

# **Nutrition Resource Kits**

## **Grade Two – Lesson Plans**

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## Introduction

This Nutrition Resource Kit is designed for Grade 2. The manual is a curriculum-based tool that is divided into sections that promote healthy living, following the Alberta Education Health and Life Skills Curriculum. Each section includes: Background Information for Teachers, References, and Student Activities. Also included is basic information on Canada's Food Guide, which provides a review of material covered in primary grades, as well as a knowledge base for material to be covered in intermediate grades.

The purpose of this manual is to promote and teach a healthy lifestyle. There are three major components of a healthy lifestyle: eating well, positive body image and being physically active. A combination of these could prevent many adverse health effects and even some diseases. Healthy eating, physical activity and a positive body image should be encouraged early in life to develop lifelong commitments to health. Learning to make and enjoy healthy food selections early in life can greatly impact long-term health.

Alberta Health Services has developed a comprehensive list of provincial resources that have been approved for use in schools across Alberta. To receive this School Nutrition Education Resource List please email the Alberta Health Services Nutrition Education Resource Team at: [nutritionresources@albertahealthservices.ca](mailto:nutritionresources@albertahealthservices.ca). The Nutrition Education Resource team can also provide more information on the nutrition services available to schools and answer any questions regarding school resources.

## Outcome Objectives<sup>1</sup>

### Students will be able to

- W – 2.1 Describe the effects of combining healthy eating and physical activity.
- W – 2.2 Examine the need for positive health habits.
- W – 2.3 Demonstrate appreciation for own body.
- W – 2.4 Describe personal body image.
- W – 2.5 Classify foods according to *Eating Well with Canada's Food Guide*, and apply knowledge of food groups to plan for appropriate meals and snacks.
- R – 2.5 Demonstrate ways to show appreciation to friends and others.
- R – 2.6 Develop strategies to show respect for others.
- R – 2.8 Recognize and value strengths and talents that members bring to a group.
- L – 2.5 Recognize, acknowledge and respect that individuals have similar and different interests, strengths and skills.

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<sup>1</sup> Alberta Education. (2002). K-9 Health and Life Skills Outcomes.

## Background Information for Teachers: Nutrition

### Canada's Food Guide

Healthy eating is a very important part of a healthy lifestyle. *Eating Well with Canada's Food Guide* is the tool used to teach healthy eating patterns and practices.

Canada's Food Guide provides an easy framework for healthy eating through the use of a colourful rainbow used to demonstrate the four food groups (Vegetables and Fruit, Grain Products, Milk and Alternatives and Meat and Alternatives). Just as different colours make up a rainbow, different food groups are the basis for healthy eating. Healthy eating is the overall pattern of foods eaten, and not only one food, one meal or one day's meals.

Canada's Food Guide describes both the **amount** (quantity) and **type** (quality) of food people need as part of a healthy eating pattern. The eating pattern provided by Canada's Food Guide promotes overall health by ensuring that nutrient needs are met each day, and by helping reduce the risk of obesity and other nutrition related diseases.

#### Amount:

Canada's Food Guide is divided into categories that provide age and gender specific recommendations on the amount of food that should be eaten from each food group each day. Table 1 below provides the recommended number of food guide servings required from each food group for children from 4 years to 8 years of age.

**Table 1:** Number of Food Guide Servings

	<b>Vegetables and Fruit</b>	<b>Grain Products</b>	<b>Milk and Alternatives</b>	<b>Meat and Alternatives</b>
<b>Age 4-8</b>	5	4	2	1

Note: Canada's Food Guide provides examples of what counts as one serving size from each food group. The serving size is not intended to necessarily represent what would be eaten in one sitting.

It is also important to include a small amount of unsaturated fat in the diet each day for essential fatty acids. 30-45 mL or 2-3 Tbsp of added oils and fats are part of the eating pattern.

#### Type:

The food guide also provides statements on the types of foods that should be chosen from the four food groups in order to; meet all nutrient needs (i.e. vitamins, minerals and other nutrients), limit energy intake (i.e. limit excess calorie intake), limit sodium (salt) intake, limit fat intake, and limit sugar intake. The following are the quality tips from each food group:

#### **Vegetables and Fruit**

- Eat at least one dark green and one orange vegetable each day
- Choose vegetables and fruit prepared with little or no added fat, sugar or salt
- Have vegetables and fruit more often than juice

### **Grain Products**

- Make at least half of your grain products whole grain each day
- Choose grain products that are low in fat, sugar or salt

### **Milk and Alternatives**

- Drink skim, 1%, or 2% milk each day
- Select lower fat milk alternatives

### **Meat and Alternatives**

- Have meat alternatives such as beans, lentils and tofu often
- Eat at least two Food Guide Servings of fish each week
- Select lean meat and alternatives prepared with little or no added fat or salt

It is important to remember that foods and meals should not be labeled as “good” and “bad”. All foods fit to make an overall healthy eating pattern. As educators, we need to teach children how to eat more of the “**everyday**” foods (foods from the four food groups) and eat the “**sometimes**” foods (foods that do not fit into any of the food groups) in moderation.

**Sometimes foods** include a wide range of items such as: butter, margarine, jam, potato chips, popcorn, chocolate bars, candy, soft drinks, sugary fruit drinks, and condiments like salad dressing and mayonnaise. **Sometimes foods** can be part of a healthy diet when eaten in moderation. **Sometimes foods** should not replace **everyday foods**, which provide the essential nutrients our bodies need to stay healthy. More information on the food groups is provided in the section: Discovering the Food Groups.

Healthy eating is not a single choice, but rather a balance of many choices. Two important concepts to keep in mind when talking about a healthy eating pattern are: **variety** and **balance**!

**Variety** includes not only choosing food from each of the four food groups every day, but also choosing many different foods within each food group.

**Balance** means choosing foods from more than one food group for meals and snacks. The general rule of thumb is to choose food from at least 2 of the 4 food groups for snacks and food from at least 3 of the 4 food groups for meals.

More information about *Eating Well with Canada's Food Guide* is available at:

[http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html)

Please refer to the *Alberta Nutrition Guidelines for Children and Youth* for more information on creating healthy school environments and promoting healthy food choices and healthy attitudes about food. A copy of the *Alberta Nutrition Guidelines for Children and Youth* can be found at:

<http://www.albertahealthservices.ca/2929.asp>

## Discovering the Food Groups

Healthy eating includes eating food from each of the four food groups every day. A good place to start is learning what the four food groups are and what foods fit into each food group.

