Healthy Food for Healthy Bodies

A classroom resource to explore how healthy food helps the body grow, function and develop and to understand the importance of making healthy food choices. This classroom resource is part of the WE Eat Well campaign.

Grades 4 to 6
Canadian Edition
Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 14,500 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

The Four Steps of WE Schools

1. Investigate and Learn
   Students explore topics related to a real-world challenge or opportunity.

2. Action Plan
   Students develop a plan to implement their service-learning project, including one local and one global action.

3. Take Action
   Students implement their action plan.

4. Report and Celebrate
   Students present the results of their service-learning initiatives.

What Is Experiential Service-Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It’s a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community’s needs.

Setting Students Up for Success: In School, the Workplace and Life

WE Schools Introduction: www.we.org/weschools/

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset is the ability to operate comfortably across borders, cultures and languages. The WE Schools program promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students’ attention to new interpretations of events and provide a lens through which service can be studied and interpreted.
Dear Educator,

Welcome to the Healthy Food for Healthy Bodies classroom resource. We know that all our students need healthy, nutritious food to help them grow, learn and play. However, it’s also important to provide students with opportunities to learn why healthy food is important for their bodies and to empower them to make their own healthy choices about the foods they eat.

This resource is designed to immerse students in engaging activities and experiences that will help them explore how different foods help their bodies grow and how food provides them with the energy they need throughout the day.

The activities in each lesson are intended to be flexible and adaptable to the structure of your class, and can be done in large or small groups or as part of centres. Opportunities for differentiation and assessment are provided in each lesson to help ensure that the activities are inclusive of all students.

It is important that all students’ food choices, preferences and traditions are acknowledged and valued throughout the learning experiences. A range of images and suggestions for videos and books have been provided in the appendices, and we encourage you to include additional resources that will reflect the diversity of your class.

The extension and enrichment activities are designed to help students explore the local food landscape and strengthen understanding of food production and distribution in their community. Taking students on a field trip to a local farm or grocery store to investigate the foods that are available or inviting families or community members into the class to help prepare food can assist students to see their own food practices reflected in the classroom. The resources will also help students develop positive attitudes toward healthy food and allow them to recognize that food can be both healthy and delicious. The knowledge students gain from this resource will prepare them to make their own healthy food choices and encourage those around them to make healthy choices as well.

We are stronger together,

Craig and Marc Kielburger
Co-Founders, WE
Healthy Food for Healthy Bodies Overview

The Healthy Food for Healthy Bodies classroom resource is designed to create an experiential service-learning opportunity for students where they will develop an understanding about how healthy food helps their bodies grow and develop, and provides them with the energy they need for their everyday activities.

Students will begin by preparing and eating a healthy snack and discussing their own food practices and preferences. They will explore how Canada’s Food Guide provides information and recommendations about the four food groups, the nutrients that each food group provides the body and how these nutrients help the body grow, function and develop. Students will investigate how their bodies use energy and how food provides their bodies with energy, and they will also learn about the factors that influence their food choices.

The lessons in this resource take students through the Four Steps of WE Schools. They will investigate and learn about how food can be both healthy and delicious, and how to make healthy choices about the food they eat. They will action plan and take action to raise awareness about the importance of making healthy food choices in their school and their community, and they will demonstrate the benefits that making healthy choices can have on the body. The Healthy Food for Healthy Bodies resource will also give students the knowledge and skills they need to engage meaningfully with the WE Eat Well campaign, which is made possible through the generous support of President’s Choice Children’s Charity.

This resource consists of lessons, assessments, a student journal and additional resources to support student learning. The Healthy Food for Healthy Bodies resource can be used as part of your academic program, specifically aligning with Health and Physical Education curricular expectations. Please see the curricular correlations on pages 21 - 41.

Planning and Assessment

You know your students best—their learning styles and preferences, skill levels and prior knowledge. You are in the best position to anticipate the habits of mind that will make this lesson package successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas.

Teaching strategies include collaborative group work, mind-mapping, graphic organizers, questioning and discussion, action planning and reflection. Assessment strategies include observations, entry and exit slips, charts, written, verbal or recorded reflection, discussions and presentations.

This classroom resource includes suggestions for a variety of books, articles and videos designed to engage student interest and deepen understanding. Before using the resource, visit your Teacher Librarian, local library or school district resource centre to get access to the resources listed in the Appendices.

In the following lessons, you and your students will need to access the Internet for videos, articles and research. Ensure that you are aware of your school or district’s Internet access policy and can source the resources.
# Healthy Food for Healthy Bodies

## Essential Questions
- How do different foods contribute to the needs of the growing body of a nine- to 12-year old?
- How do our food choices support a healthy body?
- What influences our food choices?

## Grades

**4 to 6**

## Subject

Health and Physical Education, Language

## WE Learning Framework Skills

- Information Literacy
- Leadership Skills
- Organization
- Action Planning
- Critical Thinking
- Reflection

## Lessons

<table>
<thead>
<tr>
<th>Learning goals: Students will:</th>
<th>Activity summary: Students will:</th>
<th>Materials needed:</th>
<th>Time:</th>
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<tbody>
<tr>
<td><strong>Lesson 1: What Do We Know About Food?</strong></td>
<td><strong>Lesson 2: How Does Food Help the Body Grow?</strong></td>
<td><strong>Lesson 3: How Does Food Help You to Be Active?</strong></td>
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<tr>
<td>Understand why healthy food is important for all people</td>
<td>Understand that nutrients come from a variety of healthy foods</td>
<td>Understand how the nutrients in healthy foods provide our bodies with energy</td>
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<tr>
<td>Explore the four food groups and understand the concept of nutrients</td>
<td>Explore how the nutrients in the four food groups help the body grow and develop in different ways</td>
<td>Investigate the amount of energy a nine- to 12-year-old requires every day</td>
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<tr>
<td>Reflect and make choices about their personal food preferences</td>
<td>Participate in a research project to learn how healthy food provides nutrients to the body and how each food group helps different parts of the body grow and develop</td>
<td>Explore how much energy healthy foods provide to the body</td>
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<tr>
<td><strong>Prepare their own food and discuss their practices and preferences</strong></td>
<td><strong>Explore how different foods have helped their own bodies grow from when they were a baby and continue to help them as they grow and develop</strong></td>
<td><strong>Participate in physical activities to investigate how their bodies use energy and how each of the four food groups provide their bodies with the energy they need for the activities they want to do</strong></td>
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<tr>
<td><strong>Explore the four food groups from Canada’s Food Guide and the nutrients present in these food groups</strong></td>
<td><strong>Explore nutritional labels and learn how to make decisions about healthy foods based on nutritional information</strong></td>
<td><strong>Computer with Internet access</strong></td>
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<tr>
<td><strong>Sticky notes</strong></td>
<td><strong>Computer with Internet access</strong></td>
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<tr>
<td><strong>Chart paper and markers</strong></td>
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<tr>
<td><strong>Healthy Food, Healthy Bodies Journal (one per student)</strong></td>
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<td><strong>Healthy Food, Healthy Bodies Journal (one per student)</strong></td>
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<tr>
<td><strong>A variety of different foods</strong></td>
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<td><strong>A variety of different foods</strong></td>
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<tr>
<td><strong>Paper plates</strong></td>
<td><strong>Tape</strong></td>
<td><strong>Materials for the Circuit</strong></td>
<td></td>
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<tr>
<td><strong>Envelopes with food images and nutrient clues from Appendix 3: Educator Resources</strong></td>
<td><strong>Tape</strong></td>
<td><strong>Materials for the Circuit</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Healthy Food, Healthy Bodies Journal (one per student)</strong></td>
<td><strong>Nutrient Research Project information packets from Appendix 4: Nutrient Research Project</strong></td>
<td><strong>Nutrient Research Project information packets from Appendix 4: Nutrient Research Project</strong></td>
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<tr>
<td>Part 1: 60 minutes</td>
<td>Part 1: 60 minutes</td>
<td>Part 1: 80 minutes</td>
<td></td>
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<tr>
<td>Part 2: 60 minutes</td>
<td>Part 2: 60 minutes</td>
<td>Part 2: 60 minutes</td>
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# Healthy Food for Healthy Bodies

<table>
<thead>
<tr>
<th>Lessons</th>
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<th>Activity summary: Students will:</th>
<th>Materials needed:</th>
<th>Time:</th>
</tr>
</thead>
</table>
| Lesson 4: Who Influences Your Food Choices?          | • Understand that there are many factors that influence our food choices, including family, friends, media and the environment  
• Explore how these influences effect their own food choices  
• Investigate how advertisements and other media can influence our food choices | • Explore what influences their food choices  
• Investigate how print and media advertisements influence their decisions about food | • Sticky notes  
• Chart paper and markers  
• Computers with Internet access  
• Camera  
• Healthy Food, Healthy Bodies Journal (one per student) | 80 minutes  
2 x 40 minutes |
| Lesson 5: How Can We Make Healthy Food Choices?       | • Understand that healthy food choices enable the body to grow, develop and function  
• Explore how they can make healthy food choices every day and encourage others to do the same  
• Raise awareness about healthy food choices for themselves, their family and their community | • Demonstrate their understanding of how healthy foods help their bodies grow and develop and provide them with energy  
• Raise awareness about how to make healthy food choices in their school and local community | • Chart paper and markers  
• Paper plates (one for each student)  
• Art materials  
• Healthy Food, Healthy Bodies Journal (one per student) | 60 minutes  
+ Take Action and Report and Celebrate |

**Educator’s Note:** The summary chart provides recommended guidelines adapted to meet the needs of your students. For example, lessons can be divided into smaller segments or taught over a longer period to provide opportunities to engage in the extension and enrichment opportunities.
Healthy Food for Healthy Bodies

Stages of Child Growth and Development

The Stages of Growth and Development chart provides information about physical and cognitive development of a child from nine to 12 years old. This chart can be used as a reference point for discussions about growth and development with your students. A version of this chart has also been provided in the Healthy Foods for Healthy Body Journal for students.

<table>
<thead>
<tr>
<th>Ages 9 to 10</th>
<th>Ages 10 to 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begin to think more independently and are developing good decision-making skills.</td>
<td>• Enjoy being with friends and often have a “best” friend.</td>
</tr>
<tr>
<td>• Gain a strong sense of empathy.</td>
<td>• Have speech patterns that are nearly at adult level.</td>
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<tr>
<td>• Are curious about relationships.</td>
<td>• Have good control of large and small muscles.</td>
</tr>
<tr>
<td>• Become increasingly interested in team sports.</td>
<td>• Begin initial stages of puberty.</td>
</tr>
<tr>
<td>• Show growth spurts averaging about 3 kg and 6 cm growth per year.</td>
<td>• Have an increase in bone growth and height.</td>
</tr>
<tr>
<td>• Gain muscle strength and coordination.</td>
<td>• Have an increase in skull bone thickness.</td>
</tr>
<tr>
<td>• Develop basic motor skills, such as kicking, catching and throwing, from age six and continue to improve.</td>
<td>• Begin to gain weight and experience changes in body fat composition.</td>
</tr>
<tr>
<td>• Have increased capacity for aerobic exercise.</td>
<td>• Experience increase in organ size: the heart doubles in weight and lung size increases.</td>
</tr>
</tbody>
</table>

References:

Kids Health: www.kidshealth.org
The WHO Child Growth Standards: www.who.int/childgrowth/en/
Health Link BC: www.healthlinkbc.ca/health-topics/ta/3612#ta6552

Word Bank:

Healthy—In a good physical or mental condition, not diseased.

Food—Any nutritious substance that people or animals eat or drink, or that plants absorb, in order to maintain life and growth.

Nutrient—A substance that provides nourishment essential for the maintenance of life and growth.

Function—An activity that is natural to the purpose of a person or thing.

Grow—Undergo natural development by increasing in size and changing physically.

Body—The physical structure including the bones, flesh and organs of a person or animal.

Development—A specified state of growth or advancement.

Delicious—Highly pleasant to the taste.

