

# **Nutrition Resource Kits**

**Grade Three – Lesson Plans**

# Grade Three - Lesson Plans

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## Introduction

This Nutrition Resource Kit is designed for Grade 3. 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 – 3.1** Analyze the factors that affect choices for physical activity.
- W – 3.2** Improve and practice positive health habits.
- W – 3.3** Examine that individuals grow through similar stages of development at different rates and at different times.
- W – 3.4** Recognize factors that influence unique body characteristics.
- W – 3.5** Apply guidelines from *Eating Well with Canada's Good Guide* to individual nutritional circumstances.
- R – 3.1** Recognize the effects of sharing positive feelings on self and others.

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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. 2-3 Tbsp or 30-45 mL 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, less attentive, less physically active and less 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>Meal Planning with Canada's Food Guide</b>	
Objectives of Activity	To have students demonstrate their knowledge of Canada's Food Guide by planning meals for a variety of situations.
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> </ul>
Material Required	<ul style="list-style-type: none"> <li>• Eating Well with Canada's Food Guide</li> </ul>
Instructions	<p>1. Introduce this activity with a discussion of Canada's Food Guide as a meal planning tool. Canada's Food Guide applies to everyone even though our nutritional needs and food choices vary. Points to discuss:</p> <ul style="list-style-type: none"> <li>• Canada's Food Guide applies to individuals 2 years of age and older.</li> </ul> <p style="padding-left: 40px;">Does anyone have a young brother, sister, cousin, or neighbor that they eat meals with? How much do younger children eat compared to school-aged children and adults? (Younger children may eat half a serving at a time.)</p> <ul style="list-style-type: none"> <li>• Canada's Food Guide is intended to meet the needs of a variety of individuals. The recommended numbers of servings are different for males and females based on age. For example, recommended intake of Grain Products for girls and boys aged 4-8 years old is 5 servings per day.</li> </ul> <p style="padding-left: 40px;">Does anyone have a teenage brother? How much do students eat compared to most male teenagers? How many servings are recommended for male teenagers? (Male teenagers tend to eat more because they are growing rapidly.)</p> <ul style="list-style-type: none"> <li>• Athletes and individuals that do a lot of hard physical work generally need more food for energy. Think of a lumberjack compared to someone who sits at a computer all day long. Who do you think would need more food? Active individuals who need more food should choose extra servings from the four food groups.</li> <li>• Think of various ethnic groups and various foods that are common to their cultures. For example, think of various foods in the Grain Products group. Rice is a staple in Asia; pasta (made from wheat) is a very common in Italy; bannock (made from wheat flour) is a traditional food of Aboriginal Canadians; rye bread is common in northern European countries; most</li> </ul>

Canadian bread is made from wheat, etc.

- Acknowledge that sometimes individuals cannot eat all foods (e.g. because of an allergy to milk or wheat). Foods then need to be adjusted to ensure that missing nutrients are included.
2. For the meal planning activity, divide students into small working groups of 3 – 4 students.
  3. Each group must plan a meal for one of the situations described below. Remind groups that they must use Canada’s Food Guide as their meal planning guide. All four food groups must be included in their meal.
  4. Assign each student group one of the following situations. Use each situation more than once to demonstrate variety in food selections:
    - This group is going on an overnight campout. What will they have for supper?
    - This group is going on an early fieldtrip and they need breakfast. What will they have?
    - This group is planning lunch at the beach. What will they bring?
    - This group is going on a bus trip. What will they have for lunch?
  5. Have each group report to the class. Each group should describe their situation, their food choices for the meal and things they considered when planning their meals.

