

9. Healthy Living Grade 3 Activities

<p style="text-align: center;">Healthy Eating Overall Expectation</p> <p style="text-align: center;">Describe the relationship among healthy eating practices, healthy active living and healthy bodies.</p>		
Specific Expectation	Activities	Learning Concepts
Identify foods from different cultures and classify them by food groups.	<ol style="list-style-type: none"> 1. Food Groups in Review 2. Vegetables and Fruit of the World 3. Foods in Disguise 4. Celebration Foods 5. Favourite Meal 6. Breakfast Around the World 7. International Food Caravan 8. Goals for Lunch 9. Alphabet Book 10. Where Do Foods Come From? (Enrichment Activity) 11. Food Guides Around the World (Enrichment Activity) 	<ul style="list-style-type: none"> • Review Canada's Food Guide • Examples of foods from different cultures • Classification of cultural foods into the four food groups
Describe the benefits of healthy food choices, physical activity, and healthy bodies.	<ol style="list-style-type: none"> 12. Food Group Placemats 13. Breakfast Survey 14. Healthy Living Makes Me Feel... (Performance Assessment) 15. Greeting Card 16. Let's Get Physical 17. Physical Activity Brainstorm 	<ul style="list-style-type: none"> • Reduces the risk of diseases • Essential for proper growth and development • Provides essential nutrients and energy • Helps to maintain a healthy weight • Strengthens heart, lungs and muscles • Helps people look and feel good • Perform better in school • Perform better physically

Healthy Eating Overall Expectation

Describe the relationship among healthy eating practices, healthy active living and healthy bodies.

Specific Expectation	Activities	Learning Concepts
Describe a variety of ways to prevent tooth decay (e.g., brushing, making appropriate food choices, rinsing the mouth).	18. Brushing Review 19. Plaque Review 20. Flossing Can Be Fun 21. Smart Snacking 22. Tooth Decay (Performance Assessment)	<ul style="list-style-type: none">• Improve toothbrushing skills• Understand the plaque equation• Evaluate own plaque by spot checks• Understand the importance of flossing• Identify healthy snacks• Understand the causes of tooth decay and how it could happen

Specific Expectation

Identify foods from different cultures and classify them by food groups.

1. Food Groups In Review

Review Canada's Food Guide with the class. Discuss the concept of variety as part of healthy eating, both within each food group and among the food groups (see Background Information). Remind students that combination foods are composed of foods from more than one food group. Ask the students to give examples of foods from each food group. Include in the discussion foods from different cultures.

2. Vegetables and Fruit of The World

Using a world map, identify geographic regions from which various fruits and vegetables may come. For example:

- Kiwi from New Zealand
- Granny smith apples from South Africa
- Mangoes from Mexico, Asia and the Caribbean
- Plantain and eddoe from the Caribbean, Vietnam, and Africa
- Bok choy and bamboo shoots from China
- Lotus stem from South Asia
- Lychees from Vietnam and Africa

Note that many foods may have originated from one country, but are now grown in many countries around the world. Order the food picture cards from the Dairy Farmers of Canada (Ontario) 1-866-392-9929, for examples of many vegetables and fruits.

Have the children make a mobile or poster featuring a variety of vegetables and fruit from around the world.

3. Foods In Disguise

Bring in a variety of samples of a food which comes in many forms (e.g., apples can be raw, baked, dried, and can be made into apple sauce, apple cider, apple juice, apple butter, and can be a part of combination foods such as apple pie). Tomatoes, carrots, potatoes, and corn can also be used to illustrate the various forms that foods may take. Have the students taste the different forms of the food and record tastes, textures, appearances, and likes or dislikes. Discuss how the foods are used in different cultures and classify them by food group.

4. Celebration Foods

Have students bring in a short list of foods for a meal that is traditionally served in their home for a celebration (e.g., a feast, wedding, holiday celebration). Compare food lists. Ask students: What type of foods are traditional 'celebration' foods? Are there any common aspects? How do 'celebration' foods make you feel? Classify these foods into food groups.

5. Favourite Meal

Discuss how eating habits are unique and that people from different parts of the world can choose different, but equally healthy, meals. Emphasize that although the children may have different favourite meals, no particular way of eating is better than another.

Have students draw a picture of their favourite meals. Make a display of the drawings. Have children describe their meal.

