Preview - Information

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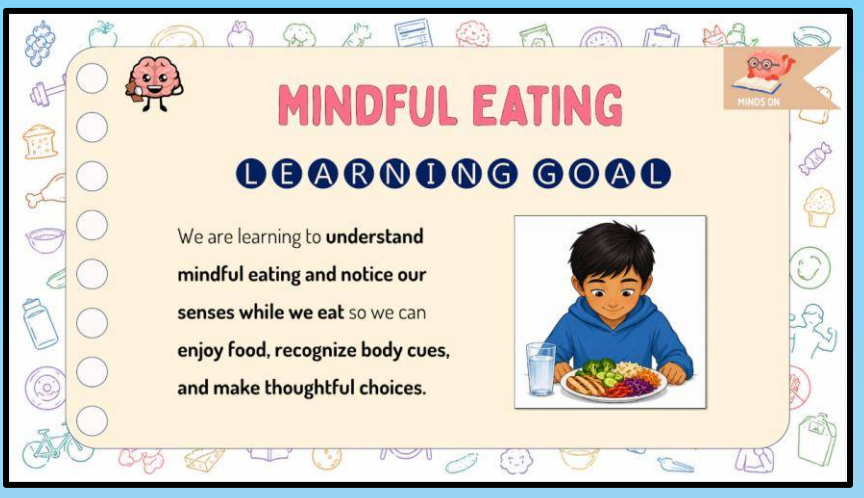
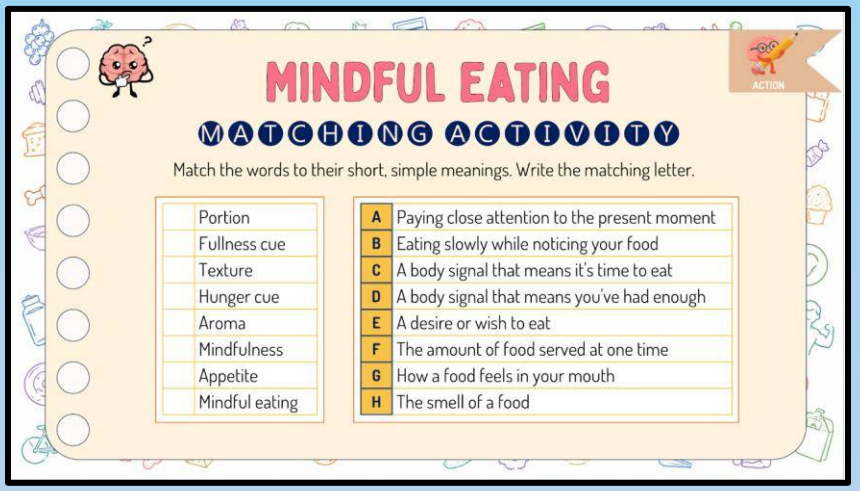
Ontario Health Curriculum
Healthy Eating– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



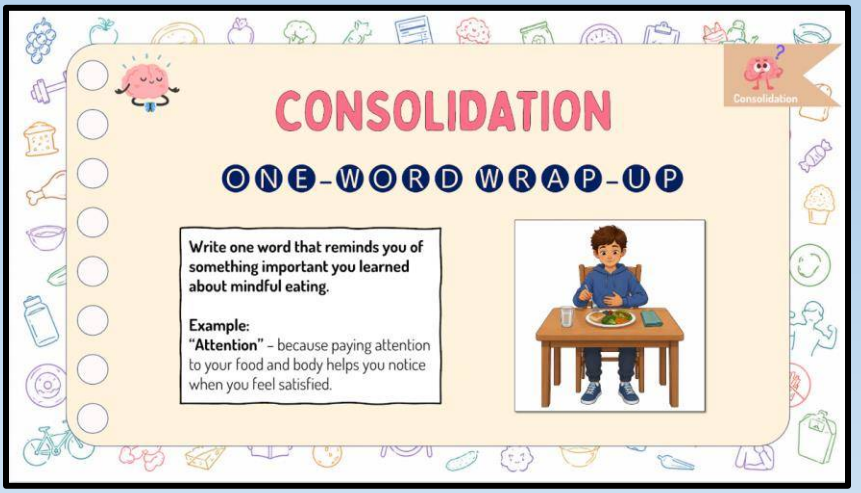


Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Ontario Health Curriculum
Healthy Eating– Grade 6



Ontario Health Curriculum
Healthy Eating– Grade 6



Workbook Preview

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Grade 6 – Health Unit

HEALTHY EATING

	Curriculum Expectations	Pages
D2.1	apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (e.g., allergies and sensitivities, likes and dislikes, feelings of stress, dental health, food availability, media influence,	21 - 73
D2	(e.g., stage of development, growth spurts, level of physical activity, eating larger portions) to develop personal guidelines for healthier eating	79
D3.1	explain how healthy eating and active living work together to improve a person's overall physical and mental health and well-being (e.g., both provide more energy and contribute to improved self-concept and body image, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them) and how the benefits of both can be promoted to others	80 - 89

Preview of 60 pages from this product that contains 132 pages total.