## Grocery Bag Game

Objectives of Activity	To have students practice grocery shopping for foods to make a balanced meal.
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>• Healthy Eating is in Store for You – Virtual Grocery Store <a href="http://www.healthyeatingisinstore.ca">www.healthyeatingisinstore.ca</a></li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• Clean and dry food containers, cartons and cans. (These could be requested from parents or obtained from various sources.)</li> <li>• Food pictures to supplement food containers (Ensure all food groups are represented.)</li> <li>• One shopping bag per person. You may have students shop in groups, and would then need one bag per group.</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Set up the food cartons and/or food pictures so that the classroom resembles a grocery store. You may wish to design signs to hang from the ceiling indicating the typical grocery store aisles or sections. For example produce and the meat aisles.</li> <li>2. Each shopper receives a shopping bag.</li> <li>3. Inform students that they will be shopping for foods they would like their family to have for supper. Allow students time to think about what foods they would like to shop for. Once each student has a rough idea of what they would like to shop for, get the students to start shopping.</li> <li>4. Emphasize that a well-balanced meal is a meal that consists of all four food groups from Canada’s Food Guide.</li> <li>5. Once students have completed the grocery shopping, have students empty their bags and categorize their purchases into each of the four food groups. As needed, help students categorize combination foods that include more than one food group such as pizza, stew or soup.</li> <li>6. Assist students as necessary to ensure that their supper includes all four food groups. If a food group is missing, ask them to go back to the store and obtain missing food groups.</li> <li>7. Ask some of the shoppers to share examples of what they have purchased for supper. Ask the class to verify if all the food groups are included.</li> </ol>

## Snack Attack

Objectives of Activity	To have students practice making healthy snacks.
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>• Alberta Nutrition Guidelines for Children and Youth <a href="http://www.healthyalberta.com/HealthyEating/ANGCY.html">http://www.healthyalberta.com/HealthyEating/ANGCY.html</a></li> <li>• See Background Information for Teachers- Nutrition</li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• Pictures of snack foods from all four food groups</li> <li>• “Snack Attack” activity sheet</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Review the concept of snacking with the class. Children need snacks. Snacks help us meet our daily nutrition needs. Choosing snacks wisely means selecting foods from Canada’s Food Guide. (For more detailed information on snacks refer to the Background Information for Teachers).</li> <li>2. Using the food pictures, ask a few students to come to the front of the class and make a healthy snack. Remind students that healthy balanced snacks should include foods from at least two of the four food groups.</li> <li>3. Have the class evaluate the snacks and identify which of the snacks are healthy and balanced.</li> <li>4. Then provide each student with a copy of the “Snack Attack” activity sheet.</li> <li>5. Ask students to choose foods from the list to plan healthy snacks for the day:             <ul style="list-style-type: none"> <li>- Recess</li> <li>- After school</li> <li>- Before bed</li> </ul> </li> <li>6. Ask students to add any snacks foods they enjoy that are not on the list. Ensure that the snacks added are healthy snacks that fit into one of the food groups.</li> </ol> <p><u>Optional:</u> SNACK OF THE WEEK- Have students take turns bringing healthy snacks for each day of the week.</p>

## Snack Attack Snack List

Activity: Choose foods from the list below to make healthy snacks during the day. Add any of your own healthy snack ideas in the blank boxes.