When discussing the food groups, there will be many foods that do not fit into any of the four food groups. It is important to remember to use terms such as **everyday foods** and **sometimes foods** when discussing these foods. Emphasize that all foods fit into a healthy eating pattern; however some foods should be chosen less often.

### 1. Vegetables and Fruit

The outside and most prominent arc of the food guide rainbow represents the Vegetables and Fruit food group. Being the largest arc of the rainbow is a visual way to emphasize the importance vegetables and fruits play in a healthy eating pattern. Vegetables and fruit come in many forms (fresh, frozen and canned), which should be emphasized.

Vegetables and fruits are usually low in fat and calories, and are the source of many important nutrients, such as vitamins, minerals and fiber.

There are many products with “vegetable” and “fruit” in their names, or written on their packaging. However, many of these products are actually very high in fat, sugar or salt. Examples include candy, fruit jams, fruit drinks that are not labeled 100% juice, or vegetable chips. These products may come up when discussing vegetables and fruit. It is important to reinforce the idea of **variety** and **sometimes food** when discussing these foods.

#### What is One Food Guide Serving?

- 125 mL (½ cup) fresh, frozen or canned vegetables
- 125 mL (½ cup) cooked leafy green vegetables
- 250 mL (1 cup) raw leafy green vegetables
- 125 mL (½ cup) fresh, frozen or canned fruit
- 125 mL (½ cup) 100% fruit juice

### 2. Grain Products

The second most prominent arc in the rainbow represents the Grain Products food group. Relative to some of the other food groups, a large number of servings are recommended from this group. Many different foods fall into the Grain Products category, providing many essential nutrients, therefore **variety** is important to emphasize.

Grain products include all grains, cereals, pasta, rice and products that are made with grain flour (including corn flour)

Choosing more grain products that are whole grain will help increase fiber intake. Whole grain products are made with grains that have not been refined, and therefore contain all nutrients naturally found in the grain, including many essential nutrients needed for health. Grain products that are not whole grain are products that are made with refined grains. This means that they have been processed and are missing parts of the grain, therefore missing some naturally occurring

essential nutrients. Choosing half of your grain products as whole grains will help ensure nutrient needs are met!

#### **What is one Food Guide Serving?**

- 1 slice of bread
- ½ bagel
- ½ pita or tortilla shell
- 125 mL (½ cup) cooked rice, bulgur or quinoa
- 175 mL (¾ cup) hot cereal
- 30 g cold cereal
- 125 mL (½ cup) cooked pasta or couscous

**Hurray For Fibre!** – Dietary fibre is found in plant-based foods such as whole grain breads, cereals, vegetables, fruits, legumes (beans, peas, and lentils), nuts and seeds. Fibre cannot be digested and therefore passes through our digestive system. It helps maintain a healthy digestive tract!

### **3. Milk and Alternatives**

The blue arc in the rainbow represents the Milk and Alternatives food group. Although few Food Guide Servings are recommended from this food group each day, this group provides many key nutrients that are important for developing strong bones, helping with proper growth and development, and helping keep our teeth strong. Calcium is a commonly known nutrient, which is provided along with other essential nutrients from the Milk and Alternatives food group.

The Milk and Alternatives food group includes milk, fortified soy beverage (fortified with Vitamin D and Calcium), canned milk, powdered milk, yogurt and cheese.

#### **What is one Food Guide Serving?**

- 250 mL (1 cup) milk or fortified soy beverage
- 125 mL (½ cup) canned milk
- 175 mL (¾ cup) yogurt or kefir
- 1 ½ oz (50g) cheese

### **4. Meat and Alternatives**

The smallest arc of the food guide rainbow represents the Meat and Alternatives food group. Like the Milk and Alternatives food group, large numbers of servings per day are not recommended. These foods do however provide many key nutrients that are necessary for proper growth and development.

All foods from this group are high in protein; protein is the building block for cell growth and development and helps our bodies fight infections. Fat is also an important component of Meat and Alternatives; it gives us energy and essential vitamins. Red meats are a high source of iron needed for healthy blood. Legumes are high in carbohydrate and fibre.

Healthy tips to follow when choosing foods from the Meat and Alternatives group: Try removing excess fat from beef, pork and chicken. Eat bacon, sausages, bologna, and breaded and fried meat

less often. Enjoy lean cuts of meat and fish. Choose foods like baked beans, split pea soup or lentil casserole.

**What is one Food Guide Serving?**

- 2 ½ oz (75 g) or ½ cup (125 mL) cooked fish, shellfish, poultry, lean meat
- 175 mL (¾ cup) cooked legumes
- 150 g or 175 mL (¾ cup) tofu
- 2 eggs
- 30 mL (2 Tbsp) peanut butter
- 60 mL (¼ cup) shelled nuts and seeds

**Note:** Serving sizes recommended by the Food Guide do not necessarily reflect the amount eaten at a meal or a snack. Children may have more than one serving at a time. For example, one cup (250 mL) of spaghetti, one pita or one hamburger bun each count as two servings of Grain Products. One cup (250 mL) of fruit is equivalent to 2 servings of Vegetables and Fruit.

## Great Start – Eating Breakfast

Research shows that a sound breakfast is a prerequisite for learning.

### Breakfast Is the Most Important Meal of the Day

“Breaking the fast” every morning is the most important thing *everyone* can do for their bodies. By morning, it may be eight hours or longer since eating, and breakfast helps replenish blood glucose levels. Glucose is needed to fuel the brain and give the body energy to function properly. Choosing a variety of foods in the morning can ensure that the body gets all the nutrients it needs and can help improve learning and school performance. Children who come to school hungry are disadvantaged when it comes to learning, getting along with their peers and feeling good about themselves.

- The body needs to replenish its fuel with food to break the overnight fast and keep the body energized.
- Eating breakfast can help you stay attentive and do better at school, work and play.
- Breakfast supplies essential nutrients such as carbohydrates, protein, fiber, calcium, iron, zinc and vitamins A, C, D, B6, riboflavin and folic acid that the body needs to stay healthy. These are found in some typical breakfast foods such as cereal, fresh fruit, and milk and fruit juice. These essential nutrients are almost never made up.
- Skipping breakfast will NOT help control weight because the person usually compensates for the lack of energy with high fat or high caloric meals later in the day.

When children come to school hungry and inadequately nourished, they are:

- Less curious, attentive, physically active and responsive socially;
- More irritable, tired, and anxious;
- Easily distracted, lethargic and often cause disruptions in class and cannot concentrate on their studies.

These characteristics result in poor school performance.

### Variety

Variety means eating many different kinds of foods prepared in different ways. Choosing a variety of foods allows the child to consume a wide variety of nutrients. Variety also means choosing different foods within each food group as the nutrient content of foods within each group varies.

