

## 11. Healthy Living Grade 6 Activities

Healthy Eating Overall Expectation		
Explain how body image and self-esteem influence eating practices.		
Specific Expectations	Activities	Learning Concepts
<b>Determine the influence of various factors (e.g., the media, family traditions, allergies) on personal food choices, body image, and self-esteem.</b>	<ol style="list-style-type: none"> <li>1. A Basket of Self-esteem</li> <li>2. Body Image Check</li> <li>3. Boost Your Body Image</li> <li>4. It's a Family A-Fare</li> <li>5. My Eating Pattern Brainstorm</li> <li>6. Media Collages</li> <li>7. Role Playing Skits</li> <li>8. The World in our Classroom</li> <li>9. The Great Debate</li> <li>10. Smart Shopping</li> <li>11. Tic-Tac-Toe</li> </ol>	<ul style="list-style-type: none"> <li>• Review body image and self-esteem concepts</li> <li>• Factors influencing personal food choices, body image, self-esteem (i.e. media, family, school policies and practices, allergies, heredity, culture, taste, other adults)</li> </ul>
<b>Analyse personal eating habits in a variety of situations (e.g., at home, in school, in restaurants).</b>	<ol style="list-style-type: none"> <li>12. What Does Food Mean to You?</li> <li>13. What Have I Eaten? (Performance Assessment)</li> <li>14. To Buy or Not to Buy?</li> <li>15. Restaurant Survey</li> </ol>	<ul style="list-style-type: none"> <li>• Factors affecting choice of foods (i.e. time of day, alone or with people, religion, culture, availability of foods)</li> <li>• Healthy eating at school, home or restaurant</li> <li>• Analyze personal eating habits on basis of four food groups and six nutrients</li> </ul>
<b>Describe the benefits of healthy eating for active living.</b>	<ol style="list-style-type: none"> <li>16. Fuel Your Body</li> <li>17. Healthy Eating and Active Living</li> <li>18. Jingle</li> <li>19. Teacher for a Day</li> <li>20. Benefits of Physical Activity</li> <li>21. Get a Move On</li> <li>22. Why Be Physically Active?</li> </ol>	<ul style="list-style-type: none"> <li>• Healthy Eating and Active Living message</li> <li>• Describe the benefits of healthy eating for active living</li> </ul>

# Specific Expectation

**Determine the influence of various factors (e.g., the media, family traditions, allergies) on personal food choices, body image, and self-esteem.**

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## 1. A Basket Of Self-Esteem

Pass a basket of small objects (like beans, marbles, or scraps of paper) around the class and invite students to take as many as they would like. Instruct students to hold onto their objects until given further instructions. For each object taken, ask the students to say a positive quality or talent they have. For example, “I care about cats”, “I like to play basketball”, or “I like my laugh”. If students have difficulty naming positive qualities, ask other students to help.

Follow with an introduction to the subject of self-esteem by exploring the following questions (see Background Information):

- What does self-esteem mean?
- How can healthy self-esteem help you?
- How can you tell if you have healthy or unhealthy self-esteem?
- What influences your self-esteem?
- How do you develop healthy self-esteem?

## 2. Body Image Check

Review the topic of body image (see Background Information). What does the term ‘body image’ mean? What contributes to poor body image? Link the topic of self-esteem to body image to demonstrate that one flows into the other. As a class, brainstorm some ways in which poor body image can be changed to healthy body image. Identify some barriers to making these changes and how to overcome them. Some ideas include reminding oneself of all the things one likes about oneself besides physical appearance and not focusing on individual parts of one’s body but on the body as a whole. Remind students that they should be smart about images in the media. Models are paid to look the way they do and spend many hours getting there. Ordinary people have other responsibilities, like school or jobs.

## 3. Boost Your Body Image

Have students write their feelings about their own body image in a journal. Students can capture:

- a record of their feelings over time
- what influences their own body image (see Background Information)
- how their self-esteem is influenced by their body image
- a list of ways to improve their body image
- steps taken to reach or maintain a positive body image

Students may wish to share some of their ideas with the rest of the class.

#### **4. It's A Family A-Fare**

Introduce the topic of family influence on food choices by posing the following questions to the class.

- Who does most of the cooking in your family?
- Who does most of the meal planning?
- Who does most of the shopping?
- Which meals do you eat with other people? Which do you eat alone?
- What kind of influence do you have on what you and your family eat?

Through a discussion, explore the impact of family and culture on the students' eating habits.

#### **5. My Eating Pattern Brainstorm**

Explain to students that a person's eating pattern includes details of what that person eats, how much, where, and when. To help students understand what influences their own eating pattern or food choices, begin a discussion using one of the following questions:

- What is your favourite meal/dish? Why?
- What is your favourite snack? Why?
- Which of the foods your parent/guardian buys regularly are your favourites? Why?

On a flip chart or the chalkboard, list the reasons why these foods are their favourite. Students may tend to focus on taste. Guide a discussion about other influences on their eating habits (e.g., media, family traditions, allergies, hunger, personal habits, where we live, peers, and situations which elicit emotions like boredom, anger, or sadness).