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:**

## Vegetables and Fruit Guessing Game

Objectives of Activity	To have students become familiar with different vegetables and fruit by having them guess what vegetable or fruit is being described.																																				
Teacher Background Information	<ul style="list-style-type: none"> <li>Vegetables and Fruit Information  <a href="http://www.5to10aday.com">http://www.5to10aday.com</a> </li> </ul>																																				
Material Required	N/A																																				
Instructions	<ol style="list-style-type: none"> <li>The teacher will think of a vegetable or fruit the students have to identify. Students will take turns asking the teacher questions that have a “yes” or “no” answer about the vegetable or fruit they are trying to identify.</li> <li>Prompt questions for the game by asking students to think about things to ask about such as: <ul style="list-style-type: none"> <li>Colour (Is it red? Is it green? is it purple? etc.)</li> <li>Shape (Is it round? Is it shaped like a cylinder? etc.)</li> <li>Texture (Is it crunchy when eaten raw? Is it mushy? etc.)</li> <li>Size</li> <li>Where and how it grows (Does it grow in Alberta? Does it grow on a tree? Does it grow underground? etc.)</li> </ul> </li> <li>Each student is to ask one question in turn until the vegetable or fruit is identified.</li> </ol> <p><u>Examples of vegetables and fruit to use in the guessing game:</u></p> <table style="width: 100%; border: none;"> <tr> <td>Carrot</td> <td>Beet</td> <td>Peas</td> </tr> <tr> <td>Apple</td> <td>Beans</td> <td>Oranges</td> </tr> <tr> <td>Eggplant</td> <td>Cranberries</td> <td>Apricots</td> </tr> <tr> <td>Pumpkin</td> <td>Potato</td> <td>Pineapple</td> </tr> <tr> <td>Banana</td> <td>Strawberries</td> <td>Lettuce</td> </tr> <tr> <td>Broccoli</td> <td>Squash</td> <td>Brussel Sprouts</td> </tr> <tr> <td>Raspberries</td> <td>Olives</td> <td>Cauliflower</td> </tr> <tr> <td>Turnip</td> <td>Celery</td> <td>Tomato</td> </tr> <tr> <td>Blueberries</td> <td>Cherries</td> <td>Onions</td> </tr> <tr> <td>Dates</td> <td>Zucchini</td> <td>Cucumber</td> </tr> <tr> <td>Red Peppers</td> <td>Swiss Chard</td> <td>Peaches</td> </tr> <tr> <td>Green Peppers</td> <td>Papaya</td> <td>Figs</td> </tr> </table>	Carrot	Beet	Peas	Apple	Beans	Oranges	Eggplant	Cranberries	Apricots	Pumpkin	Potato	Pineapple	Banana	Strawberries	Lettuce	Broccoli	Squash	Brussel Sprouts	Raspberries	Olives	Cauliflower	Turnip	Celery	Tomato	Blueberries	Cherries	Onions	Dates	Zucchini	Cucumber	Red Peppers	Swiss Chard	Peaches	Green Peppers	Papaya	Figs
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## Breakfast Facts

Objectives of Activity	To get students thinking about breakfast, how important it is and what it means.
Teacher Background Information	<ul style="list-style-type: none"> <li>• See Background Information for Teachers: Nutrition</li> </ul>
Material Required	N/A
Instructions	<ol style="list-style-type: none"> <li>1. Ask students the following questions to get them to start thinking about the importance of breakfast:               <ul style="list-style-type: none"> <li>- What is breakfast?</li> <li>- What are some foods you can eat for breakfast?</li> <li>- How does your body feel when you do not eat breakfast?</li> </ul> </li> <li>2. Ask students if they have ever skipped breakfast, and if so, did they feel any different in the mornings when they did not eat breakfast.</li> <li>3. Discuss reasons why we might skip breakfast.</li> </ol> <p>NOTE: Sensitivity to students home situations may be required when discussing these topics</p> <ol style="list-style-type: none"> <li>4. Facilitate discussion on ideas for those who skip breakfast.               <ul style="list-style-type: none"> <li>- Get up 15 minutes earlier,</li> <li>- Bring a healthy snack to eat in the school yard when arriving to school in the morning,</li> <li>- Join a breakfast program (if available)</li> </ul> </li> <li>5. Have the class brainstorm quick and easy breakfast options. Remember to include at least 3 food groups.</li> </ol>