Variety promotes:

- An adequate intake of essential nutrients.
- The use of foods and cuisines enjoyed by different ethnic and cultural groups.
- The positive and pleasurable aspects of eating by exploring a wide range of foods varying in colour, flavour and texture.

## **Breakfast on the Run**

No time for breakfast? No problem! There are many ways you can eat breakfast on the go. Try preparing breakfast the night before and have “fast-breakfast-grabs” to eat on the way to school.

For example: grab single size yogurt and juice, portable fruit such as bananas and apples, whole-wheat bagels and nuts, seeds and raisins.

Why not try something different! Try a non-traditional breakfast in the morning such as leftovers, pizza or spaghetti. These foods can be eaten at any time during the day.

Try to include at least 3, if not 4, of the four food groups from Canada’s Food Guide at every meal.

## Healthy Snacking

Children need many nutrients that can be supplied through many different eating behaviors.

Sometimes there is a misconception that snacking is unhealthy. On the contrary, using foods from the four food groups can make nutritious and delicious snacks. Snacks help children meet their daily needs for nutrients and energy, help them to grow, to think and to stay active at school and at home. Children know when they are hungry and how much they can eat. Encourage children to listen to their bodies and eat only until full, rather than cleaning their plates. Giving children healthy snack ideas and good snack options will help them fuel up on healthy foods.

Aim for snacks that contain foods from the four food groups and that are low in sugar, salt and fat. Try to avoid snacks low in nutrients and high in fat, sugar and/or salt, such as potato chips, nachos, chocolate bars, donuts, candies, fruit roll-ups, bubble gum, fruit-drink crystals and pop. Go for foods packed with the essential nutrients the body needs to grow.

The following are some important points to consider when discussing snacking:

- Include foods from at least 2 food groups to maximize your snack attack!
- When discussing snacks, it is important to emphasize that there are **everyday snacks** and **sometimes snacks**. The **everyday snacks** are those that are made up of food from any of the four food groups, and **sometimes snacks** are snacks that don't fit into any of the four food groups.
- There are great snacks from all four of the food groups!
  - **Vegetables and Fruit** - Unsweetened juice, apple wedges, orange slices, bananas, canned fruit, fruit kabobs, grapefruit, pineapple, carrot, celery, cucumber sticks.
  - **Grain Products** - Whole wheat bread, pitas, crackers, whole grain cereals, granola.
  - **Milk and Alternatives** - Skim milk, 1% milk, 2% milk, yogurt, cheese cubes.
  - **Meat and Alternatives** - Lean meat and poultry slices, hard cooked eggs, peanuts, almonds, trail mix (allergy alert).

## Student Activities: Nutrition

<b>Food Guide Fun</b>	
Objectives of Activity	To have students review Canada’s Food Guide.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Eating Well with Canada’s Food Guide <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html</a></li> <li>• Eating Well with Canada’s Food Guide: A Resource for Educators and Communicators <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html</a></li> <li>• Background information for Teachers: Nutrition</li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• “Food Guide Fun” and “More Food Guide Fun” activity sheets</li> <li>• Pencils, crayons or markers</li> <li>• Homemade Food Guide Poster (depicting the four colours of the food guide rainbow) or a Canada’s Food Guide pamphlet</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Review Canada’s Food Guide with the class. Tell students that foods are grouped together according to the nutrients (things in foods that help us grow and be healthy) they have. We need all these different nutrients from the food groups to keep us healthy and growing.</li> <li>2. Ask students to name the four food groups (Vegetables and Fruit, Grain Products, Milk and Alternatives, Meat and Alternatives). Write the names of the food groups on the board. Remind students that all foods within a certain food group give us the same set of nutrients and that is why they are grouped together. (E.g. Milk and Alternatives give us calcium that is needed for strong bones and teeth.)</li> <li>3. Next, have students name foods that fit into each of the food groups.</li> <li>4. If combination foods such as pizza or a hamburger are mentioned, ask students to think of the different foods that make up that combination food. Then, fit the individual foods into the food guide and have the class identify which food groups are represented.</li> <li>5. Next, name some more foods and ask the students where they would fit into the food guide. (E.g. hot cereal – Grain Products; cheese – Milk and Alternatives; apple – Vegetables and Fruit; nuts – Meat and Alternatives; eggs – Meat and Alternatives; potatoes – Vegetables and Fruit; yogurt – Milk and Alternatives; crackers – Grain Products, etc.)</li> <li>6. Distribute the activity sheets and have students complete them. Ensure that students have the right items crossed out before they start colouring.</li> </ol>

**Answers:**

The following should be crossed out:

**Food Guide Fun:**

Glass of water

Salt

Butter

Wheat puffs

**More Food Guide Fun:**

Apple Pie – too high in sugar and fat to be called a Vegetable and Fruit choice.

Cracker Jacks – although they are made from corn, and plain popcorn is in the Grain Products group, cracker jacks are very high in sugar.

Butter – although made from milk fat, it does not contain enough calcium to include it as a Milk and Alternatives choice. Ice cream is not in this food group either, due to high sugar and/or fat content.

Chocolate Bar- too high in sugar and fat to fit in any food groups.

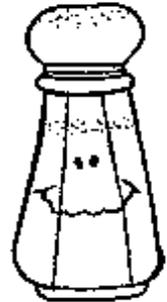
# FOOD GUIDE FUN

Colour the foods that belong to each food group.  
Circle the food that does not belong to each food group.

## VEGETABLES AND FRUIT



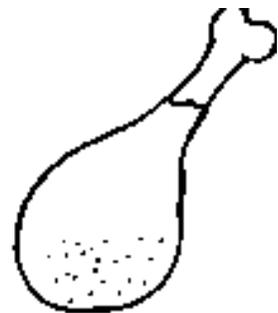
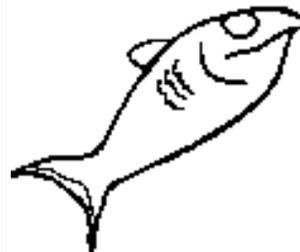
## GRAIN PRODUCTS