Maintain—Cause or enable (a condition or situation) to continue.

Bones—Any of the pieces of hard whitish tissue making up the skeleton in humans and other vertebrates.

Vitamin—Any of a group of living compounds which are essential for normal growth and nutrition and are required in small quantities in the diet because they cannot be created by the body.

Mineral—A non-living substance needed by the human body for good health.

Blood—The red liquid that circulates in the arteries and veins of humans and other vertebrate animals, carrying oxygen to and carbon dioxide from the tissues of the body.

Fibre—A thread from which a vegetable tissue, mineral substance or textile is formed.

Gut—The stomach or belly.

Source: www.en.oxforddictionaries.com
Lesson 1:

What Do We Know About Food?

**Suggested Time:**
Part 1: 60 minutes, Part 2: 60 minutes
Alternatively, consider conducting the lessons over a week to ensure students have the time to complete the activities and have in-depth discussions.

**Materials:**
- Sticky notes
- Computer with Internet access
- Chart paper and markers
- Healthy Food, Healthy Bodies Journal (one per student)
- Envelopes with food images and nutrient clues from Appendix 3: Educator Resources – Nutritional Sort and Predict Activity (one envelope per group)
- A variety of different foods representing the four food groups
- Paper plates

**Learning Goals:**
Students will:
- Understand why healthy food is important for all people
- Explore the four food groups and understand the concept of nutrients
- Reflect and make choices about their personal preferences of food

**Investigate and Learn**

**Part 1 (60 minutes)**

**Educator’s Note:** To introduce students to the topic of food and to understand why healthy food is important for growth and development, create an experience for students where they can prepare and eat food together. Encourage students to discuss why they eat, what choices they make about food and why food is important to their bodies.

The following activity will provide you with information to understand your students' prior knowledge about the food they enjoy eating and why they make certain food choices. This activity can be done as a class or in small groups.

**Option 1: Prepare a Healthy Plate**
- To prepare for this activity, bring in a variety of food items from the four food groups as recommended by Canada’s Food Guide, utensils, paper plates and a camera that students can use to prepare and document their plate.
- Students will prepare the foods in the classroom before creating their healthy plate.
- Encourage parent helpers to assist students in the preparation of the food items.
- Ensure that all food allergies and dietary restrictions have been considered when selecting the food items.

**Option 2: Create a Healthy Plate Using Images of Food**
- If food preparation is not an option have students create a healthy plate, using magazines, supermarket flyers or real food images.
- To prepare for this activity, bring in magazines that feature food items, supermarket flyers, real food images and paper plates.

1. To introduce students to the theme of food, the importance of food and why we make choices about food, ask them the following questions:
   - What food do you eat every day?
   - What does food do for your body?
   - When are you able to choose the food you eat? How do you choose those foods?

2. To introduce students to the K-W-L chart, place an enlarged version from the Healthy Food, Healthy Bodies Journal page 1 on the front board. Explain to students that the chart in their journals will hold all the information they know about food, what they will learn about food and any wonderings they have about food.

3. **Recommended Assessment For Learning:** In pairs have students discuss and individually record what they will include in the We Know and We Wonder columns of the chart on Healthy Bodies, Healthy Food Journal page 1.

4. Ask students, if you were to create a healthy plate of food, what would you include? What foods can you choose to create a plate that is healthy and delicious? How do you know these food items are healthy?
5. If using Option 1, explain to students that before they touch food, they need to wash their hands. Encourage all students to wash their hands before they touch any food. Divide the food items and paper plates among desks or tables in the classroom. Show students the food placed on tables and explain to students that they are going to prepare their own healthy plate.

6. Ask students, have you eaten any of the food items before? Can you name the food item? Hold up a food item to show students and ask them, how would you prepare this food item to eat? Do I peel, cut or slice this food item?

7. In small groups, have students prepare the ingredients they will use to create their healthy plate. Provide each small group with a table or space in the classroom and utensils to prepare their food items. Invite family members to demonstrate and assist students with peeling and cutting up the food items.

8. Remind students that when we share food as a class or community, it is important to share the food items with everyone and to be respectful of the people around us. Ask students to also ensure that each person has enough to eat.

9. Distribute paper plates and encourage each student to create their own healthy plate using the ingredients available.

10. **Recommended Assessment For Learning:** As students are selecting their food items and preparing their healthy plate, facilitate a discussion about students’ eating habits and food preferences using a selection of the following questions. Use Appendix 2: Classroom Observation Forms to document students’ responses.

**Discussion Questions:**
- What is the name of this food?
- Why did you select this food?
- Are any of the foods unfamiliar to you?
- Do you enjoy eating or dislike any of these foods? Why?
- Why do you think it is important to eat a variety of foods every day?
- Who do you like to eat with? Why?
- How do you know this food is healthy?
- At home, who makes or chooses the food? Do you have the opportunity to choose what food you like to eat?
- What is your favourite food?
- Why is it important to eat food every day?

**Educator’s Note:** Encourage family members to join in the conversation about food preparation and discuss with students why they are selecting certain types of food and why they enjoy or choose to eat these foods.

11. Have students form a circle and share their healthy plates with the class. Ask students to identify the ingredients on their plate and why they chose to select those ingredients. Allow students to eat their creation.

12. Using Healthy Foods, Healthy Bodies Journal page 2 have students draw and label what they included on their healthy plate. Ask students to describe why they chose certain ingredients and how they felt after they ate their creation. As an alternative, consider taking a photograph of students’ healthy plates and print these photographs for students to keep in their journals.

**Extension:** Challenge students to show their families the drawing or photograph of their healthy plate and interview them about the healthy foods they enjoy eating. Use the following questions as example interview questions:
- What is your favourite healthy food item?
- Why do you enjoy eating it?
- Do you eat this food item with other foods?
- When was the first time you tried this food item?

**Part 2 (60 minutes)**

**Educator’s Note:**
- The following activity will explore how healthy eating contributes to a child’s growth and development. According to Health Canada, healthy eating means eating a variety of foods from the four food groups to feel good and maintain your health. By eating the recommended amount of food from each food group, children can get the nutrients they need to grow and thrive. Healthy foods are rich in nutrients that help the body work at its best. Eating a variety of foods prepared in different ways allows children to eat a range of nutrients that help different parts of their bodies. However, it is important to be aware that not all children have access to healthy food. The focus of this lesson is to help students understand how healthy food helps their bodies grow, to encourage them to make the healthiest food choices when possible.

**References:**
Health Canada, [www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_format...pdf](http://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_format...pdf)
Alberta Health Services, [www.albertahealthservices.ca/assets/info/nutrition/if-nfs-nr-kit-gr2.pdf](http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-nr-kit-gr2.pdf)

- To prepare for the nutrient prediction activity, print a copy of Appendix 3: Educator Resources – Nutritional Sort and Predict Activity for each small group, noting that small groups should have no more than four students. Cut out the nutrient clues, food labels and food images and create a package for each group.

1. **Recommended Assessment For Learning:** Ask students, what is a healthy food? How do you know a food item is healthy? Where can you find information about what foods to eat? In pairs, have students discuss the questions and record their responses individually on their K-W-L charts in the We Know column.
2. Place four pieces of chart paper around the classroom. Explain to students that each chart paper represents one of the four food groups in Canada’s Food Guide. Ask students to identify how the Canada’s Food Guide categorizes foods and label the chart paper with the name of the food group.

**Educator’s Note:** If your students require additional support in understanding the categories as recommended by Canada’s Food Guide, conduct a mini lesson reviewing the concept or refer to the Healthy Foods and Healthy Bodies, Kindergarten to Grade 3 classroom resource. Lesson 1, Part 2.

3. Divide students into four groups and allocate each group a food category. In their small groups, ask them to discuss what food items belong in each group. Invite students to sketch and label the food items that belong in each of the categories on the chart paper. To prompt students, encourage them to reflect on the ingredients they included on their healthy plate in Part 1. Encourage them to add as many food items they can think of.

4. **Recommended Assessment For Learning:** The carousel will allow you to understand more about your students’ level of prior knowledge about the four food groups and the nutrients in food. As students are working, circulate around the classroom and record student assessment data using Appendix 2: Classroom Observation Forms.

5. After five minutes, give students a signal and rotate to the next food group. Ask them to sketch and label any additional food items that belong in that category. Provide each group with time to rotate to each food category. As a class, review the food items students included in each of the food groups, and discuss any misconceptions.

6. Show students Canada’s Food Guide: www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/print_eatwell_bienmang-eng.pdf. Explain to students that Canada’s Food Guide divides foods into the four food groups: vegetables and fruit, grain products, meat and alternatives, and milk and alternatives. Each of these groups provide the body with different nutrients to help the body work at its best. Alternatively, print copies of Canada’s Food Guide for students to explore and consider printing the guide in different languages depending on the needs of your class.

**Educator’s Note:** To understand why it is important to eat certain foods, Canada’s Food Guide provides information on the types and amounts of foods people at different ages and stages of their lives should consume. Young children have small appetites and need calories for growth and development. They should be encouraged to eat nutritious foods and not restricted from foods because of their fat content. The following lesson will guide students in understanding the four food groups and the foods they eat every day to grow and thrive.


7. Explain to students that some foods they eat have more nutrients than others. Nutrients are substances in food that our bodies process to enable them to function. Foods with more nutrients are better for the body. Some foods contain more nutrients than others. Health Canada recommends that we eat foods with more nutrients every day to help our bodies work at their best. Reference: Healthy Kids Association, www.healthy-kids.com.au/food-nutrition/nutrients-in-food/

**Educator’s Note:** The following table provides a brief overview of the information about the nutrients students will explore in the following lessons and what part of the body the nutrients support. To explore the nutrients available in foods for your own understanding, refer to Appendix 3: Educator Resources – Nutrient Fact Sheet.

<table>
<thead>
<tr>
<th>Food groups</th>
<th>Nutrients</th>
<th>How do they help our bodies?</th>
</tr>
</thead>
</table>
| Vegetables and fruit | Vitamins, minerals, fibre, vitamin A and vitamin C | • Maintain healthy blood pressure  
• Reduce heart disease  
• Help maintain proper bowel function  
• Maintain skin health  
• Protect against infections  
• Repair body tissue, helps heal cuts and wounds |
| Grain products       | Fibre, energy and B vitamins | • Reduce the risk of heart disease  
• Reduce constipation  
• Provide energy for the body to function  
• Maintain a healthy immune system |
| Milk and alternatives| Calcium and vitamin D      | • Maintain bone mass  
• Maintain healthy blood pressure  
• Reduce osteoporosis (breaking-bone disease) |
| Meat and alternatives| Protein and fat, iron and zinc | • Protein is the building block for bones, muscles, cartilage, skin and blood  
• Provide the body with energy to function  
• Help build tissue  
• Help carry the nutrients to the body through the blood |

Reference: USDA Choose My Plate www.choosemyplate.gov
8. Divide students into small groups, and provide each group with an envelope that contains labels of the food groups, images of food items and nutrient clues from Appendix 3: Educator Resources – Nutritional Sort and Predict Activity. Explain to students that all the food groups have different nutrients to help the body function. Each food item provides the body with a different benefit. If students require more support, consider choosing one food group to model for students before they begin the activity.

9. Challenge students to work in small groups and sort and predict which nutrients belong in which food group by reading the nutrient clues. This activity can be done at desks, on the floor or in another space in the classroom.

10. Once each group has made their predictions, encourage each group to observe and compare their predictions to other groups'. Discuss each food group, what nutrients it provides and how they benefit the body. Give students the opportunity to adjust their predictions based on the discussion, and ensure that all groups have sorted their labels, images and nutrient clues correctly.

11. **Recommended Assessment For Learning:** Use Appendix 2: Classroom Observation Forms to record students' original thoughts and observe and document how their thinking changed through discussion with their peers.

12. In pairs, provide students with three sticky notes. Ask students to write or draw one food item on each sticky note. Beside their food item, ask students to indicate if this food item is a food with many nutrients and considered a healthy food or a food item with fewer nutrients that is recommended to be eaten only sometimes.

