

9. Healthy Living Grade 4 Activities

<p style="text-align: center;">Healthy Eating Overall Expectation</p> <p style="text-align: center;">Explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size.</p>		
Specific Expectations	Activities	Learning Concepts
<p>Outline the factors that influence body shape and size (e.g., heredity, diet, exercise).</p>	<ol style="list-style-type: none"> 1. Growing Me 2. Growth Chart 3. Why I Eat 4. TV Food Commercial Survey (Home Activity) 5. Work Those Muscles 6. Body Image Word Search 7. Follow that Star 8. Story Writing (Performance Assessment) 	<ul style="list-style-type: none"> • Heredity and puberty growth • Positive body image • Factors affecting food choices
<p>Analyse, over a period of time, their own food selections, including food purchases (e.g., ‘everyday food’ versus ‘sometimes food’) and determine whether or not they are healthy choices.</p>	<ol style="list-style-type: none"> 9. Canada’s Food Guide in Review 10. Serving Sizes Demonstration 11. What’s the Serving Size? 12. Serving Size Stumpers 13. Combination Foods Challenge 14. Personal Food Guide 15. Everyday Foods and Sometimes Foods 16. Create-A-Commercial 17. Food Diary: What Did I Eat Yesterday? (Performance Assessment) 18. Food Diary: Class Goal 	<ul style="list-style-type: none"> • Eating Well with Canada’s Food Guide: number of servings in each group, serving sizes • ‘Everyday food’ and ‘Sometimes food’

Specific Expectation

Outline the factors that influence body shape and size (e.g., heredity, diet, exercise).

1. Growing Me

This activity aims to teach students two concepts - how we grow and how heredity influences body shape and size (see Background Information). With their parent/guardian's permission, students can use pictures of themselves and their family members, from the time that they were born to now, to create a scrap book documenting their growth and their family's body sizes and shapes. The pictures would be most helpful if the children in them were near other adults so that they can compare their size to the size of someone who has completed their growth. On each page, the students should write their age, and describe how healthy eating and physical activity have helped them grow in comparison to the last picture.

The students can then be asked to describe what is special and unique about the way the various people in the pictures look at the varying ages. The students should also look for similarities in family body shapes and sizes, as well as features such as eye, skin and hair colour. If a class discussion is involved, the students may be asked to think about the fact that everyone has different ideas about what is special or beautiful.

Note: Sensitivity to adopted children is needed for this activity.

2. Growth Chart

With help, have the students measure the size of a class pet (e.g., hamster) or a young plant in the classroom. Have the students regularly track the growth of their pet or plant over a period of time. The measurements can be used to create a bar graph, showing the progression of growth, and the students can calculate the total amount of growth they have seen.

This information can be used to discuss healthy eating and its role in growth and development for plants, animals and people. The class discussion can also encompass the factors influencing body shape and size (see Background Information), by using the plants or pets as examples of natural differences in size and shape.

3. Why I Eat

Have students brainstorm factors that influence what they choose to eat (e.g., taste, availability of food, family/culture, friends, TV commercial). Have students brainstorm factors that influence why they eat (e.g., hunger, time of day, habit, mood, appeal of food to senses). Discuss how food is often associated with pleasant events (e.g., parties, celebrations, and holidays).

Have students list their five favourite foods. Then, using the *Why I Eat* activity sheet, have them consider why they eat these and/or other foods.

- Discuss that sometimes we eat when we are not even hungry because we smell food, see other people eating, are bored, or are watching a commercial on TV that makes us think we are hungry and want that particular food.
- Ask them if it is harmful to our health if we eat when we are not hungry.
- Ask why they think it is important to be aware of their personal eating triggers (e.g., being bored, watching TV).

Have students set a goal to be aware of one personal eating trigger other than hunger and select another activity to do instead of eating. Remind students that they should eat if they are hungry.

4. TV Food Commercial Survey

Have students brainstorm the different food products they eat which are advertised on television. Discuss how advertising on TV and in other media affect food buying decisions. Discuss the methods used by advertisers to influence children to buy their products. With their families, have students observe TV commercials for different food ads. Using the *TV Food Commercial Survey* activity sheet, have students record the different ads that they and their family members observed.

Have students bring their survey results to class and have a discussion on the advertising methods used by the commercials they observed.

- Ask them to describe their favourite ad and whether or not the ad persuaded them to want to try the food.
- Ask them if they have ever purchased a food product because of a commercial.
- Ask them if commercials confuse them.
- Discuss how television commercials and other advertisements influence them when making food choices.

5. Work Those Muscles

In the gym, have the students do each of the activities below for approximately one minute. Some activities may take longer. Afterwards, discuss with the students how each activity made their bodies feel and which muscles they felt were being used.