## MILK AND ALTERNATIVES



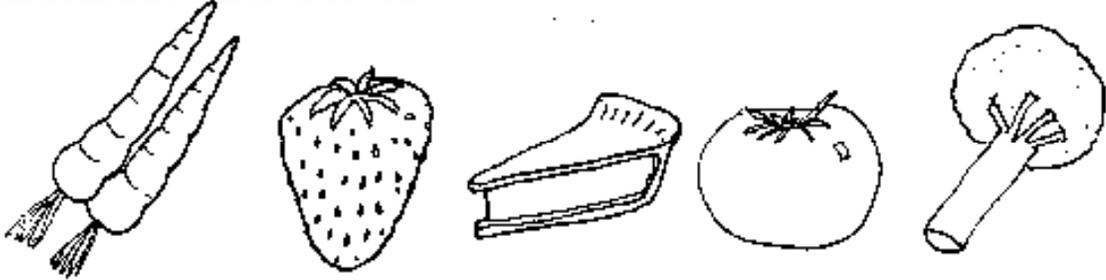
## MEAT AND ALTERNATIVES



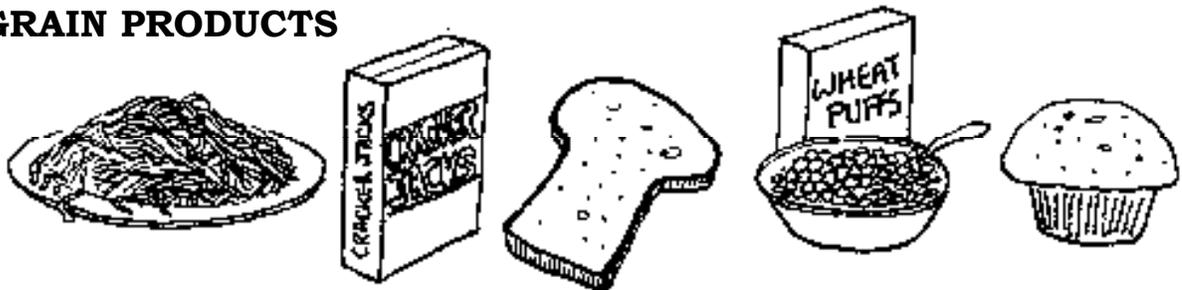
# MORE FOOD GUIDE FUN

Colour the foods that belong to each food group.  
Put an X through the food that does not belong in each food group.

## VEGETABLES AND FRUIT



## GRAIN PRODUCTS



## MILK AND ALTERNATIVES



## MEAT AND ALTERNATIVES



## Food Guide Treasure Hunt

Objectives of Activity	To have students learn how to make balanced meals, keeping Canada’s Food Guide in mind.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Eating Well with Canada’s Food Guide <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html</a></li> <li>• Food Guide Facts – Background for Educators and Communicators <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html</a></li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• Approximately 50-60 pictures of different foods. Be sure to include all four food groups.</li> <li>• Eating Well with Canada’s Food Guide</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Place food pictures throughout the classroom before students arrive. Keep in mind that it is a treasure hunt.</li> <li>2. Distribute copies of Canada’s Food Guide.</li> <li>3. Review Canada’s Food Guide and discuss how and why foods are grouped together.</li> <li>4. Divide the class into teams of 3 to 4 students.</li> <li>5. Tell the class that each team is going on a treasure hunt. Inform the class that food pictures are hidden throughout the classroom and that their mission is to find a healthy meal. Healthy meals are made up from foods in the food guide and should include foods from at least three food group.</li> <li>6. As the students find their “treasures”, they may trade with other teams to complete their healthy meals.</li> <li>7. Once a team has made a healthy meal, ask them to return to their seats.</li> <li>8. When all teams are done, ask each team to describe their meal to the rest of the class. Have students identify the foods represented and where each food fits into Canada’s Food Guide.</li> <li>9. Reinforce the fact that a healthy well balanced meal consists of at least three food groups from Canada’s Food Guide.</li> </ol>

## Bean Bag Toss

Objectives of Activity	To have students review the food groups of Canada's Food Guide.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Eating Well with Canada's Food Guide <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html</a></li> <li>• Food Guide Facts – Background for Educators and Communicators <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html</a></li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• One bean bag</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Have students stand in a circle.</li> <li>2. To begin the game, give one student a bean bag to toss. The first student chosen will start the game by tossing the bean bag to another student in the circle, while calling out a food at the same time. The child who catches the bean bag must identify the food group to which the food belongs.</li> <li>3. The game continues as the catcher tosses the bean bag to another child, calling out a name of a food.</li> <li>4. Variation- the game can be played in reverse, where the child tossing the bean bag calls out a food group and the bean bag catcher must name a food belonging to that food group.</li> </ol>

## Veggie and Fruit Mobile

Objectives of Activity	To have students look at a wide variety of food choices within the Vegetables and Fruit food group.
Teacher Background Information	<ul style="list-style-type: none"> <li>• <a href="http://www.5to10aday.com">www.5to10aday.com</a></li> <li>• <a href="http://www.freggietales.com">www.freggietales.com</a></li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• String</li> <li>• Tacks and/or tape</li> <li>• Styrofoam balls</li> <li>• Pictures of vegetables and fruits (Hand drawn and coloured, or cut out pictures from magazine)</li> <li>• Glue</li> <li>• Construction paper</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Canada's Food Guide tells us we should try to have a variety of vegetables and fruit each day (for the recommended number of servings, see Canada's Food Guide). Vegetables and fruit play a major role in keeping us healthy in the long run (they help keep our heart healthy, may protect us from certain cancers, help keep our eyes and skin healthy, etc.).</li> <li>2. This activity can be completed individually if there are enough materials available, or if materials are limited, have the students work in small groups.</li> <li>3. Ask students to design a veggie and fruit mobile.</li> <li>4. Have them glue their pictures onto construction paper. They can use pictures which are hand drawn and coloured, or cut out pictures from magazines.</li> <li>5. Use the styrofoam ball as the center of the mobile. Attach string of different lengths to the pictures of vegetables and fruits and then attach the string to the ball with tacks or tape. Attach another string in the mobile so that it can be hung up for display.</li> </ol>

