

# 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 7 to 8  
Canadian Edition

AN INITIATIVE OF



MADE POSSIBLE BY



# 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/we-at-school/we-schools/](http://www.WE.org/we-at-school/we-schools/)

**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 or inviting families or community members into the class to help prepare food can allow students to see their own food practices reflected in the classroom. 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. These resources will also help students develop positive attitudes towards healthy food and allow them to recognize that food can be both healthy and delicious. The experiences students will have throughout these lessons will support their ability to make healthy choices about the foods they eat both now and in the future.

We are stronger together,



Craig and Marc Kielburger  
Co-Founders, WE



AN INITIATIVE OF



MADE POSSIBLE BY



## Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

## 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 to do 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 for the importance of making healthy food choices in their school and their community, and they will demonstrate the benefits 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 and Language curricular expectations. Please see the curricular correlations on pages 24 - 37.

### ■ 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.

► Explore other resources and current campaign offerings at [WE.org](http://WE.org)

# Healthy Food for Healthy Bodies

Essential Questions				
<ul style="list-style-type: none"> <li>How do different foods contribute to the needs of the growing body of an adolescent?</li> <li>How do our food choices support a healthy body?</li> <li>What influences our food choices?</li> </ul>				
Grades	WE Learning Framework Skills			
7 to 8	Information Literacy, Leadership Skills, Organization, Action Planning, Critical Thinking, Reflection			
Subject				
Health and Physical Education, Language				
Lessons	Learning goals:	Activity summary:	Materials needed:	Time:
	Students will:	Students will:		
Lesson 1: What Do We Know About Food?	<ul style="list-style-type: none"> <li>Recognize the importance of food for humans and all living things</li> <li>Reflect on and make choices about their personal preferences of food</li> </ul>	<ul style="list-style-type: none"> <li>Prepare their own food and discuss their practices and preferences</li> <li>Explore the four food groups from <i>Canada's Food Guide</i> to understand how food is divided into four groups</li> </ul>	<ul style="list-style-type: none"> <li>Variety of food items from the four food groups</li> <li>Utensils</li> <li>Paper plates</li> <li>Camera</li> <li>Hot plate</li> <li>Chart paper and markers</li> <li>Sticky notes</li> <li>Healthy Food, Healthy Bodies Journal (one per student)</li> </ul>	100 min Or 2 x 50 minutes
Lesson 2: How Does Food Help the Body Grow?	<ul style="list-style-type: none"> <li>Understand that healthy, nutritious food helps adolescent bodies grow, develop and function</li> <li>Explore how each nutrient helps their adolescent bodies grow, develop and function in different ways</li> </ul>	<ul style="list-style-type: none"> <li>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, develop and function</li> <li>Explore how different foods have helped their own bodies grow and develop</li> </ul>	<ul style="list-style-type: none"> <li>Sticky notes</li> <li>Cards</li> <li>Tape</li> <li>Poster or Bristol board</li> <li>Camera, tablet or mobile devices</li> <li>Nutrient Research Project information packets from <b>Appendix 4 : Nutrient Research Project</b></li> <li>Healthy Food, Healthy Bodies Journal (one per student)</li> </ul>	2 x 50 minutes
Lesson 3: How Does Food Help You to Be Active?	<ul style="list-style-type: none"> <li>Understand how healthy foods provide our bodies with energy</li> <li>Investigate the amount of energy an adolescent bodies requires every day</li> <li>Apply their understanding of energy and nutrients to create a healthy meal plan</li> </ul>	<ul style="list-style-type: none"> <li>Participate in physical activities to investigate how their bodies use energy and how each of the four food groups provides their bodies with the energy they need for activities every day</li> <li>Explore the caloric information on nutritional labels and how to use them to make healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>Materials for circuit activity</li> <li>Chart paper and markers</li> <li>Sticky notes</li> <li>Computers with Internet access</li> <li>Healthy Food, Healthy Bodies Journal (one per student)</li> <li>Video links</li> </ul>	Part 1: 75 minutes Part 2: 2 x 50 minutes

# Healthy Food for Healthy Bodies

Lessons	Learning goals: Students will:	Activity summary: Students will:	Materials needed:	Time:
Lesson 4: What Influences Your Food Choices?	<ul style="list-style-type: none"> <li>Explore the factors that influence food choices</li> <li>Recognize how influences such as family, peers, media and the environment affect their own food choices</li> <li>Investigate how the media can influence body image and impact food choices</li> </ul>	<ul style="list-style-type: none"> <li>Explore the influences on their own food choices</li> <li>Investigate how print and media advertisements influence their decisions about food</li> <li>Understand that our own perception of body image influences the choices we make about food</li> </ul>	<ul style="list-style-type: none"> <li>Takeout menus (from a variety of restaurants and cuisines)</li> <li>Chart paper and markers</li> <li>Whiteboards (individual)</li> <li>Mobile devices, tablets</li> <li>Sticky notes</li> <li>Computer with Internet access</li> <li>Healthy Food, Healthy Bodies Journal (one per student)</li> <li>Video links</li> </ul>	Part 1: 75 minutes Part 2: 2 x 50 minutes
Lesson 5: How Can We Make Healthy Food Choices?	<ul style="list-style-type: none"> <li>Understand that healthy food choices enable the body to grow, develop and function</li> <li>Explore how they can make healthy food choices every day and encourage others to do the same</li> <li>Raise awareness about healthy food choices for themselves, their family and their community</li> </ul>	<ul style="list-style-type: none"> <li>Showcase how their understanding of healthy foods help their bodies grow and develop, and provide them with energy</li> <li>Raise awareness about how to make healthy food choices in their school and local community</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper and markers</li> <li>Healthy Food, Healthy Bodies Journal (one per student)</li> <li>Computer with Internet access</li> <li>Poster or Bristol board</li> <li>Sticky notes</li> </ul>	50 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 12 to 14 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, Healthy Bodies Journal** for students.

Ages 12 to 14		
Physical Changes	Brain and Behavioural Changes	Cognitive Changes
<ul style="list-style-type: none"> <li>Continued bone growth from age 11 that increases height.</li> <li>Increase in weight gain—weight almost doubles during adolescence.</li> <li>Changes to body fat composition.</li> <li>Increase in the size of organs. The heart doubles in weight and lung size increases.</li> <li>Increase in appetite, indicative of growth spurt.</li> <li>Increase in muscle size, which is accompanied by an increase in strength.</li> <li>Development of larger hearts, skeletal muscles and lungs, higher systolic blood pressure, lower resting heart rate, and a greater capacity for carrying oxygen in the blood. Boys will see an increase in red blood cells; however, they will remain unchanged in girls.</li> <li>Increase in skin oil production can cause pimples to occur on the face, upper back and upper chest.</li> <li>Increase in body odour indicates changes in sweat glands. This is stimulated by puberty hormones increasing bacteria collection in the skin.</li> </ul>	<ul style="list-style-type: none"> <li>Changes in the brain begin during puberty. Neurons (gray matter) and synapses (junctions between neurons) increase in numbers in the cerebral cortex and gradually decrease during adolescence. Throughout puberty, over 40 percent of these synapses are eliminated. The cerebral cortex plays a key role in memory, attention, perception, cognition, awareness, thought, language and consciousness.</li> <li>During adolescence, changes continue to occur in the brain to connect the prefrontal cortex to the midbrain reward system—the part that controls addictive behaviours and romantic love.</li> <li>Changes in hormones also occur. The adolescent brain has more adrenal stress and sex and growth hormones, which influence brain growth.</li> <li>Regulation of the body clock changes during adolescence, keeping teens awake far into the night and making it difficult to rise in the morning.</li> </ul>	<ul style="list-style-type: none"> <li>Teens are preoccupied with their own desires and needs, and can be insensitive to others. As they are self-centred, they seem to believe other people are watching them and feel like they are being judged by an imaginary audience.</li> <li>Begin to recognize that issues are complex and information can be interpreted in different ways. They learn flexibility, complex reasoning, inductive and deductive reasoning, sensitivity toward others, and problem solving.</li> <li>Revert back to concrete and simplistic thinking in times of stress.</li> </ul>

## References:

Kids Health: [www.kidshealth.org](http://www.kidshealth.org)

The WHO Child Growth Standards: [www.who.int/childgrowth/en/](http://www.who.int/childgrowth/en/)

Health Link BC: [www.healthlinkbc.ca/health-topics/ta3612#ta6552](http://www.healthlinkbc.ca/health-topics/ta3612#ta6552)

Harvard Health Publishing: [www.health.harvard.edu/mind-and-mood/the-adolescent-brain-beyond-raging-hormones](http://www.health.harvard.edu/mind-and-mood/the-adolescent-brain-beyond-raging-hormones)

J.M. Tanner, "Growth and Maturation during Adolescence," *Nutrition Reviews* 39 (2), pp. 43–55 (1981): [www.onlinelibrary.wiley.com/doi/pdf/10.1111/j.1753-4887.1981.tb06734.x](http://www.onlinelibrary.wiley.com/doi/pdf/10.1111/j.1753-4887.1981.tb06734.x) (Accessed April 6, 2018)

**Educator's Note:** It's important to note that while this package will focus on adolescents ages 12–14, adolescence and the growth processes that take place during adolescence can continue until age 18.

# Healthy Food for Healthy Bodies

---

## Word Bank:

<b>Healthy</b> —In a good physical or mental condition, not diseased.
<b>Food</b> —Any nutritious substance that people or animals eat or drink, or that plants absorb, in order to maintain life and growth.
<b>Nutrient</b> —A substance that provides nourishment essential for the maintenance of life and growth.
<b>Function</b> —An activity that is natural to the purpose of a person or thing.
<b>Grow</b> —Undergo natural development by increasing in size and changing physically.
<b>Energy</b> —The strength and vitality required for sustained physical and mental activity.
<b>Calorie</b> —Unit of energy.
<b>Blood</b> —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.
<b>Fibre</b> —A thread from which a vegetable tissue, mineral substance or textile is formed.
<b>Alternative</b> —Of one or more things available as another possibility or choice
<b>Vegetable</b> —A plant or part of a plant used a food, such as a cabbage, potato, turnip or bean.
<b>Fruit</b> —The sweet and fleshy product of a tree or other plant that contains seeds and can be eaten as food.
<b>Meat</b> —An opaque white fluid rich in fat an protein, produced by female mammals for the nourishment of their young, but also consumed by humans.
<b>Grain</b> —Wheat or any other cultivated cereal used a food.
<b>Product</b> —A substance produced during a natural, chemical or manufacturing process.

Sourced: [www.en.oxforddictionaries.com](http://www.en.oxforddictionaries.com)

## Lesson 1:

# What Do We Know About Food?



### Suggested Time:

100 minutes or 2 x 50 minutes

### Materials:

- Variety of food items from the four food groups
- Utensils
- Paper plates
- Camera
- Chart paper and markers
- Sticky notes
- Healthy Food, Healthy Bodies Journal (one per student)

### Learning Goals:

Students will:

- Recognize the importance of food for humans and all living things
- Reflect on and make choices about their personal preferences of food

**Educator's Note:** In the first lesson, create an experience for students where they can prepare and eat food together, and discuss why they eat, what choices they make about food and why food is important to their bodies. This experience will introduce students to the topic of food and why healthy food is important for the body to grow, develop and function. This activity will assess students' prior knowledge about the food they eat, what they enjoy eating, why they make certain food choices about food and what they already know about why food is important to their bodies. Throughout this activity it will be important to model an open-minded attitude toward food to demonstrate to students that trying different foods is a great way to discover new and delicious tastes.

#### Option 1: Prepare a Healthy Plate

- 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.
- Consider food items that students are unfamiliar with, to encourage students to taste new foods.
- Students will prepare foods in the classroom before creating their healthy plate.
- Ensure that food allergies and dietary restrictions have been considered when selecting the food items.

#### Option 2: Create a hot meal

- If you have access to kitchen facilities, provide an opportunity for students to prepare a hot, healthy meal. As an alternative, use a hot plate, toaster or convection oven.
- To prepare for the activity, ask students to select ingredients from the four food groups for the meal and purchase these for students.
- Ensure that students have the cooking and food preparation skills required for this activity, and invite parents or community members in to support students if necessary.
- It is important to note that creating a hot meal may take more than the suggested time for the lesson.

#### Option 3: Create a healthy plate using images or drawings of food

- Encourage students to take photos of healthy food they see in their school or community to build their healthy plate or invite them to use digital software to design a healthy plate.

#### Carousel Activity

- To prepare for the carousel activity, collect coloured markers and five pieces of chart paper. Write one of the following questions on each paper and post them around the classroom.

#### Questions:

- Why do you eat? Consider social, emotional and physiological reasons.
- Why do all living things need food?
- How do you choose the foods you eat?
- What is a healthy food? How do you know it is healthy?
- What do you know about *Canada's Food Guide*?

1. Explain to students that they will begin an exploration of healthy food and how to make healthy choices about the foods they eat.
2. The carousel strategy will introduce students to the topic of healthy food. Divide students into five groups, assign a question to each group. Invite students to discuss and record their responses on the chart paper. Students can use both words and images in their responses.

3. **Recommended Assessment For Learning:** Provide time to record responses and then to move to the next questions. Circulate around the classroom to observe and record student discussions and assess students' background knowledge using **Appendix 2: Classroom Observation Forms**.

**Educator's Note:** As an alternative to the carousel strategy, write the questions listed above on slips of paper and give one to each student. Use the classroom mingle strategy and invite students to move around the class and discuss their questions with other students. Once students have discussed the question on their slip of paper, ask them to trade papers and find a new person to discuss with. Visit [www.theteachertoolkit.com/index.php/tool/classroom-mingle](http://www.theteachertoolkit.com/index.php/tool/classroom-mingle) for more information about this strategy.

- To model the process of completing a 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 the information they currently know about food, their assumptions about food, the information they will learn and any questions or wonderings they have about food.

**Educator's Note:** The K-W-L chart is a tool for activating students' background knowledge, to develop a purpose for learning and to summarize what students have learned. This chart also provides an opportunity for you as the educator to assess student learning to inform your instructional practice in the following lesson.

- Recommended Assessment For Learning:** In pairs ask students to discuss what they will include in the *We Know* and *We Wonder* columns of the chart and then record their responses individually on **Healthy Food, Healthy Bodies Journal page 1**. Ask students to share their wonderings with the class.

**Educator's Note:** Additionally, consider posting students' questions or wonderings on a collaborative Wonder Wall chart that can be revisited throughout the lessons. These can be used to initiate an enrichment or inquiry project and can be a way to engage students who may want to explore ideas in more depth.

- Ask students, what would you include on an ideal healthy plate? This could be for breakfast, lunch, dinner or a snack. What foods could you include to create a plate that would be healthy, nutritious and delicious?
- If using Option 1, divide the food items on the desks or tables in the classroom. Show students the food placed on tables, and explain that they are going to prepare their own healthy plate. Remind students to wash their hands before they touch any food.
- Ask students, are any of these food items unfamiliar? How do you prepare these food items to eat?
- In small groups, have students prepare the ingredients they will use to create their healthy plate. Provide each group with a table or space in the classroom and utensils to prepare their food items.

- Distribute paper plates and encourage students to create their own healthy plates, using any of the ingredients available. Challenge students to create plates of food that include:
  - Food from the four food groups as recommended by *Canada's Food Guide*
  - Foods they believe are beneficial for the body
  - Food that is healthy and delicious

- 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 the questions below. Use **Appendix 2: Classroom Observation Forms** to document students' responses.

Discussion Questions:

- What items did you select? Why?
- Are any of the food items unfamiliar to you?
- How do healthy foods benefit the body?
- Can healthy foods also be tasty?
- What influenced your choices?
- What are some of the foods you enjoy eating? Why?
- At home, who chooses the foods you eat?
- What is your favourite food? Why?
- Why does your body need to consume food throughout the day?

**Educator's Note:** If you have selected Option 2 or 3, the discussion questions above can also be used during the experience to facilitate discussion.

- As a class or in small groups, give students an opportunity to share their healthy plates and eat their meal. Ask students to discuss why their plate is considered healthy and how the food on their plate benefits their bodies. Discuss, what does healthy food have that contributes to a healthy body? How do you know a body is healthy? Invite students to record a 30-second video describing what they chose to eat and why. These videos can be used as evidence for assessment and can also be used to create a class video in Lesson 5 to share what they have learned about healthy eating with their school and community.