13. On the front board, create a T-chart with the labels *Healthy Foods* and *Sometimes Foods*, and have students post their sticky notes in the corresponding columns. Discuss each food item and encourage students to explain their thinking. This can be used as an alternative Recommended Assessment As Learning activity.

14. In pairs, ask students to discuss what they learned about the food groups and the nutrients in food and record their responses on their K-W-L chart in the *We Learned* column of their *Healthy Food, Healthy Bodies Journal* page 1. Encourage students to reflect on the essential questions by asking them to think about:
   a. How do different foods contribute to the needs of the growing body of a nine- to 12-year old?
   b. How do our food choices support a healthy body?

15. Ask students to record any questions or wonderings they have about healthy food and the nutrients in food in the *We Wonder* column or add them to the Wonder Wall.

16. **Recommended Assessment Of Learning:** At the end of the lesson, review students’ K-W-L charts to assess student learning and to identify any areas where students require additional support.

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**Educator’s Note:** Return to the essential questions to review student learning throughout the lesson. This can also be used as an Assessment For Learning to inform the learning for the next lesson. Encourage students to include their learnings in the K-W-L chart in the *We Learned* column, and use this as evidence of student understanding.

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**Extension:** To extend student learning, consider taking a field trip or tour to explore your local farmer’s market or grocery store to discover the foods that are available. Show students where the foods are located and how they are categorized into different food groups. Ask students to select one of their favourite foods from each of the four food groups and sketch the food items into their *Healthy Food, Healthy Body Journal* page 3 and label the sketches where possible. Consider providing hands-on experiences for students by arranging for them to participate in cooking demonstrations or food preparation workshops as well.

**Enrichment:** Consider taking a trip to the local farm to explore where the food students eat comes from. Before students embark on the field trip, invite them to record all questions and wonderings about food and where food comes from using *Healthy Food, Healthy Bodies Journal* page 4.

Ask students to consider:
- Which food items come from plants?
- Where are these plants grown?
- How do they arrive in the market or grocery store?
- What other food items can you find on a farm?
- How are these food items grown?

In their *Healthy Food, Healthy Bodies Journal* page 5 ask students to record all the food items grown on the farm in their respective food categories. Alternatively, provide small groups with tablets to take photographs of the food items, or invite a parent or family volunteer to take photographs of the food items. Also consider having students describe the food items and how they are grown, and record their description using a video camera or record student conversations with the experts.

**Enrichment:** To raise awareness about healthy food, the importance of healthy food and where food comes from, as a class or as a schoolwide initiative, create a school garden where students can plant and tend to fruit and vegetables.
Lesson 2:

How Does Food Help the Body Grow?

Suggested Time:
Part 1: 60 minutes, Part 2: 60 minutes

Materials:
- Computer with Internet access
- Sticky notes
- Chart paper, markers, tape and headband
- Nutrient Research Project information packets from Appendix 4: Nutrient Research Project
- Healthy Food, Healthy Bodies Journal (one per student)

Learning Goals:
Students will:
- Understand that nutrients come from a variety of healthy foods
- Explore how the nutrients in the four food groups help the body grow and develop in different ways

Part 1 (60 minutes)

**Educator’s Note**: To prepare for this lesson, print the information for the research project from Appendix 4: Nutrient Research Project and create a resource envelope for each of the four food groups. Each envelope will contain specific text, images and diagrams about the food group and how the nutrients in this group help the body to function and work at its best. The packet will also contain additional websites for students to explore the topic in more detail. In Part 1 of the lesson, students will have the opportunity to conduct the research component, and in Part 2 they will present their research to the class.

1. **Recommended Assessment For Learning**: To review the four food groups and the nutrients in each food group, invite students to play the game Who Am I? Divide students into small groups and provide each group with a variety of images of food items from Appendix 4: Nutrient Research Project. Ask one student to select a food item and place it on their forehead using a headband or tape, without looking at the food item. As an alternative, have students sit in front of a board or wall and stick the image to the wall.
   
   Invite the student to ask their peers 10 yes or no questions to try to guess the unknown food item. Encourage students to use the information about the food groups and the nutrients in the food groups to form their questions. For example: Am I from the vegetables and fruit group? Do I provide the body with calcium?

2. Explain to students that they will be investigating each food group to understand how the nutrients in each group help the body grow and function. Remind students that healthy foods provide the body with more nutrients and that it is important to eat a range of foods because each food group plays a different role in your body.

**Educator’s Note**: In the following activity, students will need to be assigned one specific role in their group. Each role will have a task and responsibility associated with it and students are encouraged to use their role to assist the team in the completion of the project. Remind students that along with their role, they are also required to read, discuss and contribute to the task.

If students do not have experience with this type of activity, consider conducting a mini lesson to outline the expectations for cooperative tasks and allow students to discuss and practice their roles before beginning the activity. As an alternative, divide students into smaller groups without roles.

Roles:
- a. Project Manager – Leads the team in discussion and helps members focus on completing the task and taking responsibility for their specific roles.
- b. Resource Manager – Is responsible for gathering and maintaining the required resources and research materials.
- c. Time Keeper – Ensures that the team is on time to deliver the project.
- d. Clarifier – Ensures that the team understands the task and is responsible for asking the teacher any questions.
- e. Recorder – Is responsible for recording the research information for the team.

3. Divide students into four groups, and assign each student a role (Project Manager, Recorder, Time Keeper, Clarifier or Resource Manager) and each group one of the food groups. Provide them with the corresponding information packet.

**Educator’s Note**: Ensure that during discussions and representations about food and food choices, diverse foods from a variety of cultures are considered, specifically those cultures that are present in your school or local community. Students should be exposed to foods that are unfamiliar to encourage them to think widely about the food choices they make.
4. In their groups, encourage students to use some or all of the guiding questions below to explore the information and discover more about how each food group helps the body grow and develop. Ask students to record their findings using Healthy Food, Healthy Bodies Journal page 6. Alternatively, have students record their findings collaboratively on a piece of chart paper.

Guiding Questions:
- What nutrients are found in this food group?
- How do these nutrients affect the body?
- Why is it important for the body to have these nutrients?
- Which specific foods provide these nutrients?
- How do these foods help the body of a nine- to 12-year-old grow and develop?
- Is it important to consider the nutrients in food or the taste? Can food be both healthy and delicious?

5. Recommended Assessment As Learning: As students are working, circulate around the classroom and use Appendix 2: Classroom Observation Forms to record observations and document student learning. Consider taking photos of the organizers or charts as additional evidence.

Part 2 (60 minutes)

1. Explain to students that in Part 1 of this lesson they researched how the nutrients in each of the food groups helps the body grow and function and why it is important to eat healthy food. Now, they will present their research to the class to help other students learn about their food group and how it helps the body.

2. Invite each group to create a presentation to inform their peers about how the nutrients in their food group supports body functions, growth and development, specifically in a child age nine to 12 years old. Explain to students that the guiding questions and information they collected will inform their presentations. Encourage students to choose one of the following presentation formats or suggest one of their own.

Presentation Options:
- Create a visual presentation using PowerPoint, Sway or Prezi, or any available presentation software used in the school district.
- Conduct a panel interview where students can assume the role of a food scientist or dietitian and describe how their food group provides the body with nutrients to grow and develop.
- Perform a role play with dialogue where students can demonstrate how the body uses the nutrients from their food group to assist in the growth and development of a nine- to 12-year-old.
- Create a short story or visual representation (visual art, comic strip) about how their food group provides growing bodies with nutrients.

3. Ask students to share their presentation with the class. As students are watching the presentations, ask them to use Healthy Food, Healthy Bodies Journal pages 7-8 to record what they learned about how each food group supports the body’s growth and development.

4. Recommended Assessment As Learning: After each presentation, review what students have learned. Discuss with students, what parts of your body are growing the fastest at your age? What food items will support your body’s growth? How do you know that food contributes to helping your body grow?

5. Recommended Assessment As Learning: Individually or in pairs, encourage students to think about how each food group helps their bodies grow, function and develop. Using the K-W-L chart in the Healthy Food, Healthy Bodies Journal page 1, have them record their response in the We Learned column. If students have additional questions or wonderings, they can record them in the We Wonder column.

Educator’s Note: Return to the essential questions at the end of each lesson to help students reflect on their learning. This can also be used as an Assessment For Learning to inform the next lesson. Encourage students to include their learnings in the K-W-L chart in the We Learned column, and use this as evidence of student learning. Take time to review any questions or wonderings students have added to the Wonder Wall and encourage students to choose one to investigate as an individual inquiry.

Extension: Challenge students to create a board or card game about the four food groups, the nutrients in food and how nutrients help our bodies function, grow and develop. Encourage students to create a game that raises awareness about why healthy foods are not only delicious but are better for your body too. This game can be shared with other classes or played in centres. This activity can also be used as an alternative Recommended Assessment Of Learning.
Lesson 3:

How Does Food Help You to Be Active?

Suggested Time:
Part 1: 80 minutes, Part 2: 60 minutes

Materials:
• Computer with Internet access
• Chart paper and markers
• Healthy Food, Healthy Bodies Journal (one per student)
• Potted plant or image of plant or tree
• Materials for the circuit (see Educator’s Note below)

Learning Goals:
Students will:
• Understand how the nutrients in healthy foods provide our bodies with energy
• Investigate the amount of energy a nine- to 12-year-old requires every day
• Explore how much energy healthy foods provide to the body

Part 1 (60 minutes)

Educator’s Note: Before the class, prepare a circuit of activities in the classroom or in another space within the school. Each activity will require materials listed below and a set of instructions from Appendix 3: Educator Resources – Circuit Instructions. Consider using an open space such as the playground or gymnasium if your classroom does not have the required space. This activity can be completed in one lesson; however, if there are time constraints, consider conducting the circuit as one part and continuing the lesson another day.

To prepare for the nutritional label activity, encourage students to bring in one empty food packet from home. Alternatively, collect nutritional labels from a variety of food items. Make sure to include nutritional labels from fruits and vegetables as well.

<table>
<thead>
<tr>
<th>Circuit Activity</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretching</td>
<td>Stretching mat x 5 (one per student in the group)</td>
</tr>
<tr>
<td>Dance</td>
<td>Music and portable speakers</td>
</tr>
<tr>
<td>Reading</td>
<td>Variety of picture books, novels, comics and age-appropriate magazines</td>
</tr>
<tr>
<td>Board games</td>
<td>Snakes and Ladders, a deck of cards, UNO</td>
</tr>
<tr>
<td>Jump rope</td>
<td>5 skipping ropes (alternatives are jogging on the spot or doing jumping jacks)</td>
</tr>
</tbody>
</table>

1. Explain to students that they will be participating in a circuit of activities that use different parts of their bodies. During the activity they will use Healthy Food, Healthy Bodies Journal page 9 to record what parts of their bodies they used in each activity, how they used this body part and how their bodies felt after participating in the activity.

2. Recommended Assessment For Learning: Divide students into five groups and assign each group to an activity. Explain to students that in their groups they will have 10 minutes to read through the instructions, participate in the activity and use their organizer to record what parts of their bodies they used, how they used this part and how their bodies feel after the activity.

3. Recommended Assessment As Learning: As students are participating in the activities, circulate around the classroom and discuss what body parts are being used in the activities and how each part of the body feels. Remind students to record this in their journals. Use Appendix 2: Classroom Observation Forms to record student discussions and observations about student learning.

4. After everyone has completed the circuit, on the front board, create a list of the body parts students used. Ask students, which activity required the most movement? How did your body feel after those activities?

5. Using the think-pair-share strategy, ask students to discuss other activities they do where they use each body part. Have students record these ideas on sticky notes and add them to the list on the front board next to the corresponding body part. Ask students, what helps our bodies move and function to do the activities we want to every day?


