

8. Healthy Living Grade 2 Activities

Healthy Eating Overall Expectation		
Identify healthy eating practices and use a decision-making model to make healthy food choices.		
Specific Expectations	Activities	Learning Concepts
Identify a balanced diet and apply decision-making skills to create menus for healthy meals;	<ol style="list-style-type: none"> 1. Canada's Food Guide in Review 2. Bean Bag Toss 3. Food Variety (Performance Assessment) 4. Combination Foods 5. Food Group Shuffle 6. Breakfast Discussion 7. Eating Breakfast Picture Journal 8. Make-A-Menu 9. Snazzy Snacks (Food Preparation) 10. Breakfast Planning (Home Activity) 11. What I Ate for Supper (Home Activity) 12. Special Food Day 13. Pack-a-Lunch 14. Supermarket Trip 15. A Taste of Breakfast (Food Preparation) 	<ul style="list-style-type: none"> • Review Canada's Food Guide. • Definition of 'everyday' versus 'sometimes' food. • Importance of eating a balanced diet. • Importance of eating a variety of foods. • Identification of mixed dishes. • Examples of balanced diets. • Healthy breakfast foods. • Types of breakfast foods. • Foods from Canada's Food Guide that can be used to create breakfast. • Healthy breakfasts include foods from at least three of the four food groups. • Plan a healthy breakfast, lunch or supper including a variety of foods.
Describe the importance of food to the body (e.g., for energy and growth);	<ol style="list-style-type: none"> 16. Breakfast Role Play 17. Designer Cereal Box 18. Music Activity (Performance Assessment) 19. Healthy Lunch Helps You Grow 	<ul style="list-style-type: none"> • Food is important to the body to give energy to learn, work and play; help it grow; keep it working • How the body feels when meals are skipped.

Healthy Eating Overall Expectation

Identify healthy eating practices and use a decision-making model to make healthy food choices.

Specific Expectations	Activities	Learning Concepts
<p>Explain the negative effects of poor nutrition on healthy teeth and the importance of regular brushing and visits to the dentist.</p>	<p>20. Teeth are Important 21. We Get Two Sets of Teeth 22. Let's Brush! 23. Where Plaque Hides 24. Tooth Decay 25. Tooth Smart Snacks (Performance Assessment) 26. Let's Visit the Dentist</p>	<ul style="list-style-type: none"> • Understand the importance of teeth • The difference between primary and permanent teeth • Understand the need to brush properly, when and how long to brush • Identify toothbrushing tips <ul style="list-style-type: none"> • Identify plaque in the mouth • Understand the development of tooth decay with the emphasis on the role of plaque • Identify healthy snacks • Learn about the role of the dental office staff

Specific Expectation

Identify a balanced diet and apply decision-making skills to create menus for healthy meals.

1. Canada's Food Guide In Review

Display pictures, labels or wrappers from foods eaten by students including breakfast cereals, cookies, chips, crackers, milk, ice cream, yogurt, fruit, juices, pop, etc. Have students classify the foods according to Canada's Food Guide. Have students use the *Personal Food Guide* activity sheet to illustrate how their foods are distributed according to the food groups.

Discuss the 'everyday foods' versus 'sometimes foods' concept (see Background Information).

2. Bean Bag Toss

Have the students stand in a circle. Start the game by giving one student a beanbag to toss. That student tosses the beanbag to another student in the circle and at the same time calls out the name of a food. The student who catches the beanbag must identify the food group to which that food belongs. The game continues with the second student tossing the bag to someone else and calling out a food name. This game can also be played in reverse; the student tossing the beanbag calls out the name of a food group and the student catching the beanbag names a food from that food group.

3. Food Variety (Performance Assessment)

Based on students' findings in the above activity, have them discuss the variety of their food choices according to Canada's Food Guide. How can students improve the variety in their daily intakes? Sensitivity is needed where student's food variety may be limited by home situations.

Discuss variety in food choices from the Vegetables and Fruit, Grain Products, Milk and Alternatives and Meat and Alternative groups. Share more ideas for increasing variety in meals and snacks with classmates.

In pairs, have each student make a model of each of the foods they ate for lunch using clay, plasticine, or Play Dough®. Then have the students help each other reshape their choices to add more variety to their lunches, if necessary.

4. Mixed Dishes

Discuss mixed dishes (see Background Information) with students showing pictures of these foods from magazines or pictures available from the Dairy Farmers of Canada (Ontario) 1-866-392-9929 www.teachnutrition.org. For each mixed dish (combination food), identify foods from the four food groups and those that do not fit.