#### **6. Media Collages**

Using pictures from magazines, have students design collages showing examples of pressures to have a certain type of body. Some themes to consider are:

- women and men in the fashion media
- sports figures and celebrities in the media
- real people like parents, siblings, and neighbours in the media.

Have students present what they noticed about the people in their theme collages. Students should observe:

- how people are similar or different to each other (e.g., cultures, heredity, age, and self-esteem)
- how the people they know are similar or different to fashion models, sports figures and celebrities

Discuss as a class how magazines and other forms of advertising place pressures on people to be thin, strong, or muscular. Note if visible minorities are portrayed in the media. How? Discuss how this makes them feel and influences their body image. Discuss the advantages of being unique and your own person.

## **7. Role Playing Skits**

Divide students into groups and ask them to develop and perform short skits that illustrate pressures on youth to be thin and/or muscular and have a perfect body. After students perform their skits, discuss ways in which these pressures affect their self-esteem and ways to protect self-esteem by having a realistic body image (see Background Information).

## **8. The World In Our Classroom**

Help students identify the variety of ethno-cultural groups in their class. Students complete *The World in our Classroom* activity sheet and report their responses to their classmates. Reassure students that words from their cultural background can be spelled in English letters by sounding it out. Discuss how culture and cultural practices affect people's food selections. Ask students to think about foods from other countries that bring variety to menus and influence what people eat (e.g., naan, souvlaki, chili, and tofu).

Organize a taste testing party. Each student can bring a food or a dish from home that represents their ethnic or cultural background or that their family likes to make. This is a good opportunity to talk to the class about food allergies and the impact they make on the food choices some people must make. If applicable, reinforce that certain types of foods are not permitted into the classroom due to food allergies.

## **9. The Great Debate**

Hold a debating challenge. Ask students to come up with debating issues such as:

- ‘Resolved that friends influence the food choices one makes.’
- ‘Resolved that the school policy should make pop and chips unavailable in the cafeteria, at school events etc.’
- ‘Resolved that parents and teachers should let children eat what they want.’
- ‘Resolved that healthy eating belongs only at home.’

Divide students into pairs of teams for each topic being debated. One team of each pair must take the affirmative, the other, the negative. As a class, determine the rules (e.g. one person speaks at a time, and speakers alternate between affirmative and negative sides). Hold a class discussion about the points raised for the topic(s) debated.

## **10. Smart Shopping**

As a class, investigate how the price of food influences the choices people make when buying groceries. First, gather three grocery store advertising flyers for the same week. Then, choose one or more foods from each of the four food groups and one food from the ‘sometimes’ foods. Make sure your choices are found in each of the flyers. Calculate the average prices for each of the chosen food items. Prepare a chart to display the findings. Discuss the influence of price on the food choices people make when they buy groceries. Continue this activity on a monthly basis for an extended period of time to compare average prices.

## 11. Tic-Tac-Toe

Play tic-tac-toe to review the factors that influence a person's food choices, body image, and self-esteem. Draw a *tic-tac-toe* diagram on the chalkboard. Divide students into two teams - the X's and the O's. Decide which team goes first and line up each team in single file. The first person in line of the first team chooses a box. The teacher (or other student) asks a question and that student tries to answer the question. Sample questions and answers are on the *Tic-tac-toe Q & A Sheet*. If the player is correct, then their team symbol is placed in the box. If they are incorrect, the opposing team has an opportunity to answer the question to insert their own symbol in that box. Play continues with the first person in line of other team choosing a box and responding to a question. The winning team is the one that has three consecutive symbols in the diagram (i.e., XXX or OOO). If the diagram cannot be completed in this fashion, the teacher (or student) poses a tie-breaking question. Repeat the game as desired.

## Specific Expectation

**Analyze personal eating habits in a variety of situations (e.g., at home, in school, in restaurants).**

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### 12. What Does Food Mean To You?

Have students complete the activity sheet *What Does Food Mean to You?* Next to each trigger word, students list the food that first comes to their mind. Reassure students that words from their cultural background can be spelled in English letters by sounding it out. Collect the completed activity sheets and read some of the responses aloud (anonymously). In a class discussion, notice that food has different meanings for different people. This difference makes each person unique and adds variety to life.

### 13. What Have I Eaten? (Performance Assessment)

Using three copies of the *Food Diary: What Have I Eaten?* activity sheet, have students keep a food record for three days, including one weekend day. Have the students write down their responses to the following questions as they review their food diaries.

- Did you eat foods from all the food groups?
- Did you have three meals each day?
- At each meal, did you have something from at least three of the food groups?
- Did your snack choices represent foods from one or more of the food groups?
- How did you classify combination foods?
- Were your food choices ‘everyday foods’ most of the time?
- For each food group, did you eat a variety of choices or the same ones?
- What did you eat differently on the weekend day?