7. Choose one of the following options to give students an opportunity to discuss the video.

Option 1: Provide each student with one of the questions below on a slip of paper. Using the classroom mingle strategy, invite students to walk around the classroom and ask each other the question on their slip of paper. Give students the opportunity to respond to each other’s questions and then find a new partner to discuss with.

Option 2: Divide students into two groups. Ask one group to form a circle facing outwards. Ask the second group to form another circle around the group facing inwards. Explain to students that in the following activity they will be discussing questions about how food provides their bodies with energy, using their knowledge from the previous lesson and from the video. Ask students one of the questions below and have them discuss the question with their partner. Invite students in the inside circle to move two steps clockwise to find their new partner and pose another question. Continue to rotate until all questions have been answered.
Option 3: Write the questions on chart paper and post the papers around the classroom. Divide students into small groups and give each group a coloured marker and a question to begin. Invite students to discuss the question and record their response on the chart paper. After groups have completed their response, have them rotate to a new question, discuss and respond. Challenge students to record responses different from the ones already recorded on the chart paper.

Questions:
- What provides our bodies with energy to help them function at its best?
- In the circuit, which activity used the most body parts? Which activity required the most energy?
- How much energy does your body use when performing different activities? (Rate on a scale of 1 to 10, with 10 being the most energy.) Choose three activities and place them on the number scale.
- How do the nutrients in healthy foods help your body, grow, develop and function?
- Why are healthy foods better at providing our bodies with energy to do the activities we want to?
- What is a serving size?
- What is the recommended amount of food you should eat for your age? Why?

Recommended Assessment As Learning: As students are working, circulate around the classroom and use Appendix 2: Classroom Observation Forms to record observations and document student learning. Consider taking photos of charts as additional evidence.

Recommended Assessment Of Learning: Individually or in pairs, have students discuss and individually record two things they discovered about how the body uses food for energy using the K-W-L chart in the Healthy Food, Healthy Bodies Journal page 1, in the We Learned column. Ask them to share their responses with the class.

**Educator’s Note:** In the following activity students will investigate how much energy they need throughout the day and how they can get that energy from calories in food. It is important to recognize that all students will have different body types and some students may be struggling with issues around body image. In order to create a safe, inclusive environment for everyone, remind students that everyone needs the energy that comes from calories and that understanding how calories and nutrients support their body can help them make decisions about what is best for their own bodies. Encourage students to focus on investigating the foods that will provide the energy they need based on their individual daily schedule. It is not necessary for students to share their work or compare their daily plan with anyone else.

1. Show students a potted plant or an image of a plant, or take students outside to show them a tree or garden.

2. Ask students, what does a plant need to grow? Explain that just like a plant requires, water, sunlight and nutrients from the soil to grow and develop, our bodies also need healthy food to function, grow and develop. Ask, what provides our bodies with energy to function and to do the activities we want to? What is in food that gives our bodies energy? How much energy do we need every day?


3. Invite students to add their questions or wonderings about plant growth to their We Wonder column in the K-W-L chart in the Healthy Food, Healthy Bodies Journal page 1 and to the Wonder Wall.

4. Direct students to the Healthy Food, Healthy Bodies Journal page 10. Individually or in pairs, invite students to write or draw a list of activities they do in the morning, afternoon and evening. (For example: sleep, shower, dance, play.)

5. Explain to students that food provides the body with energy, and the amount of energy provided is measured in the form of a calorie. The number of calories in a food item refers to the amount of energy it will provide your body. This can be found on the nutritional label. Each person requires energy to help their bodies work and participate in the activities they want to do every day. The more physical activities you do, the more energy your body needs. Reference: 2Kids Healthy, www.kidshealth.org/en/kids/calorie.html

6. On the front board, show students the two examples of nutritional labels. Ask students, which food item has more energy? How do you know?

7. Explain to students that the nutritional label tells you how much of the food is in one serving, the calories in one serving and the amount of nutrients in the food item.

8. Recommended Assessment As Learning: Using the think-pair-share strategy, have students discuss which food item on the front board is the healthier choice. Have students use the information about the amount of energy and nutrients on the nutritional label to justify their answer. Have students share their response with the class.

9. Explain to students that the foods they eat should provide their bodies with energy as well as nutrients. Have students think back to the previous lesson and ask, what are some foods that provide the body with nutrients? What food groups do they come from?

**Educator’s Note:** To prepare for the next activity, place nutritional labels students have brought or you have collected at different desks or tables around the classroom.

10. Ask students to look at their schedule of activities and identify the activities that require the most energy and require the most calories.

11. Explain to students that now they will decide which foods they need to eat at each time of the day to get the energy and nutrients they need and record them in their journal.
12. Show students the nutritional labels around the classroom and invite students to participate in the Calorie Hunt by looking for the foods that will provide their bodies with the energy and nutrients they need throughout the day. Encourage students to consider the times of day they require additional foods to provide a boost in energy. How do these foods help the body perform all of the activities?

**Educator’s Note:** Consider dividing the following steps of the Calorie Hunt into tasks everyone must do and tasks that can be offered as a challenge. For example:

**Everyone must do:**
#1 Sketch or write food items that provide your body with the energy to do the activities you want every day on *Healthy Food, Healthy Bodies Journal* page 10. Use the information on the nutritional label to select your food items. Make sure all the food groups are represented in your meal plan.

If you finish, try:
#2: Children age nine to 12 years old need 1,800 calories per day. Look at the food items you selected and calculate the total amount of calories you will get from eating these food items. Is your total close to 1,800 calories? If the total is less than 1,800, consider adding more food items.

For a challenge:
#3: Use the nutritional labels to identify the nutrients available in the food items you selected. Write or sketch how these nutrients help the body function, grow and develop.

**Extension:** To extend student learning, invite family members into the classroom to show students how to prepare a healthy food item that they enjoy eating at home. Consider hosting a food fair in an open space like the playground or gymnasium with family members demonstrating how to prepare foods that are of personal or cultural significance. Invite other classes, families and teachers to the fair to learn about different food preparation and to try the foods. After the fair, ask students the questions below about the foods. As an option, invite guests to ask for recipes of their favourite dishes and record these using a clipboard.

**Discussion Questions:**
- What is this dish called and where does it come from?
- What food items are in this dish?
- What food groups are present?
- What nutrients does this dish provide to the body?
- How much energy will this food item provide? How do you know?
- When is a good time to eat this food?

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13. **Recommended Assessment As Learning:** Circulate around the classroom and have discussions with students about the food items they choose and the time of the day they will eat these food items. Using *Appendix 2: Classroom Observation Forms* to record evidence of student learning.

14. **Recommended Assessment Of Learning:** Ask students to share their schedule and the food items they selected with the class. Have them explain why they chose certain food items to eat at certain times of the day, and why they made that food choice. Alternatively, ask students to provide a written response describing the food they chose and how these foods provide the body with energy.

15. **Recommended Assessment Of Learning:** To review their learning, ask students to record the things they have learned about energy in foods using the K-W-L chart, *We Learned* column in their *Healthy Food, Healthy Bodies Journal* page 1. Ask students to think about how food provides the body with energy and why the energy from healthy foods is important for the body.
Lesson 4:
Who Influences Your Food Choices?

Suggested Time:
80 minutes or 2 x 40 minutes

Materials:
- Sticky notes
- Chart paper and markers
- Computers with Internet access
- Camera
- Healthy Food, Healthy Bodies Journal (one per student)
- Video: “Nutella Commercial,” www.youtube.com/watch?v=ThIrw_LpuRA (0:31)

Learning Goals:
Students will:
- Understand that there are many factors that influence our food choices, including family, friends, media and the environment
- Explore how these influences effect their own food choices
- Investigate how advertisements and other media can influence our food choices

1. Ask students, when you have the opportunity to select your own food, how do you decide what to eat? What are some of the things you think about? Using the quick-write or quick-draw strategy, give students one to two minutes to record what influences their decision while choosing food using the Healthy Food, Healthy Bodies Journal page 11. Have students share their responses. As an alternative, consider adding a column to the chart discussing when and where they make food choices and what their motivation is.

2. In pairs, ask students to discuss two of their greatest food influences. Why do they select certain foods over others? Share these with the class and record them on the front board.

3. Distribute sticky notes to each student, and ask them to think about three foods they would select from the school cafeteria or choose to bring as a snack and record these on their sticky note. Have students share this with their partner. Ask students, why did you choose these foods? What influences you? To support students further, explain to students that all of our food choices are influenced by the people around us, our bodies’ signals (tired or hungry) and things we see in our environment. Many times, food is provided for us; however, when we have the opportunity to choose, we can think about how to make a healthy choice.

4. On the front board, show students pairs of food images from Appendix 3: Educator Resources – Food Items.

5. Using the think-pair-share strategy, have students select which food item from the pair they would choose to eat and discuss why they chose it. Have students consider how their choice is affected by the amount of energy their bodies require. For example: orange versus chocolate. I chose chocolate because I enjoy eating sweet foods and it makes me happy. Or, I chose the orange because fruit is healthy for my body and provides nutrients to help me grow. Have students share their responses.

6. Share with students the food commercial “Tropicana Essentials TV Advert 2015,” www.youtube.com/watch?v=9c6ENKcjSXI (0:35). Ask students the following questions:
- What is this commercial encouraging you to do?
- How will you feel when you drink orange juice?
- Do you want to drink orange juice after watching this commercial?
- How does this commercial affect your decision about foods?

7. Share with students the food commercial “Nutella Commercial,” www.youtube.com/watch?v=ThIrw_LpuRA (0:31). As an alternative, ask students to use mobile devices to find a commercial. Ask students the following questions:
- What information did this commercial give you about Nutella?
- How will this commercial affect your decision about eating Nutella?
- If you had a choice, would you choose to eat Nutella or a banana?

Educator’s Note: To prepare for the carousel activity, collect a variety of print advertisements about food. Options have been provided in Appendix 3: Educator Resources – Advertisements; however, advertisements students are familiar with will create a more meaningful learning experience.
9. **Recommended Assessment As Learning:** Divide students into small groups and assign each group one print advertisement from Appendix 3: Educator Resources – Advertisements. Using the carousel strategy, provide each group with chart paper and markers to record their responses. Ask each group to read, view and discuss the advertisements and answer the questions below. Place these questions on the front board for students’ reference. Circulate around the classroom and observe students’ discussion about the advertisements. Record observations about student learning using Appendix 2: Classroom Observation Forms.

**Guiding Questions:**
- How does this advertisement make you feel about the food item?
- What information does this advertisement give you?
- After viewing this advertisement, are you more likely or less likely to eat this food item?
- Does this advertisement influence your choice?

**Educator’s Note:** If tablets or mobile devices are available, consider including digital advertisements in the activity using the links below.
- Video: “Kettle Chips Ad UK – Simple is Better,” [www.youtube.com/watch?v=Ef4wukUID9Q](https://www.youtube.com/watch?v=Ef4wukUID9Q)
- Video: “Baby | I’m Lovin’ It! McDonald’s,” [www.youtube.com/watch?v=3LJvV4dHtHA](https://www.youtube.com/watch?v=3LJvV4dHtHA)
- Video: “V8 Commercial in Convenience Store,” [www.youtube.com/watch?v=6tMVF2p3nnU](https://www.youtube.com/watch?v=6tMVF2p3nnU)
- Video: “Pringles | WOW 2018 Commercial (Official),” [www.youtube.com/watch?v=gk0nVMU76bc](https://www.youtube.com/watch?v=gk0nVMU76bc)

10. After students have viewed, discussed and recorded their responses, have them rotate to the next advertisement and read, view, discuss and record their responses using the same guiding questions. Allow enough time for each group to view all the advertisements.

**Guiding Questions:**
- How does this advertisement make you feel about the food item?
- What information does this advertisement give you?
- After viewing this advertisement, are you more likely or less likely to eat this food item?
- Does this advertisement influence your choice?

11. As a class, share students’ views about the advertisement. Ask students, what is the purpose of these advertisements? How do they influence your food choices? How can you make sure you are making a healthy choice?

