

# 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.*

Kindergarten to Grade 3  
Canadian Edition

AN INITIATIVE OF



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# 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 among 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, play-based activities and experiences that will help them explore how different foods help their bodies grow and how food provides them with the energy they need throughout the day.

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

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

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

We are stronger together,



Craig and Marc Kielburger  
Co-Founders, WE



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## 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 of 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. Then they will action plan and take action in their school and community to raise awareness about the importance of making healthy food choices, and they will demonstrate the benefits that making healthy choices can have on the body. The Healthy Food for Healthy Bodies resource will also give students the knowledge and skills they need to engage meaningfully with the WE Eat Well campaign, which is made possible through the generous support of President's Choice Children's Charity.

This resource consists of lessons, assessments, a student journal and additional resources to support student learning. The Healthy Food for Healthy Bodies resources can be used as part of your academic program, specifically aligning with Health and Physical Education curricular expectations. Please see the curricular correlations on pages 19 - 46.

### ■ 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>Why do we need food?</li> <li>How do different foods contribute to the needs of a growing body?</li> <li>In what ways can our food choices keep our bodies healthy and active?</li> </ul>				
Grades	WE Learning Framework Skills			
Kindergarten to Grade 3	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>Identify the four food groups</li> <li>Understand why food is important for young children's growing bodies</li> <li>Reflect on their personal food preferences</li> </ul>	<ul style="list-style-type: none"> <li>Prepare food and eat a healthy snack</li> <li>Discuss their practices and preferences</li> <li>Explore the four food groups from <i>Canada's Food Guide</i></li> </ul>	<ul style="list-style-type: none"> <li>Computer with Internet access</li> <li>Chart paper, markers and sticky notes</li> <li>Healthy Food, Healthy Bodies Journal (one per student)</li> <li>Paper plates and a variety of different foods</li> <li>Resources for the Centre Activities</li> </ul>	Part 1: 40 minutes or 2 x 20 minutes  Part 2: 40 minutes
Lesson 2: How Does Food Help the Body Grow?	<ul style="list-style-type: none"> <li>Explore how healthy food helps children ages five to eight grow</li> <li>Identify how each food group helps the body grow in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Understand how healthy food provides nutrients to the body and how each food group helps different parts of the body grow and develop</li> <li>Explore how different foods have helped their own bodies grow from when they were a baby and continue to help them as they grow and develop</li> </ul>	<ul style="list-style-type: none"> <li>Computer with Internet access</li> <li>Chart paper, markers and sticky notes</li> <li>Healthy Food, Healthy Bodies Journal (one per student)</li> <li>Anatomy or human skeleton model</li> <li>Sponge</li> </ul>	Part 1: 40 minutes or 2 x 20 minutes  Part 2: 40 minutes
Lesson 3: How Does Food Help You to Be Active?	<ul style="list-style-type: none"> <li>Explore how healthy foods give us energy</li> <li>Understand that healthy food helps our bodies work at their best</li> </ul>	<ul style="list-style-type: none"> <li>Investigate how their bodies use energy and how each of the four food groups helps their bodies create energy to do the activities they want to do</li> </ul>	<ul style="list-style-type: none"> <li>Computer with Internet access</li> <li>Supermarket flyers, magazines</li> <li>Chart paper, markers and sticky notes</li> <li>Healthy Food, Healthy Bodies Journal (one per student)</li> </ul>	45 minutes
Lesson 4: How Can We Make Healthy Food Choices?	<ul style="list-style-type: none"> <li>Understand that healthy food choices create strong, active, growing bodies</li> <li>Explore how they can make healthy food choices every day</li> <li>Raise awareness about healthy food choices for themselves, their family and their community</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate their understanding of how 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, markers and sticky notes</li> <li>Paper plates (one for each student)</li> <li>Grocery catalogue</li> <li>Healthy Food, Healthy Bodies Journal (one per student)</li> </ul>	45 minutes + Take Action

**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 the physical and cognitive development of a child from birth to eight years old. This chart can be used as a reference 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.

Birth to Age 1	Age 1 to Age 4	Age 4 to Age 8
<ul style="list-style-type: none"> <li>• A baby has 300 bones at birth.</li> <li>• At six months of age milk/baby teeth begin to erupt.</li> <li>• Babies are born with spaces in their skulls. As the baby grows these spaces close.</li> <li>• At birth, a baby's body has 600 muscles.</li> <li>• Babies are born with all their internal organs. Some organs function in the womb, such as the heart and brain, while others begin to function as soon as the baby is born (for example, the lungs).</li> <li>• Babies can distinguish between voices and follows sounds with their eyes.</li> <li>• From birth, babies communicate their needs and feelings by crying, gurgling, babbling and squealing. By 1 year they can use simple words (i.e., mama, dada) and hand gestures.</li> <li>• Babies first begin to move by developing the strength to hold their heads up, and then learning to roll over. By six months most babies can sit on their own, and by their first birthday most will crawl and start to pull to standing.</li> </ul>	<ul style="list-style-type: none"> <li>• The toddlers' brain is developing and maturing; this is the most intensive period for acquiring language skills.</li> <li>• By 18 months most toddlers walk unassisted and can use a cup and spoon to feed themselves.</li> <li>• All milk/baby teeth have usually erupted by 21 months.</li> <li>• By 24 months, a baby starts communicating by using sounds in play and putting sentences of two or more words together.</li> <li>• Most 24-month-olds can follow simple instructions, point to objects or pictures when they are named and sort shapes and colours.</li> <li>• Most children gain about 2 kg and grow 7.5 cm between their second and third birthdays.</li> <li>• By 36 months, a child can run easily, kick a ball, turn a door handle and pedal a tricycle.</li> <li>• Children will start to play make-believe and do simple puzzles by 36 months.</li> <li>• By the age of four, a child can communicate using linked sentences and can provide explanations.</li> <li>• Four-year-olds can also learn to copy capital letters, use scissors and understand the idea of counting.</li> </ul>	<ul style="list-style-type: none"> <li>• The child's baby/milk teeth begin to fall out and are replaced by adult teeth as they grow.</li> <li>• Bones continue to grow and fuse together to form the 206 bones that adults have.</li> <li>• As the muscle groups become stronger, the child can hold and carry heavier items.</li> <li>• By 5 years of age, a child experiments with different ways of moving and shows increasing control over object pushing, patting, throwing, catching and kicking.</li> <li>• By 5 years of age, a child can successfully negotiate simple spatial reasoning challenges, like building a model or telling left from right.</li> <li>• Between 6 and 8 children's play will become more complex, and they will begin practicing social skills like sharing and negotiating.</li> <li>• By 8 years old children are starting to discuss ideas and give opinions.</li> <li>• Between the ages of 4 and 8, children will gain about 10 kg and 10 cm.</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/)

Development Matters in the Early Years Foundation Stage: [www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf](http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf)

National Institute on Deafness and Other Communication Disorders: [www.nidcd.nih.gov/health/speech-and-language](http://www.nidcd.nih.gov/health/speech-and-language)

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

# Healthy Food for Healthy Bodies

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## 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>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>Gut</b> —The stomach or belly.
<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> —The flesh of an animal, typically a mammal or bird as food.
<b>Milk</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> —The strength and vitality required for sustained physical and mental activity.
<b>Product</b> —A substance produced during a natural, chemical or manufacturing process.
<b>Energy</b> —The strength and vitality required for sustained physical and mental activity.

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

## Lesson 1:

# What Do We Know About Food?



### Suggested Time:

Part 1: 40 minutes, or 2 x 20 minutes, Part 2: 40 minutes  
Alternatively, consider dividing this lesson into four 20-minute sessions over one week.

### Materials:

- Sticky notes
- Computer with Internet access
- Chart paper and markers
- Healthy Food, Healthy Bodies Journal (one per student)
- A variety of different foods representing the four food groups
- Paper plates
- Hula hoops
- Resources for the Centre Activities

### Learning Goals:

Students will:

- Identify the four food groups (grain products, vegetables and fruits, meat and alternatives, and milk and alternatives)
- Understand why food is important for young children's growing bodies
- Reflect on their personal food preferences

## Part 1 (40 minutes or 2 x 20 minutes)

**Educator's Note:** Part 1 of the lesson will introduce students to the topic of food and why food is important for growth and development. This activity will provide insight into your student's prior knowledge about the foods they eat, what they enjoy eating and why they make certain food choices.

