

## 7. Healthy Living Grade 1 Activities

Healthy Eating Overall Expectation		
Identify healthy eating habits.		
Specific Expectations	Activities	Learning Concepts
Identify the food groups and give examples of foods in each group.	<ol style="list-style-type: none"> <li>1. Mystery Box</li> <li>2. One of These Doesn't Belong</li> <li>3. Who Am I?</li> <li>4. Show and Tell Foods</li> <li>5. Food Station Game</li> <li>6. Tasting Stations</li> <li>7. Brown Bag Lunch or Snack (Home Activity)</li> <li>8. Family Dinner (Home Activity)</li> <li>9. Colouring Maze</li> <li>10. Breakfast Wall Hanging</li> <li>11. Food Group Twister</li> <li>12. Concentration</li> <li>13. Talking Vegetables (Enrichment Activity)</li> </ol>	<ul style="list-style-type: none"> <li>• Sources of food (animal/plant)</li> <li>• <i>Canada's Food Guide</i></li> <li>• Names of food groups ('everyday foods')</li> <li>• Foods to limit (i.e., foods and beverages high in calories, fat, sugar or salt or 'sometimes foods')</li> <li>• Rainbow and its meaning</li> <li>• Foods appear in different forms, e.g., cut, chopped, hot, cold</li> <li>• Examples of food from each food group</li> </ul>
Suggest occasions (e.g., a bake sale, a class party) when they can choose healthy food snacks, and describe the factors affecting their choices (e.g., choices made because of allergies or culture).	<ol style="list-style-type: none"> <li>14. Celebration of Foods</li> <li>15. Breakfast Pot-Luck</li> <li>16. Recess Snacks</li> <li>17. Snacks of the World</li> <li>18. Collage of Healthy Snacks (Performance Assessment)</li> <li>19. A "Class-y" Snack</li> <li>20. Snack Talk</li> </ol>	<p>Healthy food snacks:</p> <ul style="list-style-type: none"> <li>• Importance of snacks</li> <li>• Choose foods from <i>at least 2</i> different food groups</li> <li>• Importance of snacks from Vegetables and Fruit, Milk and Alternatives food groups</li> <li>• Appreciation of and choices from different cultures</li> <li>• Factors affecting food choices</li> </ul>

## Healthy Eating Overall Expectation

### Identify healthy eating habits.

Specific Expectations	Activities	Learning Concepts
Describe ways to care for their teeth.	21. Teeth are Important 22. Toothbrushing (Performance Assessment) 23. Healthy Snacks for Healthy Teeth 24. Let's Visit the Dentist 25. Fluoride Facts 26. Tooth Safety	<ul style="list-style-type: none"> <li>• Identify the need for teeth</li> <li>• Being aware of their first permanent molar</li> <li>• Understand the need to brush properly, when and how long to brush</li> <li>• Identify what a toothbrush should look like</li> <li>• Identify the rules of toothbrushing</li> <li>• Encourage students to eat healthy snacks</li> <li>• Show how a variety of foods affect teeth</li> <li>• Familiarize students with the visit to the dentist</li> <li>• Introduce the function of sealants</li> <li>• The benefits of fluoride</li> <li>• Identify the sources of fluoride</li> <li>• Understand the use of toothpaste</li> <li>• Discuss how dangers to teeth can be avoided</li> <li>• Understand and avoid habits which would harm their teeth</li> <li>• Increase awareness of how to protect their teeth</li> </ul>

# Specific Expectation

## Identify the food groups and give examples of foods in each group.

---

### 1. Mystery Box

Prepare a mystery box. You can use a small box or a 2 Litre milk carton and cover with a paper or cloth bag. Cut a hole in the bag large enough to allow a child's hand through, without allowing them to see the contents. Place a single vegetable, fruit or other food item in the box. A blindfold will help to prevent the student from accidentally seeing the food. Ask the students to identify the food by smell and touch. It is a good idea to exclude nuts from this exercise; this will avoid a possible allergic reaction.

