issue in relation to the topic and move to an area (corner) of the room where they join others who share their ideas.
- Find and post 4 images or quotations about the different social and environmental factors or, physical and emotional factors that can affect a person's food choices, as appropriate for your selected grade.

- Provide students with a statement, issue or question to create the context for the activity (for example, What is the biggest influence on your eating habits?, What is the most pressing concern about food consumption and our environmental stewardship? How do your food choices change when in a social situation or based on the personal demands in your week?)
- Students think for 30 seconds independently then select the image or quotations that best captures their stance and move to the corner in which the images is posted.
- Students pair up with others in the same corner and share why they chose the image or quote that captures their stance.
- Have the students in each corner work together to use their conversation as the basis to write a Public Service Announcement (PSA) that educates youth about the factors that influences their food choice in either a positive or negative manner.
- Have students follow these steps to write their PSA:
  1. Decide on your message
  2. Time for some research - you need to know your stuff!
  3. Consider your audience and tailor your message to that audience
  4. Grab your audience's attention with a catchy introductory sentence
  5. Create a script and keep your script to a few simple statements
  6. Practice delivering your PSA with your group
- Have students perform their Public Service Announcement to the class, or record their work to share with their peers or another chosen audience.
- Facilitate a group debriefing session where the students reflect on what they learned, the audiences reaction to the work of their peers, and what they learned as a class to support healthy eating and healthy living choices.

## What may be needed?

- Images or quotations connected to the social and environmental or physical and emotional factors that affect a person's food choices, as appropriate for your selected grade.
- Time and space for students to complete any research needed to write their PSA.
- Time for students to practice their PSA.

- A recording device if required.

## Opportunities for assessment

- Observe small group conversations to assess students' application of critical thinking and interpersonal skills.
- Use the sharing opportunity of the students to assess their understanding of the use of the factors that affect their food choices and healthy eating decisions.
- Have students complete a self assessment of their ability to use their problem solving, decision making, and communication skills to work as a group to create and perform their PSA.

## Ideas for Extension

- Use the 4 corners activity as a lead up to the "Food For Thought" activity.
- Have the students use their Public Service Announcements as a tool for a social media campaign in their school or community aimed at improving the eating habits of youth.

## Educator notes

- Consider the use of exemplars to illustrate the impact of a Public Service Announcement.
- Encourage students to pay attention to non-verbal cues (for example, posture, tone of voice).
- Encourage students to reflect on why people may not always choose the best course of action (for example, succumb to peer pressure).
- The educator should moderate the post-performance discussion, ensuring class feedback remains constructive, correcting any misinformation presented in the scene, and answering any questions that may arise, referring to relevant resources as needed.
- If any inappropriate content or gestures come up in a performance, do not react in a disciplinary manner, but correct it.
- Acknowledge humour as a useful tool that increases memory, confidence, and self-efficacy and helps to combat stigma and diffuse awkwardness.