Design an experience for students where they can prepare and eat food together and discuss why they eat, where they eat, who they eat with and what their food preferences are. Choose the option below that is most appropriate for your class. This activity can be facilitated in small teacher-led groups or as a whole class, depending on the size of your class and the needs of your students.

Option 1: Build Your Own Sandwich, Flatbread or Wrap

- Bring in a variety of different food items from the four food groups, as recommended by *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), and invite students to build their own sandwich, wrap or flatbread.
- Have students prepare the fillings or toppings they will put in their sandwich, wrap or flatbread.
- Encourage parent helpers or older students to assist students in the preparation of the food items.
- Ensure all food allergies have been considered when selecting the food items.

Example food items: flat bread, bread slices (whole wheat, white), tortillas, deli meat, shredded chicken, lettuce, spinach, carrots, cucumbers, green pepper, mushrooms, tomato and condiments (tomato sauce, mustard, mayonnaise, relish), cheese slices. Ensure that the food items you select for your class reflect your students' dietary restrictions or cultural food practices.

Ensure that the food items you select for your class take into account the religious and cultural food practices of your students and that all your students feel that they are represented in the selection of food items. Also, make sure to consider your own food choices and bias when selecting foods for students to prepare and eat.

Option 2: Create a Meal Using Food Images

If food preparation is not an option, provide students with magazines, supermarket flyers and food images to create a meal they would enjoy eating.

1. On a large piece of chart paper create, a K-W-L chart with the headings below:

We Know	We Wonder	We Learned
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2. Explain to students that this chart will hold all the information we know about food, what we will learn about food and our questions or wonderings about food.

3. Ask students the following questions to introduce them to the theme of food, why they eat food and how food helps them grow, play and learn.

- What food do you eat?
- Why do you eat food?
- What do you know about food?
- How does eating well help your body?
- What do you wonder about food?
- What are you interested in learning about food?

4. Write down students' answers on the chart using one colour of marker.

**Educator's Note:** If students require support, explain that "food gives you energy to learn and play, it helps you grow and it keeps your body working."

Reference: Ontario Public Health Association, [www.opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8\\_2009.aspx?ext=.pdf](http://www.opha.on.ca/Resource-Documents/DiscoverHealthyEatinggr1-8_2009.aspx?ext=.pdf)

5. If using Option 1, place the food items and paper plates on the tables around the classroom. Show students the food placed on tables and explain that they are going to prepare their own sandwich, wrap or flatbread. However, before they handle food, they need to wash their hands. Have all students wash their hands before they touch the food.

6. Hold up one of the food items to show students and ask them, what is this food item? Can I put this entire food item in my sandwich, wrap or flatbread? What do I need to do to this food item so that it fits into my sandwich, wrap or flatbread?
7. In small groups, encourage students to prepare the ingredients they will use in their sandwich, wrap or flatbread. Provide each small group with a table or space in the classroom to prepare the food items. Invite family members or older students to demonstrate and help students to peel, slice and chop the food items.
8. Distribute more paper plates and encourage each student to create a sandwich, flatbread or wrap of their choosing using any of the ingredients available.

9. **Recommended Assessment For Learning:** As students are selecting their food items and preparing their sandwich, flatbread or wrap, circulate around the class and facilitate discussions about students' eating habits and food preferences using the questions below. Use **Appendix 2: Classroom Observation Forms** to document students' responses.

Discussion Questions:

- What is the name of this food?
- Why did you choose this food?
- Are any of these foods new to you?
- Do you like or dislike any of these foods? Why?
- Why do you think it is important to eat a variety of different foods?
- Who normally makes the food you eat?
- What is your favourite food? Why is it your favourite? When did it become your favourite food?
- Why is it important to eat food every day?

**Educator's Note:** Encourage family members and older students to join in the conversation about food practice and preferences, and discuss with students why they are selecting certain types of food and why they enjoy eating those foods.

10. Make a circle where students can share their creations, identify the ingredients in their meal and explain why they chose those ingredients. Invite students to eat their sandwich, flatbread or wrap.

**Educator's Note:** If using Option 2, challenge students to create a plate of food using the images and photographs of food. Facilitate a discussion with students using the questions above while they are creating their plate.

11. Ask students to draw or write about the sandwich, wrap or flatbread they created and what food items they put in it in **Healthy Food, Healthy Bodies Journal page 1**. Students can describe orally or in writing why they chose certain ingredients and how they felt after they ate their creation. As an alternative, consider taking a photograph of students' creations and print these photographs for students to place in their journals and label and annotate if appropriate.

## Part 2 (40 minutes)

**Educator's Note:** In Part 2 of this lesson, students will participate in a series of activities to explore the four food groups from *Canada's Food Guide*.

To prepare for the activities, collect:

- Food items
- Headbands
- Tape
- Packages from food items
- Images or photographs of food items or toy foods for students to select and categorize
- Four hula hoops (red, green, blue and yellow) that correspond to the colours of *Canada's Food Guide*
- A timer
- A camera to record evidence of student learning

1. Use the following centres or rotational activities to review the discussion from Part 1. The activities are designed to stimulate students' development of food vocabulary and provide opportunities to assess students' prior knowledge. To prepare for Centres One, Three and Four provide images or photographs of food items from **Appendix 3: Educator Resources – Food Items** on cards and a timer for students to use.

### Centre One: What Am I?

- a. Students will play the game What Am I?, using images of food items from **Appendix 3: Educator Resources – Food Items**.
- b. One student will select a food item and place this on their forehead using a headband or tape, without looking at the food item. As an alternative, have students sit in front of a board or a wall and stick the image to the wall.
- c. Invite the student to ask their group members 10 yes or no questions to try and guess the unknown food item. For example: Am I a vegetable? Am I green? Am I sweet?
- d. Ask another student in the group to select an image and continue the game.

### Centre Two: Carousel Activity

- a. Write each of the following questions on a piece of chart paper: What is your favourite food? What food do you not like?
- b. Invite each group of students to respond to the questions by drawing and labelling their favourite and least-liked food items. Each group will add their responses to the same charts.
- c. Encourage students to look at the food items other students have drawn and discuss their favourite foods and the foods they do not like.

### Centre Three: Food Charades

- In two small groups, have students play the game Food Charades using the food photos from **Appendix 3: Educator Resources – Food Items**.
- To play this game, one group will choose a food item for one member of the other group to act out, while their group members guess the food item.
- Each group only has one minute to guess the food item.

### Centre Four: Food Groups

- To prepare for this activity, divide students into small groups and provide one chart on a large piece of paper for each group. Divide the chart into four quadrants and highlight each quadrant so that they correspond to the four food group colours in *Canada's Food Guide*.
- In their small groups, ask students to categorize the photos of food items from **Appendix 3: Educator Resources – Food Items**.
- As students are working, circulate and observe student conversations about the categories they are creating. For students who require additional support, consider using the prompting question: Are any of these foods the same?
- Ask students to discuss why they placed certain food items together.



**Extension:** To extend this activity, ask students to cut out the images of the foods using magazines or supermarket flyers and use their own food images to create categories. Ask each group to name their categories.

After students have created and named their own categories, have them label these groups. (For example: colours, food types, size of foods.)

**Educator's Note:** The following extension activity aims to demonstrate to students where the food they eat comes from and how food is grown. In the following lessons, this activity can also be used to support discussion about how food provides the body with nutrients to grow and develop.



**Extension:** Add an additional centre where students can experiment with planting seeds. This centre may require adult support.