## **Designer Cereal Box**

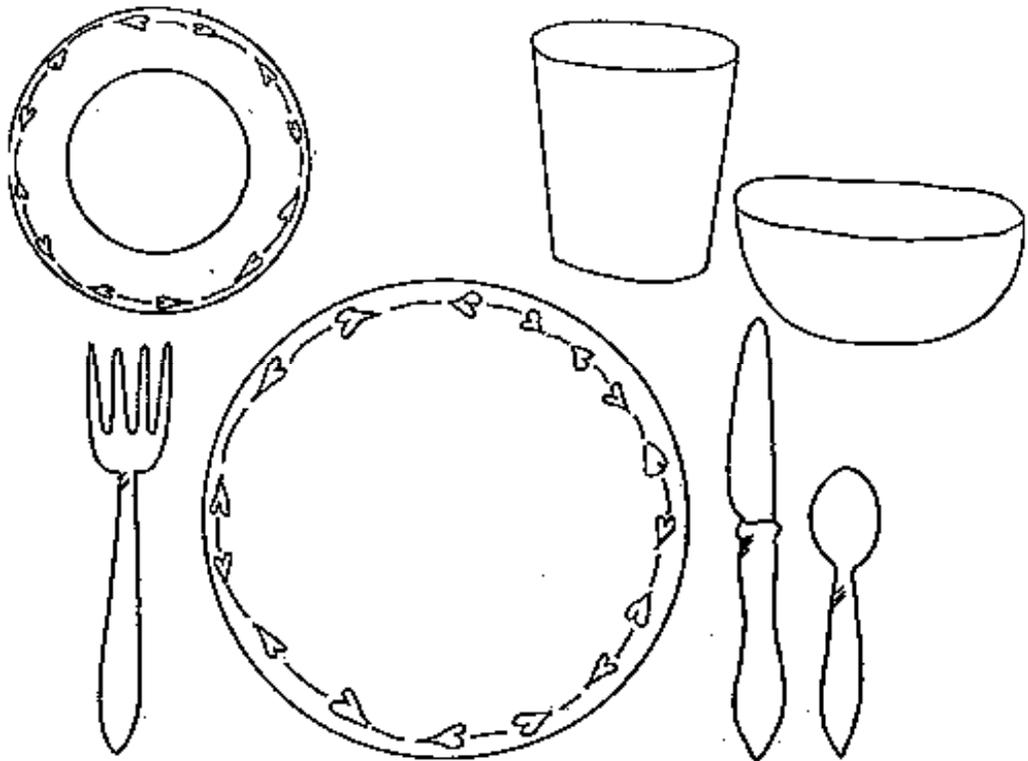
Objectives of Activity	To have students explore the importance of having breakfast everyday.
Teacher Background Information	<ul style="list-style-type: none"><li>• See Background Information for Teachers: Nutrition</li></ul>
Material Required	<ul style="list-style-type: none"><li>• Empty cereal boxes</li><li>• Construction paper</li><li>• Glue</li><li>• Markers or crayons</li></ul>
Instructions	<ol style="list-style-type: none"><li>1. Explain that breakfast is important because it gives you energy to learn, work and play in the morning.</li><li>2. Ask students to design their own cereal box that illustrates how they feel after they eat breakfast. Students can glue construction paper onto the empty cereal boxes and use markers or crayons to draw their designs.</li><li>3. Students can then show their cereal box designs and talk about their own personal breakfast experiences!</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**

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**FOOD GROUP**

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<b>Body Foods</b>	
Objectives of Activity	To have students think about how foods from Canada's Food Guides help our bodies grow.
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>• Markers</li> <li>• Flipchart paper</li> <li>• Canada's Food Guide</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Explain how foods from each of the four food groups help the body grow and be healthy. <ul style="list-style-type: none"> <li>- <b>Vegetables and Fruits:</b> Help our blood, teeth and gums to grow healthy. Keep our insides clean and get rid of the waste that builds up in our bodies. Keep our skin healthy and helps up see in the dark</li> <li>- <b>Grain Products:</b> Give us energy and fuels our brains</li> <li>- <b>Milk and Alternatives:</b> Keep our bones and teeth strong</li> <li>- <b>Meat and Alternatives:</b> Build and repair body tissue, like muscle. Helps us fight off infections and keeps our blood healthy</li> </ul> </li> <li>2. Trace the silhouette of one student. Have each student think of a healthy snack. Ask a student what their snack is and what the food groups are. Talk about why it's important to eat foods from those food groups (above) and then have the student come up and draw one of the body parts. <p style="margin-left: 40px;">For example, Joe's snack was an apple and cheese. The food groups are Milk and Alternatives and Vegetables and Fruit. Milk and alternatives keeps our bones and teeth strong. Joe would then come and draw a body part (teeth, or bones etc).</p> </li> </ol>