**Educator's Note:** *Canada's Food Guide* provides information on the types and amounts of foods people at different ages and stages of their lives should consume. Adolescents 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.

*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\\_bienmang-eng.pdf](http://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf)

*Canada's Food Guide* is also available in different formats and languages to support First Nations, Metis and Inuit students and families and students and families who speak languages other than English.

First Nations, Métis and Inuit Food Guide: [www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-first-nations-inuit-metis.html](http://www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-first-nations-inuit-metis.html)

Translated versions of *Canada's Food Guide* [www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/your-copy/translated-versions-canada-food-guide-health-canada.html](http://www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/your-copy/translated-versions-canada-food-guide-health-canada.html)

13. Invite students to create a diagram of their healthy plate with all the ingredients they used on **Healthy Food, Healthy Bodies Journal page 2**. Encourage students to label the food groups that are represented as well. As an alternative, consider taking a photograph of students' healthy plates and print these photographs for students to keep in their journal.

14. 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](http://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). 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:** If students are not already familiar with *Canada's Food Guide*, consider conducting a mini-lesson to explore it in more detail. 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 it work at its best. The guide also provides recommendations on the methods of preparing foods, to ensure that they provide the body with the most nutrition, and on how much of each food group should be consumed every day depending on your age.

15. **Recommended Assessment As Learning:** Place *Canada's Food Guide* on the front board for students' reference. Ask students to return to **Healthy Food, Healthy Bodies Journal page 2** and confirm that they have identified all the food groups in their meal. If students notice that some food groups are not represented, challenge them to choose additional ingredients they could have added to their plate to make it a more complete meal.

15. **Recommended Assessment Of Learning:** Ask students to return to their K-W-L chart and summarize their learning from the lesson in the *We Learned* section of their K-W-L chart. Students can also add their questions or wonderings to the *We Wonder* column or to the Wonder Wall.

**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.

## Lesson 2:

# How Does Food Help the Body Grow?



### Suggested Time:

2 x 50 minutes

### Materials:

- Sticky notes
- Cards
- Tape
- Poster or Bristol board
- Camera, tablet or mobile devices
- 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 healthy, nutritious food helps adolescent bodies grow, develop and function
- Explore how each nutrient helps their adolescent bodies grow, develop and function in different ways

### Educator's Note:

- Students will explore how nutrients from each of the four food groups support the growth and development of the adolescent body. If students have not had the opportunity to learn about the emotional and physical changes that occur during adolescence, consider taking the time to explore this before beginning this lesson. Use the following links for more information:  
[www.caringforkids.cps.ca](http://www.caringforkids.cps.ca)  
[www.phecanada.ca/home](http://www.phecanada.ca/home)
- To prepare for the research activity, print the resources from **Appendix 4: Nutrient Research Project**, and create packets of information for each food group. Each resource package also provides Internet links, where students can find additional information.

1.

**Recommended Assessment For Learning:** To prepare for the activity, place the labels *Strongly Agree*, *Agree*, *Disagree* or *Strongly Disagree* on four walls of the classroom. Explain to students that they will hear statements about food and nutrition and move toward the label that corresponds to their opinion about the statement. After reading each statement, encourage students to explain their thinking. This is an opportunity to assess students' prior knowledge and to clarify any misconceptions students may have. Consider using **Appendix 2: Classroom Observation Forms** to document students' responses.

### Statements:

- The human body can function effectively by eating only one food group.
- Vegetables and fruits provide the body with the most benefits.
- Only grain products provide the body with energy.
- Humans cannot survive without eating animals and animal products such as milk and eggs.

**Educator's Note:** Nutrients are substances that provide nourishment for the body to grow, develop and function. For more information about the nutrients available in foods, refer to **Appendix 3: Educator Resources – Nutrient Fact Sheet**. The following table provides a brief overview of the information about the nutrients that students will explore in the following lessons, and what part of the body the nutrients support.

Food group	Nutrients	Effect on human body
Vegetables and fruit	Vitamins, minerals, fibre, vitamin A and vitamin C	<ul style="list-style-type: none"><li>• Maintain healthy blood pressure</li><li>• Reduce heart disease</li><li>• Help maintain proper bowel function</li><li>• Maintain skin health</li><li>• Protect against infection</li><li>• Repair body tissue, helps heal cuts and wounds</li></ul>
Grain products	Fibre, energy and B vitamins	<ul style="list-style-type: none"><li>• Reduce the risk of heart disease</li><li>• Reduce constipation</li><li>• Provide energy for the body to function</li><li>• Maintain a healthy immune system</li></ul>
Milk and alternatives	Calcium and vitamin D	<ul style="list-style-type: none"><li>• Maintain bone mass</li><li>• Maintain healthy blood pressure</li><li>• Reduce osteoporosis (breaking-bone disease)</li></ul>
Meat and alternatives	Protein and fat, iron and zinc	<ul style="list-style-type: none"><li>• Proteins are the building blocks for bones, muscles, cartilage, skin and blood</li><li>• Provide the body with energy to function</li><li>• Help build tissue</li><li>• Help carry nutrients to the body through the blood</li></ul>

2.

Explain to students that each nutrient helps the body in different ways. Now that they are entering adolescence, their bodies are beginning to grow and change in different ways, and the nutrients in foods can help support that. In the next activity, they will work in small groups to investigate how the nutrients in different foods help support the growth and development of each part of the body.

3. Divide students into pairs and distribute sticky notes or cards and tape. Using the think-pair-share strategy, ask students to discuss what a nutrient is and record their responses on a sticky note. As a class, create a definition of the term *nutrient*. If students require more support, use the example of a plant to show students how, just like the roots of a plant absorb the nutrients they need from the soil, humans absorb the nutrients they need from the food they eat.
4. Using the jigsaw strategy, divide students into home groups of four students. Give students in each group a number from one to four and have students join others with the same number to form expert groups. Explain to students that each group will investigate one of the food groups to find out how the nutrients found in foods from that group help their adolescent bodies grow and develop. Then they will return to their home groups to share what they have learned.
5. Provide each expert group with a packet of information about their food group from **Appendix 4: Nutrient Research Project** and computers or mobile devices if available.
6. With their expert groups, challenge students to use the resources and the links provided to find, discuss and record information about the nutrients in their food group and how those nutrients help their bodies grow. Encourage students to use **Healthy Food, Healthy Bodies Journal page 3** and the questions below to guide their research.

**Research Questions:**

- What nutrients are found in this food group?
- Which specific foods provide these nutrients?
- How does each nutrient help the body grow and function? Provide specific examples of different body parts.
- What would happen to the body if it didn't receive each nutrient?
- Why is each nutrient important for a 12- to 14-year-old body?

**Educator's Note:** 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. To provide more structure for this activity or to differentiate the tasks based on the needs of your students, consider assigning or allowing students to choose one of following roles in the group.

**Roles:**

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

**7. Recommended Assessment As Learning:** As students are working, circulate around the classroom to observe and document student learning using **Appendix 2: Classroom Observation Forms**. This is an opportunity to provide additional support with research and to answer questions or offer clarification. The information students recorded on **Healthy Food, Healthy Bodies Journal page 3** can also be used as evidence of student learning.

8. After students have had sufficient time to research, ask each group to create an informative poster to provide the other groups with information about how the nutrients in their food group support the growth and development of an adolescent body. Students can use presentation software such as PowerPoint, Prezi or Sway, or chart paper to display the following information:
  - The name of the food group
  - The nutrients found in the food group and the foods that provide them
  - How each nutrient supports the growth and development of the body
  - How these nutrients support an adolescent body

**9. Recommended Assessment As Learning:** When all the posters are complete, display them around the classroom and ask students to return to their home groups. Conduct a gallery walk to allow students to explore each of the posters. Students who participated in creating each poster will act as the guide to help their group understand more about the food group. Encourage students to use **Healthy Food, Healthy Bodies Journal pages 4-5** to record what they learn about each food group. Leave the posters displayed in the classroom for students to use for reference in Lesson 3. Encourage students to ask questions or return to their research to add additional information if necessary.

**10. Recommended Assessment Of Learning:** At the end of the lesson, ask students to summarize their learning from the lesson in the *We Learned* section of their K-W-L chart. Students can also add their questions or wonderings to the *We Wonder* column or to the Wonder Wall.

**11. Recommended Assessment Of Learning:** As an additional assessment of learning option, divide students in pairs and ask them to discuss: why are foods with more nutrients considered healthy? Once students have discussed the question in pairs, ask them to create a written response. As an alternative, students can also create a short video or public service announcement to present their position. It's important for students to understand that food is considered healthy when it provides the body with the nutrients it needs to grow and function.

**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:** 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. Create a scavenger hunt with clues that will lead students to find ingredients they will need to create a healthy meal. Ask students to take photos of the ingredients or sketch them in their **Healthy Food, Healthy Body Journals page 6**. Encourage students to label the photos or sketches with the nutrients in the foods where possible. Consider providing hands-on experiences for students by arranging for them to participate in cooking demonstrations or food preparation workshops as well.



**Extension:** Invite a local farmer or dietitian to the classroom. Give students an opportunity to interview the farmer or dietitian, or have a discussion about their role in the community and what they do to help people make healthy choices about food. Encourage students to use questions from the *We Wonder* column of their K-W-L chart to stimulate discussion. In addition, use the Dietitian Profile from **Appendix 3: Educator Resources** to introduce students to the role a dietitian plays in the school and community.



**Enrichment:** Consider taking a trip to the local farm to explore how food is produced. Before students embark on the field trip, invite them to develop their own essential question for the field trip as well as other questions or wonderings they would like to explore. During the field trip, encourage students to use a mobile device to record videos of their experience. These videos can be used to create short documentaries about how food is produced and the importance of understanding where food comes from. These documentaries are an engaging and interesting way for students to educate others about making healthy choices about the foods they eat.



**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 3:

# How Does Food Help You to Be Active?



### Suggested Time:

Part 1: 75 minutes, Part 2 (Culminating Activity): 2 x 50 minutes

### Materials:

- Materials for circuit activity
- Chart paper and markers
- Sticky notes
- Computers with Internet access
- Healthy Food, Healthy Bodies Journal (one per student)
- "What Is a Calorie?" [www.youtube.com/watch?v=VEQaH4LruUo](http://www.youtube.com/watch?v=VEQaH4LruUo) (4:11)

### Learning Goals:

Students will:

- Understand how healthy foods provide our bodies with energy
- Investigate the amount of energy an adolescent body requires every day
- Apply their understanding of energy and nutrients to create a healthy meal plan

## Part 1: 75 minutes

**Educator's Note:** Before 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 first and continuing the lesson another day.

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

1. Explain to students that they will be participating in a circuit of activities that require their bodies to use energy. During the activity they will use **Healthy Food, Healthy Bodies page 7** to record how their bodies used energy during the activity and how their bodies feel after each activity.
2. 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 the level of energy used and how their bodies feel after the activity.

**3. Recommended Assessment For Learning:** As students are participating in the activities, circulate around the classroom and discuss how their bodies used energy during the activity and how each part of their bodies feel. Encourage students to compare whether one activity required more energy than another. Use **Appendix 2: Classroom Observation Forms** to record student discussions and observations about student learning.

**4. Recommended Assessment For Learning:** Ask students, how does your body use energy throughout the day? How do you calculate the amount of energy your body uses? In pairs, ask students to discuss the questions and guess how much energy they use each day and individually record their responses in the *We Know* column of the K-W-L chart in **Healthy Food, Healthy Bodies Journal page 1**.

**Educator's Note:** The purpose of the next activity is for students to recognize that food provides their bodies with the energy they need throughout the day; however, adolescents with different activity levels will require different amounts of calories to maintain their energy level and a healthy weight.

It's important to note that some foods may be considered to have "empty calories" because, although they provide calories and energy, they do not provide as much nutrition as other foods. These foods can provide energy for short periods of time but do not support the growth and development of the body. At the end of this lesson, students will participate in a culminating activity where they will have an opportunity to connect the learning from earlier lessons. Students will explore why it is important to choose foods that provide enough energy but that also support the growth and development of their bodies.

Reference: [www.health.harvard.edu/staying-healthy/understanding-empty-calories](http://www.health.harvard.edu/staying-healthy/understanding-empty-calories)

5. Show students the video "What Is a Calorie?" [www.youtube.com/watch?v=VEQaH4LruUo](http://www.youtube.com/watch?v=VEQaH4LruUo) (4:11). Ask students the following questions and discuss their responses as a class.
  - What is a calorie?
  - How do we know what calories to consume?
  - How do our bodies use calories?
  - What is a basal metabolic rate?
  - How can you find out how many calories your body needs?

6. Show students the Estimated Energy Requirements charts from the Government of Canada [www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/food-guide-basics/estimated-energy-requirements.html](http://www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/food-guide-basics/estimated-energy-requirements.html) or allow them to access the links on their mobile devices. Analyze the chart to identify the calorie range students their age need to eat every day. Discuss why the chart is divided into Sedentary Level, Low Active Level and Active Level and why the number of calories required in the Active Level is higher. Ask students to consider which activities from the circuit would go in each level.
7. Show students two examples of nutritional labels. Ask students, which food items have the most energy? How do you know? 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. Divide students into small groups and give each group a piece of chart paper labelled with Sedentary Level, Low Active Level or Active Level, markers, examples of nutritional labels or mobile devices to do their own research. Challenge each group to create an example of a daily routine for someone who would fit into their category (Sedentary, Low Active, Active) and record it on their chart paper using words, diagrams or images. For example, someone who is in the Low Active category may:
  - Wake up
  - Get dressed and eat breakfast
  - Walk to school
  - Go to class
  - Eat lunch and play soccer at recess
  - Walk home
  - Do homework
  - Eat dinner
  - Play video games
  - Go to bed

**Educator's Note:** In this activity it is important that students focus on creating the daily routine for an anonymous person and do not refer to anyone in the class. Students should not feel as if their own routines or behaviours will be judged or criticized.

9. Once students have created their routine, ask them to use the nutritional labels they have or research nutritional labels to decide what foods this person should eat throughout the day to get the right number of calories. Ask students to record the food items next to the routine on the chart paper.

10. **Recommended Assessment As Learning:** As students are working, circulate around the classroom to observe and document student learning using **Appendix 2: Classroom Observation Forms**. This is an opportunity to provide additional support with mathematical concepts and to answer questions or offer clarification.

**Educator's Note:** As an alternative to this activity, ask students to individually create a daily routine that corresponds to one of the categories using **Healthy Food, Healthy Bodies Journal page 8**. Provide each student with their own copy of the nutritional labels and ask them to calculate which foods a person with this type of routine should eat to get enough calories.

11. **Recommended Assessment As Learning:** Post the chart papers around the class, and give students an opportunity to explore each group's work. Provide students with sticky notes so they can add questions or comments to the chart papers. Take time to discuss each question or comment and provide clarification if necessary.

12. **Recommended Assessment Of Learning:** Ask students to return to their K-W-L chart and summarize their learning from the lesson in the *We Learned* section. Students can also add their questions or wonderings to the *We Wonder* column or to the Wonder Wall.

**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:** To deepen student learning about the importance of energy and nutrients, encourage students to investigate the diets of professional athletes and performers such as Michael Phelps and Misty Copeland. As a class, brainstorm a list of people who participate in the sports, performing arts or other activities students are interested in, and encourage them to work individually or in pairs for their research.

## Part 2 (Culminating Activity): 2 x 50 minutes

**Educator's Note:** The following culminating activity will consolidate students' learning. In the task, students will explore profiles of different adolescents from **Appendix 3: Educator Resources – Student Profiles**. The profiles will include age, daily routines, activities and interests, and food preferences and dietary restrictions. Students will analyze the profiles and use their knowledge of energy and nutrients to create a healthy meal plan for the individual based on their age and their lifestyle.