- Collect small plastic or tempered glass jars, bean seeds (mung, broad beans), water with a dropper and paper towels or cotton balls. This activity can be done individually or in small groups and will require adult support.
- Explain to students they will be planting a seed that will grow food. Foods that they eat every day come from seeds in the ground. Ask students, what foods come from seeds?
- To prepare the jar, invite students to swirl some water in the jar, then tip it out, leaving the jar wet. The seed will require some water to begin growing.
- Ask students to place a rolled-up piece of paper towel or cotton balls into the jar, pressing them against the glass. Slip the seed in between the paper

towel or cotton balls and the glass.

- Place the jar on the window sill or in a place with sunlight and spray a little water on the seed every day.
- Encourage students to observe the seed every day and use words or pictures to record what is happening.

- Once students have completed their centres, build on students' thinking about food categories from Centre Four by introducing them to *Canada's Food Guide* (specifically page 3), [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).
- Ask students, what do you see in the guide? How many food groups are there? What food items are in each group? Can you see any patterns in the food guide? What would you name each group?

**Educator's Note:** To help students understand why it is important to eat certain foods, *Canada's Food Guide* provides information on the types and amounts of foods people at different ages and stages of their life should consume. Young children have small appetites and need calories for growth and development. They should be encouraged to eat nutritious foods and not be 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.

References: *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)

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)

To further explore *Canada's Food Guide*, the following information will provide you with an understanding of why *Canada's Food Guide* divides foods into four groups. It is important to eat foods from all the categories. *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)

- Vegetables and fruit: Vegetables and fruits come from plants that are grown in fields, farms and gardens, such as bananas, cucumber and spinach.
- Grain products: Grains are plants that are collected and made into grain products, such as rice, bread, pasta or bagels. These foods give you energy.
- Milk and alternatives: Milk, cheese and yogurt come from cows and other animals. Milk alternatives are products that come from plants, like almond milk or soy yogurt. These foods give your body strength to work at its best.
- Meat and alternatives: This food group comes from animals and provides protein for the body to grow. If you do not eat meat, plant products like legumes also provide protein.

Reference: Ontario Public Health Association,  
[www.opha.on.ca/Resource-Documents/  
DiscoverHealthyEatingr1-8\\_2009.aspx?ext=.pdf](http://www.opha.on.ca/Resource-Documents/DiscoverHealthyEatingr1-8_2009.aspx?ext=.pdf)

4. Invite students to sit in a circle and place the four coloured hula hoops on the floor in the centre of the circle. Ask students to identify the four food groups and place a label naming the food group inside the corresponding hoop.

5. **Recommended Assessment As Learning:** Provide each student with a food item or an image of a food item. Using the think-pair-share strategy, have students discuss what food group their food item belongs to. Have pairs share their answers with the class and place their food items in the correct category.

**Educator's Note:** As an alternative to this activity, ask students to return to their groups from the centre activities and look back to the categories they created on their chart in Centre Four. Discuss with students:

- Are your categories different from those in *Canada's Food Guide*?
- What are the similarities or differences between your categories and the four food groups?
- Can you rearrange the categories to match the food groups from *Canada's Food Guide*?

6. Divide students into four groups and provide each group with a piece of blue, red, yellow or green paper labelled with one of the four food groups. In their groups, ask students to draw and label all the foods they know that belong in their food group. After students have completed the activity, put the papers together to build a class Food Groups chart and post this chart in the classroom to refer to for future learning.
7. Ask students to look back to the sandwich, flatbread or wrap they created on **Healthy Food, Healthy Bodies Journal page 1**. In pairs, ask students to identify and circle the food items in their snack according to the colours of the four food groups. (For example: grains = yellow, vegetables and fruits = green, milk and alternatives = blue, and meat and alternatives = red.) If students require more support, draw your own snack and model how to highlight each food group.

8. **Recommended Assessment Of Learning:** As students are working, circulate around the classroom to provide support and document student learning using **Appendix 2: Classroom Observation Forms**. Discuss with students, what food groups were present in your meal? What food groups did you have the most of? What food groups did you have the least of? What could you add to your sandwich, wrap or flatbread so that all food groups are represented?

**Educator's Note:** To continue developing students' understanding of the food groups, the following game allows students to apply their understanding about the four food groups: [www.aboutkidshealth.ca/En/JustForKids/Life/Nutrition/Pages/FunFoodGroups.aspx](http://www.aboutkidshealth.ca/En/JustForKids/Life/Nutrition/Pages/FunFoodGroups.aspx). This game can be played individually, in small groups or as a whole class. Alternatively, it can be included as an activity in centres or workstations.



**Extension:** To extend student learning, consider taking a field trip to explore your local farmer's market or grocery store to discover the foods that are available. Show students where the foods are located and how they are categorized into different food groups. Ask students to select one of their favourite foods from each of the four food groups and sketch the food items into their **Healthy Food, Healthy Body Journal page 2** and label the sketches where possible. Consider providing hands-on experiences for students by organizing opportunities for them to participate in cooking demonstrations or food preparation experiences as well.



**Extension:** Consider taking a trip to the local farm to explore where food comes from. Ask students, which food items come from plants? Where are these plants grown? How do they arrive in the market or grocery store? What other food items can you find on a farm? How are these food items grown? In their **Healthy Food, Healthy Bodies Journal page 2**, ask students to record all the food items grown on the farm into their respective food categories.



**Extension:** Invite a local farmer or dietitian to the classroom. Have students interview or have a discussion about the different food groups and why foods have been split up into four categories. 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.



**Extension:** Create a school garden where students can plant seeds and tend to fruit and vegetables to raise awareness about healthy food, the importance of healthy food and where food comes from. This can be done as a class project or as a schoolwide initiative.

## Lesson 2:

# How Does Food Help the Body Grow?



### Suggested Time:

Part 1: 40 minutes or 2 x 20 minutes, Part 2: 40 minutes

### Materials:

- Computer with Internet access
- Sticky notes
- Chart paper and markers
- Healthy Food, Healthy Bodies Journal (one per student)
- Anatomy or human skeleton model
- Sponge

### Learning Goals:

Students will:

- Explore how healthy food helps children ages five to eight grow
- Identify how each food group helps the body grow in different ways

## Part 1 (40 minutes or 2 x 20 minutes)

### Educator's Note:

- The following activity will explore how healthy eating contributes to a child's growth and development. According to Health Canada, healthy eating means eating a variety of foods from the four food groups to feel good and maintain your health. By eating the recommended amount of food from each food group, children can get the nutrients they need to grow and thrive. Healthy foods are rich in nutrients that help the body work at its best. Eating a variety of foods prepared in different ways allows children to eat a range of nutrients that help different parts of their bodies. However, it is important to be aware that not all children have access to healthy food. The focus of this lesson is to help students understand how healthy food helps their bodies grow, to encourage them to make the healthiest food choices when possible. Ensure that discussions in this lesson remain non-judgmental and that students do not feel vulnerable or exposed, as many students do not have control over the food they consume.  
Reference: Health Canada, [www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/choosing-foods/advice-different-ages-stages/children.html#](http://www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/choosing-foods/advice-different-ages-stages/children.html#)  
Alberta Health Services, [www.albertahealthservices.ca/assets/info/nutrition/if-nfs-nr-kit-gr2.pdf](http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-nr-kit-gr2.pdf)  
Statistics Canada, [www.statcan.gc.ca/pub/82-625-x/2013001/article/11889-eng.htm](http://www.statcan.gc.ca/pub/82-625-x/2013001/article/11889-eng.htm)
- Before the lesson, prepare a range of foods to use for the Every Day Foods and Sometimes Foods activity. Example foods: chips, bread, green pepper, mushrooms, chocolate, Nutella, fruit yogurt, plain yogurt, cereal or fruit bar, Pop-Tarts, and soda.

- For the human body activity, find an anatomy model or human skeleton model and a sponge. These can be sourced from your school's Science Department or biology teacher, a local doctor's office or a hospital. Alternatively, create images of bones, muscles and organs from the human body or show students the human anatomy in an online format, [www.innerbody.com/htm/body.html](http://www.innerbody.com/htm/body.html).