After the food is identified, divide a clean piece of that food for each student. Talk about the food. Using Canada's Food Guide, explain the food group to which it belongs, and why foods in that group belong together (see Background Information). Children can then draw a picture or print the word of another food in that food group.

### 2. One of These Doesn't Belong

Create pictures of foods, or purchase food picture cards from the Dairy Farmers of Canada (Ontario) at 1-866-392-9929. Discuss the four food groups from Canada's Food Guide and the foods that belong in each. These are the 'everyday' foods that should be eaten each day for good health and vitality. It is also important to note the less healthy choices or 'sometimes' foods that are high in calories, fat, sugar or salt; however, it is not necessary to discuss mixed dishes at this grade level (see Background Information).

Line up four pictures of foods, three of which are from the same food group. Ask students to pick the food that is not from the same group as the other three foods, and then name the food group to which the other three foods belong. The students could also make up similar sets of pictures for their classmates to solve.

### 3. Who Am I?

Use the *Connect the Dots* activity sheets. Discuss the foods and food groups. There is one activity sheet for each of the four food groups.

### 4. Show And Tell Foods

Cut out two large cards (approximately 20 cm x 30 cm). On the first card, write in large letters, "What Am I?" Tape a picture of a food on the second card. Include foods that represent the cultural make up of the classroom. Using two pieces of string, about 30 cm long, join the cards at the top corners. Place the cards on a student, front and back, with the question on the front and the strings over the shoulders. Alternately: Attach a picture of a food to each student's back with a safety pin. The student wearing the cards must discover what food is on their back by asking the class questions about the food, such as, "Am I a food from a plant?" "An animal?" The class can only answer, "Yes" or "No". Once the student guesses the food correctly, they must classify it, unless this was already done during the questioning.

Variation: Reverse roles by having one student know the food. The rest of the class asks questions to that one student who can only answer, “Yes” or “No”.

Variation: Pin a picture on the back of each student and let them mingle and ask each other questions to try to discover what foods are on their backs.

## **5. Food Station Game**

Prepare one card per student, each depicting a different food from Canada's Food Guide.

Set up five train stations in the classroom labeled Grain Products, Vegetables and Fruit, Milk and Alternatives, Meat and Alternatives and ‘sometimes’ foods (i.e. cookies, chips, ice cream). Have the class form a long train by lining up behind one another. Distribute one food card to each student in the line.

Have students ‘chug’ around the room past all five stations. As they pass the Grain Products station, have all the students holding a card with a food from the Grain Products food group disembark the train. Repeat as students pass the rest of the food groups and the ‘sometimes’ foods stations. Once the train has stopped at each station, ask the students to display their cards. Have the class decide if each of the students has arrived at the correct station.

## **6. Tasting Stations**

Set up a food tasting lab with food from each of the four food groups. Have several stations with different plates of food samples cut up into enough pieces for each student in the class. Choices should take into consideration cultural practices and possible allergies. The foods should come from each of the four food groups and be in different forms (e.g., cut, chopped, hot, cold). Have all of the students taste the sample at the first station and discuss the food group to which that food belongs. The students’ observations about that food can be recorded on a class-sized version of the attached *Tasting Station* chart. Another suggestion is to have students complete their own *Tasting Station* chart. The procedure is then repeated for each food station.

## **7. Brown Bag Lunch or Snack (Home Activity)**

Have the students ask their parents to help them prepare their school lunch or snack. Snacks should include foods from *at least* 2 food groups and lunches should include foods from *at least* 3 food groups. Ask students to describe their snack or lunch and to explain to the rest of the class how easy it is to eat a variety of foods from different food groups. Talk about the ‘sometimes’ foods.

## **8. Family Dinner (Home Activity)**

Ask students to look at what their family eats for dinner one evening. Ask them to illustrate, or write down, the food that is served for dinner. They can count how many food groups are represented. Hold a class discussion about the importance of eating a variety of foods.

## **9. Colouring Maze**

Ask students to use the *Colouring Maze* activity sheet to identify pictures of foods that belong

to the Vegetables and Fruit food group. Ask them to colour the foods that belong to that group. When the correct pictures have been coloured, a path will form from the picture of the children to the picture of the basket of vegetables and fruit.