1. Divide students into small groups and provide each group with an adolescent profile from **Appendix 3: Educator Resources – Student Profiles**, chart paper and markers. Explain to students that each profile contains information about an adolescent, including their age, their daily routine, their activities and interests, and their food preferences and dietary restrictions. Their task will be to use information from the posters and charts they created in Lesson 2 and 3, as well as their **Healthy Food, Healthy Bodies Journal 8**, to create a meal plan for this person that will help their body grow and function and will give them the energy they need for the day. Don't forget that the meal plan should be healthy and nutritious, but also delicious! Alternatively, ask students to complete this task individually.
2. Explain to students that once the meal plans are complete, they will present their meal plan to the class using one of the following formats or a format of their choice. Encourage students to be creative with their presentation and to include their own photos and videos that they took in previous lessons or on field trips.
  - Create a poster, display or infographic
  - Design a digital presentation using PowerPoint, Sway or Prezi
  - Script and record a video or create an animated presentation

**Educator's Note:** Use existing curricular rubrics or assessment frameworks to assess the presentations or consider building a rubric with students before they begin creating their presentation.

3. Remind students that each meal plan needs to include:
  - Foods for breakfast, lunch, dinner and at least two snacks that will be both tasty and appropriate for any dietary restrictions
  - The nutrients provided by each food and how it supports the body
  - The total number of calories and why this total is necessary for this person's lifestyle
  - Suggestions of what this person could do to make healthier choices about the foods they eat

**Educator's Note:** As students are working, circulate around the classroom to observe and discuss students' rationale for their meal plan. Use **Appendix 2: Classroom Observation Forms** to record information and take photographs of students' meal plans as evidence of student learning.

4. **Recommended Assessment Of Learning:** Ask each group to present their profile and the meal plan they created. Students should also provide an explanation for the choices they made in the meal plan. Record each presentation and collect all presentation materials as evidence of student learning. As students are listening to the presentations, encourage them to document what they are learning and any questions they have in their K-W-L chart.

**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.

## Lesson 4:

# What Influences Your Food Choices?



### Suggested Time:

Part 1: 75 minutes, Part 2: 50 minutes

### Materials:

- Takeout menus (variety of restaurants and cuisines)
- Chart paper and markers
- Whiteboards (individual)
- Mobile devices, tablets
- Sticky notes
- Computer with Internet access
- Healthy Food, Healthy Bodies Journal (one per student)
- Carrots and Cupcakes: Healthy Eating Made Simple, Niki Bezzant, TEDxQueenstown," [www.youtube.com/watch?v=oiE8cKm79BQ](http://www.youtube.com/watch?v=oiE8cKm79BQ) (16:02)
- "Kettle Chips Ad UK – Simple is Better," [www.youtube.com/watch?v=Ej4wukUID9Q](http://www.youtube.com/watch?v=Ej4wukUID9Q) (0:34)
- "Baby I'm Lovin' It McDonald's," [www.youtube.com/watch?v=vzJF6K35Go4](http://www.youtube.com/watch?v=vzJF6K35Go4) (1:02)
- "V8 Commercial in Convenience Store," [www.youtube.com/watch?v=6tMVF2p3nnU](http://www.youtube.com/watch?v=6tMVF2p3nnU) (0:33)
- "Pringles I WOW 2018 Commercial (Official)," [www.youtube.com/watch?v=gk0nVMU76bc](http://www.youtube.com/watch?v=gk0nVMU76bc) (0:30)
- "Tropicana Essentials TV Advert 2015," [www.youtube.com/watch?v=9c6ENKcjSXI](http://www.youtube.com/watch?v=9c6ENKcjSXI) (0:35).
- "Nutella Commercial," [www.youtube.com/watch?v=Thlrw\\_LpuRA](http://www.youtube.com/watch?v=Thlrw_LpuRA) (0:31)

### Learning Goals:

Students will:

- Explore the factors that influence food choices
- Recognize how influences such as family, peers, media and the environment affect their food choices
- Investigate how the media and other social factors can influence their food choices

## Part 1: 75 minutes

**Educator's Note:** In this lesson, students will explore the influences that can affect their food choices, specifically the media and their peers. Ensure that students do not feel criticized for their food choices and make sure all food practices are respected. Healthy food choices are about ensuring that a body has the energy and nutrients to grow, develop and function at its optimal level.

To prepare for the following activity, collect a variety of takeout menus from a range of different local restaurants, or ask students to bring in takeout menus. Students can also access menus online. Ensure that the options are diverse to provide students with the opportunity to select food items that are familiar and that they enjoy. Remind students that there are healthy options at many of the different restaurants they enjoy. Restaurants now often list the calories in each food to support customers making the healthiest choice for their bodies.

1. Divide students into small groups and provide each group with a variety of takeout menus. In their groups, ask students to look through each of the menus and select foods they would order for a specific meal. Ask students to record their order on **Healthy Food, Healthy Bodies Journal page 9**.
2. **Recommended Assessment For Learning:** After students have recorded their order, ask them to discuss the factors that influence what a person might order or what would motivate their choice (e.g., speed, convenience, price, taste, nutritional level, media/social media). Ask students to summarize their discussion and respond to the essential question: what influences our food choices?
3. Divide students into small groups and provide each group with a piece of chart paper and markers. Alternatively, students can use whiteboards or mobile devices if available. In their groups ask students to create a mind map to describe all the factors that could influence their food choices. Encourage students to use words and images on the mind map and to add examples from their own personal experience. To provide additional support, ask students to think about the foods they eat every day and what motivates them to choose those foods.
4. Ask students to refer to the diagram on **Healthy Food, Healthy Bodies Journal page 10** that demonstrates the factors that can influence food choice. Ask them to compare the factors they have on their mind map with the factors in the diagram. Ask students if there are any factors they have not considered. Are there any factors they thought of that are not in the diagram?
5. In pairs, ask students to describe the last advertisement they saw (in print, on television, online, on a billboard or at a sports arena). As a class, discuss what the purpose of the advertisement was. If students require more support, explain that an advertisement or a commercial is designed to encourage people to buy a product or service. Food advertisements that we see and hear around us can have an impact on our food choices. Ask students to think of a time when they were persuaded to eat a food item or product based on an advertisement.
6. Share with students the food commercial "Tropicana Essentials TV Advert 2015," [www.youtube.com/watch?v=9c6ENKcjSXI](http://www.youtube.com/watch?v=9c6ENKcjSXI) (0:35).

7. Discuss the following questions:
- What is this commercial encouraging?
  - What does the commercial say about how your body will feel after drinking the orange juice?
  - Do you want to drink orange juice after watching this commercial?
  - How does this commercial affect your decision about foods?
  - How did the commercial try to influence your decision? How did it try to persuade you to drink orange juice?

8. Share with students the food commercial “Nutella Commercial,” [www.youtube.com/watch?v=Thlrw\\_LpuRA](http://www.youtube.com/watch?v=Thlrw_LpuRA) (0:31) and discuss the following questions. As an alternative, invite students to research their own food commercial and answer the questions below based on the commercial they chose.

- What information did this commercial present?
- How will this commercial affect your decision about eating Nutella?
- How did this commercial try to influence your decision? Did it try to persuade you to eat Nutella?

**Educator’s Note:** To prepare the carousel activity, label chart paper with the title of an advertisement from **Appendix 3: Educator Resources – Advertisements** and place these around the classroom.

9. Divide students into small groups and assign each group one food advertisement from **Appendix 3: Educator Resources – Advertisements**.

10. Challenge each group to read, view and discuss the advertisements and answer the questions below. Place these questions on the front board for students’ reference.

**Guiding Questions:**

- How does this ad make you feel about the food item?
- What information does this ad give you?
- After viewing this ad, are you more likely or less likely to eat this food item?
- How does this ad influence your choice?
- How did the ad persuade you to eat or drink the foods?

**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=Ej4wukUID9Q](http://www.youtube.com/watch?v=Ej4wukUID9Q) (0:34)
- Video: “Baby I’m Lovin’ It McDonald’s,” [www.youtube.com/watch?v=vzJF6K35Go4](http://www.youtube.com/watch?v=vzJF6K35Go4) (1:02)
- Video: “V8 Commercial in Convenience Store,” [www.youtube.com/watch?v=6tMVF2p3nnU](http://www.youtube.com/watch?v=6tMVF2p3nnU) (0:33)
- Video: “Pringles | WOW 2018 Commercial (Official),” [www.youtube.com/watch?v=gk0nVMU76bc](http://www.youtube.com/watch?v=gk0nVMU76bc) (0:30)

11. After students have viewed, discussed and recorded their responses, ask them to rotate to the next advertisement and read, view, discuss and record any responses to the guiding questions that are different from the other groups’. Encourage students to decide if they agree or disagree with other group’s responses and provide justification. Allow time for each group to view all the advertisements in the rotation and respond to the questions on the chart paper.

12. **Recommended Assessment As Learning:** As students are working, circulate around the classroom and observe students’ discussion about the advertisements. Record observations about student learning using **Appendix 2: Classroom Observation Forms**.

13. As a class, review each chart paper. Ask students, what is the purpose of these advertisements? How can the media influence your food choices? How can you make sure you are making a healthy food choice? If students need additional support, refer to the charts and posters they created in Lessons 2 and 3.

14. **Recommended Assessment Of Learning:** In same small groups as the carousel activity, challenge students to create a healthy food advertisement for a magazine, for television or for social media. The advertisement should be aimed at young people ages 12 to 14 years old.

15. Encourage students to consider what information, facts or images they can include that will inspire young people to eat this food item. Remind them to use their knowledge about energy and nutrients in food to help people to make a healthy choice but not to forget that healthy food can be fun and delicious too!

16. Students can choose to present their advertisement visually, using art materials or digital software or they can role play their television commercial. The commercial can also be presented in video format if mobile devices are available.

17. **Recommended Assessment Of Learning:** Ask each group to share their advertisements with the class and ask students to provide feedback about the commercial using the model below:
- Two ways the advertisement persuaded them to eat the food item
  - One thing they would include to help people make a healthy choice

**Educator’s Note:** As students are discussing each presentation, encourage them to think about how media can also help to create food trends or fads such as breakfast cookies, smoothie bowls or flavoured water. What information do consumers need about these items to make sure they are really making a healthy choice? Consider showing students “Carrots and Cupcakes: Healthy Eating Made Simple, Niki Bezzant, TEDxQueenstown,” [www.youtube.com/watch?v=oiE8cKm79BQ](http://www.youtube.com/watch?v=oiE8cKm79BQ) (16:02) to explore more about trends and fads in food.

18. **Recommended Assessment Of Learning:** At the end of the lesson, ask students to summarize their learning from the lesson in the *We Learned* section of their K-W-L chart. Students can also add their questions or wonderings to the *We Wonder* column or to the Wonder Wall.

**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.



**Extension:** To extend the 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.

## Part 2: 60 minutes

1. **Recommended Assessment For Learning:** Ask students to form a circle. Provide each student with a slip of paper, and ask them to respond to the following question on the paper and then crumple it and throw it into the middle of the circle: What factors can influence an adolescent's food choices? Encourage students to think about their family, their friends, their religious or cultural practices, social media or the types of activities they participate in. Next, ask students to select someone else's paper and share what is written on it. Once all students have shared, ask them to turn the paper over and use *Yes*, *No* or *Sometimes* to describe whether their own food choices have ever been influenced by the people around them. Ask students to crumple their paper and throw it back into the circle. Open the papers and sort them into *Yes*, *No* or *Sometimes*. Discuss why their food choices might be influenced by the people around them.

**Educator's Note:** Using this type of discussion strategy, where a person's identity can be protected, can help students express their ideas and emotions without feeling exposed. Make sure students are focused on sharing ideas and not on trying to discover whose paper they have selected.

2. **Recommended Assessment For Learning:** Ask students to use **Healthy Food, Healthy Bodies Journal page 11** to record three things that surprised them about the activity and two questions they have about the social factors that influence food choices. These responses can be used to inform the lesson.

3. **Recommended Assessment As Learning:** Place the labels *True*, *False* and *Neutral* on three walls of the classroom. Explain to students that they will read four statements and after each statement they must move to the side of the classroom that corresponds with their opinion about the statement. Ask students to explain their thinking and take time to discuss any questions or misconceptions. Invite students to move to a different wall if their opinion changes.

**Statements:**

- The people around you influence the choices you make about food.
- You should always eat what athletes or celebrities eat because they always make healthy choices.
- You should eat healthy to look a certain way.
- Social media does not affect food choices.

4. As a class, brainstorm a list of activities or events at school where food is available (e.g., sporting events, class parties, dances, holiday celebrations).
5. In pairs, ask students to discuss why it might be a challenge to make healthy food choices at these events or activities. Provide each pair with a sticky note to record their ideas and ask them to post it on the front board. Discuss each pair's ideas, and if students require more support, ask them to think about whether healthy choices are available at these events and, if these healthy choices are available, why students might not be motivated to choose them.
6. Ask each pair to join another pair to create a group of four. Challenge each group of four to choose an event or activity and develop suggestions for exciting and interesting ways to encourage students to make healthy food choices at these activities or events. Encourage students to think about how they can show their peers that food can be healthy, but also fun and delicious so that everyone will be inspired to make healthier choices. For example, at the next school dance, why not offer ice pops made from real fruit juice in addition to other drinks and snacks? Or what about setting up a Pick 'N' Mix station at the next basketball game so students can choose from a selection of healthy items to create their own snack mix.

7. **Recommended Assessment Of Learning:** Ask each group to prepare a written proposal and share it with the class. The proposal should include the event or activity and the idea, as well as an explanation of the potential health benefits of this idea and how it will motivate students to make healthier choices. Students may also record and present their proposal in video format or use digital presentation software such as PowerPoint, Prezi or Sway. As a class, vote on the proposal students feel will be most successful and consider asking students to present their proposal to the principal or parent council. Students may also use their ideas as ways to take action in Lesson 5.

**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:** Before a weekend or a school break, ask students to think about the moments or situations that may occur where they anticipate they will have to make choices about food. Challenge students to use their knowledge about energy and nutrients and the factors that can affect their choices to make a plan for how they will make healthy food choices. For example, if a student is going to a soccer tournament, they might think about the types of snacks they can bring or buy that will give them enough energy to play their best. This can also be used as an alternative assessment of learning; however, it is important to be mindful that not all students have access to healthy food outside of school, or they may have limited choices over the foods they eat.

## Celebration of Learning:

Set up a Healthy Eating Fair where students can display the work they have done in the classroom or in another space within the school. Invite students from other classes, parents or community members to visit the fair to learn more about how to make healthy food choices based on their own lifestyles. Encourage students to share how their own food practices have changed and how healthy food choices can still reflect each person's individual tastes, preferences and cultures. Students can create questionnaires or quizzes for the participants and offer healthy snacks as prizes for participating. This can also be done in Lesson 5 as a way for students to take action and contribute to positive change in their school or community.

## Lesson 5:

# How Can We Make Healthy Food Choices?



### Suggested Time:

50 minutes + Take Action and Report and Celebrate

### Materials:

- Chart paper and markers
- Healthy Food, Healthy Bodies Journal (one per student)
- Computer with Internet access
- Sticky notes
- Poster or Bristol board

### 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:** Distribute sticky notes to students. In pairs, ask students to discuss and record how the lessons from 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 grow, develop and function? Encourage students to consider the growth and hormonal changes occurring in their bodies and how the nutrients in food help the body to function well. Post the sticky notes on the front board for students to refer to.

2. As a class, create a collaborative poster that provides information, tips and tricks about how to make healthy food choices and why these food choices are important for a person ages 12 to 14 years old. Students can write, draw or create 3D images on the poster.

**Educator's Note:** If possible, display this poster in the classroom or in 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.

3.

**Recommended Assessment Of Learning:** Ask each student to write a reflection about their contribution to the poster and how they feel it will help them to keep making healthy choices about food.

4. Using the K-W-L chart in the **Healthy Food, Healthy Bodies Journal page 1**, have students record at least three ways their thinking has changed about food and how they will make decisions about the foods they eat every day in the *We Learned* column.

## Action Plan

5. Ask students, why should everyone know about making healthy food choices? How can they share this knowledge with the people and communities around them? Why is it important to share this knowledge?
6. 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 help adolescents find ways to make healthy choices while still enjoying the foods 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 about actions students can take to raise awareness with their families and in their school and local community.