1. Provide each student with an image of a food item from **Appendix 3: Educator Resources – Food Items**. Label each wall of the classroom with one of the food groups, ensuring that each label corresponds to the colours used in *Canada's Food Guide*.
2. **Recommended Assessment As Learning:** Explain to students that when they hear the signal, they will carefully move to the wall or food group where they belong. After students have moved to their food groups, ask students to confirm that all the foods belong in the category and encourage students to change categories if they need to. If students require additional support, direct them to the Food Group chart they created in Lesson 1. Once all students are in the correct category, provide students with another food item to continue the game.
3. Show students the class K-W-L chart from Lesson 1. Ask students to consider the information in the *We Know* column, and review student learning from the previous lesson. In pairs, ask students to share one thing they learned about food in the previous lesson and then share their responses with the class. Record students' responses in the *We Learned* column in a new colour.
4. Ask students, what does it mean to be healthy? How can our bodies become healthy or healthier? What is a healthy food? How do you know a food item is healthy? Add students' responses to the *We Know* column.
5. Ask students, do you have any questions or wonderings about healthy food? Record students' responses in the *We Wonder* column.
6. Explain to students that some foods they eat have more nutrients than others, and those foods are better for their bodies. A nutrient is a substance inside the foods we eat that provides the nourishment our bodies need to grow and develop.
7. **Recommended Assessment As Learning:** Provide each student with an image of a food item and, as a class, categorize the food items into two groups: *Every Day Foods* and *Sometimes Foods*. Ask students, which group has more nutrients? Why should you eat these foods more often?

**Educator's Note:** The following activity focuses on learning about bones, teeth, muscles, organs and blood, and how the food groups help each of these parts grow, develop and function at their best. Depending on the needs of your students, the following activity can be divided into smaller sessions focusing on learning about one part of the body at a time. This activity can be done in the classroom or in a large space within the school.

Food groups	Nutrients	How do they help our bodies?
Vegetables and fruit	<ul style="list-style-type: none"> <li>• Are a source of fibre</li> <li>• Contain vitamins and minerals</li> </ul>	<ul style="list-style-type: none"> <li>• Help fight diseases</li> <li>• Help our bodies work</li> </ul>
Grain products	<ul style="list-style-type: none"> <li>• Are a source of fibre and carbohydrates</li> <li>• Contain vitamins and minerals</li> </ul>	<ul style="list-style-type: none"> <li>• Give our bodies energy</li> <li>• Help our blood and nerves work</li> </ul>
Milk and alternatives	<ul style="list-style-type: none"> <li>• Are a source of protein</li> <li>• Contain vitamins and minerals</li> </ul>	<ul style="list-style-type: none"> <li>• Build and repair the cells in muscles, organs, bones, skin, hair and nails</li> <li>• Help muscles to work</li> </ul>
Meat and alternatives	<ul style="list-style-type: none"> <li>• Are a source of protein and fat</li> <li>• Contain vitamins and minerals</li> </ul>	<ul style="list-style-type: none"> <li>• Build and repair the cells in muscles, organs, bones, skin, hair and nails</li> <li>• Help muscles to work</li> </ul>

For additional information and to further explore the functions of the body and how it uses food, refer to Kids Health, [www.aboutkidshealth.ca/En/ResourceCentres/Nutrition/Food-fundamentals/Canadas-Food-Guide/Pages/default.aspx](http://www.aboutkidshealth.ca/En/ResourceCentres/Nutrition/Food-fundamentals/Canadas-Food-Guide/Pages/default.aspx).

If your students have not had the opportunity to explore the parts of the human body, consider conducting a mini lesson to explore the parts and functions of the body. Alternatively, leave the model of the human body or skeleton in a space within the classroom where students can explore it independently.

- Invite students to sit in a circle in the classroom or in a large space within the school, such as the gymnasium or playground.
- Place the models or images of the human body into the circle and use the following steps to introduce students to each part of the body and demonstrate how food helps that body part grow.

**Educator's Note:** If your school does not have models of the human anatomy, consider reading the picture book *Me and My Amazing Body*, by Joan Sweeney (Dragonfly Books, 2000), to students. This book provides students with images and information about the different body parts and how they function.

## Bones and Teeth

- Ask students to run their finger along their arm and press down firmly. What can they feel? Show students the model of the human body with the skeleton. Ask students, where else can you feel bones in your body?
- Ask students to stand up and move their bodies slowly in different ways. Discuss what they can do with the bones in their bodies (e.g., bend your knees or fingers).
- Ask students to continue to move their bodies, feeling their bones work, and discuss why bones are an important part of the human body.
- Refer to the Food Groups chart and explain to students that your bones need food to help them stay strong.
- Food from the milk and alternatives food group helps our bones and teeth grow stronger and helps repair our bones as well. Discuss what foods from the milk and alternative food group students could eat to help their bones grow (e.g., soy milk, yogurt).

## Muscles

- Ask students to feel their arms again. Can they feel something other than their bones?
- Show students a bone or skeleton again. Ask students, what would happen if you dropped this bone?
- Place a sponge over the bones and ask them, how is the sponge protecting the bone?
- Show students the muscular framework of the body. Ask students, why do our bodies have muscles? What do our muscles help us do (e.g., jump, throw, walk, run)?
- Encourage students to move their bodies and feel the muscles that cover their bones. Why is it important that our muscles are strong? What are they protecting? What helps our muscles grow stronger?
- Explain to students that muscles also require food to help them grow stronger and to repair the muscles when they break down.
- Refer to the Food Groups chart and share with students that foods from the meat and alternatives group provide our muscles with what they need to work at their best. What foods can they eat from the meat and alternatives group to help their muscles grow?

## Organs and Blood

- Ask students, what else in your body helps it to work? Guide students to identify their eyes, heart, lungs and brain. Discuss how each organ helps their bodies work.
- Show the models of the organs to students and have them touch and feel these organs. Ask students to feel their heart beat or their lungs expand and contract as they breathe.
- Ask students, what helps your organs work properly? What flows through your organs and body? What makes our organs different shades of red?
- Explain to students that the blood in our bodies helps our organs work. However, our blood needs food too.
- Refer to the Food Groups chart and share with students that foods from the grain products and vegetables and fruit groups help move the blood through our bodies and give our bodies the energy it needs to make all the organs work. Food also helps our bodies fight diseases and makes sure we don't get sick. What foods can you eat to make your organs work at their best?

10. **Recommended Assessment As Learning:** Return to the class K-W-L chart and ask students the following questions. Add student responses to *We Learned* column.
- How does healthy food help our bodies work?
  - Why is it important to eat healthy food every day?

11. Ask each student to select one healthy food item that helps their body grow and work. In pairs, ask each student to share their food item and describe to their partner how it helps the body grow. If students require more support, provide them with the following example: I am a cucumber. I am from the vegetables and fruits group. I help move blood around the body and make sure all the organs work at their best.

12. **Recommended Assessment As Learning:** As students are working, circulate around the classroom to record student observations using **Appendix 2: Classroom Observation Forms**, and provide support or clarification where necessary.

13. **Recommended Assessment Of Learning:** Ask students to record their description in the **Healthy Food, Healthy Bodies Journal page 4**. Students can use words and pictures to document the food item they selected and how this food item helps your body grow.



**Extension:** Read the picture book *School Lunch*, by True Kelley (Holiday House, 2005). Ask students, how healthy were the lunches in the book? How do you know? Is there a lunch you would want to eat? In pairs, ask students to create their own school lunch that contains food items from all four food groups and helps the body grow by providing nutrients. Alternatively, invite students to use the food items available in the school cafeteria to create their healthy lunch to share as a class.

## Part 2 (40 minutes)

**Educator's Note:** For the following activity, **Appendix 3: Educator Resources – Child Development Photos** provides images of children at different stages of development. As an alternative, use your own personal photos for the activity or have students bring in their own photos of themselves at different ages. Encourage students to investigate each other's photos and guess how old the other students are in the photos.

In preparation for the puzzle activity, cut out the puzzle pieces on pages of the **Appendix 3: Educator Resources Jigsaw Puzzle Pieces** and place the pieces face down on a table

1. On the front board, show students the images from **Appendix 3: Educator Resources – Child Development Photos** or photographs of children at different ages from babies to seven or eight years old.

