## Unit: Health - Nutrition

### Stage 1: Desired Results

#### Established Outcomes & Indicators: What the students will learn

**Outcome:**
**USC4.1** Assess what healthy eating and physical activity mean for pre/adolescence.

**Indicators:**
- B. **Investigate** personal, family, community, and cultural factors that influence healthy eating (e.g., time, serving size, cultural food practices and values, water consumption, access to healthy foods).
- C. **Discuss** factors of healthy eating over which one has control (e.g., drinking more water).
- D. **Explain** the importance of particular eating practices, including drinking water as a thirst quencher and eating breakfast.
- E. **Demonstrate** an understanding of healthy food choices (e.g., analyze nutritional values of particular foods) and serving sizes that support good health (see Canada’s Food Guide).
- K. **Investigate** personal changes that need to be made for better nutrition (e.g., serving sizes, variety of foods) and appropriate amounts of physical activity (see Canada’s Guide to Physical Activity).

**Outcome:**
**DM4.1** Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

**Indicators:**
- D. **Identify** opportunities to demonstrate personal responsibility when making decisions.
- E. **Link** personal health behaviours to potential health outcomes
- G. **Compare** examples that demonstrate personal responsibility and those that do not.

**Outcome:**
**AP4.1** Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

**Indicators:**
- A. **Identify** basic steps to design and carry out effective action plans (i.e., who, what, where, when, why, how).
- B. **Design** and follow a brief outline of a plan, including a schedule.
- C. **Implement** the action as outlined.
- D. **Document** and reflect on implementation (e.g., What did I do well? What will I do differently next time? Did I effectively communicate my action?).
### Understandings: I “Can” Statements

- I can understand the importance of healthy eating.
- I can investigate various factors that influence healthy eating.
- I can discuss factors of healthy eating.
- I can explain the importance of healthy eating practices.
- I can demonstrate an understanding of healthy food choices.
- I can investigate personal changes that need to be made for better nutrition.
- I can investigate the importance of responsibility in making decisions related to healthy eating.
- I can identify opportunities to make healthy eating choices.
- I can link personal health to undesired health outcomes (junk food-obesity).
- I can compare making responsible choices to not so responsible choices about nutrition.
- I can design an action plan related to healthy eating.
- I can identify steps to design an action plan.
- I can follow a nutrition action plan.
- I can implement a nutrition action plan.
- I can record and reflect on my nutrition action plan.

### Essential Questions:

- What do we already think we know about nutrition/healthy eating?
- Who tells us what healthy is?
- How do we know if we are healthy?
- How do we know what healthy eating looks like?
- Who decides and how do they decide?
- Why be healthy?
- How can I eat healthier?

### Students Will Know... (Nouns)

- * What healthy eating looks like
- * What factors influence healthy eating
- * How to make healthy food choices
- * How to identify good nutrition and bad nutrition
- * How to design and implement a nutrition action plan

### Students Will Be Able To... (Verbs)

- USC4.1 Assess: Consider, Discuss, Demonstrate understanding, explain, identify
- DM4.1 Investigate
- AP4.1 Design an action plan
### DECISION MAKING MODEL

**Wonder and Question –** What is Nutrition, Healthy?
**Investigate and Interpret –** Research and Field Trip
**Examine and Determine –** Record food intake and make healthy choices

**Engage and Apply –** Menu Planning

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#### Stage 2: Assessment Evidence

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<thead>
<tr>
<th><strong>Performance Tasks:</strong></th>
<th><strong>Other Evidence:</strong></th>
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<tr>
<td>Assessment FOR: Formative KWL chart, brainstorming, Exit Slip, Jeopardy facts, Research Poster on 4 food groups, journal entry of daily food intake, classroom checklist for healthy food choices, discussion, anecdotal records, Canada Food Guide scavenger hunt</td>
<td>Pre-assessment – KWL and Nutrition Questionnaire</td>
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<td>Assessment OF: Summative Action Plan Buffet Menu (Group) Healthy breakfast, lunch and snacks – 5 day Rubric</td>
<td>- Begin unit with the questionnaire and KWL chart and brainstorm ideas about Nutrition. Students can use sticky notes and place them on the chart</td>
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<td>Assessment AS: Student Directed Students will monitor their food choices and use a checklist to identify healthy eating choices they make. They can discuss and reflect with peers if they choose. Self-Assessment of group work.</td>
<td>- Create categories for the main ideas that the students put on the KWL chart. In groups students will complete research posters for the different categories (ex: food groups, portion sizes, healthy choices, Reading Food Labels)</td>
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<td>- Journal entry: hand out a weekly template for students to record what they eat each day (routine).</td>
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<td>- Post classroom checklist of healthy choices in the 4 food groups. Students can check off their choices.</td>
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<td>- Design an action plan for a buffet menu as a group project (self-assessment)</td>
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<td>- Design an action plan for 5 days of a healthy breakfast, snack, and lunch (poster, chart, video, PowerPoint)</td>
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### Stage 3: Learning Plan

**Instructional Strategies:**
Field Trip, Experiential, Inquiry, collaborative, individual, demonstration of healthy eating, provide opportunities, video, visual tools, literature, class discussions, brainstorming ideas, writing/recording, modelling, games, questioning, research, creating posters, sharing and explaining posters, reflection, role play, journal recording

**Motivational Set:** Provide nutritional snacks on a table for students to access during class time. Set up a bulletin board display or learning center with the Canada Food Guide information and activities for students to explore. Display a chart for recording healthy choices for one month.