### Example Actions:

- Create a Healthy Eating Fair where students can showcase the posters, videos and other work they created to students from other classes, families or community members to help them learn how to make healthy choices that fit their lifestyles. Encourage students to share how their own food practices may have changed and how healthy food choices can still reflect each person's individual tastes, preferences and cultures.
- Create a smoothie bar for the school! Demonstrate to other students that healthy eating can be fun, delicious and nutritious. Plan and prepare a selection of healthy ingredients for individuals to choose from to create their own smoothies. Label the ingredients with the nutrients and benefits they provide for the body, to raise awareness about how healthy food choices help the body. Consider having three to four prepared combinations of food items that include foods from all four food groups. (For example: coconut milk, banana, berries, almond butter and flax seeds.)
- Host a quiz game for younger classes to see which class knows the most about healthy food. This is a chance to celebrate what students already know about healthy food, but it's also a fun way to raise awareness about the importance of healthy eating. The class with the highest score can receive a healthy recess snack prepared by students.
- Create alternative recipes for their favourite treats or snacks. Challenge students to find the recipes for their favourite treat and research how to make a healthier version of the treat. For example: Chocolate cupcake: substitute the white flour for whole grain flour, substitute the sugar for maple syrup, date syrup or honey, substitute the whole fat milk for 2% milk and add walnuts or almonds. Prepare these healthy treats and sell them at games or other school events to raise money for a local charity.

- 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, PowerPoint, Prezi or Sway to share this new code and raise awareness about making healthy food choices 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 grow, develop and function. 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 food items.

## Take Action

8. 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

9. Encourage students to 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.

# Appendix 1: Provincial Curricular Correlations

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

Alberta	
Grade 7	
Health and Life Skills (2002)	<p>The <i>WE Eat Well</i> lesson package addresses the rationale of the Alberta Health and Life Skills Curriculum:</p> <ul style="list-style-type: none"> <li>to promote and maintain health as a valued and valuable resource</li> <li>to examine health issues and factors that promote or limit good health</li> <li>gain an understanding of social and environmental factors that are beyond their immediate control, which have a significant impact on their health</li> </ul>
Wellness Choices: Personal Health	
Physical Education (2000)	<p>The <i>WE Eat Well</i> lesson package addresses the rationale of the Alberta Physical Education Curriculum and contributes to the development of life skills for:</p> <ul style="list-style-type: none"> <li>the personal development of health</li> <li>the use of physical activity as a strategy for managing life challenges</li> <li>a setting within which to practise the ability to work with others</li> </ul>
Active Living	
Language Arts (2000)	<p>The <i>WE Eat Well</i> 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.</p> <p>The <i>WE Eat Well</i> lesson package addresses the outcomes of the Alberta Language Arts curriculum to enable each student to listen, speak, read, write, view and represent:</p> <ul style="list-style-type: none"> <li>to explore thoughts, ideas, feelings and experiences</li> <li>to comprehend and respond personally and critically to oral, print and other media texts</li> <li>to manage ideas and information</li> <li>to enhance the clarity and artistry of communication</li> <li>to respect, support and collaborate with others</li> </ul>
Discover and Explore	
Clarify and Extend	
Respond to Texts	
Create Original Texts	
Plan and Focus	
Select and Process	
Present and Share	

# Appendix 1: Provincial Curricular Correlations

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

Alberta	
Grade 8	
Health and Life Skills (2002)	<p>The <i>WE Eat Well</i> lesson package addresses the rationale of the Alberta Health and Life Skills Curriculum:</p> <ul style="list-style-type: none"> <li>to promote and maintain health as a valued and valuable resource</li> <li>to examine health issues and factors that promote or limit good health</li> <li>gain an understanding of social and environmental factors that are beyond their immediate control, which have a significant impact on their health</li> </ul>
Wellness Choices: Personal Health	
Physical Education (2000)	<p>The <i>WE Eat Well</i> lesson package addresses the rationale of the Alberta Physical Education Curriculum and contributes to the development of life skills for:</p> <ul style="list-style-type: none"> <li>the personal development of health</li> <li>the use of physical activity as a strategy for managing life challenges</li> <li>a setting within which to practise the ability to work with others</li> </ul>
Active Living	
Language Arts (2000)	<p>The <i>WE Eat Well</i> 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.</p> <p>The <i>WE Eat Well</i> lesson package addresses the outcomes of the Alberta Language Arts curriculum to enable each student to listen, speak, read, write, view and represent:</p> <ul style="list-style-type: none"> <li>to explore thoughts, ideas, feelings and experiences</li> <li>to comprehend and respond personally and critically to oral, print and other media texts</li> <li>to manage ideas and information</li> <li>to enhance the clarity and artistry of communication</li> <li>to respect, support and collaborate with others</li> </ul>
Discover and Explore	
Clarify and Extend	
Respond to Texts	
Create Original Texts	
Plan and Focus	
Select and Process	
Present and Share	

# Appendix 1: Provincial Curricular Correlations

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

Atlantic Canada	
Grade 7	
Physical and Health Education (1998)	<p>The <i>WE Eat Well</i> lesson package addresses the Nova Scotia Physical Education and Health Education Curriculum:</p> <ul style="list-style-type: none"> <li>enables students develop knowledge, skills, attitudes and behaviours related to healthy living</li> <li>integrates the concepts of personal health management, health promotion, and health</li> </ul> <p>The <i>WE Eat Well</i> lesson package addresses Essential Learnings of the Nova Scotia Physical and Health Education Curriculum, specifically to demonstrate an understanding of the relationship between health and lifestyle.</p>
Strategies for Healthy Living Values and Practices for Healthy Living Strategies for Positive Personal Development and Healthy Relationships Physical Education: Knowing, Doing, Valuing	
Language Arts (2010)	<p>The <i>WE Eat Well</i> lesson package addresses the Atlantic Canada Language Arts Curriculum, which is shaped by a vision of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.</p> <p>The <i>WE Eat Well</i> lesson package addresses Essential Learnings of the Atlantic Canada Language Arts Curriculum, specifically to:</p> <ul style="list-style-type: none"> <li>demonstrate commitment to crafting pieces of writing and other representations</li> <li>read widely and experience a variety of literature from different provinces and countries</li> <li>explore, reflect on and express their own ideas, learnings, perceptions and feelings</li> <li>consistently use the conventions of written language in final products</li> <li>critically reflect on and interpret ideas presented through a variety of media</li> <li>integrate information from several sources to construct and communicate meaning</li> <li>reflect on problems and responses to problems</li> <li>access and select specific information to meet the personal and learning needs using the electronic network</li> </ul>
Speaking and Listening Reading and Viewing Writing and Other Ways of Representing	

# Appendix 1: Provincial Curricular Correlations

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

Atlantic Canada	
Grade 8	
<b>Physical and Health Education (1998)</b> Strategies for Healthy Living Values and Practices for Healthy Living Strategies for Positive Personal Development and Healthy Relationships Physical Education: Knowing, Doing, Valuing	<p>The <i>WE Eat Well</i> lesson package addresses the Nova Scotia Physical Education and Health Education Curriculum:</p> <ul style="list-style-type: none"> <li>enables students to develop knowledge, skills, attitudes and behaviours related to healthy living</li> <li>integrates the concepts of personal health management, health promotion and health</li> </ul> <p>The <i>WE Eat Well</i> lesson package addresses Essential Learnings of the Nova Scotia Physical and Health Education Curriculum, specifically to demonstrate an understanding of the relationship between health and lifestyle.</p>
<b>Language Arts (2010)</b> Speaking and Listening Reading and Viewing Writing and Other Ways of Representing	<p>The <i>WE Eat Well</i> lesson package addresses the Atlantic Canada Language Arts Curriculum, which is shaped by a vision of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.</p> <p>The <i>WE Eat Well</i> lesson package addresses Essential Learnings of the Atlantic Canada Language Arts Curriculum specifically to:</p> <ul style="list-style-type: none"> <li>demonstrate commitment to crafting pieces of writing and other representations</li> <li>read widely and experience a variety of literature from different provinces and countries</li> <li>explore, reflect on and express their own ideas, learnings, perceptions and feelings</li> <li>consistently use the conventions of written language in final products</li> <li>critically reflect on and interpret ideas presented through a variety of media</li> <li>integrate information from several sources to construct and communicate meaning</li> <li>reflect on problems and responses to problems</li> <li>access and select specific information to meet the personal and learning needs using the electronic network</li> </ul>

# Appendix 1: Provincial Curricular Correlations

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

British Columbia	
Grade 7	
Health and Physical Education (2016)	<p>The <i>WE Eat Well</i> lesson package addresses several Core Competencies of the B.C. Curriculum, especially:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinking</li> <li>• Personal Awareness and Responsibility</li> <li>• Social Responsibility</li> </ul> <p>The <i>WE Eat Well</i> lesson package can also help address the B.C. Health and Physical Education Curriculum Goals:</p> <ul style="list-style-type: none"> <li>• demonstrate the knowledge, skills and strategies needed to make informed decisions that support personal and community health and safety</li> <li>• develop an understanding of the many aspects of well-being, including physical, mental and social</li> <li>• develop the movement knowledge, skills and understandings needed for lifelong participation in a range of physical activities</li> <li>• develop knowledge, skills and strategies for building respectful relationships, positive self-identity, self-determination and mental well-being</li> </ul>
<p>Healthy and active living</p> <p>Social and community health</p> <p>Mental well-being</p> <p>Physical literacy</p>	
Language Arts (2016)	<p>The <i>WE Eat Well</i> lesson package addresses several Core Competencies of the B.C. Curriculum, especially:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinking</li> <li>• Personal Awareness and Responsibility</li> <li>• Social Responsibility</li> </ul> <p>The <i>WE Eat Well</i> lesson package also help address the B.C. Language Arts Curriculum goals to:</p> <ul style="list-style-type: none"> <li>• become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social and career aspirations</li> <li>• appreciate language and learning as lifelong sources of joy, curiosity and passion</li> <li>• think creatively, critically and reflectively about language and texts as part of constructing and communicating personal meaning</li> <li>• become critical and ethical users of digital media, capable of adapting to new modes and tools of language</li> <li>• use language to design and share information interpersonally, interculturally and globally</li> </ul>
<p>Comprehend and Connect</p> <p>Create and Communicate</p>	

# Appendix 1: Provincial Curricular Correlations

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

British Columbia	
Grade 8	
Health and Physical Education (2016)	<p>The <i>WE Eat Well</i> lesson package addresses several Core Competencies of the B.C. Curriculum, especially:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinking</li> <li>• Personal Awareness and Responsibility</li> <li>• Social Responsibility</li> </ul> <p>The <i>WE Eat Well</i> lesson package can also help address the B.C. Health and Physical Education Curriculum Goals:</p> <ul style="list-style-type: none"> <li>• demonstrate the knowledge, skills and strategies needed to make informed decisions that support personal and community health and safety</li> <li>• develop an understanding of the many aspects of well-being, including physical, mental and social</li> <li>• develop the movement knowledge, skills and understandings needed for lifelong participation in a range of physical activities</li> <li>• develop knowledge, skills and strategies for building respectful relationships, positive self-identity, self-determination and mental well-being</li> </ul>
<p>Healthy and active living</p> <p>Social and community health</p> <p>Mental well-being</p> <p>Physical literacy</p>	
Language Arts (2016)	<p>The <i>WE Eat Well</i> lesson package addresses several Core Competencies of the B.C. Curriculum, especially:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinking</li> <li>• Personal Awareness and Responsibility</li> <li>• Social Responsibility</li> </ul> <p>The <i>WE Eat Well</i> lesson package also help address the B.C. Language Arts Curriculum goals to:</p> <ul style="list-style-type: none"> <li>• become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social and career aspirations</li> <li>• appreciate language and learning as lifelong sources of joy, curiosity and passion</li> <li>• think creatively, critically and reflectively about language and texts as part of constructing and communicating personal meaning</li> <li>• become critical and ethical users of digital media, capable of adapting to new modes and tools of language</li> <li>• use language to design and share information interpersonally, interculturally and globally</li> </ul>
<p>Comprehend and Connect</p> <p>Create and Communicate</p>	

# Appendix 1: Provincial Curricular Correlations

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

<b>Manitoba</b>	
<b>Grade 7</b>	
<b>Physical Education/Health Education</b> Personal Development Personal Health Practices Active Living Nutrition	The <i>WE Eat Well</i> lesson package addresses General Outcomes of the Manitoba Physical Education/Health Education Curriculum: Personal/Social Management: <ul style="list-style-type: none"> <li>• to make health-enhancing decisions</li> <li>• to work cooperatively and fairly with others</li> <li>• to build positive relationships with others</li> </ul> Healthy Lifestyle Practices: <ul style="list-style-type: none"> <li>• to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices</li> </ul> Movement: <ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Language Arts (2016)</b> Discover and Explore Clarify and Extend Respond to Texts Plan and Focus Select and Process Present and Share Encourage, Support, and Work With Others	The <i>WE Eat Well</i> lesson package helps addresses the Manitoba Language Arts curriculum, specifically enabling each student to read and produce a wide range of texts, including media, transactional and literary texts. The <i>WE Eat Well</i> lesson package supports the Manitoba Language Arts curriculum, enabling each student to understand and appreciate language. Language proficiency generates confidence and competence in communicating in a variety of situations, as well as facilitating personal satisfaction and learning.

# Appendix 1: Provincial Curricular Correlations

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

Manitoba	
Grade 8	
<b>Physical Education/Health Education</b>	<p>The <i>WE Eat Well</i> lesson package addresses General Outcomes of the Manitoba Physical Education/Health Education Curriculum:</p> <p>Personal/Social Management:</p> <ul style="list-style-type: none"> <li>• to make health-enhancing decisions</li> <li>• to work cooperatively and fairly with others</li> <li>• to build positive relationships with others</li> </ul> <p>Healthy Lifestyle Practices:</p> <ul style="list-style-type: none"> <li>• to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices</li> </ul> <p>Movement:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
Personal Development Personal Health Practices Active Living Nutrition	
<b>Language Arts (2016)</b>	<p>The <i>WE Eat Well</i> lesson package helps addresses the Manitoba Language Arts curriculum, specifically enabling each student to read and produce a wide range of texts, including media, transactional and literary texts.</p> <p>The <i>WE Eat Well</i> lesson package supports the Manitoba Language Arts curriculum, enabling each student to understand and appreciate language. Language proficiency generates confidence and competence in communicating in a variety of situations, as well as facilitating personal satisfaction and learning.</p>
Discover and Explore Clarify and Extend Respond to Texts Plan and Focus Select and Process Present and Share Encourage, Support, and Work With Others	

# Appendix 1: Provincial Curricular Correlations

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

Ontario	
Grade 7	
Health and Physical Education (2015)	<p>The <i>WE Eat Well</i> lesson package can help address the goals for Health and Physical Education, specifically:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p>The lesson package also supports several goals of Health and Physical Education-Healthy Eating including:</p> <ul style="list-style-type: none"> <li>• food choices</li> <li>• health problems</li> <li>• healthy eating practices and routines</li> <li>• nutrients</li> </ul>
<p>Active Living</p> <p>Movement Competence</p> <p>Healthy Living</p>	
Language Arts (2006)	<p>The <i>WE Eat Well</i> lesson package can help address the principles for Language Arts, specifically to:</p> <ul style="list-style-type: none"> <li>• understand that language learning is a necessary, life-enhancing, reflective process</li> <li>• communicate—that is, read, listen, view, speak, write and represent—effectively and with confidence</li> <li>• think critically</li> <li>• make meaningful connections between themselves, what they encounter in texts and the world around them</li> <li>• appreciate the cultural impact and aesthetic power of texts</li> <li>• use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens</li> </ul> <p>The <i>WE Eat Well</i> lesson package also helps addresses the Ontario Language Arts Curriculum expectations incorporating the use of analytical, critical, and metacognitive thinking skills.</p>
<p>Oral Communication</p> <p>Reading</p> <p>Writing</p> <p>Media Literacy</p>	