2. Invite students to predict the ages of the children and use the images to create a timeline to show how children's bodies grow. Encourage students to think about their own growth from the time they were babies and remind students that each person grows differently.

**Educator's Note:** To prompt student thinking about growth, consider reading the picture book *Am I Big or Little?*, by Margaret Park Bridges (Turtleback Books, 2002). This picture book follows the main character as she compares her size to the people and objects around her.

3. **Recommended Assessment For Learning:** Ask students to identify how children's bodies grow and change over time (e.g., they become taller, their hair grows longer and they grow teeth). Ask students what is the same and what is different about each image. Label the timeline with student responses. Encourage students to refer to the My Amazing Body chart in the **Healthy Food, Healthy Bodies Journal page 3** for support.

4. Ask students, what food groups help our bodies grow? Ask them to recommend a specific food group the child in each image should eat to help their bodies grow and work properly. Add student responses to the timeline.

**Educator's Note:** The following puzzle activity can also be completed as a whole class or in small groups. Students will work together to match the body parts to the food. As students are matching, facilitate a discussion about how the specific food groups help the body grow, specifically focusing on parts of the anatomy model or images from earlier in the lesson.

5. **Recommended Assessment As Learning:** Ask each student to select one of the puzzle pieces from the table. Each puzzle piece will either be a food item or a body part. Challenge students to find the person whose puzzle piece corresponds with theirs (for example: bones and milk, heart and apple). After students have located the corresponding piece, ask them, how does your food item help this part of the body? Use **Appendix 2: Classroom Observation Forms** to record student responses as evidence of learning.

6. After students have completed the activity, discuss how each food group helps their bodies in different ways and how each food group plays a different role to ensure that our bodies are working at their best. To summarize student learning, add the information to the Food Groups chart.

7. **Recommended Assessment Of Learning:** Individually or in pairs, have each student draw one food item in their **Healthy Food, Healthy Bodies Journal page 4**. Ask students to use words or pictures to show how it helps their own (five- to eight-year-old) bodies grow and develop. What parts of their bodies are currently growing? How will this food item help their own bodies? Alternatively, have students orally explain how this food item helps your body. Share students' responses with the class.

### Lesson 3:

# How Does Food Help You to Be Active?



### Suggested Time:

45 minutes

### Materials:

- Computer with Internet access
- Supermarket flyers, magazines
- Sticky notes, chart paper and markers
- Healthy Foods, Healthy Bodies Journal (one per student)
- Video: "What does the diet of an Olympic athlete look like?" [www.youtube.com/watch?v=ALY9L0cAtJc](http://www.youtube.com/watch?v=ALY9L0cAtJc) (3:12).

### Learning Goals:

Students will:

- Explore how healthy foods give us energy
- Understand that healthy food helps our bodies work at their best

1. Begin this activity in an open space in the classroom to allow students the space to move around. Alternatively, take students to the gymnasium or playground.
2. Model for students how to perform a jumping jack. Ask students to identify what parts of the body they will need to do this movement. Invite students to perform 10 jumping jacks and think about the parts of the body they used. Remind them that they will use their bones and muscles but also their heart, lungs and brain. Encourage students to pay attention to what is happening to their bones, muscles and organs while they perform their jumping jacks.
3. **Recommended Assessment For Learning:** After students have completed 10 jumping jacks, ask them, how does your body feel? What helps your body do jumping jacks? (Energy, strength, balance.) Have them do 10 more jumping jacks and ask, how does your body feel now? How many more jumping jacks can you do until your body feels tired?
4. Place sticky notes in a circle or at each students' place and invite students to return to their spaces or sit in a circle. Ask students to draw or write down one activity that they enjoy doing (e.g., playing soccer, singing, dancing, playing an instrument, playing a board game or reading).
5. Ask students to move around the classroom to find someone who enjoys a different activity. Then have each pair join another pair to create a group of four.

**Educator's Note:** The following activity will use a carousel strategy where students will work in small groups and move around the classroom to respond to prompts or questions. They will be able to share their ideas and reflect on and learn from the ideas of other groups.

6. Prepare a carousel activity by giving each group a piece of chart paper with the following questions on it. The chart paper can be posted on the wall, placed on top of desks or placed on the floor. Encourage students to spread out around the room to give each group enough space.
  - What body parts do you need to do this activity?
  - What helps your body to participate in this activity?

7. **Recommended Assessment As Learning:** Ask students to choose one activity from their sticky notes and write or draw it at the top of their chart paper. Then invite students to use words or pictures to answer the questions about their activity. After two or three minutes, give students a signal to move clockwise to another group's paper. Encourage students to review what is on the paper and add any additional ideas. Continue to rotate until students return to their original paper. As students are working, circulate around the classroom and record student responses using **Appendix 2: Classroom Observation Forms**.

8. Post each piece of chart paper on the front board and review what students shared in the carousel activity.
9. Show students an image of a plant or the plant from the Extension activity in Lesson 1. Using the think-pair-share strategy, ask students to discuss what a plant needs to grow. Invite students to share their responses, and record them on the front board.
10. Explain to students that, just like a plant needs water and sunlight, their bodies need food to work and do the activities they enjoy. A plant uses water, sunlight and nutrients from the soil, and our bodies also need water and nutrients from food to help us grow and be active. We need the right amount of food for the activities that we do.
11. In the same pairs, ask students to discuss activities they do that require the most energy and then ask them to share their responses with the class. Explain to students that activities like reading and playing require energy to help our brains focus and concentrate. Activities with lots of movement require energy to help our muscles work. In certain activities we need more energy than in others.

**Educator's Note:** The next activity is designed to take place right before students go outside for recess or play time.

12. Before students go outside for recess or play time, invite students to become Energy Researchers by posing the following question: How many different ways does your body use energy in the playground? Encourage students to try lots of different activities like running, jumping, playing sports or dancing that use lots of big muscles.
13. Using a clipboard and their **Healthy Food, Healthy Bodies Journal page 5**, have students observe and record each time they or other students perform an activity that uses energy (e.g., walking, jumping, kicking a ball, writing). Ask students, when did you use energy? What activity required the most energy?

**Educator's Note:** To encourage students to extend their learning, invite students to observe and record the energy they and their family members use at home. For example: walking to school, making dinner, playing a video game.

14. Show students the video "What does the diet of an Olympic athlete look like?" [www.youtube.com/watch?v=ALY9LOcAtJc](https://www.youtube.com/watch?v=ALY9LOcAtJc) (3:12). Ask students:
- What activities did you see that were similar to what you do in the playground?
  - Why did some athletes eat more food than others?
  - What were some of the foods the athletes ate every day?
  - How did the foods help the athletes in their events?
  - How does food help your body do the activities you want to do?
  - When does your body need the most food?
15. Direct students to the **Healthy Food, Healthy Bodies Journal page 6**. Ask students to use the organizer to draw or write a list of the activities that they do in the morning, afternoon and evening.
16. Then, ask students to identify and highlight the activities they do throughout the day that require the most energy. Provide additional support by asking students to think about the activities that use the most body parts or the activities that make their hearts beat fast or make them feel tired.
17. **Recommended Assessment For Learning:** On the same organizer, challenge students to use drawings or select images from supermarket flyers or magazines to demonstrate the foods they would choose to eat at different times of the day to give their bodies the energy they need. Model the activity for students by discussing what types of snacks they could eat at recess to give them energy to run and play. Ask students, do you use a lot of energy at recess? How much food does your body require? Remind students that they will need to eat more food at times when they need more energy.
18. Ask students to share their schedules and activities with the class and discuss what activities require the most energy and food. What foods did they choose to eat before doing these activities?
19. Review the K-W-L chart and ask students to describe one way food gives them energy and what food they will choose to eat that will give them energy. Add these to the *We Learned* column of the chart using a new colour. Ask students if they have any questions or additional ideas to add.



**Extension:** Challenge students to ask their families or friends, what is one way you used energy today? What would be one food you would eat to give your body energy? Students can record their findings using words or pictures on **Healthy Food, Healthy Bodies Journal page 7-8**.