**Recommended Assessment Of Learning:** In the same small groups as the carousel activity, have students create a print or television commercial for a healthy food item. In the advertisement, have students consider how they will encourage people to eat this food item and why this food is important for their chosen activity. (For example: bread can be consumed before or after a soccer game to provide the body with energy to run for long periods of time.) Remind students to use their knowledge about the food groups, the energy and nutrients in food, and how the nutrients help the body to guide their advertisement and to ensure they are helping people to make a healthy choice. Students can choose to draw or create a digital graphic or they can create a role play for the television commercial.

**Educator’s Note:** Consider providing students with the opportunity to record their role play. Students can find a space in the school, such as the playground, cafeteria or gymnasium to film the advertisement, or as an alternative ask students to film the commercial at home in front of the fridge to demonstrate how they make food choices each day. If the home fridge is unavailable, consider filming using the staff room fridge.

12. **Recommended Assessment Of Learning:** Have students share their advertisements with the class and ask the audience to provide feedback about the commercial using the model below:
- Three reasons that encouraged them to eat this food item
- Two ways they could include to help people make a healthy choice

13. **Recommended Assessment Of Learning:** Ask students to examine the food choice trends in their school and survey students in other classes to learn more about how they make choices about food. Encourage students to present what they have learned about the factors that influence food choices in a fun and engaging way at a school assembly. Students can also consider creating a series of videos that can be shared in the school or on the school website.

14. **Recommended Assessment Of Learning:** To review their learning for all four lessons, have students record what they have learned about how food provides energy to the body using the K-W-L chart, We Learned column in their Healthy Food, Healthy Bodies Journal page 1. Have students consider how the choices we make about food effect our energy levels and help our performance. What helps us make better choices about food?
Lesson 5:
How Can We Make Healthy Food Choices?

Suggested Time:
60 minutes + Take Action and Report and Celebrate

Materials:
- Sticky notes
- Chart paper, markers and art materials
- Camera
- Computer with Internet access
- Healthy Food, Healthy Bodies Journal (one per student)

Learning Goals:
Students will:
- Understand that healthy food choices enable the body to grow, develop and function
- Explore how they can make healthy food choices every day and encourage others to do the same
- Raise awareness about healthy food choices for themselves, their family and their community

1. **Recommended Assessment For Learning:** Divide students into small groups. Provide each group with chart paper, sticky notes, markers and one meal from Appendix 3: Educator Resources – Meals We Eat. Have students place their meal in the middle of the chart paper. Ask students to:
   - Label the different food items in the meal and the food groups they belong to.
   - Beside the food group labels, record the types of nutrients in the food items and how they benefit the body.
   - Consider what time of day they would eat this meal and why.
   - Think about food items they would replace or change to make the plate healthier.

2. **Recommended Assessment As Learning:** Distribute sticky notes to students. In pairs, ask students to discuss and record how the lessons about Healthy Food for Healthy Bodies have influenced them to make different choices about the foods they eat every day. How does eating healthy food help their bodies? Post the sticky notes on the front board for students to refer to.

3. As a class, create a collaborative Healthy Choices poster that provides tips, tricks and information about how to make healthy food choices and why these food choices are important for a person ages nine to 12 years old. Students can write, draw or create 3D images on the poster. Encourage students to use an example meal on the poster that includes all four food groups to demonstrate the process of choosing healthy foods.

4. **Recommended Assessment Of Learning:** Ask each student to write a reflection about their contribution to the poster and why they believe these foods are healthy.

5. **Educator’s Note:** If possible display this poster in the classroom or the school for students to refer to on an ongoing basis. Continue to have discussions about how students can make choices about the foods they eat and the benefits they receive from the foods they eat.

6. **Action Plan**

6. Ask students, why should everyone know about making healthy choices? How can they share this knowledge with the people and communities around them? Why is it important to share this knowledge?

7. Introduce students to the WE Eat Well campaign [www.we.org/we-schools/program/campaigns](http://www.we.org/we-schools/program/campaigns). Ask students, why is it important to raise awareness about healthy foods and the choices we make about the foods we eat? Explain to students that this campaign aims to give all children the tools to make healthy choices about the food they eat.

8. Ask students to brainstorm how they can help people in their family and community make healthy choices about the food they eat. Create a list on the front board of actions students can take to raise awareness with their families and in their school and local community.

**Example Actions:**
- Present their Healthy Choices poster to students from different classes to raise awareness about the importance of eating a variety of different foods to ensure that your body is growing, active and strong.
- Invite family members or students from other classes to participate in a Create Your Own Sandwich learning activity. Have students lead this activity and share their learning about the different types of grains, vegetables, meats and condiments that can be on a sandwich. The aim of the activity would be to create a healthy and delicious sandwich.
- Create a colour code for foods in the school cafeteria. The colours could correspond to a traffic light; green means healthy, yellow means eat in moderation, red means it is a sometimes food. Create a video using PowerPoint, Prezi or Sway to share this new code with other classes and the school community.
- Use the school garden or tower garden to supply their school cafeteria with fresh vegetables and fruits to use in their foods. Create pamphlets or information cards with suggestions for healthy snack options for school events, dances or birthday parties.
• Create a series of advertisements to raise awareness about the importance of eating healthy foods every day and how they provide bodies with energy to function, grow and develop. Share these advertisements around the school, at assemblies or school events and on the school website.
• Invite a local chef to the school to show how they prepare healthy food items using a recipe. Have students create their own recipes that have a variety of healthy and delicious food items.

Take Action

9. As a class, school or local community, choose an action to raise awareness about healthy food choices and participate in the WE Eat Well campaign.

Report and Celebrate

10. Have students share what they have learned and the actions they took with students from another class, in the school or in the community. Challenge them to think about how they can continue to raise awareness about the importance of eating healthy foods for growing, active and strong bodies.

11. Students can also share their learning using the classroom social media account: Here’s how:
   • Post your milestone moments online to show the world your influence with #WEeatWell or focus on writing posts with tricks and tips to help people make healthy food choices.
   • Invite a friend, family member or local business to take the WE pledge. Offer to feature their progress with #WEeatWell on your social media account.
## Alberta

### Grade 4

| Health and Life Skills (2002) | The WE Eat Well lesson package addresses the rationale of the Alberta Health and Life Skills Curriculum:  
| Wellness Choices | • to promote and maintain health as a valued and valuable resource  
| Personal Health | • to examine health issues and factors that promote or limit good health  
| | • to gain an understanding of social and environmental factors that are beyond their immediate control, which have a significant impact on their health |

| Physical Education (2000) | The WE Eat Well lesson package addresses the rationale of the Alberta Physical Education Curriculum and contributes to the development of life skills for:  
| Active Living | • the personal development of health  
| | • the use of physical activity as a strategy for managing life challenges  
| | • a setting within which to practise working with with others |

| Language Arts (2000) | The WE Eat Well lesson package addresses the aim of the Alberta Language Arts curriculum to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.  
| Discover and Explore | The WE Eat Well lesson package addresses the outcomes of the Alberta Language Arts curriculum to enable each student to listen, speak, read, write, view and represent:  
| Clarify and Extend | • to explore thoughts, ideas, feelings and experiences  
| Respond to Texts | • to comprehend and respond personally and critically to oral, print and other media texts  
| Create Original Texts | • to manage ideas and information  
| Plan and Focus | • to enhance the clarity and artistry of communication  
| Select and Process | • to respect, support and collaborate with others  
| Present and Share |
# Appendix 1: Provincial Curricular Correlations

Curriculum correlations made possible by **NELSON**

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The WE Eat Well lesson package addresses the Nova Scotia Physical and Health Education Curriculum:

- enables students to develop knowledge, skills, attitudes and behaviours related to healthy living
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**Grade 5**

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The WE Eat Well lesson package can also help address the B.C. Health and Physical Education Curriculum Goals:

- demonstrate the knowledge, skills and strategies needed to make informed decisions that support personal and community health and safety
- develop an understanding of the many aspects of well-being, including physical, mental and social
- develop the movement knowledge, skills and understandings needed for lifelong participation in a range of physical activities
- develop knowledge, skills and strategies for building respectful relationships, positive self-identity, self-determination and mental well-being

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- become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social and career aspirations
- appreciate language and learning as lifelong sources of joy, curiosity and passion
- think creatively, critically and reflectively about language and texts as part of constructing and communicating personal meaning
- appreciate the power, beauty and artistry of language and texts and their impact on personal, social, and cultural life
- use language to design and share information interpersonally interculturally and globally
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| Healthy and active living |
| Social and community health |
| Mental well-being |
| Physical literacy |
| Comprehend and Connect |
| Create and Communicate |

Grades 4 to 6, Canadian Edition 29
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| **Healthy Lifestyle Practices:** | |
| | • to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices |
| **Movement:** | |
| | • to demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments and cultures |

| **Language Arts (2016)** | The WE Eat Well lesson package helps address the Manitoba Language Arts curriculum, specifically enabling each student to read and produce a wide range of texts, including media, transactional and literary texts. |
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| **Plan and Focus** | |
| **Select and Process** | |
| **Present and Share** | |
## Manitoba

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Movement:  
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#### Health and Physical Education (2015)

- **Active Living**
- **Movement Competence**
- **Healthy Living**

The WE Eat Well lesson package can help address the goals for Health and Physical Education, specifically:

- an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health and an understanding of how living healthy, active lives is connected with the world around them and the health of others
- the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, through opportunities to participate regularly and safely in physical activity and to learn how to develop and improve their own personal fitness

**Healthy Lifestyle Practices:**

The lesson package also supports several goals of Health and Physical Education-Healthy Eating including:

- food choices
- healthy eating goals
- food choices in various settings

#### Language Arts (2006)

- **Oral Communication**
- **Reading**
- **Writing**
- **Media Literacy**

The WE Eat Well lesson package can help address the principles for Language Arts, specifically to:

- communicate—that is, read, listen, view, speak, write and represent—effectively and with confidence
- think critically
- make meaningful connections between themselves, what they encounter in texts and the world around them
- use language to interact and connect with individuals and communities, for personal growth—and for active participation as world citizens

The WE Eat Well lesson package also helps address the Ontario Language Arts Curriculum expectations incorporating the use of analytical, critical and metacognitive thinking skills.
## Appendix 1: Provincial Curricular Correlations

**Curriculum correlations made possible by** **NELSON**

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<tbody>
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</table>
| **Health and Physical Education (2015)** | **The WE Eat Well lesson package can help address the goals for Health and Physical Education, specifically:**  
  • an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health and an understanding of how living healthy, active lives is connected with the world around them and the health of others  
  • the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, through opportunities to participate regularly and safely in physical activity and to learn how to develop and improve their own personal fitness  
The lesson package also supports several goals of Health and Physical Education-Healthy Eating including:  
  • nutritional facts tables, food labels  
  • media influences  
  • food choices |  |
| Active Living |  |
| Movement Competence |  |
| Healthy Living |  |
| **Language Arts (2006)** | **The WE Eat Well lesson package can help address the principles for Language Arts, specifically to**  
  • communicate—that is, read, listen, view, speak, write and represent—effectively and with confidence  
  • think critically  
  • make meaningful connections between themselves, what they encounter in texts and the world around them  
  • use language to interact and connect with individuals and communities, for personal growth and for active participation as world citizens  
The WE Eat Well lesson package also helps address the Ontario Language Arts Curriculum expectations incorporating the use of analytical, critical and metacognitive thinking skills. |  |
| Oral Communication |  |
| Reading |  |
| Writing |  |
| Media Literacy |  |
### Appendix 1: Provincial Curricular Correlations

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#### Health and Physical Education (2015)

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<tr>
<th>Active Living</th>
<th>Movement Competence</th>
<th>Healthy Living</th>
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<tr>
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<tr>
<td>• engaging students in practicing and benefits of healthy eating and active living</td>
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#### Language Arts (2006)