# Appendix 1: Provincial Curricular Correlations

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

Ontario	
Grade 8	
Health and Physical Education (2015)	<p>The <i>WE Eat Well</i> lesson package can help address the goals for Health and Physical Education, specifically:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p>The lesson package also supports several goals of Health and Physical Education-Healthy Eating including:</p> <ul style="list-style-type: none"> <li>• food choices</li> <li>• health problems</li> <li>• healthy eating practices and routines</li> <li>• nutrients</li> </ul>
<p>Active Living</p> <p>Movement Competence</p> <p>Healthy Living</p>	
Language Arts (2006)	<p>The <i>WE Eat Well</i> lesson package can help address the principles for Language Arts, specifically to:</p> <ul style="list-style-type: none"> <li>• understand that language learning is a necessary, life-enhancing, reflective process</li> <li>• communicate—that is, read, listen, view, speak, write and represent—effectively and with confidence</li> <li>• think critically</li> <li>• make meaningful connections between themselves, what they encounter in texts and the world around them</li> <li>• appreciate the cultural impact and aesthetic power of texts</li> <li>• use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens</li> </ul> <p>The <i>WE Eat Well</i> lesson package also helps addresses the Ontario Language Arts Curriculum expectations incorporating the use of analytical, critical and metacognitive thinking skills.</p>
<p>Oral Communication</p> <p>Reading</p> <p>Writing</p> <p>Media Literacy</p>	

# Appendix 1: Provincial Curricular Correlations

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

Quebec	
Grade 7	
Personal Development (2004)	<p>The <i>WE Eat Well</i> lesson package addresses the aim of the Quebec Personal Development Curriculum which is to develop concern for the physical and mental health, as well as a desire to improve community life.</p> <p>The <i>WE Eat Well</i> lesson package addresses competencies of the Quebec Personal Development Curriculum:</p> <ul style="list-style-type: none"> <li>• to perform movement skills in different physical activity settings</li> <li>• to interact with others in different physical activity settings</li> <li>• to adopt a healthy, active lifestyle</li> </ul>
Physical Education and Health	
Language Arts (2001)	<p>The <i>WE Eat Well</i> 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.</p> <p>The <i>WE Eat Well</i> lesson package addresses competencies of the Quebec English Language Arts Curriculum:</p> <ul style="list-style-type: none"> <li>• to use language/talk to communicate and to learn</li> <li>• to represent his/her literacy in different media</li> <li>• to read and listen to written and spoken media texts</li> <li>• to write in a variety of genres for personal and social purposes</li> </ul>

# Appendix 1: Provincial Curricular Correlations

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

Quebec	
Grade 8	
Personal Development (2004)	<p>The <i>WE Eat Well</i> lesson package addresses the aim of the Quebec Personal Development Curriculum, which is to develop concern for physical and mental health, as well as a desire to improve community life.</p> <p>The <i>WE Eat Well</i> lesson package addresses competencies of the Quebec Personal Development Curriculum:</p> <ul style="list-style-type: none"> <li>• to perform movement skills in different physical activity settings</li> <li>• to interact with others in different physical activity settings</li> <li>• to adopt a healthy, active lifestyle</li> </ul>
Physical Education and Health	
Language Arts (2001)	<p>The <i>WE Eat Well</i> 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.</p> <p>The <i>WE Eat Well</i> lesson package addresses competencies of the Quebec English Language Arts Curriculum:</p> <ul style="list-style-type: none"> <li>• to use language/talk to communicate and to learn</li> <li>• to represent his/her literacy in different media</li> <li>• to read and listen to written and spoken media texts</li> <li>• to write in a variety of genres for personal and social purposes</li> </ul>

# Appendix 1: Provincial Curricular Correlations

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

Saskatchewan	
Grade 7	
Health Education (2010)	<p>The <i>WE Eat Well</i> lesson package addresses the aim of the Saskatchewan Health Education Curriculum, which is to develop confident and competent students who understand, appreciate and apply health knowledge, skills and strategies throughout life.</p> <p>The <i>WE Eat Well</i> lesson package addresses goals of the Saskatchewan Health Education Curriculum:</p> <ul style="list-style-type: none"> <li>• to develop the understanding, skills and confidence necessary to take action to improve health</li> <li>• to make informed decisions base on health-related knowledge</li> <li>• to apply decisions that will improve personal health and/or the health of others</li> </ul>
Understanding, Skills and Confidence Decision Making Action Planning	
Physical Education (2010)	<p>The <i>WE Eat Well</i> lesson package addresses the aim of the Saskatchewan Physical Education Curriculum, which is to support students in becoming physically educated individuals who have the understanding and skills to engage in movement activity, and the confidences and disposition to live a healthy, active lifestyle.</p> <p>The <i>WE Eat Well</i> lesson package addresses goals of the Saskatchewan Physical Education Curriculum:</p> <ul style="list-style-type: none"> <li>• Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family and community</li> <li>• Enhance quality of movement by understanding, developing and transferring movement concepts, skills, tactics and strategies to a wide variety of movement activities</li> <li>• Balance self through safe and respectful personal, social, cultural and environmental interactions in a wide variety of movement activities.</li> </ul>
Active Living Skillful Movement Relationships	
Language Arts (2010)	<p>The <i>WE Eat Well</i> lesson package helps students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life and personal satisfaction.</p>
Comprehend and Respond Compose and Create Assess and Reflect	

# Appendix 1: Provincial Curricular Correlations

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

Saskatchewan	
Grade 8	
Health Education (2010)	<p>The <i>WE Eat Well</i> lesson package addresses the aim of the Saskatchewan Health Education Curriculum, which is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills, and strategies throughout life.</p> <p>The <i>WE Eat Well</i> lesson package addresses goals of the Saskatchewan Health Education Curriculum:</p> <ul style="list-style-type: none"> <li>to develop the understanding, skills and confidence necessary to take action to improve health</li> <li>to make informed decisions base on health-related knowledge</li> <li>to apply decisions that will improve personal health and/or the health of others</li> </ul>
Understanding, Skills and Confidence Decision Making Action Planning	
Physical Education (2010)	<p>The <i>WE Eat Well</i> lesson package addresses the aim of the Saskatchewan Physical Education Curriculum which is to support students in becoming physically educated individuals who have the understanding and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle.</p> <p>The <i>WE Eat Well</i> lesson package addresses goals of the Saskatchewan Physical Education Curriculum:</p> <ul style="list-style-type: none"> <li>Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family and community</li> <li>Enhance quality of movement by understanding, developing and transferring movement concepts, skills, tactics and strategies to a wide variety of movement activities</li> <li>Balance self through safe and respectful personal, social, cultural and environmental interactions in a wide variety of movement activities.</li> </ul>
Active Living Skillful Movement Relationships	
Language Arts (2010)	<p>The <i>WE Eat Well</i> lesson package helps students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life and personal satisfaction.</p>
Comprehend and Respond Compose and Create Assess and Reflect	

# Appendix 2: Classroom Observation Forms

---

Classroom Observation Form 1

Lesson/Activity: \_\_\_\_\_


# Appendix 2: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity: \_\_\_\_\_

Learning Outcomes Student Names			

# Appendix 2: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

## 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!



### 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 - Nutrient Fact Sheet

Food Groups	Nutrients	How Do They Help Our Bodies?
Vegetables and Fruits	Vitamins and Minerals Fibre Vitamin A and Vitamin C	<p>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.</p> <p>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.</p> <p>Grain products help the body:</p> <ul style="list-style-type: none"> <li>• Reduce the risk of heart disease</li> <li>• Reduce constipation</li> <li>• Provides energy for the body to function</li> <li>• Maintain a healthy immune system</li> </ul>
Grain Products	Fibre Energy B Vitamins	<p>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.</p> <p>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.</p> <p>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.</p> <p>Vegetables and Fruits help the body:</p> <ul style="list-style-type: none"> <li>• Maintain healthy blood pressure</li> <li>• Reduce heart disease</li> <li>• Help maintain proper bowel function</li> <li>• Maintain skin health</li> <li>• Protect against infections</li> <li>• Repair body tissue and help heal cuts and wounds</li> </ul>

# Appendix 3: Educator Resources - Nutrient Fact Sheet

Food Groups	Nutrients	How Do They Help Our Bodies?
Meat and Alternatives	Protein Fat Iron Zinc	<p>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.</p> <p>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.</p> <p>Meat and Alternatives help the body:</p> <ul style="list-style-type: none"> <li>• Protein is the building block for bones, muscles, cartilage, skin and blood</li> <li>• Provide the body with energy to function</li> <li>• Build tissue *</li> <li>• Carries the nutrients to the body through the blood</li> </ul>
Milk and Alternatives	Calcium Vitamin D	<p>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.</p> <p>Canada's Food Guide recommends that people drink low fat milk (skim, 1% M.F. or 2% M.F.) each day. The fat content of other milk products varies widely. Drinking low fat milk is an effective way to consume protein, calcium, magnesium, riboflavin, vitamin A, vitamin B12, vitamin D and zinc while minimizing the amount of saturated fat and calories.</p> <p>Fortified soy beverage can be used as an alternative to milk. They contain added vitamins and minerals to make them a nutritionally adequate alternative. People should look for the word "fortified" on the label when buying soy beverages.</p> <p>Milk and Alternatives help the body:</p> <ul style="list-style-type: none"> <li>• Maintain bone mass</li> <li>• Maintain healthy blood pressure</li> <li>• Reduces osteoporosis (breaking-bone disease)</li> </ul>

Reference:

Health Canada: [www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-re-source-educators-communicators-2007.html#a5](http://www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-re-source-educators-communicators-2007.html#a5)  
 USDA Choose My Plate [www.choosemyplate.gov](http://www.choosemyplate.gov)

# Appendix 3: Educator Resources - Circuit Instructions

## Stretching Station

### Pose 1: Corpse Pose

- Lie on the floor with your whole back touching the floor.
- Straighten your head and neck, looking up toward the sky.
- Stretch your arms out beside your body and flatten your palms to face upwards.
- Stretch your legs out with your feet on either side of the body with your toes pointing up.
- Hold the pose for 30 seconds.



### Pose 2: Cat Pose

- Start on your hands and knees, making sure that your knees are directly below your hips and your wrists are below your elbows.
- Centre your head and look toward the floor.
- Take a breath out and round your spine toward to ceiling.
- Hold the pose for 30 seconds.



### Pose 3: Cobra Pose

- Lie on the floor on your stomach.
- Stretch your legs and the tops of the feet on the floor.
- Spread your hands on the floor underneath your shoulders.
- Hug your elbows back into your body.
- Press your thighs, legs and hips into the floor.
- Take a breath and straighten your arms to lift your chest off the floor.
- Hold the pose for 30 seconds.



## 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 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.

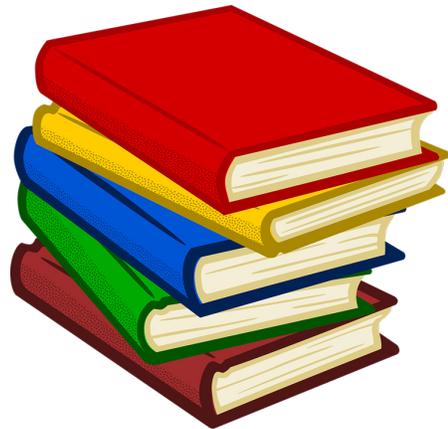


Dance and have fun!



## Reading Station

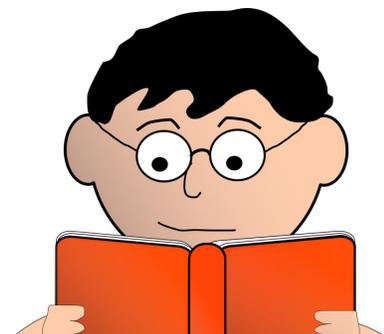
Choose a book, comic or magazine.



Find a comfortable spot to sit.

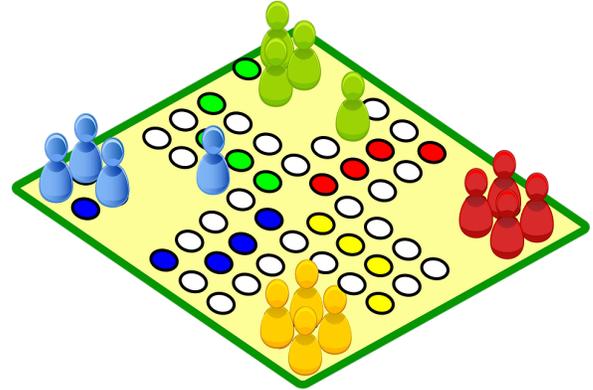


Read your book, comic or magazine.

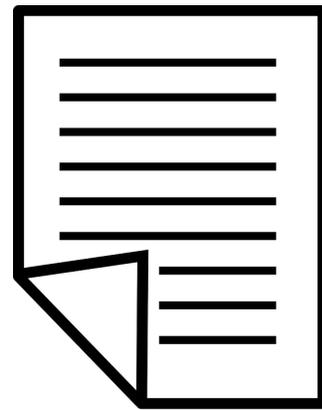


## Board Games Station

Choose a board game with a friend.



Read the instructions.

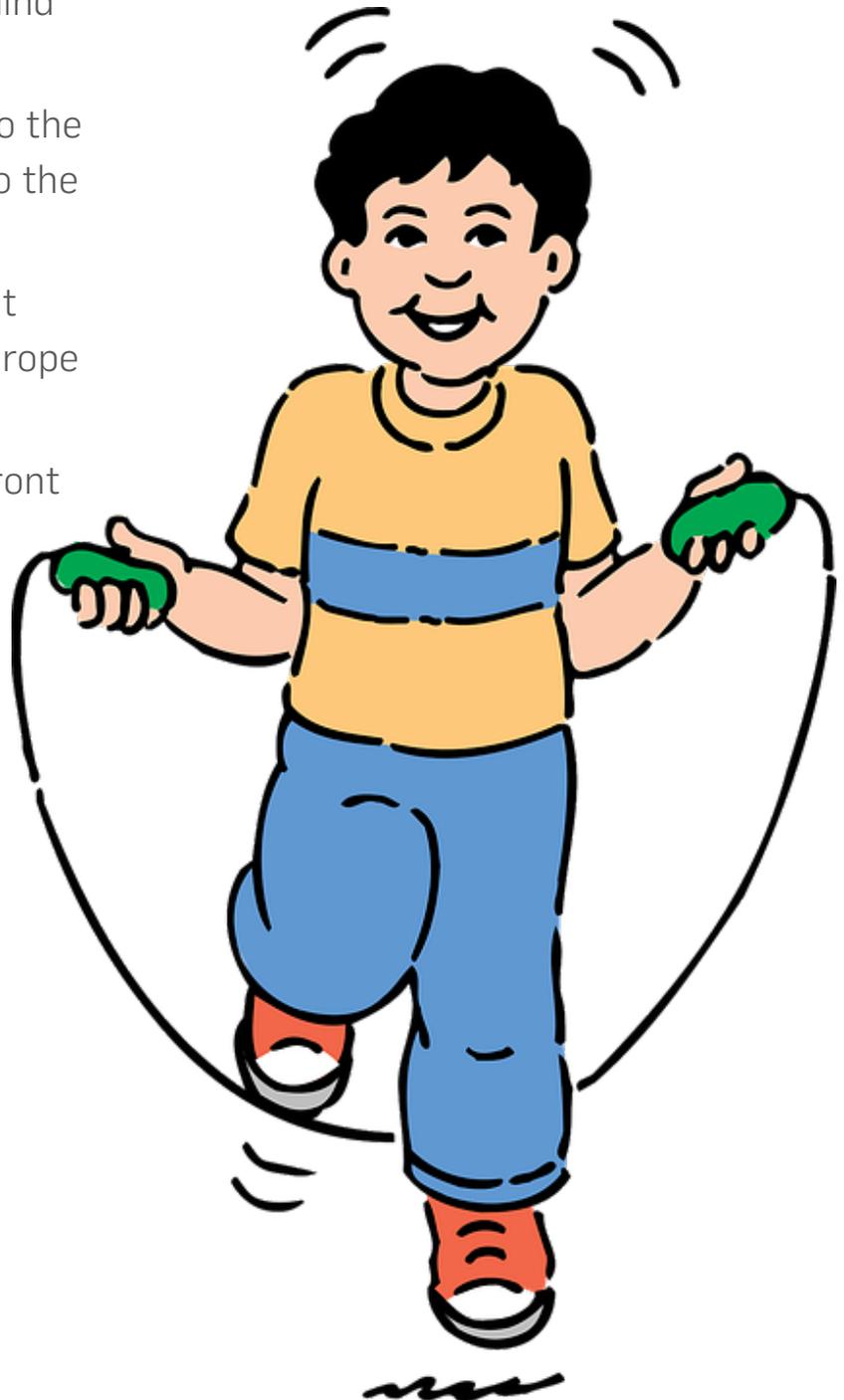


Play the game together.