Activity	Muscle Group
<i>Wall push-ups:</i> Have students face the wall and stand far enough away so that they can place their palms flat on the wall with elbows slightly bent. The students then bend their elbows and lean toward the wall. Then they straighten their arms and return to the standing position.	Arms Chest Upper back
<i>Paper skate:</i> Provide each student with two pieces of paper. Instruct the students to place the papers on the floor and put one foot on each paper and then skate around the room.	Legs Hip flexors Heart
<i>Aerobics:</i> Lead the group through a series of jumping jacks, marching, arm circles, shoulder shrugs, etc.	Overall body work out Heart
<i>Human wheel:</i> Have the students sit on the floor in a circle with their feet in front of them and their hands behind them, palms down. Then ask the students to lift their bodies slightly off the floor and turn around the circle. This resembles a wheel turning in a circle.	Upper and lower body strength building

6. Body Image Word Search

Introduce the concept of body image and growth during puberty (see Background Information). Explain that children's bodies begin to change as they enter puberty. Explain that many children become dissatisfied with how they look in response to the rapid changes. A typical 9 to 12 year old will report that he or she is too short, too tall, too skinny or too fat. Often certain body parts they especially dislike are identified. Have the students complete the *Body Image Word Search* activity sheet. Go over the activity sheet with the students using their questions and comments to stimulate discussion.

7. Follow That Star

Have a classroom discussion about differences in body size and shape, emphasizing:

- that no two individuals are exactly the same;
- that our uniqueness means that we all have complementary abilities;
- that they are all changing at their own rate as they grow, and to change in a healthy way they need to eat well and enjoy active play;
- that everyone has things they like about themselves and things they don't like as much;
- that under no circumstances is it acceptable to tease someone about the way they look; and
- that everyone has differences in what they think of as beautiful.

Have students complete the *Follow That Star* activity sheet. This activity encourages students to think of words that describe themselves and to highlight qualities that are most important to them.

8. Story Writing (Performance Assessment)

Have students write a story about the factors that influence their body shape and size and other physical characteristics such as eye and hair colour (i.e., heredity, eating habits, physical activity and growth rate). Suggest that they can refer to specific physical qualities they share with parents or siblings, such as hair colour or height. Encourage them to write about how eating well makes them feel energetic, but does not affect how they look as much.

Note: Sensitivity to adopted children is needed for this activity.

Specific Expectation

Analyse, over a period of time, their own food selections, including food purchases (e.g., ‘everyday food’ versus ‘sometimes food’) and determine whether or not they are healthy choices.

9. Canada’s Food Guide In Review

Hand out copies of *Eating Well with Canada's Food Guide* to review the food groups.

- Discuss the number of servings recommended for each food group.
- Ask the students why the arcs of the rainbow on the Food Guide are different sizes.
- Ask students to give some examples of ‘sometimes’ foods. Introduce the concept of moderation, ‘everyday’ vs. ‘sometimes’ and explain why there is no recommended number of servings for ‘sometimes’ foods.

10. Serving Sizes Demonstration

Bring in some sample foods to provide a visual representation of Food Guide Serving sizes (see Background Information). Invite students to bring in sample foods commonly used at home. If you are unable to bring in sample foods, try using common household items to represent foods (see below).

Have students guess the number of servings for each quantity of food and then have them check their answers with Canada's Food Guide.

Sample Food Ideas:

1 medium apple, banana, orange	1 serving of Vegetables and Fruit
1 juice box (250 mL)	2 servings of Vegetables and Fruit
1 bagel	2 servings of Grain Products
500 mL pasta (cooked)	4 servings of Grain Products
1 small yogurt (175 mL)	1 serving of Milk and Alternatives
2 processed cheese slices	1 serving of Milk and Alternatives
175 mL beans/lentils (cooked)	1 serving of Meat and Alternatives

Sample Household Items that Represent Food Serving Sizes:

(Note: you can also bring in measuring cups to demonstrate serving sizes)

Vegetables and Fruit:

125 mL of bingo chips	represents	1 serving of cooked vegetables
Hard ball	represents	1 medium sized piece of fruit
Light bulb	represents	½ cup fresh, frozen or canned vegetables
Golf ball	represents	30 ml (2 tbsp) of dried fruit

Grain Products:

32 pieces of string 32 cm long	represents	1 serving of cooked spaghetti
Light bulb	represents	½ cup of pasta
Hockey puck	represents	½ bagel
Tennis ball	represents	¾ cup cereal

Milk and Alternatives:

Carton of milk – 250ml	represents	1 serving of milk
Yogurt container – ¾ cup	represents	1 serving of yogurt
3 dominos	represents	50g (2oz) of cheese

Meat and Alternatives:

Deck of cards	represents	75g (2.5 oz) cooked meat
Golf ball	represents	30ml (2 tbsp) peanut/nut butter

11. What's The Serving Size?

Using Canada's Food Guide, have students complete the *What's the Serving Size?* activity sheet. Remind the students that there are no recommended numbers of servings for 'sometimes foods' (see Background Information). You may wish to work on the first couple of foods as a class in order to help with students' understanding of this concept. Then, as a class, take up the answers using the answer key.