## Breakfast Discussion

Objectives of Activity	To have students learn about the importance of having breakfast everyday and learn what a healthy breakfast incorporates.
Teacher Background Information	<ul style="list-style-type: none"> <li>• See Background Information for Teachers: Nutrition</li> <li>• <a href="http://www.breakfastforlearning.ca">www.breakfastforlearning.ca</a></li> </ul>
Material Required	N/A
Instructions	<ol style="list-style-type: none"> <li>1. Ask students if they like to eat breakfast in the morning. Why?</li> <li>2. Discuss why it is important to eat breakfast to break the overnight fast.</li> <li>3. Explain that a complete breakfast includes foods from at least three of the four food groups: Vegetables and Fruit, Grain Products, Milk and Alternatives and Meat and Alternatives.               <p style="margin-left: 40px;">Examples:</p> <ul style="list-style-type: none"> <li>• Peanut butter (Meat and Alternatives), whole wheat bread (Grain Products) and milk (Milk and Alternative)</li> <li>• Cereal (Grain Products) with milk (Milk and Alternatives) and a glass of 100% fruit juice (Vegetables and Fruit)</li> <li>• Breakfast burrito: tortilla wrap (Grain Products), eggs (Meat and Alternatives), salsa (Vegetables and Fruit) and cheese (Milk and Alternatives) and a yogurt (Milk and Alternatives)</li> <li>• French toast (Grain Products), fruit (Vegetables and Fruit) and yogurt (Milk and Alternatives)</li> </ul> <p style="margin-left: 40px;">NOTE: Sensitivity is needed where students' food choices may be limited by home situations</p> </li> <li>4. Discuss examples of breakfasts that contain foods from at least three of the four food groups.</li> <li>5. Ask students to describe the most unusual breakfast they have ever eaten, or describe their favourite breakfast.</li> </ol>

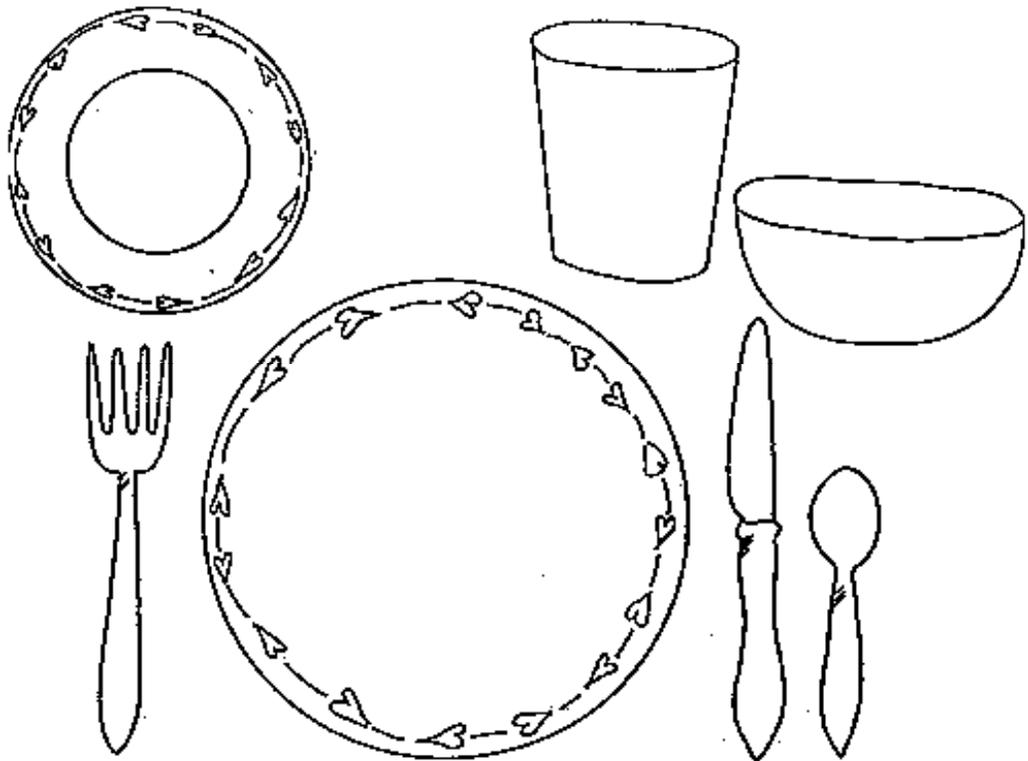
## A Balanced Breakfast

Objectives of Activity	To have students discuss the importance of breakfast, and to encourage them to use their creativity to come up with a variety of breakfast choices.
Teacher Background Information	<ul style="list-style-type: none"> <li>• <a href="http://www.breakfastforlearning.ca">www.breakfastforlearning.ca</a></li> <li>• Eating Well with Canada’s Food Guide <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html</a></li> <li>• Eating Well with Canada’s Food Guide: A Resource for Educators and Communicators <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html</a></li> <li>• See Background Information for Teachers: Nutrition</li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• “A Balanced Breakfast” activity sheet.</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. To complete the handout, students must be familiar with Canada’s Food Guide and that a balanced meal includes at least three food groups.</li> <li>2. Discuss why breakfast is important and how you might feel by recess if you haven’t had breakfast.</li> <li>3. Have the students brainstorm ideas for fun and more unique breakfast ideas. The ideas could be typical breakfast type foods such as cereal or pancakes and fruit, but should also include unusual breakfast ideas such as soup, pizza, chicken salad sandwich, yogurt shakes, etc. Breakfast can be anything, as long as it is nutritious. Write down all the ideas on the board.</li> <li>4. Go through the list and identify the food groups represented, which meals were balanced and which may need to be modified to include more food groups. A good breakfast generally includes at least three food groups.</li> <li>5. Distribute the activity sheet. Ask students to draw a picture of a balanced breakfast that they would enjoy. Assist the children to spell the food items they have drawn and to name the corresponding food groups.</li> </ol>

# A BALANCED BREAKFAST

## A Great Way to Start Your Day!

Draw a picture of a breakfast that includes at least 3 food groups.



My breakfast includes:

FOOD

FOOD GROUP

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## **Eating Breakfast Picture Journal**

Objectives of Activity	To have students explore the idea of having a balanced breakfast everyday.
Teacher Background Information	<ul style="list-style-type: none"><li>• See Background Information for Teachers: Nutrition</li></ul>
Material Required	<ul style="list-style-type: none"><li>• “What I Ate for Breakfast” activity sheet</li></ul>
Instructions	<ol style="list-style-type: none"><li>1. Distribute the activity sheet.</li><li>2. Ask students to keep a picture or written journal of breakfasts they eat for one week.</li><li>3. Each morning, ask students to draw, paste a picture or write what they ate for breakfast in the appropriate box. Then ask them what foods they would need to have with the breakfast to make it more balanced.</li></ol> <p>NOTE: Sensitivity is needed where students’ food choices may be limited by home situations.</p> <ol style="list-style-type: none"><li>4. The basic guideline for planning a breakfast is to choose foods from at least three of the four food groups.</li><li>5. Using pictures of a variety of different foods that can be eaten for breakfast will help students identify that a breakfast food can be almost anything that will give them energy and nutrients.</li></ol>

## What I Ate for Breakfast

1. Draw or write what you had for breakfast.
2. Was your breakfast balanced (contains food from 3 - 4 food groups)? If not, draw or write what you could add to make a more complete breakfast.