### 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 3: Educator Resources - Advertisements

To the **NATION** with Love!

**DAWN BREAD** [www.dawnbread.com](http://www.dawnbread.com)

Now in New OXO-BIODEGRADABLE Packaging

**Environment Friendly Pack**

Bread

# Appendix 3: Educator Resources - Advertisements



Cereal



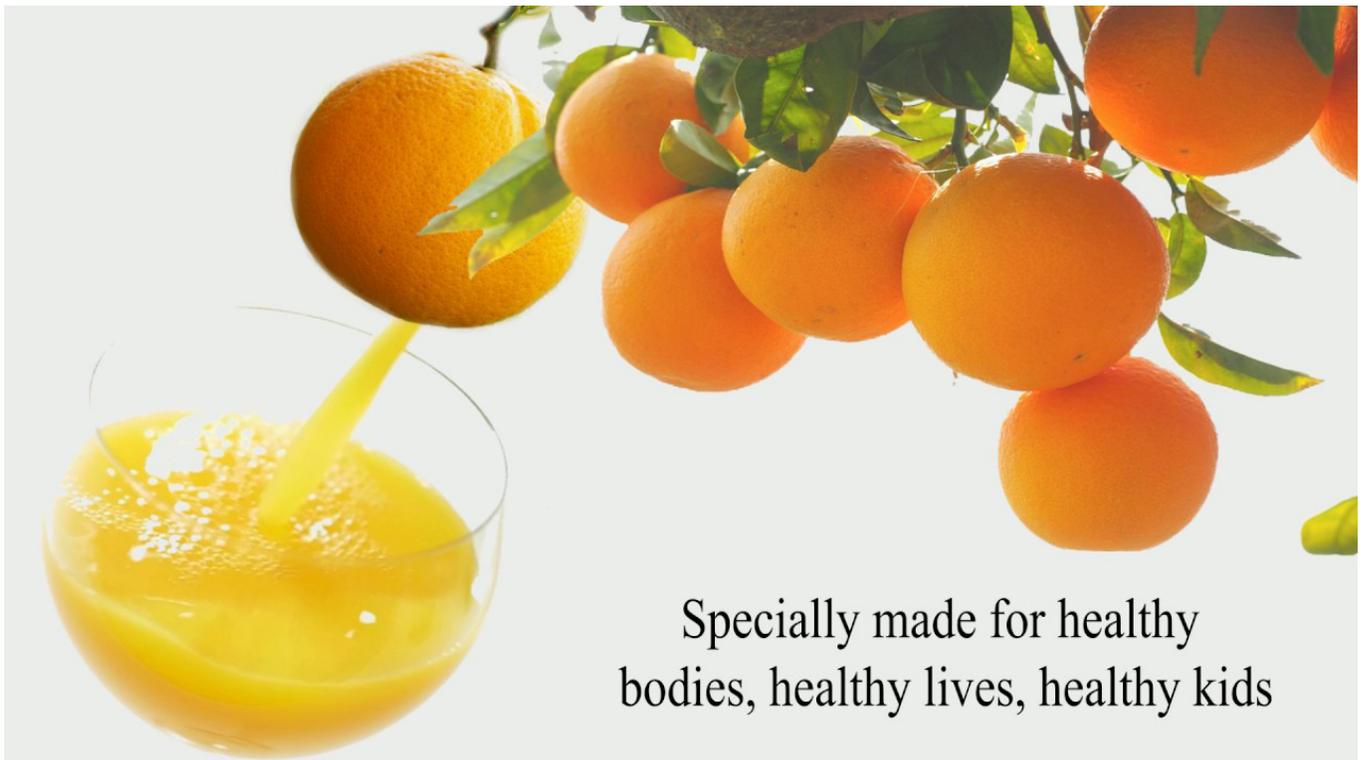
Soft Drink

## Appendix 3: Educator Resources - Advertisements

---



Condiment



Juice

## Appendix 3: Educator Resources - Advertisements



Fish

## Appendix 3: Educator Resources - Advertisements



Also available in Vanilla and Original

**Silk** LIGHT  
CHOCOLATE

Nature's Perfect Protein  
FROM WHOLE & UNFRACTIONATED

Pour on the power  
to help support your heart.

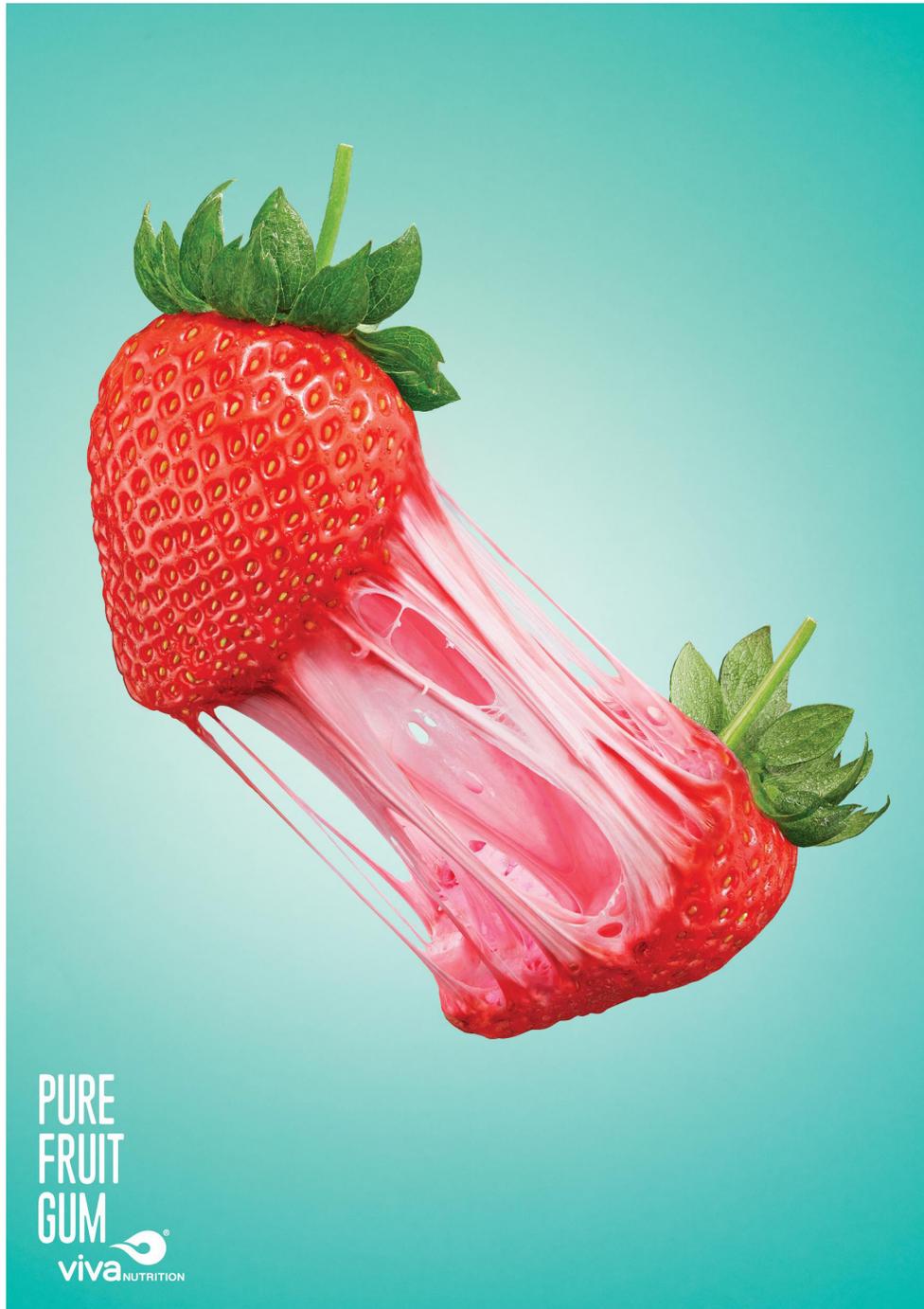
Silk is made from one of Nature's  
Perfect Proteins to fortify your body,  
and delivers a smooth chocolate taste  
that keeps you deliciously satisfied.

**Silk** Strength in Every Pour™

SilkSoyMilk.com

The advertisement features a dynamic shot of a blue Silk Light Chocolate Almond Milk carton being poured into a glass. The milk is captured mid-pour, creating a thick, textured stream that splashes into the glass. The background is a solid, deep blue. Text elements include the product name 'Silk LIGHT CHOCOLATE' on the carton, a tagline 'Pour on the power to help support your heart.', a descriptive paragraph about the protein and taste, the 'Silk Strength in Every Pour' logo, and the website 'SilkSoyMilk.com'. A small note at the top right indicates other flavors are available.

Almond Milk



Chewing Gum

# Appendix 3: Educator Resources - Student Profiles

## Profile 1

Name: Patrick

Age: 13 years old

### Daily Routine

- Patrick is very busy during the day. On Mondays and Wednesdays, he has swimming practice early in the morning and on Tuesdays and Thursdays he plays soccer after school.
- Patrick is also on the Student Council and spends his lunch time organizing events for the school.
- Most evenings, he has dinner at around 6:30 p.m. and loves to eat his mom's vegetable curry.
- On the weekends he likes to hike around the local wildlife reserve with his family.

### Activities and Interests

- Patrick loves to play sports and is very competitive
- He also enjoys reading mystery and crime novels, and playing video games.
- Patrick is very passionate about animal rights and wants to make sure that no animals are being harmed in food production

### Food Preferences

- Patrick is pescatarian. This means that he will not eat any meat products, but will eat seafood.
- He is also anemic (iron deficient), which means that he needs to include extra iron-rich foods in his diet every day.
- As Patrick is very active, he needs to eat regularly and prefers to eat a snack before and after his sports activities.

## Profile 2

Name: Sonya

Age: 14 years old

### Daily Routine

- Sonya loves to wake up early in the morning and practice yoga with her grandmother. She wants to become a professional yoga instructor when she grows up.
- She also enjoys hanging out with her friends after school at the local diner and loves to eat fries with vinegar.
- During the week, she spends her lunch time tutoring younger students in math and usually eats her lunch on the run.
- In the evenings, Sonya enjoys walking her two dogs, Milo and Donut.

### Activities and Interest

- Sonya loves all types of yoga.
- She also enjoys dancing to music.
- Sonya hates activities that require her to sit still. She prefers to keep her body moving.

### Food Preferences

- Sonya likes to make sure her meals are meat-free on Tuesdays and Fridays.
- Her favourite food is a lamb shawarma from the local deli.
- She likes to drink tea before she practices yoga and prefers to eat six small meals during the day.
- Sonya loves to cook and enjoys trying new recipes with her grandmother.

# Appendix 3: Educator Resources - Student Profiles

## Profile 3

Name: Rachel

Age: 12 years old

### Daily Routine

- Rachel finds it very hard to wake up in the morning because she sleeps late at night and usually has to eat her breakfast in the car.
- She enjoys playing video and computer games and wants to be a software developer when she grows up.
- At lunch times, Rachel helps the school's IT Department design their new school website.
- In the afternoons, she plays World of Warcraft competitively with some of her friends.

### Activities and Interest

- Rachel loves to play computer and video games. Sometimes she will play for a few hours without stopping for a break.
- She also enjoys spending time with her family. On the weekends, they like to take road trips to the beach.
- Rachel also loves to create new software applications and is working on a new game for the Android market in her free time.

### Food Preferences

- Rachel loves most foods, but she is allergic to nuts, shrimp, tree nuts and milk.
- She loves to snack on chips, crackers and candy.
- Rachel usually has a smoothie to drink on the way to school and eats chips for lunch.
- Her favourite food is fish and chips.

## Profile 4

Name: Aly

Age: 15 years old

### Daily Routine

- Aly usually wakes up in the morning and makes his own breakfast and lunch. He enjoys cooking and preparing food, and really loves to eat.
- He enjoys running every day in the evening and loves to swim. He has reached squad level for swimming, and practices Monday and Wednesday evenings and Saturday mornings.
- Aly has lots friends at school and enjoys spending time with them, playing soccer or hanging out at lunch.
- On Tuesday and Wednesday mornings he has orchestra practice.

### Activities and Interest

- Aly loves technology. He is currently working on building his own desktop computer.
- Aly is also involved in his community and volunteers his time when he can.
- In his downtime, he loves to play video games and watch television.

### Food Preferences

- Aly loves to eat and is willing to try most foods.
- He is not allergic to any food, but does not enjoy eating beans, salmon or blue cheese.
- Aly has a vitamin D deficiency, so he needs to take regular supplements and eat foods that are high in those vitamins and minerals.

## Appendix 3: Educator Resources - Student Profiles

---

### Profile 5

Name: Samuel

Age: 16 years old

#### Daily Routine

- Samuel wakes up very early in the morning to help his mother prepare lunches for his younger siblings. He has two younger brothers and a younger sister.
- His mother and father work very long hours and Samuel takes care of his younger siblings every day. He brings them to school, picks them up and prepares their dinner on weeknights. Sometimes he also does the grocery shopping too.
- As Samuel does not have his driver's licence, he walks to and from school every day.
- During lunch time, he likes to finish his homework or listen to music with his friends.
- On Saturday mornings he works part-time at the local library.

#### Activities and Interest

- Samuel loves to read novels and magazines. He is very focused on his academic work and is taking two AP courses. He wants to become a lawyer when he grows up.
- He enjoys going to the movies with his friends or playing baseball with his cousins.
- Samuel is very passionate about animals and animal rights.

#### Food Preferences

- Samuel is a vegan. This means he does not eat any meat products, including dairy products that come from animals.
- He sometimes does not have time to eat breakfast, so he grabs a granola bar to eat on his way to school.
- He prefers to eat a large dinner because he doesn't always have time to eat lunch.

# Appendix 4: Nutrient Research Project

## 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](http://www.healthyeating.org/Healthy-Eating/All-Star-Foods/Grains)



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\\_bienmang-eng.pdf](http://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf)

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

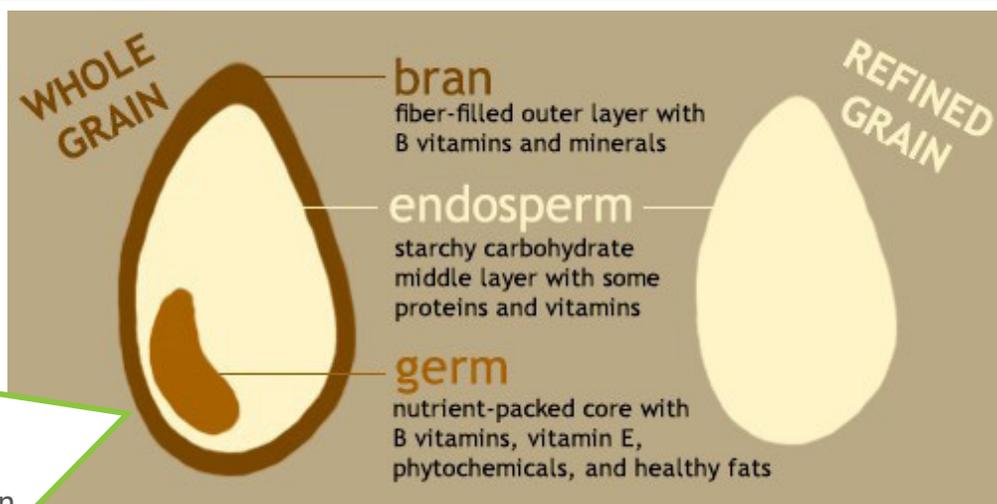
**Whole Grains:** Contain the entire grain kernel—the bran, germ and endosperm. Examples of whole grains include whole wheat flour, bulgur (cracked wheat), oatmeal, whole cornmeal and brown rice.

**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/](http://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/whole-grains/)



What do we know about grain products?

Figure 2 - Source: Harvard T.H.Chan School of Public Health [www.hsph.harvard.edu/nutritionsource/what-should-you-eat/whole-grains/](http://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/whole-grains/)

# Appendix 4: Nutrient Research Project

## Grain Products

### 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.

### How Do Whole Grains Affect Our Bodies?

- Bran and fibre slow the breakdown of starch into glucose. This maintains a steady blood flow.
- 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 the 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.