### **10. Breakfast Wall Hanging**

Have students make a wall hanging of healthy foods for a breakfast they would like to eat. Provide magazines or grocery store flyers and ask students to cut out and stick three or four food pictures onto a strip of paper. Curl around the top and bottom ends of the strips of tape to stick the strip to the wall with the food pictures showing. Students can explain to their classmates what their breakfast includes and why.

Explain that a breakfast should include foods from *at least* three of the four food groups: one serving from the Vegetables and Fruit food group, one serving from the Grain Products food group and one serving from either the Milk and Alternatives or the Meat and Alternatives food groups (see Background Information).

### **11. Food Group Twister**

Discuss the four food group names and the foods that belong in each. It is important to also discuss the foods that Canada's Food Guide recommends to limit because they are high in calories, fat, sugar or salt. These foods are considered 'sometimes' foods. It is not necessary to discuss mixed dishes at this grade level. Use masking tape to outline a rainbow similar to Canada's Food Guide on the floor. Provide coloured cards according to Canada's Food Guide: green for Vegetables and Fruit, yellow for Grain Products, blue for Milk and Alternatives, and red for Meat and Alternatives. Students pick a coloured card, and place a hand or foot in the arc that corresponds to their colour.

### **12. Concentration**

Prepare a game of concentration by attaching pictures of foods from the four food groups to flash cards. Begin with eight pairs of identical cards, and work up to 20 or more pairs. Lay the cards flat, face down on a table. Have two teams of students work together to find matched sets.

### **13. Talking Vegetables and Fruit (Enrichment Activity)**

Have the students tell a story from the point of view of a piece of fresh vegetable or fruit. Have them explain why they are so attractive and delicious. Begin the story with, "I am Manny Mango" or "Zachary Zucchini". Ask the students to cut out a shape of the vegetable or fruit they described from a large piece of appropriately coloured construction paper. The students then write a sentence describing the story on the construction paper depicting a vegetable or fruit.

Specific Expectation

Suggest occasions (e.g., a bake sale, a class party) when they can choose healthy food snacks, and describe the factors affecting their choices (e.g., choices made because of allergies or culture).

#### **14. Celebration of Foods**

Have students pick an occasion that includes eating special foods. Discuss why certain foods are eaten on special occasions (birthdays, cultural or religious holidays, etc.). If the teacher wishes, this activity could be done at home with family members and reports made back to the class.

#### **15. Breakfast Pot-Luck**

Arrange a breakfast pot-luck to encourage students to taste a variety of breakfast foods. Send home letters requesting samples of typical foods eaten for breakfast by the students' families. Students can prepare simple recipes. Ask students to describe why they chose the dish they did. If a breakfast program exists at the school, work with the coordinator and students to tie this activity together with the program. Be aware that some students may have allergies to certain foods. Be sure to discuss this with their parent/guardian. Discuss with students that allergies can also affect someone's food choices.

#### **16. Recess Snacks**

Have students plan snacks for morning recess for one week. Suggest that students choose foods from *at least 2* food groups for each snack. Vegetables and Fruit and Milk and Alternatives should be selected more often (see Background Information). Write the snack menu on the board. The students can learn to print the words.

#### **17. Snacks of the World**

Select a country and have students prepare and taste foods from that country. If possible, invite a parent/guardian who can introduce the foods to the students. More than one culture can be featured. Another idea is to focus on a food group, for example Grain Products, and taste-test examples from different cultures. For example, from the Grain Products group, provide tortillas, rice, pita and roti. Discuss what snack foods their families eat. Be aware that some cultural groups do not eat snacks between meals.

#### **18. Collage of Healthy Snacks (Performance Assessment)**

Provide each student with an 8½" x 14" piece of paper and magazines or grocery store flyers. Ask students to cut out and glue pictures into a collage of healthy snack foods. Each collage must include at least one food from each of the four food groups. Have students identify the name of a food and the food group to which it belongs. Students should also suggest an occasion (e.g., recess, after school, class party) when they would eat this food.