## Lesson 4:

# How Can We Make Healthy Food Choices?



### Suggested Time:

45 minutes + Take Action section

### Materials:

- Sticky notes, chart paper and markers
- Paper plates (one for each student)
- Supermarket flyers or catalogues
- Healthy Food, Healthy Bodies Journal (one per student)
- Video: "How to Create a Healthy Plate," [www.youtube.com/watch?v=Gmh\\_xMMJ2Pw](http://www.youtube.com/watch?v=Gmh_xMMJ2Pw) (2:45).

### Learning Goals:

Students will:

- Understand that healthy food choices create strong, active, growing bodies
- Explore how they can make healthy food choices every day
- Raise awareness about healthy food choices for themselves, their family and their community

**1. Recommended Assessment For Learning:** Divide students into small groups. Provide each group with a piece of chart paper, sticky notes, markers and one meal from **Appendix 3: Educator Resources – Meals**.

**2.** Ask students to place their meal in the middle of their chart paper and to:

- Circle the food items from different food groups using markers that correspond with the colours of the *Canada's Food Guide*.
- Add one additional food item that would give them more energy.
- Replace one food item to make the plate healthier.

**3.** Have each pair share their chart with the class.

**4.** Show students the K-W-L chart and ask students how do healthy foods help our bodies? What is one thing you learned about healthy food? As students share their responses add these to the *We Learned* column in a new colour. Ask students, do you have any new questions or wonderings? Add these to the chart in the *We Wonder* column.

**5. Recommended Assessment As Learning:** Show students the video "How to Create a Healthy Plate," [www.youtube.com/watch?v=Gmh\\_xMMJ2Pw](http://www.youtube.com/watch?v=Gmh_xMMJ2Pw) (2:45). Ask students, why is it important to eat a variety of different foods every day? What do different types of foods give your body?

**6.** Explain to students that, individually or in pairs, they will create their own healthy plates of food using drawings, collage or modelling clay. Distribute paper plates to students and give them the choice of creating a breakfast, lunch or dinner plate. Encourage students to use the information they have learned in the previous lessons to create their healthy plate.

**7. Recommended Assessment Of Learning:** After students have created their healthy plates, ask them to share their healthy plate with the class and explain why they chose certain items of food. Ask students, when would you eat this meal? What food items in their meal will help their bodies grow? Which ones will give them energy?

**8.** Consider creating a display of students' plates in the classroom or in a space within the school. Invite students from other classes to explore the display and listen to students' presentations. Alternatively, take photos of students' plates and record student presentations to share with parents and community members on the class or school website.

## Action Plan

**9.** Ask students, why is it important to know about healthy foods? How does this help us make healthy choices about the foods we eat? Why should everyone know about making healthy food choices?

**10.** Ask students to brainstorm how they can help people at school, in their families and in their communities make better choices about the foods they eat.

**11.** Create a list on the front board of the actions students can take to raise awareness about healthy food with their families and in their school and local community.

### Example Actions:

- Run a Fun Foods workshop where students can teach other classes how to create healthy and fun food options using all four food groups. For example, have each student create a celery truck or another edible image.
- Invite family members or students from other classes to participate in a Create Your Own Sandwich activity.
- Challenge students to lead this activity and share their learning about the different types of grains, vegetables and meats that can be added to a sandwich to make it delicious and healthy. Students can encourage participants to create a healthy sandwich that gives them energy for a long time.
- 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 with other classes and the school community.
- Plan and prepare a healthy snack that students can take on their next field trip. Make sure to include foods from each food group so that the snack will provide everyone with enough energy to participate.

- Use the school garden or a tower garden to supply the school cafeteria with fresh vegetables and fruits. These foods can also be provided to students as recess snacks.
- Get involved with the WE Eat Well campaign! This campaign aims to give all children the tools they need to make healthy choices about the food they eat. Students can raise awareness about the importance of making healthy choices and how these choices effect the growth of their bodies and their energy levels.

## Take Action

12. As a class or a school, choose an action to raise awareness about healthy food choices. Take photos and videos to document students' actions.

## Report and Celebrate

13. This is an opportunity for students to share what they have learned and the actions they took with other students, families or community members. Challenge students to think about how they can continue to raise awareness about the importance of eating healthy foods for growing, active and strong bodies.
14. Share photos, videos or other examples of student learning and students' actions using displays within the school, school or class websites or school newsletters.
15. Create opportunities within the class where students can discuss what they have learned about healthy eating and share their healthy choices on an ongoing basis. Consider having these discussions at the beginning of each week or at recess or lunch time.
16. 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	
Kindergarten	
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 Relationship Choices Life Learning Choices	
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 management 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 Work Within a group	

# Appendix 1: Provincial Curricular Correlations

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

Alberta	
Grade 1	
Health and Life Skills (2002)	<p>The WE Eat Well 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>
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# Appendix 1: Provincial Curricular Correlations

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

Alberta	
Grade 2	
Health and Life Skills (2002)	<p>The WE Eat Well 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>
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# Appendix 1: Provincial Curricular Correlations

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

Alberta	
Grade 3	
Health and Life Skills (2002)	<p>The WE Eat Well 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>
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# Appendix 1: Provincial Curricular Correlations

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

Atlantic Canada	
Kindergarten	
<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 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 education</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	<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>read widely and experience a variety of children's literature</li> <li>explore, reflect on and express their own ideas, learnings, perceptions and feelings</li> <li>experiment with the combination of writing and other media to increase the impact of their presentations</li> <li>ask and respond to questions to clarify information and to explore possibilities or solutions to problems</li> <li>experiment with technology in writing and other forms of representing</li> </ul>

# Appendix 1: Provincial Curricular Correlations

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

Atlantic Canada	
Grade 1	
<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 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 education</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>
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# Appendix 1: Provincial Curricular Correlations

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

Atlantic Canada	
Grade 2	
<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 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 education</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>
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# Appendix 1: Provincial Curricular Correlations

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

British Columbia	
Kindergarten	
Health and Physical Education (2016)	
<p>Healthy and active living</p> <p>Social and community health</p> <p>Mental well-being</p> <p>Physical literacy</p>	<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>
Language Arts (2016)	
<p>Comprehend and Connect</p> <p>Create and Communicate</p>	<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>• 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>• appreciate the power, beauty, and artistry of language and texts and their impact on personal, social, and cultural life</li> </ul>

# Appendix 1: Provincial Curricular Correlations

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

British Columbia	
Grade 1	
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>
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<p>Healthy and active living</p> <p>Social and community health</p> <p>Mental well-being</p> <p>Physical literacy</p>	
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# Appendix 1: Provincial Curricular Correlations

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

British Columbia	
Grade 2	
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>
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# Appendix 1: Provincial Curricular Correlations

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<b>British Columbia</b>	
<b>Grade 3</b>	
<p><b>Health and Physical Education (2016)</b></p> <p>Healthy and active living Social and community health Mental well-being Physical literacy</p>	<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>
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## Curriculum correlations made possible by **NELSON**

<b>Manitoba</b>	
<b>Kindergarten</b>	
<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, and 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>
Plan and Focus Select and Process Present and Share	

# Appendix 1: Provincial Curricular Correlations

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

Manitoba	
Grade 1	
Physical Education/Health Education	<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, and 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>
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Plan and Focus Select and Process Present and Share	

# Appendix 1: Provincial Curricular Correlations

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

Manitoba	
Grade 2	
Physical Education/Health Education	<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, and 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>
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Physical Education/Health Education	<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, and 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	
Language Arts (2016)	<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>
Plan and Focus Select and Process Present and Share	