For example, peanut butter and banana sandwich:

peanut butter:	Meat and Alternatives
banana:	Vegetables and Fruit
bread:	Grain Products
margarine (if added):	Added Oils and Fats

5. Food Group Shuffle

Designate six areas around the classroom - label each area. Write the food group names from Canada's Food Guide (Vegetables and Fruit, Grain Products, Milk and Alternatives and Meat and Alternatives), foods outside of the food groups and mixed dishes. Give each student a food picture (pictures are available from the Dairy Farmers of Canada (Ontario) 1-866-392-9929 www.teachnutrition.org). Play music while the students walk, march or shuffle around the room holding their picture. Shut off the music abruptly, at which time students must go to the area labelled with the appropriate food group/category as fast as they can. After all students are standing in their food group/category areas, ask each student to describe why they chose that area. If the student is wrong, they are not out. For the next round, re-distribute the cards to students and play again.

6. Breakfast Discussion

Ask the students to talk about who likes eating breakfast in the morning. Why?

Discuss why it is important that you eat breakfast to break the overnight fast (see Glossary and Background Information). Explain that a complete breakfast includes foods from at least three of the four food groups: Vegetables and Fruit, Grain Products and one from either the Milk and Alternatives or Meat and Alternatives food groups. Sensitivity is needed where student's food choices may be limited by home situations.

Discuss examples of breakfasts that contain foods from at least three of the four food groups. Ask the students to describe the most unusual breakfast they have ever eaten.

7. Eating Breakfast Picture Journal

Distribute the activity sheet *What I Ate for Breakfast*. Have students keep a picture or written journal of breakfasts they have eaten for one week. Each morning ask the students to draw, paste a picture or write what they ate for breakfast in the appropriate box. Then ask them to indicate what foods they would need to eat to make their breakfast more complete. Sensitivity is needed where student's food choices may be limited by home situations.

The basic guideline for planning breakfast is to choose foods from at least three of the four food groups. It is recommended to choose at least one serving from each of the Vegetables and Fruit and Grain Products groups as well as at least one serving from the Milk and Alternatives or Meat and Alternatives groups (see Background Information).

Using pictures of a variety of different foods that can be eaten for breakfast, students discover that a breakfast food can be almost anything that will give them energy and nutrients.

8. Make-A-Menu

Simulate a restaurant in the classroom by arranging several desks with chairs around them. Make up a menu (or brainstorm one with the class) listing a variety of foods from Canada's Food Guide, including foods commonly used by various ethno-cultural groups and list prices next to each menu item. Invite some students to be customers and some to be wait staff.

Have the restaurant customers order meals while the wait staff writes down the order and tabulate the bills. Give students a monetary limit for their meal. Have the wait staff serve the orders using pictures of foods from the Dairy Farmers of Canada (Ontario) 1-866-392-9929 or food models and have the customers pay with play money.

Afterwards have the students discuss the composition of the meals. What food groups were represented? Was there at least one serving from each of the Vegetables and Fruit, Grain Products groups as well as at least one from the Milk and Alternatives or Meat and Alternatives group? Have students rotate roles and play again.

9. Snazzy Snacks (Food Preparation Activity)

Snacks are a great way for students to get an adequate intake of the four food groups (see Background Information).

Using flip chart paper or the blackboard, ask students to brainstorm a list of snack foods that they usually eat. The students then classify the foods according to Canada's Food Guide food groups and foods that do not fit.

Divide students into groups and if possible, invite parent volunteers to work with each group. Have each group prepare one of the healthy snack recipes listed below or choose their own recipes. Introduce students to their recipes by having them substitute the names of the ingredients with pictures. Follow-up with a party in which students taste each of the snacks.

Create recipe books in the shape of a chef's hat (cut out paper in a chef's hat shape and write recipes on pages and staple together) to give to parents as gifts.

Fruit Smoothie

250 mL (1 cup)	canned or fresh fruit
1	large banana, sliced
125 mL (1/2 cup)	low fat yogurt (flavoured or unflavoured)
125 mL (1/2 cup)	low fat milk
	ice cubes

1. Put all ingredients into a blender.
2. Blend at high speed.
3. Add ice cubes.
4. Serve cold.
5. Yields 8 servings.

Snack Mix

500 mL	bite-sized Shreddies®
500 mL	Corn Bran®
500 mL	toasted oat cereal
500 mL	thin pretzels
250 mL	sunflower seeds

Yields 3000 mL (12 cups).