6. Breakfast Around the World

Discuss foods eaten for breakfast from different countries. Have students investigate and compare traditional breakfast foods eaten by different ethnic groups in their community.

Students can also interview family members about what they used to eat for breakfast when they were young. Discuss why there are differences in food choices for breakfast (e.g., different foods are available in different parts of the world). Students could write and/or draw about what they discovered.

7. International Food Caravan

Introduce students to a variety of foods from all over the world by having an international food caravan using food and snack recipes that come from other countries. Incorporate music and decorations from that part of the world.

The students could assist in preparing the foods at school, if the facilities exist, or they could bring favourite food samples from their homes to share with the class.

Have students design a poster or story about foods that are new to them. Ask them to include where the foods come from, and the different ways the foods can be enjoyed, as a part of Canada's Food Guide. Alternately, ask students to design a poster or story about their experience eating a 'Canadian' food for the first time.

8. Goals For Lunch

Have students draw a picture of a lunch which includes at least three of the four food groups. The lunch should include at least one serving from each of the Grain Products and Vegetables and Fruit food groups, and one serving from either Milk and Alternatives or Meat and Alternatives or both of these groups. Ask them to write the names of the foods and the food groups to which these foods belong. Encourage creativity and variety in lunch choices by incorporating foods from different cultures.

Talk to the students about setting a goal to include in their lunch at least one food from each of the Grain Products and Vegetables and Fruit groups, and one food from either the Milk and Alternatives or Meat and Alternatives food groups or from both. Have the students ask their parents to help them with this goal.

9. Alphabet Book

Use this activity to introduce and discuss foods eaten in different cultures and the importance of choosing a lot of different kinds of foods – that is, variety (see Background Information). Explain that the first person says the letter ‘A’, then names a food that starts with ‘A’. The next student then continues with naming the letter ‘B’ and a food beginning with ‘B’, and so on. Ask students to tell the class where their food is from in the world. Give each child at least one turn. You may have to offer suggestions for some of the letters (e.g. ‘D’: dates, duck, dill pickles, ‘Q’: quiche, quince, ‘V’: vinegar, vanilla, veal, ‘W’: walnuts, watercress, wheat, won ton, ‘Y’: yogurt, yam, yellow pepper, ‘Z’: zucchini, ziti [a type of pasta], suggest skipping ‘U’ and ‘X’). Students can make an alphabet book as a class project or individually.

10. Where Do Foods Come From? (Enrichment Activity)

Using a map, have students locate the country, province or state that supplies them with different foods. If possible, make copies of a map of the world and have them draw a line on the map to join the country, province or state that supplied the foods to your city or town.

11. Food Guides Around the World (Enrichment Activity)

Using the Canada’s Food Guide activity sheet, ask students to use foods from a particular culture or period in history to fill in the food groups arcs. This will involve researching what foods are commonly eaten from each food group in that country or era. Suggest that they talk with people from that country or do some research in the library. Have students draw and label the foods on their food guide and then display their food guides on a class bulletin board or wall.

Specific Expectation

Describe the benefits of healthy food choices, physical activity, and healthy bodies.

12. Food Group Placemats

Have each student create a placemat using words and drawings. Students can weave construction paper to make the background for the artwork. The theme of the placemat could be: “How Healthy Food Choices and Physical Activity Help Build Strong and Healthy Bodies”. Distribute

Canada's Food Guide to everyone in the class. Have students come up with a slogan for their artwork and report back to the class. Encourage students to include foods from each of the four food groups from Canada's Food Guide and examples of their favourite physical activities. Laminate for home use or display the placements.

13. Breakfast Survey

Ask the students to conduct a breakfast survey of five friends and family members. Some questions to ask in the survey are as follows:

- How often in the last seven days did you eat breakfast?
- How do you feel the rest of the day when you eat breakfast?
- What foods did you eat for breakfast today?
- How did you feel the rest of the day when you did not eat breakfast?

Ask the students to create two graphs:

- One of how many times out of seven days each person ate breakfast; and
- One of the number of food groups each person ate for breakfast today.

Have a discussion with the class about the importance of breakfast and which food groups should be included in a complete breakfast (see Background Information). Discuss how people felt if they did or did not eat breakfast.

14. Healthy Living Makes Me Feel... (Performance Assessment)

Have the students write a story that describes how they feel when they eat well, following Canada's Food Guide and are physically active. Encourage students to think about how energetic they feel or how they are able to concentrate better at school when they eat well.