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

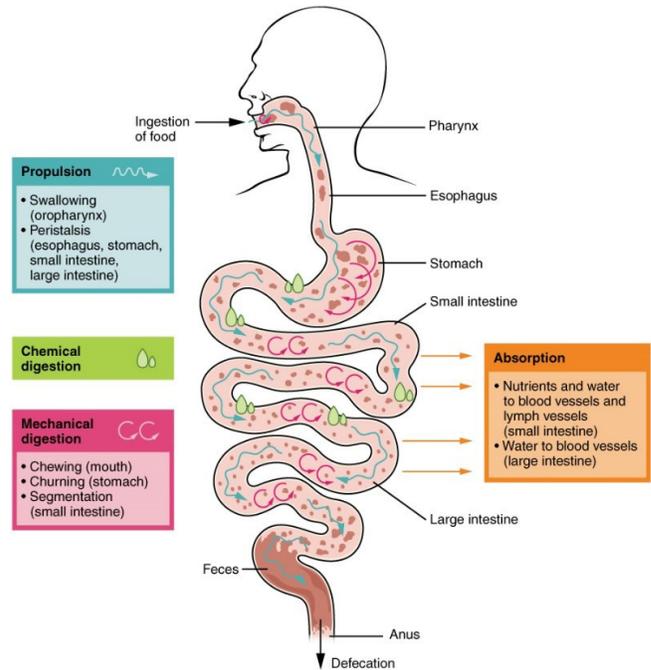


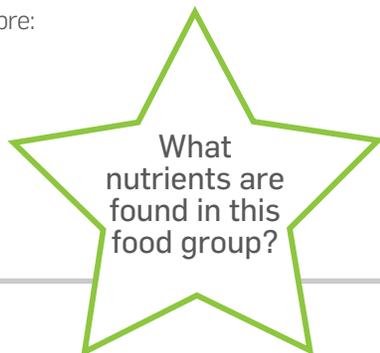
Figure 3: Process of Digestion. Source: [www.courses.lumenlearning.com/ap2/chapter/digestive-system-processes-and-regulation/](http://www.courses.lumenlearning.com/ap2/chapter/digestive-system-processes-and-regulation/)

### 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 fruit, whole grain products, nuts and seeds, and legumes (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](http://www.healthlinkbc.ca/healthlinkbc-files/fibre)



# Appendix 4: Nutrient Research Project

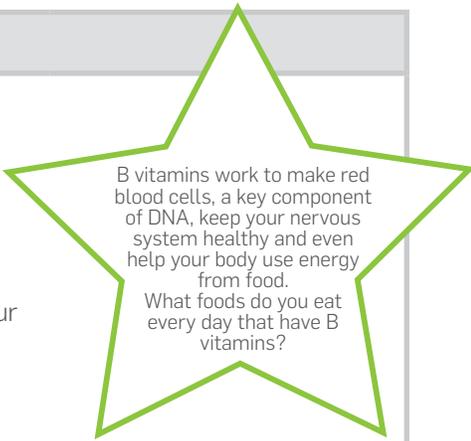
## Grain Products

### Niacin

Foods that contain niacin: bran, cereal, pasta and bread

- Niacin is a water-soluble B vitamin also known as vitamin B3. Because it's water-soluble, niacin is not stored in the body.
- Niacin helps your body use fat, protein and carbohydrates from foods to make energy.
- Niacin helps over 200 enzymes (natural chemicals in the body) to function normally in your body by helping your body use other B vitamins and make DNA.

Source: Dietitians Canada [www.dietitians.ca/Your-Health/Nutrition-A-Z/B-Vitamins.aspx](http://www.dietitians.ca/Your-Health/Nutrition-A-Z/B-Vitamins.aspx)



B vitamins work to make red blood cells, a key component of DNA, keep your nervous system healthy and even help your body use energy from food.  
What foods do you eat every day that have B vitamins?

### Riboflavin

Food that contain riboflavin: cereals such as cornflakes and muesli and waffles.

- Riboflavin is a water-soluble B vitamin (vitamin B2). Because it's water-soluble, riboflavin is not stored in the body.
- Riboflavin helps your body cells use fat, protein and carbohydrates from foods to produce energy.
- Riboflavin helps in the production of niacin (vitamin B3) and pyridoxine (vitamin B6).

Source: Dietitians Canada [www.dietitians.ca/Your-Health/Nutrition-A-Z/B-Vitamins.aspx](http://www.dietitians.ca/Your-Health/Nutrition-A-Z/B-Vitamins.aspx)

### Folate - Vitamin

Foods that contain folate: pasta, bagels and breads.

- Folate is a water-soluble B vitamin. It is found naturally in foods. This vitamin cannot be stored in your body.
- It helps make red blood cells. If you do not have enough folate, you can get a type of anemia. If you have anemia you may feel tired, weak and unable to concentrate.
- Folate is very important for infants, children and women who are pregnant. It helps to prevent some birth defects.

Source: Dietitians Canada [www.dietitians.ca/Your-Health/Nutrition-A-Z/B-Vitamins.aspx](http://www.dietitians.ca/Your-Health/Nutrition-A-Z/B-Vitamins.aspx)

### Thiamin

Foods that contain thiamin: pasta, bread, cereals, oatmeal.

- Thiamin is one of the B vitamins.
- Its main role is to help your body use carbohydrates and protein to make energy.

Source: Dietitians Canada [www.dietitians.ca/Your-Health/Nutrition-A-Z/B-Vitamins.aspx](http://www.dietitians.ca/Your-Health/Nutrition-A-Z/B-Vitamins.aspx)

# Appendix 4: Nutrient Research Project

What nutrients are found in this food group?

## Grain Products

### 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. Grains are excellent sources of many nutrients that are important for the growing body. It is recommended that you should make half your daily grain choices whole grains.

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



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

- Kids Health: [www.healthy-kids.com.au/food-nutrition/5-food-groups/breads-cereals/](http://www.healthy-kids.com.au/food-nutrition/5-food-groups/breads-cereals/)
- Kids Health: [www.kidshealth.org/en/teens/whole-grain-bread.html](http://www.kidshealth.org/en/teens/whole-grain-bread.html)
- Healthy Kids Association: [www.healthy-kids.com.au/food-nutrition/5-food-groups/breads-cereals/](http://www.healthy-kids.com.au/food-nutrition/5-food-groups/breads-cereals/)
- Health Canada: [www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-resource-educators-communicators-2007.html#a6](http://www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-resource-educators-communicators-2007.html#a6)

### 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)

# Appendix 4: Nutrient Research Project

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



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\\_bienmang-eng.pdf](http://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf)

### 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: Reduce blood pressure and cholesterol levels and helps the digestive system work effectively.
- Folate: Helps the body form red blood cells.
- Vitamins A, E and C: Protect against cancer and helps the immune system.

Source: Harvard T.H. Chan School of Public Health [www.hsph.harvard.edu/nutritionsource/what-should-you-eat/vegetables-and-fruits/](http://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/vegetables-and-fruits/)

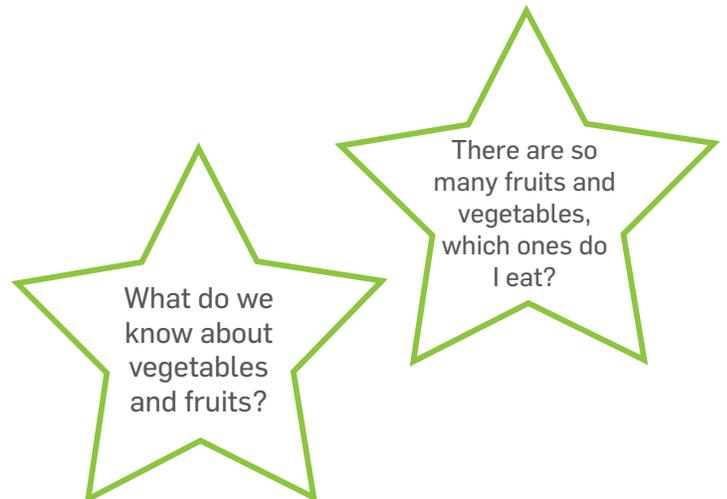
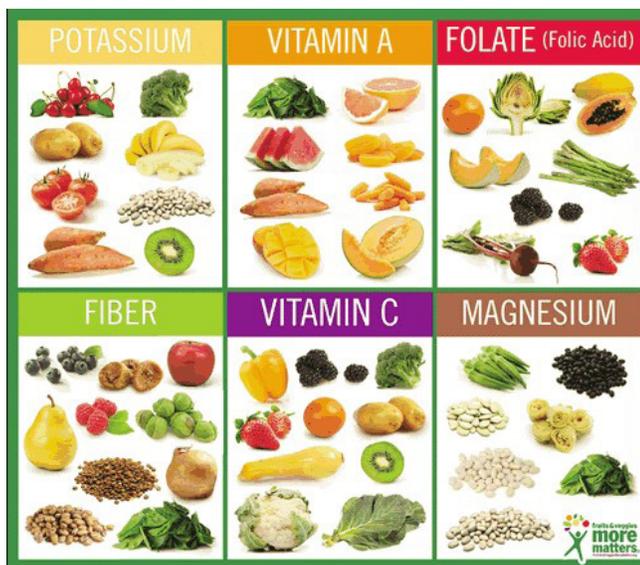


Figure 2: Nutrients in fruits and vegetables. Source: Reference: [www.fruitsandveggies-morematters.org/wp-content/uploads/UserFiles/Images/nutrientsinfruitsveggies1.gif](http://www.fruitsandveggies-morematters.org/wp-content/uploads/UserFiles/Images/nutrientsinfruitsveggies1.gif)

# Appendix 4: Nutrient Research Project

## Vegetables and Fruits

### 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, citrus fruits, 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 and grapefruit. A commonly known carotenoid is beta-carotene.
- Flavonoids are found in: berries (especially dark-coloured berries), cherries, red grapes, onions, apples, cocoa and tea (especially green tea).

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

Why does the body need nutrients?

### 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 the risk of 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 caloric 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

Source: Harvard T.H. Chan School of Public Health [www.hsph.harvard.edu/nutritionsource/what-should-you-eat/vegetables-and-fruits/](http://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/vegetables-and-fruits/)

# Appendix 4: Nutrient Research Project

## Vegetables and Fruits

### 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 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)

Why does the body need nutrients?

### Vitamin E

Food that have Vitamin E: spinach, turnips, dandelion roots, swiss chard, avocado, red peppers and canned tomato sauce.

- Vitamin E is a fat-soluble vitamin that may improve immune function.
- Vitamin E is an antioxidant that helps protect cells from damage by free radicals. Free radicals can damage tissues and organs in the body. They also play a role in certain conditions related to aging.
- The body also needs vitamin E to help keep the immune system strong against viruses and bacteria.
- Vitamin E is also important in the formation of red blood cells and it helps the body use vitamin K. It also helps widen blood vessels and keep blood from clotting inside them.
- Vitamin E may play a role in preventing chronic disease such as heart disease and cancer, but this is still being studied.

Source: Dietitians Canada [www.dietitians.ca/Your-Health/Nutrition-A Z/Vitamins/Food-Sources-of-Vitamin-E.aspx](http://www.dietitians.ca/Your-Health/Nutrition-A-Z/Vitamins/Food-Sources-of-Vitamin-E.aspx), Medline Plus [www.medlineplus.gov/ency/article/002406.htm](http://www.medlineplus.gov/ency/article/002406.htm)

Free radicals are the natural by-products of chemical processes, such as metabolism.

# Appendix 4: Nutrient Research Project

## Vegetables and Fruits

### Vitamin A

Vitamin 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)



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

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

- Healthy Kids NSW [www.healthykids.nsw.gov.au/kids-teens/eat-more-fruit-and-vegies-kids](http://www.healthykids.nsw.gov.au/kids-teens/eat-more-fruit-and-vegies-kids)
- About Kids Health: [www.aboutkidshealth.ca/Article?contentid=1437&language=English](http://www.aboutkidshealth.ca/Article?contentid=1437&language=English)
- Kids Health: [www.kidshealth.org/en/teens/vitamins-minerals.html?WT.ac=ctg#catnutrition](http://www.kidshealth.org/en/teens/vitamins-minerals.html?WT.ac=ctg#catnutrition)
- Choose My Plate: [www.choosemyplate.gov/vegetables-nutrients-health](http://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](http://www.youtube.com/watch?v=kteZneJm1EI) (3:15)

Where can I find more information?

# 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

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\\_bienmang-eng.pdf](http://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf)



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\\_bienmang-eng.pdf](http://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf)

### 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. Reduce saturated fat. Choose items like skinless chicken or turkey breasts or thighs or remove the skin from poultry at home 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.

Source: Winnipeg Regional Health Authority [www.wrha.mb.ca/community/seniors/files/CMP-25.pdf](http://www.wrha.mb.ca/community/seniors/files/CMP-25.pdf)

How do I make good choices about meat and alternatives?

# Appendix 4: Nutrient Research Project

## Meat and Alternatives

### 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 make red blood cells and 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 one or two servings of Meat and Alternatives every day.

Source: Health Canada [www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-resource-educators-communicators-2007.html#a8](http://www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-resource-educators-communicators-2007.html#a8)

### 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](http://www.medlineplus.gov/dietaryproteins.html)

Harvard T.H. Chan School of Public Health [www.hsph.harvard.edu/nutritionsource/what-should-you-eat/protein/](http://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 into energy. This allows the muscles to work at the 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](http://www.medlineplus.gov/iron.html)

# Appendix 4: Nutrient Research Project

## Meat and Alternatives

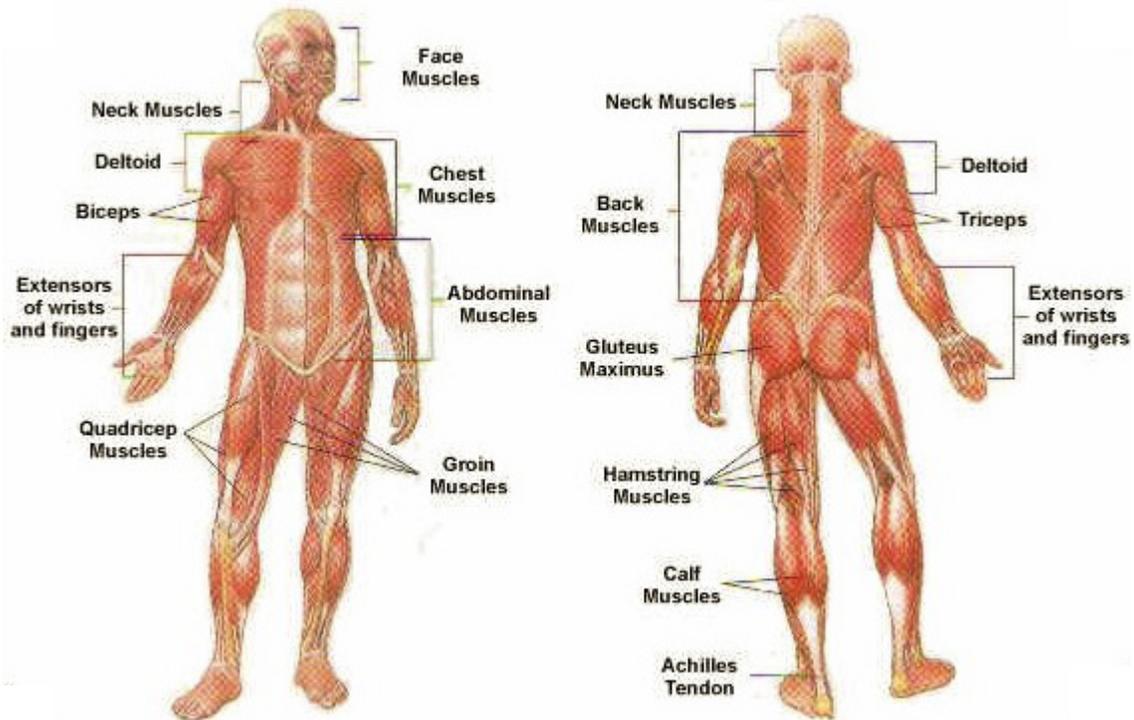


Figure 2: Muscular System. Source: [www.sportssciencekaylahfink.weebly.com/muscular-system.html](http://www.sportssciencekaylahfink.weebly.com/muscular-system.html)

### Zinc

Foods that have zinc: beef, lamb, pork, chicken, turkey, pumpkin or squash seeds, baked beans, tempeh, nuts, lentils, dried peas, tofu, eggs, fish and seafood, and soy.