Cheesy Vegetable Dip

500 mL (2 cups)	cottage cheese
250 mL (1 cup)	yogurt
1 Tbsp.	chopped fresh dill (or 1 tsp. dried dillweed)
¼ tsp.	salt
	pepper to taste

1. Mix ingredients together in a bowl.
2. Refrigerate for at least one hour.
3. Cut up a variety of vegetables (e.g., red pepper strips, cucumber slices, broccoli florets, carrot sticks, and snow peas).
4. Have students dip the vegetables in the dip.
5. Yields 750 mL (3 cups) of dip.

10. Breakfast Planning (Home Activity)

Send a letter home asking students and their parents/guardians to plan and prepare a breakfast for their entire family. The meal should be based on at least three of the four food groups – at least one food from the Vegetables and Fruit and one from the Grain Products, and one from either Milk and Alternatives or Meat and Alternatives.

11. What I Ate For Supper (Home Activity)

Using the *What I Ate for Supper* activity sheet have students and their families analyse their suppers based on Canada's Food Guide. Ask them to list all the foods they ate, indicating which foods belong in which groups. Based on their findings, have them use the *Supper Menu Plan* activity sheet to plan a menu that includes all four groups in Canada's Food Guide. Remember that some family meals may include mixed dishes. These foods should be divided out according to which food groups they represent.

Note: Sensitivity to home situations may be required.

12. Special Food Day

Evaluate Special Food Day (e.g., Hot Dog Day or Pizza Day) menus according to Canada's Food Guide. At least three food groups need to be included: Vegetables and Fruit, Grain Products and one from either Milk and Alternatives or Meat and Alternatives. If these food groups are not included in the menu, have the students compose a letter to the principal and other appropriate people suggesting options. If there are no changes needed and enough food groups are represented, have students congratulate the principal and appropriate others regarding the menus. Have the class brainstorm the letter while you record it for them. Have students sign their names and deliver the letter.

13. Pack-A-Lunch

Working in pairs, give each student a piece of construction paper cut out in the shape of a lunch box. Have each student pack a lunch for their partner by drawing or pasting magazine pictures of foods that would make up a healthy lunch. Encourage them to include foods that they like but their partner may not have tried.

14. Supermarket Trip

Set up a pretend supermarket with empty food containers of a variety of foods from the four food groups. Use the following props: foods labelled with price tags, a cash register, play money, a shopping cart and grocery bags. Students dramatise a trip to the supermarket to buy a variety of foods. Alternately, take a field trip to a real supermarket and talk about the four food groups.

15. A Taste of Breakfast (Food Preparation Activity)

Students practice their math skills by preparing a simple mini 'taste of breakfast' sample for the class. To confirm the message of what a complete breakfast should look like, use a picture (or the actual food) to show what the full portion size of the breakfast looks like.

Examples:

Sunshine Toast

5 slices	whole wheat bread
250 mL (1 cup)	low-fat cottage cheese
	any kind of sliced fruit
	cinnamon

1. Toast whole wheat bread lightly in a toaster oven.
2. Spread on low-fat cottage cheese.
3. Top with sliced fruit.
4. Sprinkle with cinnamon.
5. Put bread back in the toaster oven until toppings are warm.
6. Cut into 4 quarters.
7. Yields 20 samples.

A volunteer may be available to help so that students could do most of the activity in small groups. For example, students could count how many slices of bread they will need for their group; measure and spread the cottage cheese; sprinkle the cinnamon; and cut the toast.

Yogurt Parfait

125 mL (1/2 cup)	vanilla yogurt
125 mL (1/2 cup)	canned fruit
125 mL (1/2 cup)	uncooked oatmeal or high fibre cereal
15 mL (1 Tbsp)	sunflower seeds

1. Layer the ingredients in a parfait dish or clear plastic cups.
2. Yields 10-15 (30 mL) samples.

Specific Expectation

Describe the importance of food to the body (e.g., for energy and growth).

16. Breakfast Role-Play

Before beginning the role-play exercise, use the following questions about breakfast to help the students think about breakfast, its importance, and what it means:

- What is breakfast?
- What are some foods you can eat for breakfast?
- How does your body feel when you do not eat breakfast?

