

GRADE 3 LEARNING PACK

Food Knowledge: Variety, Labels & Evidence

Read simple food information and discuss variety and food systems without moralising bodies or labelling foods as “good” or “bad”.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Read simple food information and discuss variety and food systems without moralising bodies or labelling foods as “good” or “bad”.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Learn the idea

1 Foods provide different nutrients and roles in diets.

2 Labels provide specific information about ingredients and nutrition.

3 Healthy eating guidance should be age-appropriate, varied and non-shaming.

Talk about it

Explain one idea in your own words. Give an example from real life, a drawing or an object if that helps.

Compare two fictional labels for fibre/sugar/salt using provided numbers.

Identify serving information before comparing.

Sort statements into label fact, preference and advertising claim.

Explain why one food does not determine overall health.

Plan a varied fictional lunch using several food groups and allergy-safe assumptions stated by the task.

Try it beyond the page

Real-world / hands-on connection

Inspect a packaged food label with an adult and practise finding ingredients/serving information; do not change diet or allergy care based on the activity.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a neutral “read the label” guide that focuses on information, not body size or food guilt.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. Why check serving information?

2. Is one food automatically “bad”?

3. Who should manage a child’s allergy or medical diet?

Quick review

1. In one sentence, explain the big idea of “Food Knowledge: Variety, Labels & Evidence”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Comparisons can be misleading if serving amounts differ.

2. Suggested response

No; overall patterns, needs and context matter.

3. Suggested response

Trusted adults and qualified health professionals.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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