#### **19. A "Class-Y" Snack**

Students can learn math skills while preparing a simple snack for the class. They can help prepare the snack after washing their hands.

#### **Fruit Kabobs**

1. Cut a variety of fruit into bite-sized pieces. Try cantaloupe, banana, mango, kiwi, watermelon, grapes or oranges. Select ripe fruit for easy threading.
2. Each student threads fruit onto one stir stick.

### **Banana Shake**

- 1 ripe banana, mashed
- 250 mL 1% milk
- 125 mL yogurt
- 15 mL sugar
- 1 ice cube

1. Put all ingredients into a blender. Students can help by peeling a banana and putting it in the blender or by pushing the blender button after the lid is safely closed.
2. Blend at high speed until foamy.

Yields 8 - 60 mL servings.

### **Dip with Pita**

- 125 mL yogurt
- 125 mL low-fat sour cream
- 30 mL dried soup mix, e.g., vegetable
- 10 pitas

1. Mix yogurt, sour cream and soup mix.
2. Refrigerate for at least one hour.
3. Cut each pita into 6 triangles.
4. Serve each pita triangle with a 5 mL of dip.

Yields 20 – 30 triangle servings.

## **20. Snack Talk**

Feature a discussion of snacks for show and tell. Students can write simple sentences about snacks, such as, “I like carrots” beside a picture of carrots or, “I like samosas” beside a picture of a samosa. They can then talk about their sentences. Students could use their sentences to make a snack book full of their favourite snacks.

## **21. Teeth Are Important**

Ask each student to explore their own mouth by using their tongue to locate the 6-year molar (a new tooth growing in the back) (see Background Information). Have students pretend they have no teeth by placing lips over teeth. Could they eat an apple? Could they talk very well? Do they look very nice? Show pictures of people smiling and people with missing teeth.

## **22. Toothbrushing (Performance Assessment)**

Demonstrate how students at this age should brush their teeth. Using your pointer finger, pretend to brush teeth in class reaching all surfaces, to any song that is at least two minutes long.

Using the *Brushing Log* and *Sparkling Smile Award* activity sheets prepare daily brushing charts for use at home to record when the teeth were brushed. Brushing should be encouraged both morning and at bedtime. Have students return their brushing log to receive a certificate.

Explain briefly to students what a cavity is and why it happens (see Background Information).

Create a list of toothbrushing rules for students to learn (see Background Information).

### **23. Healthy Snacks for Healthy Teeth**

Cut out the happy tooth and the sad tooth on the activity sheet provided. Glue each to a paper bag. Have students collect pictures of a variety of snack foods from the four food groups in Canada's Food Guide. Have them cut out pictures of 'sometimes' foods (i.e., foods that are high calories, fat, sugar or salt). Have students place the foods in the appropriate bags. Discuss their choices.

### **24. Let's Visit The Dentist!**

Explain to the students that they should visit the dentist at least once a year. Encourage that the visit to the dentist can be a pleasant one. Point out physical aspects of the office to help build a positive experience (e.g., the chair, light and the waiting room). Obtain a book from your school library about visiting a dentist's office and read it to the students or plan a visit to a local dentist office. Explain that sealant is a plastic coating that is painted on the chewing surfaces of the back teeth to protect them against cavities.

### **25. Fluoride Facts**

Discuss with students the three most common sources of fluoride (see Background information). The benefit of fluoride on teeth can easily be explained as 'putting muscles' on teeth.

Demonstrate a pea-sized amount of toothpaste by having students hold up their baby finger. Pinch their finger just under the nail. That is all the toothpaste the student should use when brushing their teeth.

Follow up with the activity sheets *Be Sure to Brush Every Tooth and Don't Forget to Brush Your Tongue* and *Use Only a Pea-sized Drop of Toothpaste*.

### **26. Tooth Safety**

Develop a class list of do's and don'ts for school and home. Look for pictures of chipped or broken teeth and discuss how it changes the appearance of a person. What sports should a person be wearing a protective mouth guard? What does a mouth guard look like?