<b>Day</b>	<b>What I ate for breakfast</b>	<b>Was this breakfast balanced? How could I make it balanced?</b>
<b>Monday</b>		
<b>Tuesday</b>		
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>		

## Snack in the Box

Objectives of Activity	To have students learn how to make healthy snacks, keeping Canada's Food Guide in mind.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Eating Well with Canada's Food Guide <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html</a></li> <li>• Food Guide Facts – Background for Educators and Communicators <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html</a></li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• Approximately 50-60 pictures of different foods (all four food groups from Canada's Food Guide should be represented)</li> <li>• A box large enough to hold all of the food pictures (decorate with food pictures)</li> <li>• Eating Well with Canada's Food Guide</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Place all food pictures in the box.</li> <li>2. Review Canada's Food Guide if needed. Ensure that students are aware that a healthy snack should ideally consist of at least 2 different food groups.</li> <li>3. Hold the box high to conceal its contents. Ask each student to pick a food picture from the food box and then state the corresponding food group.</li> <li>4. Once each student has picked one food picture repeat the exercise having each student pick a second food picture and again stating the corresponding food group.</li> <li>5. If a student selects the same food group again, have them place the food picture back in the box and draw again until they have two food groups represented.</li> <li>6. Ask the class if the two foods they have chosen would make a healthy snack. Discuss their snacks as a group.</li> </ol>

## **Snack Attack**

Objectives of Activity	To have students practice making healthy snacks.
Teacher Background Information	<ul style="list-style-type: none"><li>• See Background Information for Teachers: Nutrition</li></ul>
Material Required	<ul style="list-style-type: none"><li>• “Snack Attack” activity sheet</li></ul>
Instructions	<ol style="list-style-type: none"><li>1. Provide each student with a copy of the activity sheet.</li><li>2. Ask students to choose foods from the list to plan healthy snacks for the day.</li><li>3. Remind students that healthy balanced snacks should include foods from at least two of the four food groups.</li><li>4. Ask students to plan snacks for:<ul style="list-style-type: none"><li>- Recess</li><li>- After school</li><li>- Before bed</li></ul></li><li>5. Ask students to add any snacks foods they enjoy that are not on the list.</li></ol>

## **Snack Attack!**

### **Snack List**

**Activity:** Choose foods from the list below to make healthy snacks during the day.

Almonds	Hard Boiled Egg	Pita- whole grain
Apple	Kefir	Popcorn-air popped
Apricots	Lettuce	Pudding
Bagel	Luncheon Meat	Raisins
Banana	Melon	Strawberries
Carrots	Milk	Sunflower Seeds
Celery	Muffin- whole grain	Tortilla
Cheddar Cheese	Mushrooms	Tuna
Cherries	Orange	Whole Wheat Bread
Cottage Cheese	Orange Juice	Yellow Pepper
Crackers	Pancakes- whole grain	Yogurt
Cucumber	Peanut Butter	Zucchini

*Hint: Try using two food groups while preparing your snacks*

**For my Recess snack I will eat:**

**For my after school snack I will eat:**

**Before bed I'll snack on:**

**Are there any foods that you like for snacks that are not in the list above? Write them down and add them to your snack ideas.**

<b>What Food Am I?</b>	
Objectives of Activity	To provide an opportunity for students to have fun with the different foods from the four food groups.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> <li>• Pictures of food (gather as many food pictures as there are students)</li> <li>• Pins or tape</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Tell the class that this is a guessing game and that they will be guessing what food they are.</li> <li>2. Students must guess what food they are by asking only “yes”/”no” questions. Students continue to ask questions until they guess what they are.  For example: <ul style="list-style-type: none"> <li>• “Am I a Vegetable?”</li> <li>• “Do you eat me with a spoon?”</li> <li>• “Am I mushy?”</li> <li>• “Am I crunchy?”</li> <li>• “Am I green?”</li> <li>• “Can you smell me?”</li> </ul> </li> <li>3. Pin or tape a food picture onto each student’s back. Make sure they do not peek.</li> <li>4. Play the game until all students have guessed what food they are. Give hints only if needed.</li> </ol>

## Background Information for Teachers: Physical Activity

Physical activity plays an important role in the health, well-being and quality of life of all Canadians, and it is particularly important for children and youth. Healthy habits formed early can last a lifetime. An active lifestyle with **at least 60 minutes** of physical activity a day brings health benefits now, and helps children grow up to become healthy, active adults. Healthy active living requires a ‘whole day’ lifestyle approach, with parents, caregivers and teachers all as primary role models.

### Canadian Physical Activity Guidelines

The Canadian Society for Exercise Physiology (CSEP) released new *Canadian Physical Activity Guidelines* in 2011. The Guidelines describe the amount and types of physical activity that offer substantial health benefits to children, youth, adults and older adults.

#### How much physical activity do children need?

The *Canadian Physical Activity Guidelines* recommend that children aged 5-11 years should accumulate **at least 60 minutes** of moderate- to vigorous- intensity physical activity daily. This should include:

- Vigorous-intensity activities at least three days per week.
- Activities that strengthen muscle and bone at least three days per week.

More physical activity provides greater health benefits.

#### What is moderate to vigorous aerobic activity?

On a scale of 0 to 10 (with 0 being completely at rest and 10 being absolute maximum effort), *moderate-intensity aerobic activity* is a 5 or 6. Kids will breathe harder and their hearts will beat faster. They should be able to talk, but not sing.

Examples of *moderate* physical activity include:

- Walking quickly
- Skating
- Bike riding
- Skateboarding.

*Vigorous-intensity activity* is a 7 or 8. Heart rates will increase even more and children will not be able to say more than a few words without catching a breath.

Examples of *vigorous* activity include:

- Running
- Playing tag
- Jumping rope
- Soccer
- Swimming

### **What are strengthening activities?**

*Muscle-strengthening* activities build up the muscles. Examples of muscle-strengthening for kids include climbing and swinging on playground equipment, playing tug of war, and doing sit ups or modified push ups.

With *bone-strengthening* activities, muscles push against bones helping make them stronger. Examples of bone-strengthening activities include running, walking, hopscotch, and jumping rope.

### **Combining aerobic and strengthening activities**

To achieve health benefits, children need to do both aerobic and strengthening activities. Aerobic activities result in faster breathing, a warmer feeling and an increased heart rate. Strengthening activities build muscles and bones.

### **What are some health benefits of physical activity?**

- Improved health
- Improved fitness
- Stronger bones and healthier muscles
- Better posture and balance
- Stronger heart
- Healthy growth and development
- Increased concentration
- Better academic scores
- Improved self-esteem
- Lower stress
- Opportunities for socializing
- Learn new skills
- Prevention of chronic diseases later in life. Examples include type 2 diabetes and heart disease.