- Zinc is a mineral that you need in small amount every day for good health. You can find it in a variety of foods.
- Zinc supports normal growth and development for all ages.
- Zinc also helps your body use carbohydrates, protein and fat, strengthens the immune system, and helps heal wounds.

Source: Dietitians Canada [www.dietitians.ca/Your-Health/Nutrition-A-Z/Minerals/Food-Sources-of-Zinc.aspx](http://www.dietitians.ca/Your-Health/Nutrition-A-Z/Minerals/Food-Sources-of-Zinc.aspx)

### Magnesium

Foods that have magnesium: legumes, nuts and seeds, fish and seafood.

- Magnesium is a mineral that you need every day for good health.
- Magnesium helps you take energy from food and make new proteins.
- Magnesium is an important part of your bones and helps keep your muscles and nerves healthy.

Source: Dietitians of Canada [www.dietitians.ca/Your-Health/Nutrition-A-Z/Minerals/Food-Sources-of-Magnesium.aspx](http://www.dietitians.ca/Your-Health/Nutrition-A-Z/Minerals/Food-Sources-of-Magnesium.aspx)

# Appendix 4: Nutrient Research Project

## Meat and Alternatives

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](http://www.aboutkidshealth.ca/Article?contentid=1440&language=English)
- Health Canada: [www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/choosing-foods/meat-alternatives/tips-meat-alternatives.html](http://www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/choosing-foods/meat-alternatives/tips-meat-alternatives.html)
- Kids Health: [www.kidshealth.org/en/kids/protein.html#catnutrition](http://www.kidshealth.org/en/kids/protein.html#catnutrition)
- Choose My Plate: [www.choosemyplate.gov/protein-foods](http://www.choosemyplate.gov/protein-foods)

### Video Links

- “Why Do Our Bodies Need Protein?”: [www.youtube.com/watch?v=KSKPgaSGSYA](http://www.youtube.com/watch?v=KSKPgaSGSYA) (2:02)
- “Healthy Families BC: Meat and Alternatives”: [www.youtube.com/watch?v=qE9ixlLEd-Q](http://www.youtube.com/watch?v=qE9ixlLEd-Q) (2:31)
- “Why Do We Need Protein? Why Is Protein Important?”: [www.youtube.com/watch?v=oRN17s50xFk](http://www.youtube.com/watch?v=oRN17s50xFk) (3:05)
- “Why Is Protein Important?”: [www.youtube.com/watch?v=zxWbwNtWFik](http://www.youtube.com/watch?v=zxWbwNtWFik) (4:10)
- “Why Is Iron in Our Blood Important? *Forces of Nature* with Brain Cox”: [www.youtube.com/watch?v=SzN5bF1PHkA](http://www.youtube.com/watch?v=SzN5bF1PHkA) (2:25)

Where can I find more information?

# Appendix 4: Nutrient Research Project

## Milk and Alternatives

What do we know about milk and alternatives?

Foods in the milk and alternatives 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 a day.

Source: Health Canada [www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-resource-educators-communicators-2007.html#a7](http://www.canada.ca/en/health-canada/services/food-nutrition/reports-publications/eating-well-canada-food-guide-resource-educators-communicators-2007.html#a7)

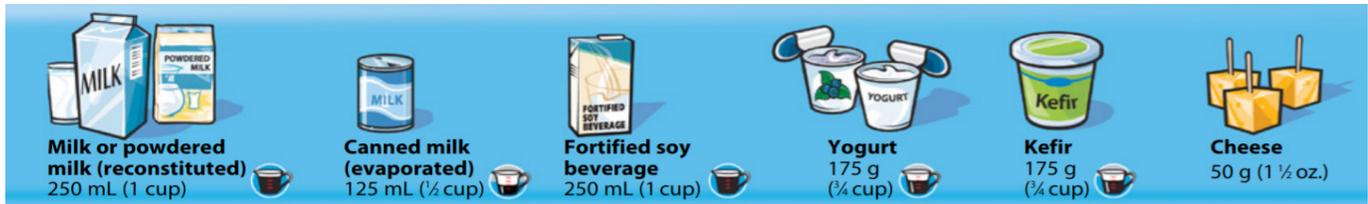


Figure 1 Source: Canada's Food Guide [www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt\\_formats/hpfb-dgpsa/pdf/food-guide-aliment/view\\_eatwell\\_vue\\_bienmang-eng.pdf](http://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf)

### 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

What nutrients are found in milk and alternatives?

Source: Better Health Victoria [www.betterhealth.vic.gov.au/health/healthyliving/Dairy-and-dairy-alternatives](http://www.betterhealth.vic.gov.au/health/healthyliving/Dairy-and-dairy-alternatives)

### 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

Source: Harvard T.H. Chan School of Public Health [www.hsph.harvard.edu/nutritionsource/what-should-you-eat/calcium-and-milk/calcium-full-story/#where](http://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/calcium-and-milk/calcium-full-story/#where)

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

# Appendix 4: Nutrient Research Project

## Milk and Alternatives

### Calcium

Calcium helps your body build strong dense bones as you grow and keeps your bones and teeth healthy.

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

99% of the bodies calcium is stored in the bones and teeth.

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

Source: Harvard T.H. Chan School of Public Health [www.hsph.harvard.edu/nutritionsource/what-should-you-eat/calcium-and-milk/calcium-full-story/#where](http://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/calcium-and-milk/calcium-full-story/#where)

### Vitamin D

Vitamin D plays a critical role in maintaining bone health. When blood calcium levels begin to drop the body responds by converting 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.

Source: Health Link BC: [www.healthlinkbc.ca/hlbc/files/documents/healthfiles/hfile68e.pdf](http://www.healthlinkbc.ca/hlbc/files/documents/healthfiles/hfile68e.pdf)

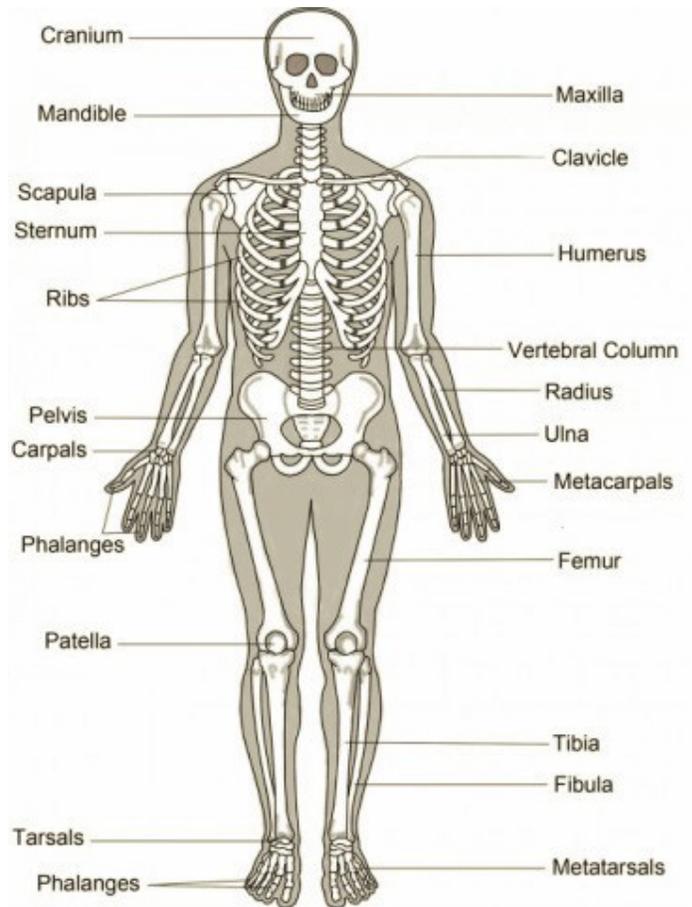


Figure 2: Skeletal System. Source: [www.sportssciencekaylahfink.weebly.com/skeletal-system.html](http://www.sportssciencekaylahfink.weebly.com/skeletal-system.html)

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

How many bones  
do I have now?

# Appendix 4: Nutrient Research Project

## Milk and Alternatives

### Vitamin B12

Foods that have vitamin B12: milk, cheese, yogurt, soy.

- You need vitamin B12 to form DNA, make healthy blood cells and keep nerves working properly.
- Vitamin B12 is found only in animal foods and fortified foods. People who avoid all animal products should look for meat alternatives, such as soy products fortified with vitamin B12.
- Ten to 30 percent of older people may not absorb vitamin B12 well. Health Canada advises adults over 50 years to consume foods fortified with vitamin B12 or a supplement containing vitamin B12.

Source: Dietitians Canada [www.dietitians.ca/Your-Health/Nutrition-A-Z/Vitamins/Food-Sources-of-Vitamin-B12.aspx](http://www.dietitians.ca/Your-Health/Nutrition-A-Z/Vitamins/Food-Sources-of-Vitamin-B12.aspx)



Figure 3: Serving Size. Source: [www.aboutkidshealth.ca/Article?contentid=1439&language=English](http://www.aboutkidshealth.ca/Article?contentid=1439&language=English)

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)
- Health Canada: [www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/choosing-foods/milk-alternatives.html](http://www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/choosing-foods/milk-alternatives.html)
- Kids Health: [www.kidshealth.org/en/kids/lactose.html?ref=search&WT.ac=msh-k-dtop-en-search-clk#catnutrition](http://www.kidshealth.org/en/kids/lactose.html?ref=search&WT.ac=msh-k-dtop-en-search-clk#catnutrition)
- 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=Q1IDQc0l2jc](http://www.youtube.com/watch?v=Q1IDQc0l2jc) (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, Is Milk Good For You, Milk Benefits, Skim Milk, Whole Milk”: [www.youtube.com/watch?v=hpQgbeaGgBE](http://www.youtube.com/watch?v=hpQgbeaGgBE) (5:22)
- “Are Milk Substitutes Healthier Than Cow’s Milk | Brit Lab”: [www.youtube.com/watch?v=TUpQpWxMYtk](http://www.youtube.com/watch?v=TUpQpWxMYtk) (4:13)
- “Whole vs. Skim: Which Milk Is Better For You?”: [www.youtube.com/watch?v=p\\_0eYRmEOJA](http://www.youtube.com/watch?v=p_0eYRmEOJA) (3:35)

Where can I find more information?

# 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.

We Know	We Learned	We Wonder

## My Healthy Plate

Draw and label the foods used to create your healthy plate.



## Nutrient Research Project

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

Which nutrients are found in this group?	
Which specific foods provide these nutrients?	
How does each nutrient help the body grow and function?	
Why is each nutrient important for a 9 to 11-year-old body?	
What would happen to the body if it didn't receive each nutrient?	

# Nutrient Research Project

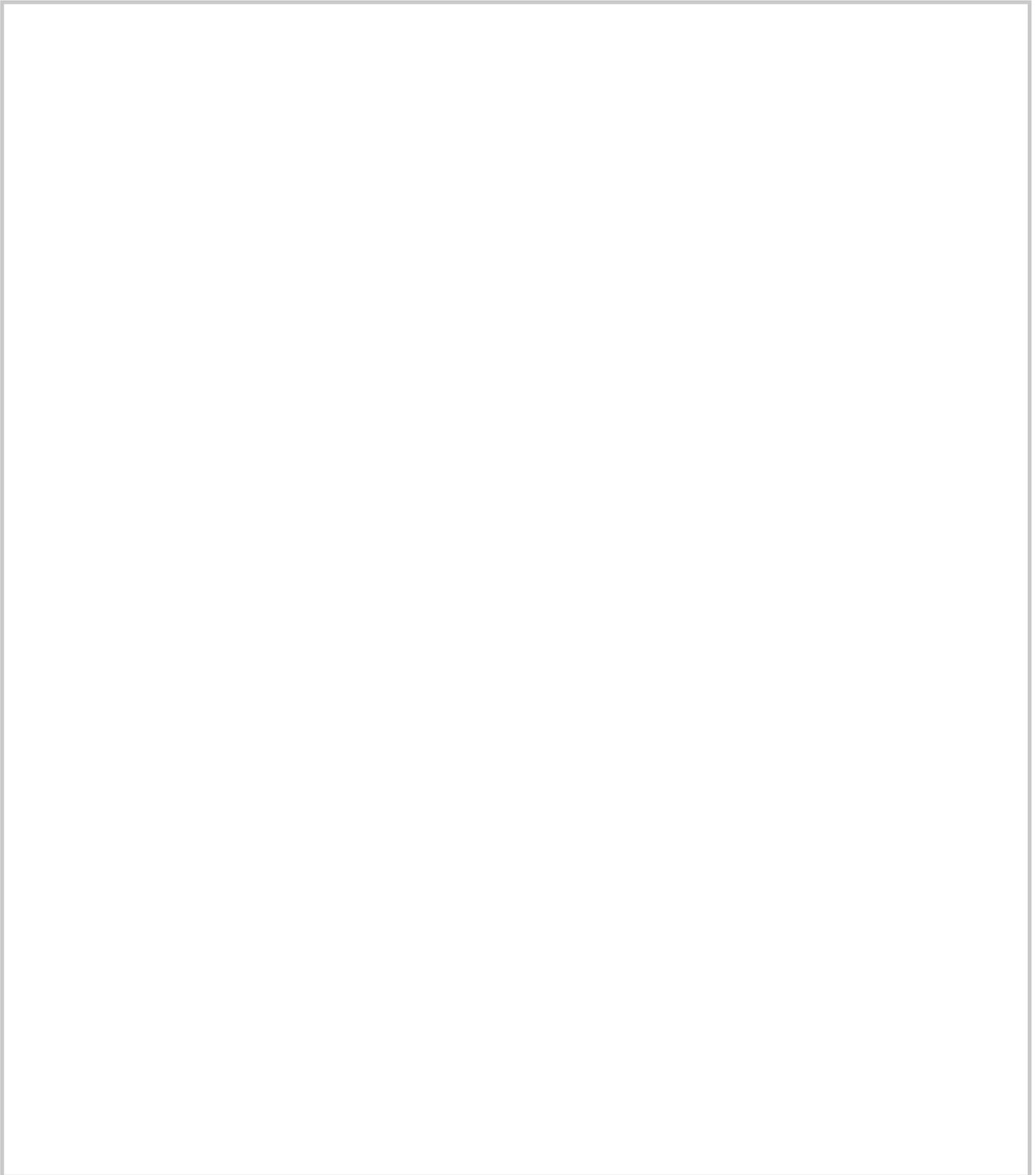
Use this chart to record information you learn about the nutrients in each of the food groups.

	Grain Products
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?	
	Vegetables and Fruits
Which specific foods provide these nutrients?	
How do these foods help the body of a 9 to 12-year-old grow and develop?	
Is it more important to consider the nutrients in food, or the taste? Can food be both healthy and delicious?	

<p>What nutrients are found in this food group?</p>	<p>Meat and Alternatives</p>
<p>How do these nutrients affect the body?</p>	
<p>Why is it important for the body to have these nutrients?</p>	
<p>Meat and Alternatives</p>	
<p>Which specific foods provide these nutrients?</p>	
<p>How do these foods help the body of a 9 to 12-year-old grow and develop?</p>	
<p>Is it important to consider the nutrients in food or the taste? Can food be both healthy and delicious?</p>	

## Field Trip Sketch – My Healthy Meal

Use the box below to draw and label your healthy meal using the food found in the grocery store



## 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

Stretches	Dance
Reading	Board Games
Jump Rope	

## Culminating Activity: Meal Planner

	My activities	What foods should I eat?	Number of calories	Nutrients	How does it support my body?
Morning					
Afternoon					
Evening					

## Take Out Order

Record your take order


## Diagram: Factors that Influence Food Choice



## Influences of Food Choice

What are three things you found surprising about how food influences you?

1)

2)

3)

What are two questions you have about food influences?

1)

2)