Ask the students to share their stories, reading them aloud to the class. Have a class discussion about the benefits of healthy eating and physical activity (see Background Information).

15. Greeting Card

Have the students design a greeting card, using a healthy eating theme. Students can write to their parent/guardian thanking them for helping them eat well and grow to this point. Students can also ask the parent/guardian to continue giving them meals and snacks that follow Canada's Food Guide. Students should describe why it is important for everyone in their family to have healthy eating habits.

16. Let's Get Physical

Prepare 50 index cards by writing out the name of a different food on one side of each card (e.g., tomato) and a physical activity movement with number of repetitions on the other side (e.g., two push ups). Create 10 cards for each food group and place all of the cards in a box in the centre of the room. Place signs with the name of each food group around the room.

- Divide the class into four lines, each standing below a Food Group sign.
- On “GO”, the first person from each line runs to the box and picks out a card.
- Those five students go to the front of food group line to which the food on the card belongs.
- They lead that line in the movements written on the card (e.g., 10 jumping jacks).
- If two students run to the same line (because they have both selected pictures from the same food group), they take turns leading the line through the movements on the card.
- Those four students then go to the end of their new line.
- Again on “GO”, the next student in each line runs to the box, gets a card, and goes to the food group represented on the card, leading them through the specified physical activity movement. When all the cards have been chosen from the box the game ends.

Discuss the importance of eating a variety of foods and being active. Explain to the class that these elements work together to make them feel healthy and energetic. This activity can be done in the gymnasium.

17. Physical Activity Brainstorm

Divide the class into two groups. In each group one person is the recorder and one is the presenter. Assign one group the task of brainstorming a list of their favourite physical activities. The recorder writes down this list. They can also include Active Living activities such as taking the stairs instead of the elevator (see Background Information). The presenter then shares the group’s list with the class. Have a discussion about the variety of possible physical activities and how fun they are.

Assign another group the task of brainstorming a list of the benefits of physical activity. Remind them to include a range of benefits (see Background Information). Have a class discussion of the variety of benefits of physical activity. Encourage the class to focus on thinking about physical activity as enjoyable and beneficial, rather than on physical activity as a chore and on the negative effects of not being physically active.

Specific Expectation

Describe a variety of ways to prevent tooth decay (e.g., brushing, making appropriate food choices, rinsing the mouth).

18. Brushing Review

Review brushing with class. Discuss why we have teeth and how to take care of them. Ask students how their mouth feels before and after brushing. Some ideas to encourage students to think about the care of their teeth are:

- Have students write a story about a person who has no teeth.
- Have students make up their own brushing chart.
- Have students survey what type of toothbrush family members use (i.e., brand, bristles).

19. Plaque Review

Discuss where plaque hides (see Background Information). Periodically, conduct a spot check of student's oral health by asking who brushed their teeth this morning. This will help to reinforce the need for thorough removal of plaque every day.

20. Flossing Can Be Fun

To demonstrate the need to floss, cover your hand with thick tempera paint. Then use a toothbrush to clean off the paint holding fingers tightly together. The brush will not remove material from between the fingers. The comparison of plaque between the teeth can then be made.

Give each child a piece of yarn 18 inches long. Have children get a partner and illustrate flossing by using the yarn and the partner's hand. One student holds the yarn and the other holds their fingers slightly apart. The student with the yarn flosses between the fingers, keeping floss against the side of each finger.

21. Smart Snacking

There are many healthy snack foods. Have students think of some of these foods. Have students complete the *Choose Healthy Recess Snacks* activity sheet. Have students develop a recommended snack list to take home.

22. Tooth Decay (Performance Assessment)

Discuss how the bacteria in plaque makes acid when sugar is in the mouth. Each time food containing sugar is eaten, the bacteria continue to produce acid (see Background Information). Demonstrate this by using the activity sheet *The Story of Tooth Decay*. Survey the class to find out how many students have had cavities.

Having discussed the main ways to prevent tooth decay, discuss the additional ways to prevent it (e.g., chewing sugar free gum for twenty minutes, eating protective foods, and rinsing the mouth with water during the day) (see Background Information).

Play a game using the *Be the First to Reach the Smile* activity sheet to reinforce good dental health behaviours.