## Food Allergy Case Study

Objectives of Activity	To have students become familiar with food allergies.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Children and adults need to be aware of food allergies due to the risk of anaphylaxis. An anaphylactic reaction can develop within seconds of exposure to a food allergen and symptoms may include: itching, hives, swelling of the lips or face, and within moments the throat may begin to close and make breathing very difficult. Symptoms may re-occur up to eight hours after initial exposure to the allergen.</li> <li>• Peanuts are the most common allergen causing anaphylaxis in school-age children, but tree nuts (hazelnuts, cashews, walnuts, and almonds), cow's milk, eggs, wheat, fish and shellfish may also trigger the reaction.</li> <li>• Food allergens can be found in classroom activities such as:             <ul style="list-style-type: none"> <li>• Cookies and candies given as rewards</li> <li>• Birthday treats brought in by students</li> <li>• Art supplies (may be stored in old peanut butter containers)</li> <li>• Buffet style sampling of food</li> <li>• Special occasions e.g. Halloween, Christmas, Valentines Day, etc</li> <li>• Fund-raisers e.g. bake sales, Food Days, etc</li> </ul> </li> </ul> <p>Students' Responsibilities:</p> <ul style="list-style-type: none"> <li>• Be aware of any classmates allergic to foods.</li> <li>• Know which foods are commonly associated with food allergies.</li> <li>• Do not share lunches or trade snacks with classmates with food allergies.</li> <li>• Follow school rules about keeping specific foods out of the classroom and washing hands after touching foods.</li> </ul> <p>Teachers'/Parents' Responsibilities:</p> <ul style="list-style-type: none"> <li>• Have up to date medical information about the child who has food allergies.</li> <li>• Choose allergy-free foods for classroom events and do not give foods as incentives or rewards.</li> <li>• Facilitate communication with other parents.</li> <li>• Follow school policies for reducing risk in classrooms and other areas in the school.</li> </ul> <p><b>For more information:</b></p> <ul style="list-style-type: none"> <li>• Health Canada: <a href="http://www.hc-sc.gc.ca/hl-vs/iyh-vsv/food-aliment/allerg-eng.php">http://www.hc-sc.gc.ca/hl-vs/iyh-vsv/food-aliment/allerg-eng.php</a></li> <li>• Alberta Education: <a href="http://education.alberta.ca/admin/healthandsafety/aair/resources.aspx">http://education.alberta.ca/admin/healthandsafety/aair/resources.aspx</a></li> <li>• <a href="http://www.allergysafecommunities.ca/pages/default.asp">http://www.allergysafecommunities.ca/pages/default.asp</a></li> </ul>

Material Required	<ul style="list-style-type: none"> <li>• “Case Study- Lunch Choices” activity sheet</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. When dealing with food allergies it is important for children to learn not to accept other classmates’ snacks or lunches, due to a possible adverse health reaction. For some students accepting other classmate’s snacks or lunches may cause an allergic reaction that can be life threatening.</li> <li>2. Provide each student with a “Case Study-Lunch Choices” activity sheet. Ask students to read the case study and answer the questions provided.</li> <li>3. Discuss the case study with the class. (The correct answer is 2).</li> </ol>

## Case Study – Lunch Choices

It is lunchtime and Susan, Dave and Angie are sitting together having their homemade lunches. Dave decides he would like to share his granola bar with Angie in exchange for her chocolate milk. Angie has an allergy to peanuts but Dave does not know this. What should Angie do?

1. Suggest that Dave share his lunch with Susan instead of her.
2. Explain to Dave that she cannot share foods because she has an allergy.
3. Decide to take it but only eat half of it.
4. Move to another table without any explanation.

Which answer would be the best decision?