Ask the children if they have ever missed breakfast and if so did they feel any different on the mornings when they did not eat breakfast? Discuss reasons why we might skip breakfast (sensitivity to children's home situation may be required). Facilitate discussion on ideas for those who skip breakfast (e.g., get up 15 minutes earlier; bring a healthy snack to eat in the schoolyard when arriving at school in the morning, join the breakfast program if there is one).

Ask volunteers to role-play several responses. You may wish to write suitable words on the chalk board that students can use when acting out their scenarios.

Add new scenarios, such as requesting a variety of foods that can be eaten for breakfast at a school breakfast program or requesting toast or cereal at a sleepover at the home of a friend who never eats breakfast.

17. Designer Cereal Box

Students design their own breakfast cereal box that illustrates how they feel after they eat breakfast. Explain that breakfast is important because it gives people energy to learn, work and play in the morning. Students show their 'designer' cereal boxes to their classmates and talk about their personal morning breakfast stories.

18. Music Activity (Performance Assessment)

Teach the students the following rap song or poem:

Foods from the *Guide*, foods of all kind
A variety of foods, for my body and mind.
Pasta, brown rice, apples and beans,
Popcorn and carrots and good crispy greens!

If I don't eat, enough foods of all kind
I feel weak and tired, not good for my mind.
My body won't grow healthy and strong,
Oh no, oh dear, I won't last very long!

Divide students into groups of four and have each group create two more rhyming verses about the importance of food to the body. Ask the students to perform their verses to music for the rest of the class. Encourage them to use props or to make their own music to sing to.

19. Healthy Lunches Help You Grow

Have students role-play how they would ask their parent/guardian to buy or prepare a lunch which includes foods from all of the four food groups. Invite students to play the role of the parent/guardian and the role of the child. Structure the role-play to allow students to develop their own dialogue on importance of food to the body (e.g., for energy and growth). Have them write their dialogue out and then perform their role-plays in front of the class, practicing the words and phrases they can use at home.

Specific Expectation

Explain the negative effects of poor nutrition on healthy teeth and the importance of regular brushing and visits to the dentist.

20. Teeth Are Important

Supply students with carrot, celery or apple pieces. Ask them to pretend they do not have teeth, by curling their lips over their teeth. Have them bite the foods. Discuss the experience. How well could they bite and chew? Now have them bite the foods using their teeth. Discuss the importance of teeth for eating.

Again, ask students to pretend they do not have teeth by curling their lips over their teeth. Ask students to say the words ‘thirsty’, ‘thank you’ and ‘sister’. Discuss the experience. Could they say the words easily? Did they sound the same? Can they say the words better when using their teeth? Yes, because the tongue and lips need to press against the teeth as we speak. Discuss the importance of teeth when speaking.

Again, ask the students to curl their lips over their teeth. Ask the students to look at each other. How do they look without teeth? Do they have a nice smile? Discuss the importance of teeth to the shape of their face.

21. We Get Two Sets of Teeth

There are 20 primary and 32 permanent teeth. Discuss the role and the importance of primary and permanent teeth (see Background Information).

22. Let's Brush!

Review brushing with students including teeth, gums and tongue (see Background Information). Reinforce the importance of good toothbrushing habits. Include frequency and duration. Write a letter to the tooth fairy/dentist explaining how you are looking after your teeth.

23. Where Plaque Hides

In a class discussion, talk about plaque (see Background Information). Since plaque is colourless, it can be coloured with a harmless food colouring. Have students experiment at home using a vegetable dye to discover where plaque hides in their mouth. Ask students how they feel about having plaque on their teeth. Using the *Finger Puppets* activity sheet, develop a skit or puppet show about the danger of plaque to teeth and gums.

24. Tooth Decay

Discuss how the bacteria in plaque make acid when sugar is in the mouth. Each time food containing sugar is eaten, the bacteria continue to produce acid (see Background Information). Have students colour the activity sheet *Tooth Decay*.

Soak an uncooked egg in vinegar for 6 hours. As the acid decalcifies the eggshell, the shell will become soft, just as the acid weakens the surface of the tooth.

25. Tooth Smart Snacks (Performance Assessment)

Have students create a mobile or collage using pictures of healthy snacks for teeth. Have students develop a recommended snack list to take home (see Background Information). Have students complete the activity sheet *Choose Healthy Recess Snacks*.

26. Let's Visit The Dentist

Open a discussion about the roles of the people in a dentist's office - the Dentist, Dental Hygienist, and Dental Assistant (see Glossary). Ask students who have been to the dentist to describe their experience. Discourage descriptions of pain and fear. Arrange a visit to a local dentist office.