12. Serving Size Stumpers

Using Canada's Food Guide, have students complete the *Serving Size Stumpers* activity sheet.

Answers to Serving Size Stumpers Activity Sheet:

1. 3 servings of Meat and Alternatives
2. 3 servings of Milk and Alternatives
3. 16 servings of Grain Products
4. 9 servings of Vegetables and Fruit

13. Combination Foods Challenge

Review the concept of combination foods or mixed dishes (see Background Information) as foods that contain ingredients from more than one food group. Examples include steamed BBQ pork buns, beef patty, samosas, moussaka, stew, sandwiches and burritos. Ask them what their favourite combination foods are. Help students figure out which food groups are represented in their favourite combination foods.

Using pizza as an example, have the class generate as many topping ideas as they can. Have the class create a pizza recipe that consists of the following numbers of servings from each food group:

- 2 to 4 servings Vegetables and Fruit;
- 1 serving Milk and Alternatives; and
- 1 serving Meat and Alternatives.

Explore the number of different pizzas the class can create using these criteria. Record them all on the blackboard. Create names for each original pizza recipe. Which is the class favourite? Consider ordering or making this favourite pizza for a pizza lunch and serve with milk or juice and veggie sticks or fruit.

14. Personal Food Guide

Using the *Personal Food Guide* activity sheet, have students design their own personal food guide with illustrations and labels of their favourite foods from each food group. Each arc should display the number of servings for children aged 9-13 years for each food group:

- 6 servings of Vegetables and Fruit
- 6 servings of Grain Products
- 3-4 servings of Milk and Alternatives
- 1-2 servings of Meat and Alternatives

Note: Students may need assistance in figuring out which food groups are represented in their favourite combination foods.

15. Everyday Foods And Sometimes Foods

Discuss the concept of ‘everyday foods’ and ‘sometimes foods’ (see Background Information). Have the students make a list of foods they ate during the meal before. Let the class identify the food groups to which the foods belong as well as which foods are ‘everyday foods’ and which are ‘sometimes foods’.

16. Create-A-Commercial

Divide students into groups and have them create a TV commercial that advertises a food using the ‘everyday foods’ and ‘sometimes foods’ concept. Discuss how these foods fit into healthy eating. Have students role-play their commercial for the class and perhaps for younger classes within the school.

17. Food Diary: What Did I Eat Yesterday? (Performance Assessment)

Using the *Food Diary: What Did I Eat Yesterday?* activity sheet, have each student complete a one-day food record. Begin by asking them to list everything they ate and drank the previous day in the first column. Then, next to each food item, under the appropriate food group, have them record the number of servings they had. Ask the students to indicate ‘sometimes foods’ by check

marks only. Finally, have the students total and record the number of servings for each of the four food groups. Help students figure out combination foods that they have eaten using the following steps:

1. List the main food items.
2. Identify the food groups represented by these foods.
3. Estimate how much of each food item was eaten.
4. Check Canada's Food Guide to see approximately how many servings each food item provides.

Example:

Spaghetti and Meatballs:

spaghetti	Grain Products	250 mL	2 servings
tomato sauce	Vegetables and Fruit	125 mL	1 serving
meatballs	Meat and Alternatives	5 small	1 serving

The following are suggested healthy eating discussion questions:

- Did you eat the recommended number of servings from all four food groups?
- Did you eat a variety of foods from each of the four food groups?
- Did you have three meals?
- Did your snack choices represent foods from one or more of the food groups? (See 'Healthy Snacks' in the background section)
- Were your food choices 'everyday foods' most of the time?
- Were your food choices typical for you? If not, why not (e.g., went to a birthday party, went out for dinner). Mention that the food record is for one day only and that this might not be a good measure of the students' overall eating habits.

18. Food Diary: Class Goal

As a class, review students' food diaries and determine the class average for the number of servings from each of the four food groups. For food groups with a low class average compared to the recommended number of daily servings, make a class goal to increase the number of foods eaten from those food groups.

Example:

Class Result: the average number of servings of Vegetables and Fruit eaten each day is three.

Class Goal: to increase the class average to six servings of Vegetables and Fruit eaten each day.

Ask students to brainstorm how to achieve this goal such as bringing a piece of fruit for recess or including vegetable sticks in their packed lunch. As a class, set a future date when the class can review its progress.