Why is this the best decision?

## 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>

<b>Healthy Environment Case Study</b>	
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> <li>• See Background Information for Teachers: Physical Activity</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> <p>(The correct answer is: Jason is choosing a healthier lifestyle).</p>



## Watch My Moves

Objectives of Activity	To have students recognize that there are different activities that each individual enjoys doing to help keep healthy.
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	N/A
Instructions	<ol style="list-style-type: none"> <li>1. Have a class discussion on the importance of daily physical activity as part of a healthy lifestyle.</li> <li>2. Ask students to close their eyes and to think of some of their favourite physical activities, but to keep their thoughts to themselves.</li> <li>3. One at a time, ask students to volunteer to go to the front of the classroom and act out (like charades) a favourite physical activity.</li> <li>4. The other students guess what physical activity is being acted out.</li> <li>5. Once all the students have taken a turn, have a class discussion on the wide variety of activities we can take part in that help keep us active and healthy.</li> <li>6. Talk about the importance of variety in our daily physical activities. Have students think of various activities that involve different types of movement. Ask them to think of activities that involve arm movement, running, leg movement such as kicking or climbing, stretching or reaching, twisting, etc.</li> <li>7. Ask each student to think of a physical activity that they would someday like to try.</li> <li>8. Then ask what factors are affecting their choice for trying out this particular physical activity.</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>

## Other Topic Activities

<b>And Away We Grow</b>	
Objectives of Activity	To have students recognize that individuals grow and develop at their own unique rate.
Teacher Background Information	<ul style="list-style-type: none"> <li>• About Kid’s Health – search “Well Child Care at 8 Years” <a href="http://www.aboutkidshealth.ca">www.aboutkidshealth.ca</a></li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• Sheets of paper large enough for each student to trace a full-sized outline of their body</li> <li>• Paper and markers or crayons</li> <li>• Magazines</li> <li>• <u>Optional:</u> Pictures of the students as babies or toddlers brought from home</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. To introduce this activity, talk about individual rates of growth. We all grow and develop at our own unique rate.</li> <li>2. Have students work in pairs to trace a full-sized outlines of their bodies on a large piece of paper. Drawing could be done on the floor or against a wall. Have the students complete each other’s outline.</li> <li>3. Ask students to think of foods and activities that help them grow and stay healthy. Also, have them think of special qualities and interests that make them unique. Include pictures or words that reflect these ideas. Pictures can be drawn or cutout of magazines. Use fancy lettering for words and phrases.</li> <li>4. Using the sheet of paper with their body’s outline, have the students make a collage using these pictures.</li> <li>5. Have students think of a catchy title for their creation and date it.</li> <li>6. <u>Optional:</u> Have the students bring in pictures of themselves at various ages (e.g. pictures at various birthdays) and then play a guessing game as to who’s who.</li> </ol>

## You're In the News!

Objectives of Activity	To have students recognize that each individual has their own way of keeping healthy and happy.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> <li>• Notepad and pencil for each group</li> <li>• Optional: Portable tape recorder and microphone</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Explain to the class that many things in our lives contribute to our health and well-being. We all have our own opinions on what is of high importance for our personal health and happiness.</li> <li>2. A large part of a newspaper reporter's job is to listen to and write about the opinions of others. In this activity, students will get to play the role of a reporter.</li> <li>3. Remind students that their job is to ask the questions and record the answers given by those they are interviewing. Remind students that they should ask questions in a straightforward manner and not to lead the person's answer to the question.</li> <li>4. Divide the students into pairs. Distribute one notepad and pencil per pair. (If available, have students use a portable tape recorder with a microphone to record their interviews. Groups can take turns using the tape recorder.)</li> <li>5. Each pair will be conducting interviews. Each student should have a turn being the reporter. Each pair is to interview one peer (outside of the classroom) and one adult (e.g. teachers, teacher assistants, parents, and administrative staff).</li> <li>6. As the reporter, ask those you are interviewing to answer the following question, "What do you do to keep healthy and happy?" Write down (or record) the responses. Answers may be varied.</li> <li>7. If responses are recorded, allow some class time for students to listen to their recorders and write down the responses to prepare their copy for submission.</li> <li>8. After each pair has prepared their written submissions for the newspaper, have them hand in their work.</li> <li>9. Design a newsletter containing all of the responses. You may wish to guide the students on how to design a newsletter or you may gather all of the responses and design the newsletter yourself for the class to distribute and/or display.</li> <li>10. Copy your newsletter send a copy home with each student. You may also want to feature it on a bulletin board display.</li> </ol>