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<tr>
<th>Oral Communication</th>
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<tr>
<td><strong>Grade 4</strong></td>
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| **Personal Development (2004)** | The WE Eat Well lesson package addresses the aim of the Quebec Personal Development Curriculum to help students develop motor efficiency and psychosocial skills, and to acquire knowledge, attitudes and behaviours they will need to manage their health and well-being. The WE Eat Well lesson package addresses competencies of the Quebec Personal Development Curriculum:  
• to perform movement skills in different physical activity settings  
• to interact with others in different physical activity settings  
• to adopt a healthy, active lifestyle  
| **Physical Education and Health** |  
| **Language Arts (2001)** | The WE Eat Well lesson package addresses the role of the literacy program of the Quebec English Language Arts Curriculum that teaches the humanistic values and beliefs of our culture, as well as in cultivating the understanding that the courage to be human endures in the face of changing histories, stories and events. The WE Eat Well lesson package addresses competencies of the Quebec English Language Arts Curriculum:  
• to read and listen to literary, popular and information-based texts  
• to write self-expressive, narrative and information-based texts  
• to represent his/her literacy in different media  
• to use language to communicate and learn |
### Quebec

#### Grade 5

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*Curriculum correlations made possible by NELSON*

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Appendix 2: Classroom Observation Forms

Classroom Observation Form 1 | Lesson/Activity: 

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## Classroom Observation Form 2

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<td>Learning Outcomes</td>
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Appendix 2: Classroom Observation Forms

Classroom Observation Form 3

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<tr>
<th>Observations</th>
<th>Questions/Concerns</th>
<th>Next Steps</th>
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</table>

Lesson/Activity: ________________________
Appendix 3: Educator Resources - Food Items

- Apple
- Banana
- Squash
- Broccoli
- Mango
- Carrot
- Blueberries
- Watermelon
- Eggs
- Peanut Butter
- Salmon
- Milk
- Cheese
- Almonds
- Beans
Appendix 3: Educator Resources - Food Items

Lentils
Lettuce
Bread
Cereal
Shrimp
Rice
Pasta
Onion
Tomato
Yogurt
Pepper
Tuna
Orange Juice
Chicken
Cucumber
Appendix 3: Educator Resources - Food Choices

- Chocolate
- Orange
- White Bread
- Whole Grain Bread
- Cow’s Milk
- Soda
- Fries
- Baked Potato
- Tomato
- Ketchup
Appendix 3: Educator Resources - Meals We Eat
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Permission is granted by WE Charity to reproduce for classroom use.
Appendix 3: Educator Resources - Meals We Eat
Appendix 3: Educator Resources - Meals We Eat
Appendix 3: Educator Resources - Advertisements

Bread

To the NATION with Love!

www.dawnbread.com

Now in New OXO-Biodegradable Packaging

Environment Friendly Pack
Appendix 3: Educator Resources - Advertisements

Cereal
Appendix 3: Educator Resources - Advertisements

Soft Drink
Appendix 3: Educator Resources - Advertisements

No one grows Ketchup like Heinz.

Condiments
Appendix 3: Educator Resources - Advertisements

Specially made for healthy bodies, healthy lives, healthy kids

Juice
Appendix 3: Educator Resources - Advertisements

No artificial preservatives

Fish
Appendix 3: Educator Resources - Advertisements

Almond Milk
Chewing Gum
Appendix 3: Educator Resources - Nutritional Sort and Predict Activity

Vegetables and Fruits

Grain Products

Meat and Alternatives

Milk and Alternatives
Appendix 3: Educator Resources - Nutritional Sort and Predict Activity

Bread  Tomato  Beef  Cow’s Milk
Quinoa  Banana  Egg  Soy Milk
Rice  Parsley  Chickpeas  Yogurt
Pasta  Mushroom  Tofu  Cheddar Cheese
Appendix 3: Educator Resources - Nutritional Sort and Predict Activity

I am made from wheat. Wheat provides the body with energy to be active. Wheat also has thiamine, riboflavin and vitamin B6. These are known as B vitamins.

I provide the body with fibre to help food digest. I am shaped like small beads and can be eaten hot or cold.

I am small and white and you can find me in many different countries around the world. I provide the body with fibre and energy.

I am made from wheat and come in many different shapes and sizes. I taste really good with sauce. I provide the body with fibre and energy.

I am a red, but I am not sweet. I provide the body with lots of vitamins and minerals, especially vitamins A and C and fibre.

I am yellow on the outside and white on the inside. I provide the body with fibre and lots of vitamins, especially vitamin C. I also have lots of potassium.

I am green and leafy and I often grow in a garden. You can eat me on my own or with different foods. I provide the body with vitamin A, vitamin C and iron.

I am a fungus and look like a toadstool. I can be white or brown and you can find me growing in the ground. I provide the body with fibre, iron and vitamin C.

I am a white on the outside and yellow in the middle. I come from an animal and I provide the body with fat, protein and iron.

I am from the bean family. I am small but mighty. I provide the body with protein, fibre and fat.

I am a white and look like a block of cheese. I provide the body with protein and vitamins and minerals.
Appendix 3: Educator Resources - Nutritional Sort and Predict Activity

I am a white beverage. I provide the body with calcium and vitamin B12.

I am liquid that comes from a plant. People often drink me when they are allergic to cow’s milk. I provide the body with calcium.

I am smooth and creamy and made from milk. I provide the body with protein and vitamin D.

I can be orange or white and I have a strong smell. I am also made from milk. I provide the body with calcium, zinc and vitamin D.

I come from an animal and I can be cooked in lots of different ways. I provide the body with protein that helps to build muscles.
## Appendix 3: Educator Resources - Nutrient Fact Sheet

<table>
<thead>
<tr>
<th>Food Groups</th>
<th>Nutrients</th>
<th>How Do They Help Our Bodies?</th>
</tr>
</thead>
</table>
| Vegetables and Fruits | Vitamins and Minerals, Fibre, Vitamin A and Vitamin C | Grain products, particularly whole grains, are a source of fibre and typically are low in fat. Fibre rich foods can help people feel full and satisfied. A diet rich in whole grains may also help reduce the risk of cardiovascular disease. Nutrients provided by grain products include carbohydrates, B vitamins (e.g., thiamin, riboflavin, niacin and folate), iron, zinc, magnesium and other components such as fibre. The health benefits associated with grain products cannot be attributed to any one nutrient. It is more likely that the nutrients work together with other naturally occurring components to provide an overall health benefit. Grain products help the body:  
• Reduce the risk of heart disease  
• Reduce constipation  
• Provides energy for the body to function  
• Maintain a healthy immune system |
| Grain Products    | Fibre, Energy, B Vitamins        | Vegetables and fruit have important nutrients such as vitamins, minerals and fibre. They usually are low in fat and calories. A healthy diet rich in vegetables and fruit may help reduce the risk of cardiovascular disease and some types of cancer. Nutrients provided by vegetables and fruit include carbohydrate, vitamins A and C, potassium, magnesium and some B vitamins such as folate. The individual nutrients may explain some of the health benefits of eating vegetables and fruit. It is more likely, however, that the nutrients work together with other naturally occurring components in vegetables and fruit to provide the overall health benefit. Eat at least one dark green and one orange vegetable per day. Dark green and orange vegetables are mentioned specifically because they are rich in folate and vitamin A, respectively. Eating these vegetables each day will ensure that people consume adequate amounts of these nutrients. Vegetables and Fruits help the body:  
• Maintain healthy blood pressure  
• Reduce heart disease  
• Help maintain proper bowel function  
• Maintain skin health  
• Protect against infections  
• Repair body tissue and help heal cuts and wounds |
## Appendix 3: Educator Resources - Nutrient Fact Sheet

<table>
<thead>
<tr>
<th>Food Groups</th>
<th>Nutrients</th>
<th>How Do They Help Our Bodies?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meat and Alternatives</strong></td>
<td>Protein</td>
<td>The Meat and Alternatives group provides important nutrients such as iron, zinc, magnesium, B vitamins (thiamin, riboflavin, niacin, vitamin B6 and vitamin B12), protein and fat. Foods belonging to this food group include eggs, fish, legumes such as chick peas, kidney beans and lentils, meat, nuts and seeds, poultry, shellfish, and tofu.</td>
</tr>
<tr>
<td></td>
<td>Fat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Iron</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zinc</td>
<td></td>
</tr>
<tr>
<td><strong>Milk and Alternatives</strong></td>
<td>Calcium</td>
<td>The Milk and Alternatives food group provides calcium, vitamins A, D and B12, riboflavin, zinc, magnesium, potassium, protein, and fat. The Milk and Alternatives food group includes milk, fortified soy beverage, canned (evaporated) milk, powdered milk, cheese and yogurt.</td>
</tr>
<tr>
<td></td>
<td>Vitamin D</td>
<td></td>
</tr>
</tbody>
</table>

Canada's Food Guide suggests that people regularly choose beans and other meat alternatives such as lentils and tofu. Legumes (beans, peas and lentils) are also sources of folate and fibre. Nuts and seeds are other types of meat alternatives and are relatively high in calories, but contain monounsaturated fats and essential polyunsaturated fats, which are beneficial for cardiovascular health.

Meat and Alternatives help the body:
- Protein is the building block for bones, muscles, cartilage, skin and blood
- Provide the body with energy to function
- Build tissue
- Carries the nutrients to the body through the blood

Milk and Alternatives help the body:
- Maintain bone mass
- Maintain healthy blood pressure
- Reduces osteoporosis (breaking-bone disease)

Reference:
USDA Choose My Plate [www.choosemyplate.gov](www.choosemyplate.gov)
Appendix 3: Educator Resources – Dietitian Profile

Heidi Pola
In-Store Dietitian

What is a dietitian?
A dietitian is a person who knows a lot about food and healthy eating. Dietitians can help you decide what foods are healthy choices and what foods you need for your growing bodies. Dietitians can also help you if you have a special diet. You might be on a special diet if you have a food allergy or if you are sick. Dietitians love to show people how delicious healthy eating can be!

Where does a dietitian work?
Dietitians work in many places! They can work in hospitals, nursing homes, public health centres, doctor’s offices, schools, grocery stores, food companies or even people’s homes. Some dietitians have their own private office.

Who does a dietitian work with?
Dietitians work with many different people, including healthcare workers like doctors, nurses, and physiotherapists. Dietitians may also work with food scientists, governments or teachers.

How do you help children make healthy choices about the foods they eat?
In my job at the grocery store I help children make healthy choices in many fun ways! I host field trips and events to teach children about where food comes from, what healthy food does for our bodies, where to find healthy choices in the store and how to add more healthy choices to what they eat. Another exciting part of my job is encouraging children to try new foods like dragon fruit or cricket powder and creating healthy dishes in the kitchen together.

