

## 10. Healthy Living Grade 5 Activities

<b>Healthy Eating Overall Expectation</b> Analyse information that has an impact on healthy eating practices (e.g., food labels, food guides, care-of teeth brochures)		
Specific Expectations	Activities	Learning Concepts
<b>Explain the purpose and function of calories and the major food nutrients.</b>	1. Canada's Food Guide Review 2. Six Kinds of Nutrients (Performance Assessment) 3. Input/Output 4. Nutrient Scavenger Hunt 5. Healthy Eating Wheel of Fortune 6. Where's the Water? 7. Energy Nutrient Experiment 8. Fibre Find Activity	<ul style="list-style-type: none"> <li>Calories</li> <li>Nutrients: carbohydrate (including fibre), protein, fat, water, vitamins, and minerals.</li> </ul>
<b>Identify critical content information on food labels (e.g., ingredients, Calories, additives, fat content).</b>	9. What Do Food Labels Tell Us? 10. A Look at Labels (Performance Assessment) 11. Nutrition Label Match Game	<ul style="list-style-type: none"> <li>Information found on food labels.</li> <li>Importance of reading food labels to choose foods for healthy eating</li> </ul>
<b>Describe the influence of the media on body image (e.g., shape and size).</b>	12. Your Secret Recipe 13. Let's Have a Look (Performance Assessment) 14. Ads and Us 15. A Closer Look at Magazines 16. Magazine Ad Analysis	<ul style="list-style-type: none"> <li>Definition of body image and self-esteem.</li> <li>How media influences attitudes about body image</li> <li>Advertising techniques</li> </ul>

<p><b>Explain how changes in our bodies sometimes affect our eating habits (e.g., increased appetite during growth spurts).</b></p>	<p>17. Understanding Growth (Performance Assessment) 18. How Do I Look?</p>	<ul style="list-style-type: none"> <li>• Increased energy needs due to age, body size, growth, activity, etc.</li> </ul>
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# Specific Expectation

## Explain the purpose and function of calories and the major food nutrients.

### 1. Canada's Food Guide Review

Explain to students that Canada's Food Guide is used for planning a balanced diet (see Background Information). Since each food group provides different nutrients, it is important to eat a variety of foods from all of the food groups daily. For more information, refer to the booklet *Eating Well with Canada's Food Guide-A Resource Guide for Educators and Communicators*.

### 2. Six Kinds Of Nutrients (Performance Assessment)

Write the word "NUTRIENT" on the blackboard and ask students to discuss what they think it means. Ask one student to find the definition in the dictionary. Distribute the *Six Kinds of Nutrients* activity sheet. Have students complete the handout. Discuss the six kinds of nutrients that are important for growth and health: carbohydrates, fat, protein, vitamins, minerals and water. Discuss their functions and food sources (see Background Information).

### 3. Input/Output

Food provides our bodies with nutrients and energy. Discuss the importance of energy provided by foods - energy enables our bodies to walk, run, swim, and do all of the other things that we do. Explain that energy is measured in what is known as calories (see Background Information).

Ask students to collect pictures from magazines and newspapers that demonstrate the energy 'input/output' concept. This involves demonstrating the fact that energy from foods is needed for our bodies to be able to perform daily functions and activities. For example, the input part could show different types of foods while the output part could show things like sleeping, playing, learning, etc.

### 4. Nutrient Scavenger Hunt

At home, have students look for foods from the four food groups that are sources of the six kinds of nutrients: carbohydrate, fat, protein, vitamins, minerals, and water. Have students use Canada's Food Guide and the *Six Kinds of Nutrients* activity sheet as a guide. Encourage students to be unique and to choose foods that are not listed on the handout. Have students report their findings back to the class. Some information they can report on are:

- name of the food
- name of the food group
- what kind of nutrient(s) the food contains
- why the food is important for their body
- why the student chose this food

## 5. Healthy Eating Wheel Of Fortune

Divide the students into four teams representing each of the four food groups. Have team members come up with names of foods from their food group and corresponding clues (e.g., this food is green; this food contains various vitamins and minerals; this food can be found fresh or frozen, but not usually canned – answer: b r o c c o l i). Each team must develop clues about food groups and nutrients and write the food names and clues on index cards. See some examples of clues on the *Healthy Eating Wheel of Fortune* clue sheet.