# Appendix 1: Provincial Curricular Correlations

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

Ontario	
Kindergarten	
<b>Self-Regulation and Well-Being (2016)</b>	<p>The <i>WE Eat Well</i> lesson package can help address the expectations for the Self-Regulation and Well-Being frames, specifically:</p> <ul style="list-style-type: none"> <li>• demonstrate an awareness of their own health and well-being</li> <li>• participate actively and regularly in a variety of activities that require the application of movement concepts</li> <li>• develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts</li> </ul>
Personal Development Personal Health Practices Active Living Nutrition	
<b>Demonstrating Literacy and Mathematics Behaviours (2016)</b>	<p>The <i>WE Eat Well</i> lesson package can help address the expectations for the Demonstrating Literacy and Mathematics Behaviours frames, specifically:</p> <ul style="list-style-type: none"> <li>• demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts</li> <li>• demonstrate literacy behaviours that enable beginning writers to communicate with others</li> <li>• demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators</li> </ul>
Plan and Focus Select and Process Present and Share	

# Appendix 1: Provincial Curricular Correlations

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

Ontario	
Grade 1	
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 for healthy bodies</li> <li>• food groups, Canada's Food Guide</li> <li>• hunger and thirst cues</li> </ul>
Active Living Movement Competence Healthy Living	
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>• 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>• 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>
Oral Communication Reading Writing Media Literacy	

# Appendix 1: Provincial Curricular Correlations

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

Ontario	
Grade 2	
<p><b>Health and Physical Education (2015)</b></p> <p>Active Living</p> <p>Movement Competence</p> <p>Healthy Living</p>	<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>• Canada's Food Guide—healthy growth</li> <li>• food choices</li> </ul>
<p><b>Language Arts (2006)</b></p> <p>Oral Communication</p> <p>Reading</p> <p>Writing</p> <p>Media Literacy</p>	<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>• 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>• 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>

# Appendix 1: Provincial Curricular Correlations

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

Ontario	
Grade 3	
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 origins, nutritional value and environmental impact</li> <li>oral health, food choices</li> <li>local and cultural foods, eating choices</li> </ul>
Active Living Movement Competence Healthy Living	
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>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>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>
Oral Communication Reading Writing Media Literacy	

# Appendix 1: Provincial Curricular Correlations

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

Quebec	
Kindergarten (Preschool Education)	
Sensorimotor Actions (2001)	<p>The <i>WE Eat Well</i> lesson package addresses the mandate of the Quebec Preschool Education to foster children's overall development by motivating them to exploit their full potential, and to lay the social and cognitive groundwork that will prepare children for their future schooling and enable them to continue to learn throughout their lives.</p> <p>The <i>WE Eat Well</i> lesson package addresses competencies of the Quebec Preschool Education, specifically to perform sensorimotor actions effectively in different contexts which includes:</p> <ul style="list-style-type: none"> <li>• to broaden his/her repertoire of actions</li> <li>• to adjust his/her actions to the demands of the environment</li> <li>• to recognize ways to ensure his/her well-being</li> </ul>
Language (2001)	<p>The <i>WE Eat Well</i> lesson package addresses the mandate of the Quebec Preschool Education to foster children's overall development by motivating them to exploit their full potential, and to lay the social and cognitive groundwork that will prepare children for their future schooling and enable them to continue to learn throughout their lives.</p> <p>The <i>WE Eat Well</i> lesson package addresses competencies of the Quebec Preschool Education, specifically to communicate using the resources of language, which includes:</p> <ul style="list-style-type: none"> <li>• to show interest in communication</li> <li>• to demonstrate an understanding of the message</li> <li>• to produce messages</li> </ul>

# Appendix 1: Provincial Curricular Correlations

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

Quebec	
Grade 1	
<b>Personal Development (2004)</b> Physical Education and Health	<p>The <i>WE Eat Well</i> lesson package addresses the aim of the Quebec Personal Development Curriculum to help students develop motor efficiency and psychosocial skills, and to acquire knowledge, attitudes and behaviours they will need to manage their health and well-being.</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>
<b>Language Arts (2001)</b>	<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 read and listen to literary, popular and information-based texts</li> <li>• to write self-expressive, narrative and information-based texts</li> <li>• to represent his/her literacy in different media</li> <li>• to use language to communicate and learn</li> </ul>

# Appendix 1: Provincial Curricular Correlations

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

Quebec	
Grade 2	
<b>Personal Development (2004)</b> Physical Education and Health	<p>The <i>WE Eat Well</i> lesson package addresses the aim of the Quebec Personal Development Curriculum to help students develop motor efficiency and psychosocial skills, and to acquire knowledge, attitudes and behaviours they will need to manage their health and well-being.</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>
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# Appendix 1: Provincial Curricular Correlations

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Quebec	
Grade 3	
<p>Personal Development (2004)</p> <p>Physical Education and Health</p>	<p>The <i>WE Eat Well</i> lesson package addresses the aim of the Quebec Personal Development Curriculum to help students develop motor efficiency and psychosocial skills, and to acquire knowledge, attitudes and behaviours they will need to manage their health and well-being.</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>
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# Appendix 1: Provincial Curricular Correlations

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

Saskatchewan	
Kindergarten	
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 confidences 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 Confidences 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	

# Appendix 1: Provincial Curricular Correlations

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

Saskatchewan	
Grade 1	
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 confidences 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>
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Comprehend and Respond Compose and Create	

# Appendix 1: Provincial Curricular Correlations

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

Saskatchewan	
Grade 3	
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 confidences 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>
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Comprehend and Respond Compose and Create	

# Appendix 2: Classroom Observation Forms

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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 - Food Items



apple



banana



squash



broccoli



mango



carrot



blueberries



watermelon



eggs



peanut butter



salmon



milk



cheese



almonds



beans

# Appendix 3: Educator Resources - Food Items



lentils



lettuce



bread



cereal



shrimp



rice



pasta



onion



tomato



yogurt



pepper



tuna



orange juice



chicken



cucumber

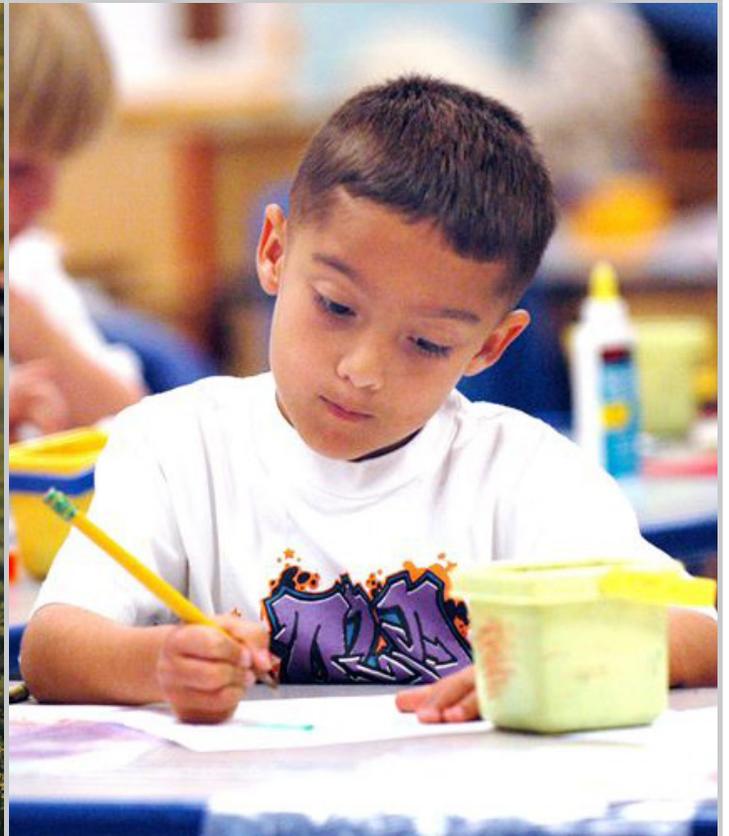
## Appendix 3: Educator Resources - Child Development Photos

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## Appendix 3: Educator Resources - Child Development Photos