## **Canadian Sedentary Behaviour Guidelines**

CSEP also developed new *Canadian Sedentary Behavior Guidelines* in 2011. These Guidelines provide recommendations for Canadian children on limiting sedentary behaviour in order to reduce health risks. Sedentary behaviours are characterized by little physical movement and low energy expenditure.

Some examples are:

- sitting for long periods of time
- using computers
- playing passive video games
- motorized transportation
- watching television

The *Canadian Sedentary Behaviour Guidelines* state that for health benefits, children aged 5-11 years should:

- Limit recreational screen time to no more than two hours per day.
- Limit sedentary (motorized) transport, extended sitting, and time spent indoors throughout the day.

Scientific evidence has shown a direct connection between increased sedentary time and decreased fitness, poor self-esteem, weak academic performance, obesity and increased aggression.

**The *Canadian Sedentary Behaviour Guidelines* for children aged 5-11 are complementary to the *Canadian Physical Activity Guidelines* for the same age range.** The two Guidelines together can be thought of as a recipe for families, teachers and caregivers to give children the best possible chance to gain health and social benefits.

References:

- The Public Health Agency of Canada:  
www.phac-aspc.gc.ca  
<http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>
- Canadian Physical Activity Guidelines and Canadian Sedentary Behavior Guidelines (CSEP) www.csep.ca  
<http://www.csep.ca/english/view.asp?x=804>

## Student Activities: Physical Activity

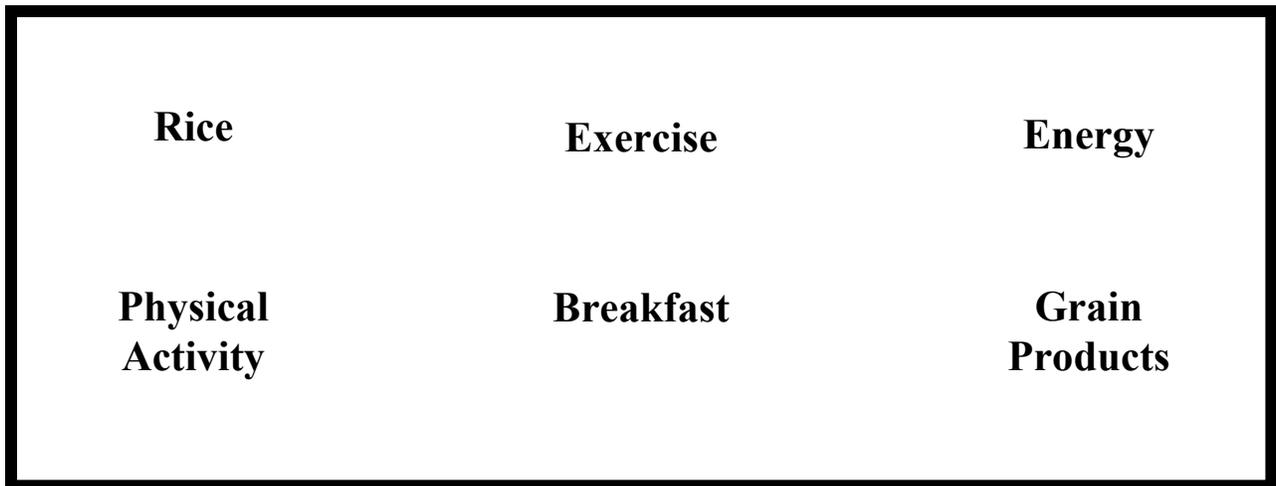
<b>I'm on the Move</b>	
Objectives of Activity	To remind students that regular physical activity and healthy food choices should be part of our daily lives.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Canadian Physical Activity Guidelines for Children 5-11 Years 2011 Scientific Statement <a href="http://www.csep.ca/CMFiles/Guidelines/CanadianPhysicalActivityGuidelinesStatements_E%201.pdf">http://www.csep.ca/CMFiles/Guidelines/CanadianPhysicalActivityGuidelinesStatements_E%201.pdf</a></li> <li>• Canadian Physical Activity Guidelines for Children 5-11 Years <a href="http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheetsComplete-ENG.pdf">http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheetsComplete-ENG.pdf</a></li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• Drawing paper</li> <li>• Pencils, crayons or markers</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. When we are more physically active our bodies may need more fuel (healthy foods).</li> <li>2. Ask students to think of some of their favourite physical activities. Remind students that they can select playtime activities as well as more organized sports and activities.</li> <li>3. Have students stand up and do some of the movements involved in their favourite activity. Ask them to stay in one spot and make sure there is enough room so that others are not touched.  Optional: Ask some students to demo their activity at the front of the class and have other classmates try and guess the activity.</li> <li>4. Ask them to also think of some of their favourite healthy snacks. Have them make pretend movements that would be involved in making and eating the chosen snack.  Optional: Ask some students to demo their snack at the front of the class and have other classmates try and guess the snack.</li> <li>5. Then ask students to return to their seats and draw a picture. Their drawing is to include something about their chosen activity and snack. Have students use their imaginations to think of where they are when they are doing their chosen activity. Would they pack a snack? Are they close to home? At a friend's house?</li> <li>6. Have some of the students volunteer to describe their pictures to the class.</li> </ol>

## Energy to Go

Objectives of Activity	To reinforce to the students that physical activity and healthy eating go hand in hand to keep us healthy and feeling energized.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Canadian Physical Activity Guidelines for Children 5-11 Years 2011 Scientific Statement</li> <li>• <a href="http://www.csep.ca/CMFiles/Guidelines/CanadianPhysicalActivityGuidelinesStatements_E%201.pdf">http://www.csep.ca/CMFiles/Guidelines/CanadianPhysicalActivityGuidelinesStatements_E%201.pdf</a></li> <li>• Canadian Physical Activity Guidelines for Children 5-11 Years</li> <li><a href="http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheetsComplete-ENG.pdf">http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheetsComplete-ENG.pdf</a></li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• “Energy to Go!” activity sheet</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Distribute the activity sheet. Have students complete it individually.</li> <li>2. Discuss the answers as a group. Have students provide and discuss personal examples relating to each question.</li> </ol> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1) Physical activity</li> <li>2) Exercise</li> <li>3) Grain Products</li> <li>4) Rice</li> <li>5) Breakfast</li> <li>6) Energy</li> </ol>

# **ENERGY TO GO!**

1. Examples of \_\_\_\_\_ include running, swimming, skating and soccer.
2. People need to \_\_\_\_\_ to be healthy.
3. \_\_\_\_\_ are a good source of energy, essential nutrients and fibre.
4. Some examples of grain products are bread, cereal, pasta and \_\_\_\_\_.
5. \_\_\_\_\_ is your fuel to start your day.
6. We need \_\_\_\_\_ from foods to perform at our best.