One member from each team is chosen to give the clues and another to reveal the letters on the blackboard. Each team takes turns leading the other teams through the game. A member of the leading team reads out their clue first. The remaining three teams take turns rolling a die to guess one letter at a time. If the letter is guessed correctly, that letter is revealed and the team receives the point value on the die. The team then receives one chance to guess the mystery word. If the letter guessed is incorrect, the wrong letter is written at the top of the blackboard and no points are awarded. Play proceeds to the next team even after a correct letter guess. Once the word is guessed, another food group team takes the lead and begins play with one of their words and clues. The game ends when all food group teams have used their clues.

## 6. Where's The Water?

Cut a vegetable (e.g., cucumber, tomato) and observe the fluid or water that leaves the vegetable. Place the raw vegetable in a glass jar and seal it with plastic wrap. Leave for 1-2 days and observe the water droplets inside the jar. Discuss where the water came from.

Emphasize to the students that most people don't drink enough water. Ask students to bring reusable water bottles from home. Have students design and attach labels that clearly indicate one health-related benefit of drinking water, e.g., replenishes lost fluids, quenches my thirst, etc.

## 7. Experiment: Testing For Fat

Set up a fat finder lab in the classroom. Encourage class and student participation where possible. For example, assign students to record the results and to read the instructions. You may want to make a copy of the *Experiment: Testing for Fat* direction sheet for each student to follow as the assigned student/teacher completes the experiment. (See the Background Information for further information about the different types of fat).

## 8. Fibre Find Activity

Discuss with students the importance of eating foods high in dietary fibre (see the Background Information). Divide the students into small groups. Copy and distribute the *Fibre Find* activity sheet to each group.

### Answers to Fibre Find Activities:

Activity A: strawberries, baked potato, samosas, popcorn, oatmeal, peas, mango, broccoli, orange, raisins, carrot, red beans

Activity B: Ask a student from each group to share their additional Fibre Finds with the class. Write each item on the blackboard. For each food item, ask the class if they agree or disagree with the food being classed as a Fibre Find.

## Specific Expectation

**Identify critical content information on food labels (e.g., ingredients, calories, additives, fat content).**

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### 9. What Do Food Labels Tell Us?

The term ‘food label’ refers to all the information on a food package. Present the *Sample Food Package* as an overhead or as a handout. Discuss the information presented on a typical food package and explain the meaning of terms like the Best Before Date, Ingredient List, etc. Also, explain that a food package may provide nutrition information in three different places – an Ingredient List; a Nutrition Facts table; and in a Nutrition or Health Claim (See Background Information).

Cereal boxes make excellent samples to use when discussing food labels. Ask students to bring in empty cereal boxes from home. Distribute copies of the *Food Labels* activity sheet and ask students to find the relevant information to complete the activity.

### 10. A Look At Labels (Performance Assessment)

Distribute copies of the *Nutrition Facts* table. Use this handout to note key information points about the listed terms to the students (see Background Information).

Distribute food packages collected from a variety of different food products. Have the students find the *Nutrition Facts* table. Discuss how the information can be used when making food choices. Students, in pairs, can exchange similar food packages and compare the nutrition information presented (e.g., two boxes of crackers).

Learning how to read food labels can help students make healthier food choices. Distribute copies of the *A Look at Labels* activity sheet. After the students have completed it, take up the questions and discuss.

### 11. Nutrition Label Match Game

Make enough copies of the *Nutrition Label Match Game* master sheets to supply small teams (four to six students) with one copy each. Cut each sheet along the lines so that each term and definition is on a separate piece of paper. Divide the class into small teams, each team sitting around a table or a group of desks together. Place one set of mixed up terms and definitions in the centre of each team. Instruct the students to match each term with the correct definition as quickly as possible. The first team that completes the matching will read out their matching choices. If they have a wrong match another team has the opportunity to state the correct answer and continue with the answers.

## Specific Expectation

**Describe the influence of the media on body image (e.g., shape and size).**

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### 12. Your Secret Recipe

Distribute the *Your Secret Recipe* activity sheets. Explain to the students that they will be creating a recipe on ‘how to feel good about yourself’. See the sample that follows. Divide students into small groups to develop a secret recipe together. Have each group share its secret recipe with the rest of the class. Using one ingredient and method step from each group, have the students create a secret recipe for the entire class.

**Name of Recipe:** Feeling Great

**Ingredients:**

- 5 good belly laughs
- 3 cups of spending time with my family
- 1 afternoon at the park shared with friends
- 1 good deed to make someone else feel good
- 5 positive thoughts about me (e.g., I am a good listener, I like to draw and I am a good helper)

**Method:**

1. Enjoy 1 afternoon at the park shared with friends and add 5 good belly laughs.
2. Combine 3 cups of spending time with my family with 1 good deed to make someone else feel good.
3. Finish with 5 positive thoughts about me.
4. Add more good belly laughs to taste.
5. Serve with a smile.