**Lesson 1 – Pre-Assessment on Nutrition.** Brainstorm ideas about Nutrition. Discuss why healthy eating is important. KWL chart – Use sticky notes. Give students instructions about filling out the healthy choices chart each day (check it off). Inform students that nutritional snacks will be provided each day and they are welcome to bring healthy snacks to share. Journal Entry: give students a template to record what they eat each day. Students can monitor choices they make from the 4 food groups.

**Lesson 2 – Sugar demonstration:** How much sugar do you think is in one glass of milk, one pop, and one big gulp? Show the students and talk about how having too much sugar can affect our health. Investigate factors of healthy eating. Use books: Why do we need minerals, vitamins, protein, water, fat, fiber? Students can write and share 2 facts. Play Jeopardy Nutrition with the facts students have found.

**Field Trip to Flying Dust Community Garden.** Brainstorm a list of questions to ask. After the trip write letters to thank the staff. Discuss how the students could plant a garden in their community. Where? When? How? Who? What? Why? (Create a garden club)

**Lesson 3 – Video: Eating Healthy.** Explain why it is important to eat healthy? Eating for energy. What does a healthy person look like, act like, feel like, do? (Write student ideas down). Role play: Packing a healthy lunch (bring props for students to use). Exit slip: What can you do to make your daily choices about nutrition better? What does a healthy lunch look like?

**Lesson 4 – Demonstrate understanding of healthy food choices.** Investigate personal changes that we can make.
Introduce the Canada Food Guide and ask questions about the food groups, portion sizes. Food
guide scavenger hunt. Pose questions and allow students to find the answers using the guide. Game play: show pictures of healthy food choices and unhealthy choices and identify whether they are healthy or unhealthy. Students can identify the correct portion size of each food to gain a point for their team.

Lesson 5 – Read Eat, Run, and Live Healthy, by Karen Olsen. Students will research different areas connected to nutrition using resources provided. Group project with 3-4 students. Each group will create a poster to share about one of the 5 topics (5 food groups, portion sizes, healthy choices vs. unhealthy choices, food labels, 13 nutrients).

Lesson 6 – Explain and share posters. Video: Are You Smarter Than a Food Label? (youtube). Explore food labels of different foods keeping in mind portion sizes, nutrients to want to consume more of and less of, and # of calories.

Lesson 7 – Take Action- Create a menu plan for a school buffet. Show students different forms of healthy and unhealthy menus. Make changes to the unhealthy menus by substituting healthy choices. In partners, students can fill in their own menu plan. They can reflect on the choices they made. Why did you choose those foods?

Lesson 8 – Action Plan: You are applying for a job as the community school coordinator and you must plan a 5 day menu for the students including breakfast, snack, and lunch. Include a list of unhealthy foods that you will not serve and provide healthy suggestions. (Poster, chart, video, PowerPoint). Include information and reasons connected to food groups, portion sizes, nutrients, healthy vs. unhealthy choices.

Lesson 9 – Reflect on their action plan (What did I do well? What will I do differently next time?) and share how they will make healthier choices in nutrition. Extension (Connecting nutrition with physical activity): Ask students to think about physical activity and how it is related to nutrition and being healthy. Students could brainstorm a list of physical activity to take part in each day.

Resources and Materials

* Eating Well With Canada’s Food Guide: A Resource for Educators and Communicators (order online)
* Canada Food Guide for each student (include First Nation guide as an option)
* Bulletin Board Display
* Healthy Eating Record Chart
* KWL Chart and sticky notes
* Journal Notebook
* Sugar, pop can, big gulp, milk carton, Tablespoon, 3 clear glass cups
* Children’s resource books: Why We Need Water and Fiber, Why We Need Fats, Why We Need Minerals, Why We Need Proteins, Why We Need Vitamins, Why We Need Carbohydrates.
* Children’s Resource Books: What’s In Your Chicken Nugget? What’s In Your Hamburger? What’s In Your Hotdog? What’s in Your Macaroni and Cheese? What’s In Your Pizza? By Jaclyn Sullivan
* Video: Are You Smarter Than A Food Label? http://www.youtube.com/watch?v=DIFVOZ_ALuM
* Menu Plans (daily, weekly, monthly). Blank templates
* Computer