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# Appendix 3: Educator Resources - Jigsaw Puzzle Pieces



bone (arm)



milk



bone (Leg)



cheese



bone (rib cage)



yogurt



teeth

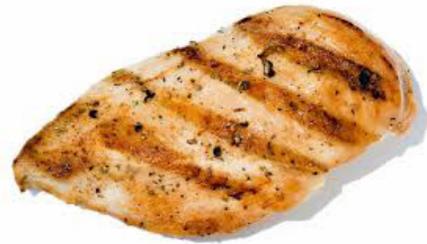


soy milk

# Appendix 3: Educator Resources - Jigsaw Puzzle Pieces



arm muscle



chicken breast



leg muscle



tofu



skin



walnuts

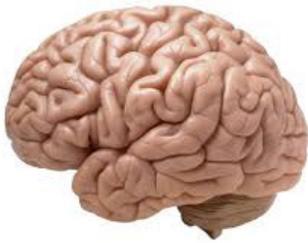


hair



salmon

# Appendix 3: Educator Resources - Jigsaw Puzzle Pieces



brain



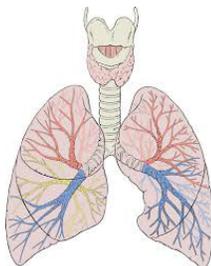
kale



heart



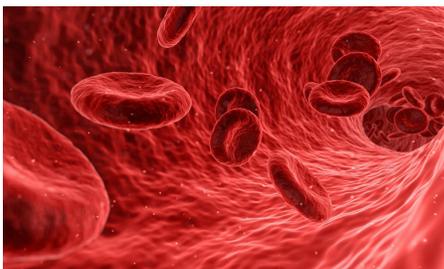
banana



lungs



strawberries



blood



asparagus

# Appendix 3: Educator Resources - Jigsaw Puzzle Pieces



running (legs)



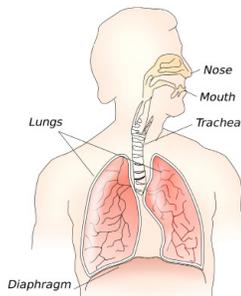
rice



moving (body)



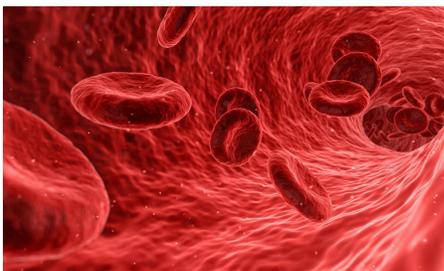
oatmeal



breathing



bread



blood



beets

## Appendix 3: Educator Resources - Meals

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## Appendix 3: Educator Resources - Meals



## Appendix 3: Educator Resources - Meals

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## Appendix 3: Educator Resources - Meals

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## Appendix 3: Educator Resources – Dietitian Profile

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### Heidi Pola In-Store Dietitian

#### What is a dietitian?

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

#### Where does a dietitian work?

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

#### Who does a dietitian work with?

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

#### How do you help children make healthy choices about the foods they eat?

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

#### What is your favourite thing about being a dietitian?

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



# Appendix 3: Educator Resources – Dietitian Profile

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## 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



# Healthy Food, Healthy Bodies Journal

Name: \_\_\_\_\_

# What Foods Did You Choose?

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# Food Groups

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Fruits and Vegetables



Grain Products



Milk and Alternatives



Meat and Alternatives



# My Amazing Body

---

Read through the facts about your amazing body and draw an image of what that looks like.

<p><b>From birth to age one, a child:</b></p> <ul style="list-style-type: none"><li>• Begins to grow baby teeth</li><li>• Learns how to hold up their head and sit up</li><li>• Shows their feelings by crying, squealing and babbling</li></ul>	
<p><b>From age one to age four, a child:</b></p> <ul style="list-style-type: none"><li>• Grows taller</li><li>• Learns how to crawl, walk and run</li><li>• Begins to speak using words and sentences</li></ul>	
<p><b>From age four to age eight, a child:</b></p> <ul style="list-style-type: none"><li>• Looses their baby teeth and grows adult teeth</li><li>• Learns to climb, kick, throw and catch</li><li>• Develops stronger muscles and can lift heavier objects</li></ul>	

# How Does food Help Me Grow?

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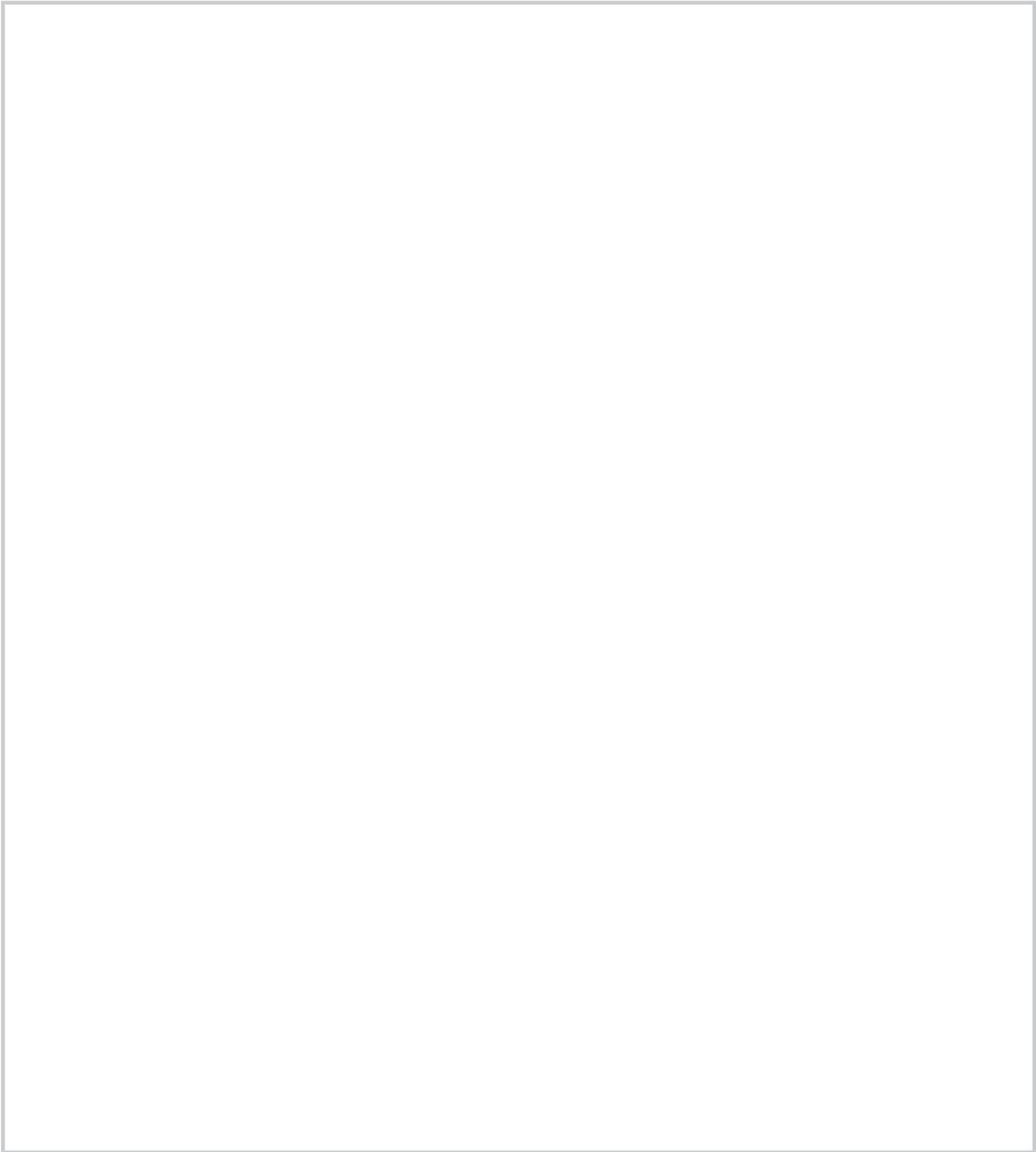
My food is \_\_\_\_\_.

It helps my body by \_\_\_\_\_.

# I'm an Energy Researcher

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Use words and pictures to show how children use energy when they play.



# My Daily Schedule

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	My Activities	What Foods Should I Eat?
Morning		
Afternoon		
Evening		

# My Energy Interview (Option 1)

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Use words and pictures to show how your family uses energy and what foods they eat to give them energy.



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