## **Healthy Environment Case Study**

Objectives of Activity	To have students recognize factors that contribute to a healthy lifestyle.
Teacher Background Information	<ul style="list-style-type: none"><li>• See Background Information for Teachers: Nutrition</li></ul>
Material Required	<ul style="list-style-type: none"><li>• “Healthy Environment Case Study” activity sheet</li></ul>
Instructions	<ol style="list-style-type: none"><li>1. Ask students to read through the case study and answer the question provided on the activity sheet.</li><li>2. Discuss the case study with the class.</li></ol>



<b>Timed Relay Race-in the classroom</b>	
Material Required	<ul style="list-style-type: none"> <li>• One bean bag for each row or desks</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. This activity can be played in the classroom; arrange students' desks into rows.</li> <li>2. Each row (desks) of students is one team.</li> <li>3. The first person in the row passes a beanbag over their head to the person behind them.</li> <li>4. Once the last person in the row catches the beanbag, they must walk to the front of the class, touch the wall or blackboard and sit in the first desk.</li> <li>5. The other students all move back one desk while the student walks to the blackboard.</li> <li>6. The first team to sit in their original desks wins.</li> </ol> <p style="text-align: center;">* Start with walking and progress (if possible) to fast walking/running</p>

<b>Healthy Eating Relay</b>	
Material Required	<ul style="list-style-type: none"> <li>• Hula Hoops</li> <li>• Bags filled with paper; on each paper there will be a question about healthy eating or a statement on physical activity. For example, it may say “do ten jumping jacks” or “name three green vegetables”</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Divide students into teams.</li> <li>2. Set up a hula-hoop in line with each team a fair distance away from the starting point; put the bag filled with paper in the middle of each hula-hoop.</li> <li>3. The first student in each team will run to the hula-hoop and they will then choose a piece of paper out of a bag. The paper will tell them what to do.</li> <li>4. The student will complete their task and then run back and tag the next team member.</li> <li>5. The first team with all members to finish must sit down at the starting line.</li> </ol>

**Student Activities: Other Health Topics**

<b>Special Me</b>	
Objectives of Activity	To have students gain an understanding of the concept of body image and learn to accept and appreciate their own bodies.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Dietitians of Canada – Positive Body Image  <a href="http://www.dietitians.ca/Your-Health/Nutrition-A-Z/Body-Image.aspx?categoryID=5">http://www.dietitians.ca/Your-Health/Nutrition-A-Z/Body-Image.aspx?categoryID=5</a></li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• “Special Me” activity sheet</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Begin by describing body image as the way we think and feel about our bodies and how we view our own physical appearances as well as the physical appearance of others. It is important for students to recognize and accept that we are all unique and have varying shapes and sizes. We all grow and develop in our own special ways.</li> <li>2. Distribute copies of the “Special Me” activity sheet and ask students to complete them independently.</li> <li>3. Discuss the results as a group.</li> </ol>

# SPECIAL ME

To me body image is \_\_\_\_\_

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I feel really good about myself when:

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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## Interests and Talents – A Reflection of You

Objectives of Activity	To have students identify possible special interests and skills of others and do charades to have others guess what they are role-playing.
Instructions	<ol style="list-style-type: none"> <li>1. Have a class discussion about how we all have our own set of interests and skills. Our interests and skills are a reflection of our natural special talents and things we really like to do. These interests and skills make people unique. Having special interests keeps life exciting and interesting.</li> <li>2. Ask the students to name various interests and skills that people have. Some examples to help get them started could include singing, playing a certain sport, reading, dancing, art, being a good friend, math, being a helper, listening to others, running, etc.</li> <li>3. Now ask students to close their eyes and think of a special interest or talent that someone could have, but do not say the idea out loud.</li> <li>4. Ask for student volunteers to act out the special interest or talent for the class.</li> <li>5. Other class members must guess what the special interest or talent is.</li> </ol>

## We Are a Team

Objectives of Activity	To have students discover the similarities and differences between their group members as well as the benefits and gifts unique to each group member.
Instructions	<ol style="list-style-type: none"> <li>1. Divide the class into teams of four or five students.</li> <li>2. Ask teams to make a list of things the team members have in common. Prompts include family life, clothing, ethnicity, sports, likes and dislikes, homes.</li> <li>3. Next, ask teams to identify one strength and/or skill of each member of the group.</li> <li>4. Direct teams to list all these strengths/skills and think of something that the team would do well at working together (i.e. writing a song, surviving on a deserted island, building a go-cart, making a hallway display, designing and building a tree fort, having a lemonade and cookie stand, etc.).</li> <li>5. Have teams report back to the entire class.</li> </ol>

## Friendly-Grams

Objectives of Activity	To have students write anonymous friendly-grams to other students in the class.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> <li>• “Friendly-Gram” activity sheet</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Ask students to think of one positive thing about each person in the class (or, divide into groups and write one positive thing about each person in the group). An easy way to start is to have students complete the sentence “I like you because...” for each person.</li> <li>2. Remind students that their messages will be anonymous and that they are not to discuss or share their ideas.</li> <li>3. Hand out copies of the “Friendly-Gram” forms.</li> <li>4. Ask students to complete them and address them. You (and an adult helper if available) may need to help with spelling as needed.</li> <li>5. Ask students to place their friendly-grams in a designated box, hat, or container.</li> <li>6. Tell students that this activity will continue the next day.</li> <li>7. Privately, have a quick review to ensure all messages are positive and friendly. Remove any messages that you feel may be questionable.</li> <li>8. Put all of the friendly-grams back into the box, hat, or container.</li> <li>9. Have students draw some examples from the box, read them, and deliver them to the correct students.</li> <li>10. Continue until all the friendly-grams are distributed. Ensure that all students receive equal numbers of friendly-grams.</li> </ol>

# Friendly-Grams

Friendly-Gram



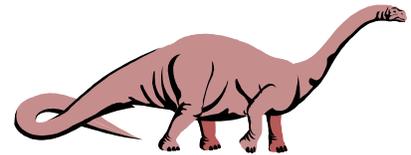
Friendly-Gram



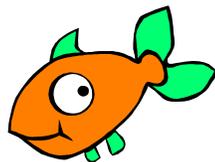
Friendly-Gram



Friendly-Gram



Friendly-Gram



Friendly-Gram