## Being a Friend to Others and Yourself

Objectives of Activity	To illustrate to the students how words and actions can influence people.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> <li>• Black board or a white board</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Ask students what others might say when they do something well.</li> <li>2. How do they react when things just aren't going well in their day?</li> <li>3. We all have our fair share of good times and the not so good times. By saying something nice or by doing some act of kindness toward another we can encourage other people. In the same way, we feel encouraged when someone says something nice or behaves kindly toward us.              Family and friends may say things like:             <ul style="list-style-type: none"> <li>• I'm here if you need me!</li> <li>• You're such a good friend/family member.</li> <li>• You're special.</li> <li>• It's so nice to have you around.     etc.</li> </ul> </li> <li>4. Allow students to brainstorm on other encouraging phrases that they may like to add to the above list. As students answer the questions, write their answers on the board for all to view.</li> <li>5. Sometimes actions speak louder than words. What are some things that you might do for a friend when things aren't going well?</li> <li>6. You should love yourself also. You should say or do nice things for yourself when things aren't going well. Think of those phrases that you would use to cheer up a friend and try them on yourself from time to time.</li> </ol>

## Only One Pair of Shoes

Objectives of Activity	To allow students to discover why diversity is important, and how their own unique qualities have a positive influence on people around them.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> <li>• Many different types of shoes (as props)</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Ask the children to name all the different types of shoes/footwear that they can think of and list them on the blackboard.</li> <li>2. Have each child pick one type of shoe from the list and explain why we need that type of shoe and how it is different from all the other types of shoes.</li> <li>3. If each student could only have one pair of shoes what would they chose?</li> <li>4. Work with the class to agree on a single type of shoes that would be the only type of shoes in the whole world.</li> <li>5. Discuss what activities they would be able to do in those shoes. Then talk about all the different things that they would not be able to do, or do as well because they do not have the proper shoes.</li> <li>6. Now, compare shoes to people. We have all kinds of different people in the world that have different skills, abilities and appearances. What would happen if like the shoes we only had one kind of person? What would the world be like if everyone looked the same?</li> <li>7. Have the children come up with ideas on why it is important that people look different and have different skills and abilities.</li> <li>8. Write the word “Diversity” on the board. Ask the children to define the word. A good definition would be that diversity is about differences- all of the things that make a person one of a kind, unique.</li> <li>9. Ask the children to think of examples of how each of them is unique or different. Possible differences include:               <ul style="list-style-type: none"> <li>Likes and dislikes</li> <li>Family backgrounds</li> <li>Physical appearances (skin, hair and eye color, foot size)</li> <li>Personal qualities (sense of humor, honesty, creativity)</li> <li>Responses and feelings (feeling angry or sad in same situation)</li> <li>Skill and abilities (athletic, musical artistic)</li> </ul> </li> <li>10. Ask the children to discuss how these differences make people interesting.</li> </ol>

11. Next, ask students to consider ways that people are different. Help children understand that what is seen on the outside is just a small part of the real person and that outside differences should not affect how you feel about a person.
12. Use this opportunity to explain how each one of them is different, special and unique. However we are all alike in many important ways too.
13. Discuss that all people live together in society and we need to try to appreciate, understand and help take care of one another.
14. Encourage children to respect and value both the ways they are different and the ways they are the same.
15. Ask students to write about how their unique qualities benefit the people around them.