What is your favourite thing about being a dietitian?
My favourite thing about being a dietitian is working with food. I love baking, cooking and trying new foods. I also enjoy helping others by sharing my knowledge and passion for healthy food with them. Since I work in a grocery store, I have many healthy choices at my fingertips. I like to show people how to use healthy ingredients to create delicious meals and snacks that they can make at home. For example, one of my favourite desserts to make is chocolate pudding made with avocados!
Appendix 3: Educator Resources – Dietitian Profile

A Dietitian’s Daily Meal Plan

**Breakfast**
- Natural peanut butter and sliced bananas on a whole grain English muffin
- A glass of 1% milk

**Snack**
- Yogurt parfait with layered plain Greek yogurt, frozen cherries and shredded coconut

**Lunch**
- Greek salad with tomatoes, cucumber, green and red pepper, red onion, lentils and feta cheese
- Homemade whole grain banana muffin
- A glass of water

**Snack**
- Sugar snap peas
- A handful almonds

**Dinner**
- Maple glazed salmon with roasted potatoes, green beans and carrots
- A glass of water
- A few squares of chocolate
Appendix 3: Educator Resources - Circuit Instructions

## Stretching Station

<table>
<thead>
<tr>
<th>Pose 1: Corpse Pose</th>
<th>![Corpse Pose Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lie on the floor with your whole back touching the floor.</td>
<td></td>
</tr>
<tr>
<td>• Straighten your head and neck, looking up toward the sky.</td>
<td></td>
</tr>
<tr>
<td>• Stretch your arms out beside your body and flatten your palms to face upward.</td>
<td></td>
</tr>
<tr>
<td>• Stretch your legs out, with your feet on either side of the body with your toes pointing up.</td>
<td></td>
</tr>
<tr>
<td>• Hold the pose for 30 seconds.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pose 2: Cat Pose</th>
<th>![Cat Pose Image]</th>
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<tr>
<td>• Start on your hands and knees, making sure that your knees are directly below your hips and your wrists are directly below your shoulders.</td>
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<tr>
<td>• Centre your head and look toward the floor.</td>
<td></td>
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<tr>
<td>• Take a breath out and round your spine toward the ceiling.</td>
<td></td>
</tr>
<tr>
<td>• Hold the pose for 30 seconds.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pose 3: Cobra Pose</th>
<th>![Cobra Pose Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lie on the floor on your stomach.</td>
<td></td>
</tr>
<tr>
<td>• Stretch your legs and the tops of the feet on the floor.</td>
<td></td>
</tr>
<tr>
<td>• Spread your hands on the floor underneath your shoulders.</td>
<td></td>
</tr>
<tr>
<td>• Hug your elbows back into your body.</td>
<td></td>
</tr>
<tr>
<td>• Press your thighs, legs and hips into the floor.</td>
<td></td>
</tr>
<tr>
<td>• Take a breath and straighten your arms to lift your chest off the floor.</td>
<td></td>
</tr>
<tr>
<td>• Hold the pose for 30 seconds.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3: Educator Resources - Circuit Instructions

**Pose 4: Downward Facing Dog**

- Begin by lying on the floor on your stomach.
- Move onto your hands and knees. Ensure that your knees are directly below your hips.
- Push your top thighs back and stretch your heels into the floor.
- Straighten your knees, but be sure not to lock them.
- Press your hands and fingers into the floor.
- Hold the pose for 30 seconds.

**Pose 5: Upward Shuttle**

- Breathe in and raise your hands toward the sky.
- Stretch your stomach and hands as far as they can go.
- Hold the pose for 30 seconds.
Dance Station

Choose your favourite song from the selection provided.

Play the song.

Dance and have fun!
Appendix 3: Educator Resources - Circuit Instructions

**Reading Station**

Choose a book, comic or magazine.

Find a comfortable spot to sit.

Read your book, comic or magazine.
Board Games Station

Choose a board game with a friend.

Read the instructions.

Play the game together.
Appendix 3: Educator Resources - Circuit Instructions

**Jump Rope Station**

- Put the handles of the jump rope into each hand.
- Begin with the jump rope behind your body.
- Swing the jump rope gently to the front of your body and then to the back.
- Swing the jump rope and let it stay on the ground. Keep the rope still and jump over it.
- Swing the jump rope to the front of your body and then it gets close to your feet, JUMP!
Appendix 4: Nutrient Research Project

What do we know about milk and alternatives?

Foods in the milk and alternatives group include milk, canned milk, fortified soy milk, almond milk, yogurt, kefir and cheese.

Canada’s Food Guide recommends:

• Eating or drinking three servings of milk and alternatives every day.

Source: Health Canada [1]

What nutrients are found in milk and alternatives?

What Nutrients Are Found in Milk and Alternatives?

There are lots of essential nutrients in dairy. Each time you eat or drink dairy you are giving your body:

• Calcium
• Iodine
• Vitamin A
• Vitamin D
• Zinc

Source: Health Canada [1]

How Do Milk and Alternatives Help Your Body?

• Calcium is used for building bones and teeth and maintaining bone mass. It prevents osteoporosis.
• Potassium helps to maintain healthy blood pressure
• Vitamin D helps the body maintain proper levels of calcium and phosphorus, therefore helping to maintain bone mass


Osteoporosis is a disease that occurs when you have low bone mass and your bones break down.

Figure 1: Serving Size. Source: www.aboutkidshealth.ca/Article?contentid=1439&language=English

Figure 2: Source: Canada’s Food Guide [3]

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Grades 4 to 6, Canadian Edition 78
## Appendix 4: Nutrient Research Project

**Calcium**

Calcium helps the body build strong dense bones and keeps bones and teeth healthy as a person grows.

The body also uses calcium for blood clotting, transmission of nerve impulses and the regulation of heart rhythm.

99% of the body’s calcium is stored in the bones and teeth.

The body receives calcium by consuming milk and alternatives or green leafy vegetables.


**Vitamin D**

Vitamin D plays a critical role in maintaining bone health. When blood calcium levels begin to drop, the body responds by converting the vitamin D into its active form to travel to the intestines to encourage the absorption of calcium and minimize loss through urine.

Vitamin D can be found in milk and alternatives, but is also absorbed through sunlight.


---

![Skeletal System](http://www.sportssciencekaylahfink.weebly.com/skeletal-system.html)

**Figure 2: Skeletal System. Source:** [www.sportssciencekaylahfink.weebly.com/skeletal-system.html](http://www.sportssciencekaylahfink.weebly.com/skeletal-system.html)

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**How many bones did I have when I was a baby?**

**How many bones do I have now?**
Appendix 4: Nutrient Research Project

Where Do I Go For More Information?

For more information about milk and alternatives, visit the following websites for additional research:

- About Kids Health: [www.aboutkidshealth.ca/Article?contentid=1439&language=English](http://www.aboutkidshealth.ca/Article?contentid=1439&language=English)
- Choose My Plate: [www.choosemyplate.gov/dairy](http://www.choosemyplate.gov/dairy)

Video Links

- "Milk: A Nutrient Powerhouse for Kids": [www.youtube.com/watch?v=AJMd6xfVmvI](http://www.youtube.com/watch?v=AJMd6xfVmvI) (1:48)
- "5 Nutrition Facts About Milk and Healthy Kids": [www.youtube.com/watch?v=Q1lDQc0I2jc](http://www.youtube.com/watch?v=Q1lDQc0I2jc) (1:45)
- How Is Dairy Good for Our Teeth and Bones?: [www.youtube.com/watch?v=a0y4iAlYaq0](http://www.youtube.com/watch?v=a0y4iAlYaq0) (1:40)
- "Benefits of Milk, Milk Nutritional Facts": [www.youtube.com/watch?v=hpQgbaGgBE](http://www.youtube.com/watch?v=hpQgbaGgBE) (5:22)
Grain Products

What Do We Know About Grain Products?

Grain Products are foods made from wheat, rice, oats, cornmeal, barley or another cereal grain. Bread, pasta, oatmeal, breakfast cereals, tortillas and grits are examples of grain products.

Source: Healthy Eating.org [www.healthyeating.org/Healthy-Eating/All-Star-Foods/Grains]

Grain products are divided into two groups: whole grains and refined grains.

Whole Grains: Contain the entire grain kernel—the bran, germ and endosperm. Examples of whole grains include whole wheat flour, bulgur (cracked wheat), oatmeal, whole cornmeal and brown rice.

Refined Grains: Have been milled, a process that removes the bran and germ.

Each part of the whole grain kernel contains nutrients.

1. Bran: Fibre-rich outer layer supplies B vitamins, iron, copper, zinc and magnesium, and phytochemicals.
2. Germ: Core seed where growth occurs. Contains healthy fats, vitamin E, B vitamins, phytochemicals and antioxidants.
3. Endosperm: Layer on the inside that contains carbohydrates and protein.

Source: Harvard T.H. Chan School of Public Health [www.hsph.harvard.edu/nutritionsource/what-should-you-eat/whole-grains/]

Figure 1 - Source: Harvard T.H. Chan School of Public Health [www.hsph.harvard.edu/nutritionsource/what-should-you-eat/whole-grains/]

Appendix 4: Nutrient Research Project

What Do We Know About Grain Products?

Figure 2 - Source: Canada’s Food Guide [www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/hpfbdgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf]
# What Nutrients Are Found In Grain Products?

Grain products are important sources of dietary fibre, B vitamins and minerals such as iron. The B Vitamins thiamin, riboflavin and niacin play a key role in metabolism. They help the body release energy from protein, fat and carbohydrates.

## Fibre 101

Fibre, or dietary fibre, is the part of the plant that the body can not digest. Fibre is found in foods like vegetables and fruits, whole grain products, nuts and seeds, and legumes (dried peas, beans and lentils).

There are two types of fibre:

1. **Insoluble**
2. **Soluble**

## Insoluble Fibre

Insoluble fibre can keep your gut healthy and prevent constipation.

## Soluble Fibre

Soluble fibre helps to lower your cholesterol levels, control blood sugar and keeps you feeling fuller for longer.

For more information about fibre, visit: Health Link BC www.healthlinkbc.ca/healthlinkbc-files/fibre

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## How Do Whole Grains Affect Our Bodies?

- Fibre helps lower our cholesterol as well as move waste through the digestive tract.
- Fibre may also prevent the formation of small blood clots that can trigger heart attacks or strokes.
- Phytochemicals and minerals may protect against some cancers.
- Dietary fibre from whole grains or other foods may help reduce blood cholesterol levels, lowering risk of heart disease, obesity and type-2 diabetes.
- Fibre is important for proper bowel function, as it helps reduce constipation. Foods with fibre help the stomach to feel fuller for longer.
- B vitamins are also essential for a healthy nervous system.


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Figure 3: Process of Digestion. Source: www.courses.lumenlearning.com/ap2/chapter/digestive-system-processes-and-regulation/
Appendix 4: Nutrient Research Project

What Do Grain Products Do For Your Body?

People who eat whole grains as part of a healthy diet have a reduced risk of chronic diseases. Grain are excellent sources of many nutrients that are important for the growing body. Half of your daily grain choices should be whole grains.

Source: USDA Choose My Plate [www.choosemyplate.gov/grains](http://www.choosemyplate.gov/grains)

Video Links

- “Grains – What Are Grains – Whole Grains – Refined Grains”: [www.youtube.com/watch?v=2CluFZKclto](http://www.youtube.com/watch?v=2CluFZKclto) (1:52)

- “How Do Carbohydrates Impact Your Health?” [www.youtube.com/watch?v=wxzc_2c6GMg](http://www.youtube.com/watch?v=wxzc_2c6GMg) (5:10)

- “Insoluble and Soluble Fiber Dietary Needs”: [www.youtube.com/watch?v=ccN4Nw0qiyQ](http://www.youtube.com/watch?v=ccN4Nw0qiyQ) (5:53)

For more information about grain products, visit the following websites for additional research:


Where can I find more information?

Figure 4: Healthy Plate. Source: [www.foodguideconsultation.ca/eat-well-plate](http://www.foodguideconsultation.ca/eat-well-plate)
Appendix 4: Nutrient Research Project

Meat and Alternatives

What Do We Know About Meat and Alternatives?

Foods in the meat and alternatives group include eggs, fish, legumes such as chickpeas, kidney beans and lentils, meats, nuts and seeds, poultry, shellfish, and tofu.

Canada’s Food Guide recommends:

• Eating meat alternatives such as beans, tofu or lentils often.
• Eating at least two serves of fish each week
• Selecting lean meat and alternatives prepared with little or no salt


Tips for Eating Meat and Alternatives

• Select lean cuts of meat to avoid excess fat. For beef, choose well-trimmed inside, outside, or eye of round or sirloin cuts and lean or extra lean ground beef. For pork, choose lean ham, pork tenderloin or loin chops. For lamb, choose cuts from the leg and loin.
• Enjoy poultry without the skin to reduce the saturated fat. Choose items like skinless chicken or turkey breasts or thighs or remove the skin from poultry before cooking.
• "Let’s go fishing." Fish and shellfish are tasty meat alternatives. Some fish, such as mackerel, lake trout, herring, sardines, albacore tuna and salmon are rich in omega-3 fatty acids, a type of fat that, together with a balanced eating plan, may help prevent some forms of heart disease.
• Beans, beans and more beans! Meat Alternatives such as beans (kidney, soy, black), peas and lentils are lower in fat and still provide protein, iron and B vitamins. Legumes are a great source of fibre.
• Experiment with soy! Soybeans are unique among beans because they contain all the building blocks or amino acids found in other complete protein foods like meat.
• Explore the Alternatives! In moderation, eggs can be part of healthy eating. They’re an inexpensive source of high-quality protein and make for fast and easy meals.