### 13. Let’s Have A Look (Performance Assessment)

Read the definition of body image:

Body image is a person’s perception of their body size, shape, and attractiveness. It also includes a person’s attitudes and feelings about their body and how they think others see them. Body image is a part of self-esteem

As a class, have students brainstorm their own definitions of positive and/or negative body images.

Hand out a copy of the *Let’s Have a Look* activity sheet to each student. Have each student use magazines to identify products or ads that relate to the questions listed. Discuss the students’ discoveries with the class. Some other questions and points to consider:

- Which products or ads made students feel good about themselves? Which ones did not? Stress the importance of doing, feeling, and saying things that make one feel good about oneself.
- How are women portrayed in commercial ads? Remind students that the people seen in magazines all seem tall, thin or muscular and fashionable, but this is not a realistic goal. In most cases, they are not at a healthy weight for their height – they do not represent an average body shape or size (see Background Information).

#### **14. Ads And Us**

Have a class discussion about the influence of advertising in our lives (see Background Information). How do marketing and advertising techniques and strategies affect what we buy, what we eat and how we think we should look? Distribute the *Ads and Us* activity sheet. This can be an in-class or take-home activity.

#### **15. A Closer Look At Magazines**

Ask students to bring in magazines from home. Have each student go through a magazine and complete the *Closer Look At Magazines* activity sheet. Afterwards, discuss the questions in small groups or as a class.

#### **16. Magazine Ad Analysis**

After completing the *Closer Look At Magazines* activity, have students choose one advertisement that they like from their magazine. Distribute copies of the *Magazine Ad Analysis* activity sheet for students to complete in class or as a take home activity.

## Specific Expectation

**Explain how changes in our bodies sometimes affect our eating habits (e.g., increased appetite during growth spurts).**

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### 17. Understanding Growth (**Performance Assessment**)

Have a class discussion about the normal growth and body changes that occur in the pre-adolescent and adolescent years (see Background Information). It is essential for pre-adolescent children and adolescents to eat adequate amounts of a variety of foods to prepare for the rapid growth that they are, or soon will be, experiencing.

Distribute copies of the *Understanding Growth* crossword puzzle and ask students to complete the puzzles independently. Go over the completed puzzles as a class and encourage students to ask about information that they do not know.

### 18. **How Do I Look?**

Distribute the *How Do I Look?* question sheet and ask the students to answer the questions. Use the questions on the sheet to stimulate discussion with students. Some sample discussion points are listed below.

**1. If boys and girls your age think they are getting fat, they should go on a weight loss diet.**

**FALSE** – It is not appropriate for growing children and teens to follow a weight loss diet. The best approach is a healthy eating, active living, and non-dieting approach throughout the life span.

**2. Most girls and boys your age should have the same body shapes as magazine models.**

**FALSE** – Today’s advertisers go to huge lengths to sell products and to convince people that their bodies are never good enough. Female models are typically tall, thin, young, white and appear ‘perfect’. More and more, male models are lean, very muscular and equally ‘perfect’ in their appearance. Nobody looks that ‘perfect’ naturally - not even the models themselves

**3. People all over the world prefer to be tall and thin.**

**FALSE** – In Canada, many people prefer tall, thin body shapes for women and tall, muscular shapes for men. However, in other countries people may prefer to be shorter, heavier, or less muscular. A tall, muscular man may be seen as handsome in Canada, but clumsy and bulky in another country.

**4. It is healthy for boys and girls your age to eat when they are hungry.**

**TRUE** – Because you are beginning to grow rapidly, your body needs more energy than when you were younger. You get this energy from the calories in the food that you eat. If you do not eat enough calories, it may slow or even stop your growth.

**5. Some boys and girls your age are uncomfortable with the way some parts of their bodies' look.**

**TRUE** – During the childhood and teenage years, each person's body grows differently. This is because your body is like a computer that runs on its own growth program. You inherited most of your growth program from your parents, like your height, body shape, eye and hair colour. Also, girls and boys tend to have different growth programs. The rapid rate of growth that changes us from children into adults is called a growth spurt. The growth spurt for girls begins around age 9 and for boys around age 12. It is normal to be uncomfortable during such a rapid time of body changes.