As a class, discuss the *Food Diaries*. After the discussion, have students set a personal goal for improving or maintaining eating habits. Have them brainstorm ways they can meet this goal. For example, a student may determine that they need to add two more Vegetables and Fruit servings to their daily menu. The student may decide to add a banana and carrot sticks to their breakfast. Working in pairs or small groups would be helpful. After students have tried out their plan for one week, discuss how easy or hard it was to meet their goals.

### 14. To Buy Or Not To Buy?

Have students compare the cost of buying dinner for their own family from a restaurant versus to making the entire meal at home. Use *Canada’s Food Guide* as a tool to ensure that foods from all the food groups are selected. Discuss variety in food choices and other factors contributing to successful meals like colour, texture, taste and convenience. Students can present their findings on a poster board with pictures, relevant statements, and headings. Discuss the implications of buying meals at restaurants rather than preparing them at home.

## 15. Restaurant Survey

As a class, create a survey or list of questions the students could use to observe or assess the menu at their favourite restaurant. If the school has a cafeteria, students can select that for the survey. After their observations, discuss what the students discovered.

- Did the menu have many 'everyday foods' to choose from?
- Were there nutrient-dense beverages, like milk and juice, available?
- Could the students ask for foods to be made a certain way (e.g., no butter on sandwiches, sauces and dressings on the side)?

If students find the need for more healthful options, have them write a letter to the school principal/restaurant manager describing the benefits of healthy food choices for lunch. Students should provide some examples of foods and meals that could be considered for the menu.

# Specific Expectation

## Describe the benefits of healthy eating for active living.

### 16. Fuel Your Body

Display pictures of a car and a person. Ask students to list the types of things that a car needs to operate properly (e.g., gas, oil, windshield wiper fluid, tune up, etc.). Next, ask students to list the type of things a person needs to keep healthy (e.g., foods, physical activity, time to relax, sleep, love). Emphasize that both cars and humans need fuel to function properly. Continue the discussion focusing on the benefits healthy eating can have on the body and how it functions. Relate the healthy eating pattern to its impact on feeling energized and ready for physical activity.

### 17. Healthy Eating And Active Living

To open this discussion, ask each student to state their name and a food or activity they enjoy that begins with the first letter of their name. For example, “I am Jamila and I like jogging.” “I am Peter and I like pineapple.”

Continue discussing how eating well and being active contribute to positive self-esteem (feeling good about yourself). As a class, have students brainstorm examples for each of the three components. For example, draw the following chart on the chalkboard to generate ideas.

<u>Eating Well</u>	<u>Being Active</u>	<u>Self-esteem</u>
drinking apple juice	walking the dog	Helping a friend
eating pizza	playing basketball	Doing well on a test

### 18. Jingle

Divide students into small groups to create a three or four-line jingle or poem that describes how to maintain a healthy body through healthy eating and being active. See the following samples. Have groups present their creations to the rest of the class.

Based on the tips in the jingles, break students into pairs and have them create personal contracts to maintain a healthy body through healthy eating and physical activity.

Sample Jingles:

Shake your body up and down the street  
Walk or run to whatever your beat  
It's good for your heart to get up and go  
So get off the couch and don't be slow!

We like bananas and bagels and pie  
Every food's a good food, I wouldn't lie.  
Bananas and bagels we eat every day  
Save pie for sometimes and healthy we'll stay.

## **19. Teacher For A Day**

Arrange with a Grade 3 teacher for your class to visit their class to talk about the benefits of healthy eating for active living. Have your class brainstorm various aspects about the presentation, such as format, content, hand-outs/posters, or food samples/active living demonstrations. Divide the students into teams to work on parts of the presentation. Select one team to actually present to the class and another team to answer questions or lead the class through an activity. Debrief your students afterwards to see how they felt about the experience and the messages they delivered.

## **20. Benefits of Physical Activity**

As a class, brainstorm the benefits of active living under three headings: Social, Mental/Emotional, and Physical. Discuss the meanings of these headings before beginning the brainstorming activity. Write students' ideas on the chalkboard. Continue with a discussion about active living and physical activity (see Background Information).

Following the discussion, divide the students into three teams lined up in rows at the back of the classroom. Make three copies of the *Benefits of Physical Activity* master sheet and cut out the benefit words. Place each set in a separate box at the front of the classroom. Provide each team with a copy of the *Benefits of Physical Activity* activity sheet. On 'go' the first person in each team runs to the front of the classroom and pulls a benefit out of their team box, and brings it back to their team. The team writes the benefit in the correct category on the worksheet. The next person in line continues the relay by running to the front of the classroom. The game ends when all the teams have completed their sheet. Have each group report to the class their responses for one of the three categories. Discuss responses. Refer to Answer Key.

## **21. Get A Move On**

Distribute the *Get a Move On* crossword activity sheet. After the students have completed the crossword, discuss the answers.

## **22. Why Be Physically Active?**

Have students write a magazine article or make a pamphlet that promotes the importance of physical activity. The article or pamphlet should target students and have a catchy title. The content should include details about how healthy eating plays an important part of leading an active lifestyle. Display for everyone to read on their own time.