How do I make good choices about meat and alternatives?

Figure 1: Source: Canada’s Food Guide www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmanger-eng.pdf
What Nutrients Are Found in Meat and Alternatives?

Meat and Alternatives are tasty and versatile. They provide the body with many nutrients.

- Protein is a part of every cell in our bodies. Without enough of this essential building block, your body could not maintain or repair itself.
- Iron is important because it carries oxygen to all your body parts, helps prevent infections and helps your body make energy. It also helps to prevent anemia that can make you feel tired.
- B Vitamins (e.g., thiamine, riboflavin, niacin, folacin, and vitamins B6 and B12) help your body to make red blood cells and to use the energy (calories) found in the foods we eat.
- Zinc is needed for proper growth and helps your body fight infections. Avoid portion distortion—you can get too much of a good thing. Canada’s Food Guide recommends servings of Meat and Alternatives every day.

Source: Health Canada


Protein

Protein is in every cell in the body. Our bodies need protein from the foods we eat to build and maintain bones, muscles and skin. We get proteins in our diet from meat, dairy products, nuts, and certain grains and beans. Proteins from meat and other animal products are complete proteins. This means they supply all of the amino acids the body can’t make on its own.

Protein malnutrition leads to the condition known as kwashiorkor. Lack of protein can cause growth failure, loss of muscle mass, decreased immunity, weakening of the heart and respiratory system, and death.

Source: Medline Plus

www.medlineplus.gov/dietaryproteins.html

Harvard T.H. Chan School of Public Health

www.hsph.harvard.edu/nutritionsource/what-should-you-eat/protein/

Iron

Iron is an essential element for most life on Earth, including human beings. It is required for the production of red blood cells and is a part of hemoglobin which carries oxygen around the body.

Iron is also involved in the conversion of blood sugar to energy. This allows the muscles to work at their best during active movement.

The immune system is also dependent on iron for normal functioning. It also helps the brains and cognitive function of young children.

Source: Medline Plus

www.medlineplus.gov/iron.html

Protein and iron... how do they help the body?
Appendix 4: Nutrient Research Project

For more information about meat and alternatives, visit the following websites for additional research:

- About Kids Health: www.aboutkidshealth.ca/Article?contentid=1440&language=English
- Kids Health: www.kidshealth.org/en/kids/protein.html#catnutrition
- Choose My Plate: www.choosemyplate.gov/protein-foods

Video Links

- “Why Do Our Bodies Need Protein?”: www.youtube.com/watch?v=KSKPgaSGSYA (2:02)
- “Why Do We Need Protein? Why Is Protein Important?”: www.youtube.com/watch?v=oRN17s50xFk (3:05)
- “Why Is Protein Important?”: www.youtube.com/watch?v=zxWbwNtWFik (4:10)

Where do I go for more information?

Figure 1: Muscular System. Source: www.sportssciencekaylahfink.weebly.com/muscular-system.html
What Do We Know About Vegetables and Fruits?

Vegetables and Fruits are an important part of a healthy diet and variety is as important as quantity. No single fruit or vegetable provides all the nutrients you need to be healthy.

Source: Healthy Eating.org [www.healthyeating.org/Healthy-Eating/All-Star-Foods/Fruits](www.healthyeating.org/Healthy-Eating/All-Star-Foods/Fruits)

<table>
<thead>
<tr>
<th>POTASSIUM</th>
<th>VITAMIN A</th>
<th>FOLATE (Folic Acid)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[image]</td>
<td>[image]</td>
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</table>

<table>
<thead>
<tr>
<th>FIBER</th>
<th>VITAMIN C</th>
<th>MAGNESIUM</th>
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<td>[image]</td>
<td>[image]</td>
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</tbody>
</table>

What Nutrients Are Found in Fruits and Vegetables?

- Potassium: Reduces risk of heart disease and stroke. Reduces risk of developing kidney stones and helps to decrease bone loss as you age.
- Fibre: Reduces blood pressure and cholesterol levels and helps the digestive system work effectively.
- Folate: Helps the body form red blood cells.
- Vitamin A, E and C: Protect against cancer and helps the immune system.


Figure 2: Nutrients in fruits and vegetables.

Figure 3: There are so many fruits and vegetables, which ones do I eat?
What Is an Antioxidant?

Antioxidants are substances naturally found in food. They protect your body’s cells from damage. They also help prevent chronic diseases such as diabetes and heart disease.

Examples of antioxidants in fruits and vegetables:

- Vitamin C is found in: guava, peppers (red, yellow, green), kiwifruit, strawberries, oranges, grapefruit, papaya, brussels sprouts, broccoli, leafy vegetables, tomatoes and potatoes.
- Vitamin E is found in: vegetable oils, leafy vegetables, sweet potato and avocado.
- Carotenoids are found in: kale, tomatoes/tomato products, spinach, sweet potato, carrot, leafy vegetables, pumpkin, squash, guava, watermelon, grapefruit. A commonly known carotenoid is beta-carotene.
- Flavonoids are found in: berries (especially dark coloured berries), cherries, red grapes, onions, apples, cocoa, tea (especially green tea).

Source: Medline Plus [www.medlineplus.gov/antioxidants.html](http://www.medlineplus.gov/antioxidants.html)

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What Are the Health Benefits of Eating Fruits and Vegetables?

- Most fruits and vegetables are naturally low in fat, sodium and calories. None have cholesterol.
- Potassium—rich food helps to maintain blood pressure. Fruit sources that include potassium are bananas, prunes, peaches, apricots, cantaloupe, honeydew melon and orange juice.
- Eating a diet rich in vegetables and fruits as part of an overall healthy diet may reduce risk for heart disease, including heart attack and stroke.
- Eating a diet rich in some vegetables and fruits as part of an overall healthy diet may protect against certain types of cancers.
- Diets rich in foods containing fibre, such as some vegetables and fruits, may reduce the risk of heart disease, obesity, and type 2 diabetes.
- Eating vegetables and fruits rich in potassium as part of an overall healthy diet may lower blood pressure and may also reduce the risk of developing kidney stones, and help to decrease bone loss.
- Eating foods such as fruits that are lower in calories per cup instead of some other higher-calorie food may be useful in helping to lower calorie intake.
- Vegetables can lower the risk of heart disease and reduce high blood pressure.
- Eating vegetables can protect against cancer and helps the digestive system work effectively.

Vitamin C

Vitamins are substances that your body needs to grow and develop normally.

Vitamin C is a water-soluble vitamin. It is needed for normal growth and development.

Water-soluble vitamins dissolve in water. Leftover amounts of the vitamin leave the body through the urine. That means you need an ongoing supply of such vitamins in your diet.

Vitamin C is needed for the growth and repair of tissues in all parts of your body. It is used to:

- Form an important protein used to make skin, tendons, ligaments and blood vessels
- Heal wounds and form scar tissue
- Repair and maintain cartilage, bones, and teeth
- Aid in the absorption of iron

Source: Medline Plus [www.medlineplus.gov/vitaminc.html](http://www.medlineplus.gov/vitaminc.html)

For more information about the immune system, visit [www.kidshealth.org/en/parents/immune.html#catnutrition](http://www.kidshealth.org/en/parents/immune.html#catnutrition)

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Vitamin A

Vitamins A is an antioxidant. It can be found in vegetables and fruits.

It helps the body by assisting:

- Eye vision
- Bone growth
- Reproduction
- Cell function
- Immune system

Source: Medline Plus [www.medlineplus.gov/vitamina.html](http://www.medlineplus.gov/vitamina.html)

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Figure 4: Healthy Plate. Source: [www.foodguideconsultation.ca/eat-well-plate](http://www.foodguideconsultation.ca/eat-well-plate)
Appendix 4: Nutrient Research Project

Where Do I Go For More Information?

For more information about fruits and vegetables, visit the following websites for additional research:

- About Kids Health: www.aboutkidshealth.ca/Article?contentid=1437&language=English
- Choose My Plate: www.choosemyplate.gov/vegetables-nutrients-health

Video Links

- “Show Younger Children Why Eating Their Fruit and Veg is Good for Them”: www.youtube.com/watch?v=kteZneJm1EI (3:15)
Healthy Food, Healthy Bodies Journal

Name: ________________________________________
# K-W-L Chart

Use the following chart to record what you know, what you learned and what you wonder about food.

<table>
<thead>
<tr>
<th>We Know</th>
<th>We Learned</th>
<th>We Wonder</th>
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</tbody>
</table>
My Healthy Plate

Draw and label the foods used to create your healthy plate.
### Foods I Found on the Field Trip

Sketch and label one food item from each food group that you found during the field trip.

<table>
<thead>
<tr>
<th>Grain Products</th>
<th>Vegetables and Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meat and Alternatives</th>
<th>Milk and Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
# Field Trip Questions

Create a list of questions to explore on the field trip.

<table>
<thead>
<tr>
<th>What Questions Do I Have?</th>
<th>What Did I Learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Foods I Found at the Farm**

List all the foods you found during your visit to the farm and categorize them into the four food groups.

<table>
<thead>
<tr>
<th>What food products did you find at the farm?</th>
<th>Grain Products</th>
<th>Vegetables and Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meat and Alternatives</td>
<td>Milk and Alternatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Nutrient Research Project**

Use this sheet to record the information you find about the nutrients in your food group.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which nutrients are found in this group?</td>
<td></td>
</tr>
<tr>
<td>Which specific foods provide these nutrients?</td>
<td></td>
</tr>
<tr>
<td>How does each nutrient help the body grow and function?</td>
<td></td>
</tr>
<tr>
<td>Why is each nutrient important for a 9 to 11-year-old body?</td>
<td></td>
</tr>
<tr>
<td>What would happen to the body if it didn’t receive each nutrient?</td>
<td></td>
</tr>
</tbody>
</table>
**Nutrient Research Project**

Use this chart to record information you learn about the nutrients in each of the food groups.

<table>
<thead>
<tr>
<th>What nutrients are found in this food group?</th>
<th>Grain Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do these nutrients affect the body?</td>
<td></td>
</tr>
<tr>
<td>Why is it important for the body to have these nutrients?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which specific foods provide these nutrients?</th>
<th>Vegetables and Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do these foods help the body of a 9 to 12-year-old grow and develop?</td>
<td></td>
</tr>
<tr>
<td>Is it more important to consider the nutrients in food, or the taste? Can food be both healthy and delicious?</td>
<td></td>
</tr>
<tr>
<td>What nutrients are found in this food group?</td>
<td>Meat and Alternatives</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>How do these nutrients affect the body?</td>
<td></td>
</tr>
<tr>
<td>Why is it important for the body to have these nutrients?</td>
<td></td>
</tr>
<tr>
<td>Which specific foods provide these nutrients?</td>
<td>Milk and Alternatives</td>
</tr>
<tr>
<td>How do these foods help the body of a 9 to 12-year-old grow and develop?</td>
<td></td>
</tr>
<tr>
<td>Is it important to consider the nutrients in food or the taste? Can food be both healthy and delicious?</td>
<td></td>
</tr>
</tbody>
</table>
### What Body Parts Are You Using?

Use the following chart to record the body parts you use during each activity and how the activity makes your body feel.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Body Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretching</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Board Games</td>
<td></td>
</tr>
<tr>
<td>Jump Rope</td>
<td></td>
</tr>
</tbody>
</table>

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# My Daily Schedule

<table>
<thead>
<tr>
<th>My activities</th>
<th>What foods should I eat?</th>
<th>Number of calories</th>
<th>Nutrients</th>
<th>How does it support my body?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quick Write or Quick Draw

Use this space to record your food influences.
My Meal

Sketch and label a meal you ate last week.