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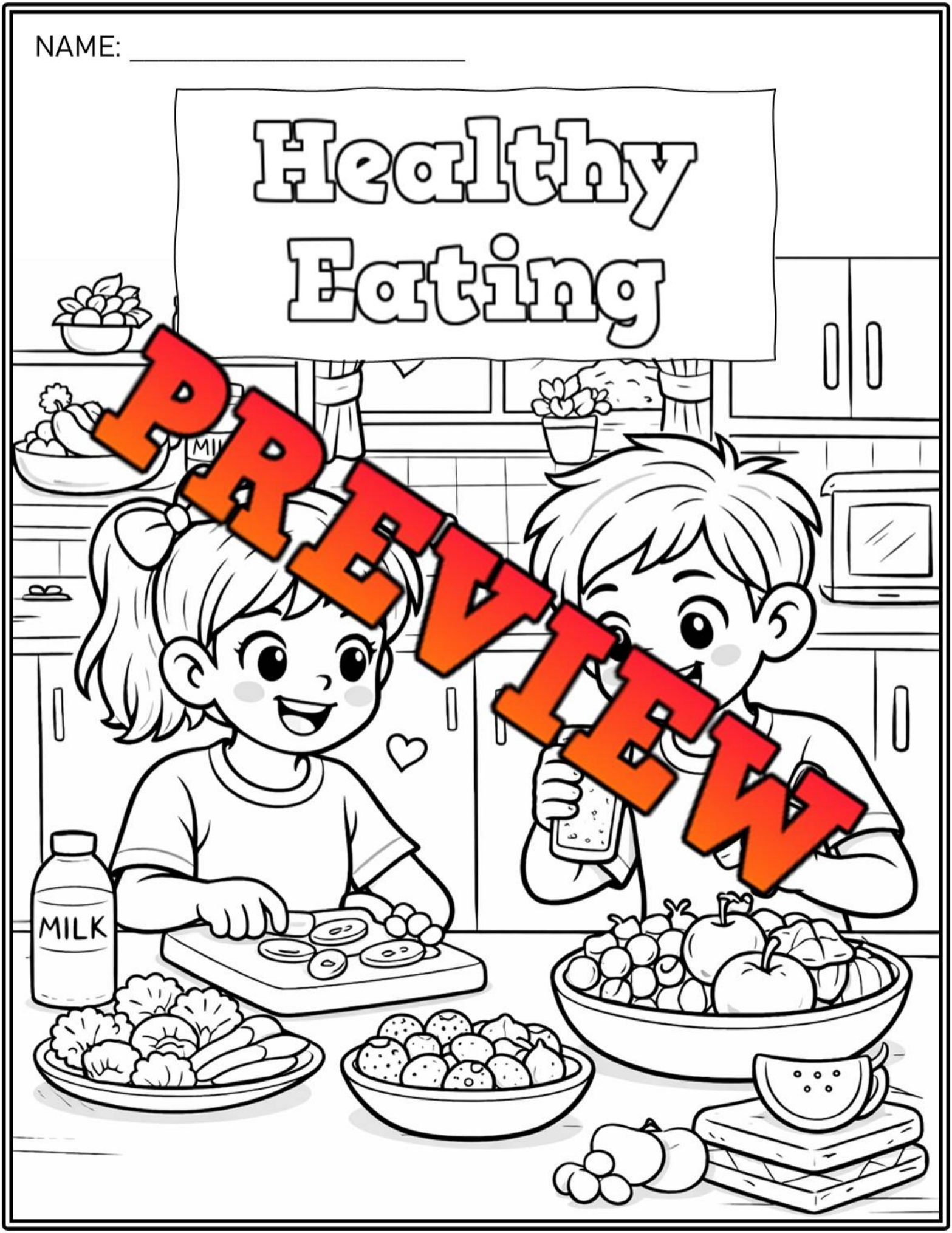

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Curriculum Connection
D2.2

Mindful Eating

Mindfulness

Mindfulness is paying attention to what is going on right now. To be mindful, we need to slow down and notice what we are doing. Mindfulness is being aware of how your body feels.

Mindful Eat

If we are m mindfully, we may eat more or eat faster than we should. By taking time b t about what we are eating, we can engage all five senses and enjoy o od mo he right amount of food. When we eat mindfully, we are thinking about w , how we eat, and why we are eating.

PREVIEW

What We Eat

When we eat healthy, we ar at t rainbow. Eating lots of colourful, fresh f and vegetables helps us put lots of imp t nutrients into our bodies. Our bodies need a variety of nutrients so eating a variety of foods helps us get all the nutrients we need.



There are some foods we eat that are less healthy because they are or salt or they do not have many nutrients. When we eat mindfully we t th s less often. Healthy foods are foods we can eat anytime. Foods with few nutrient and lots of fat, sodium or sugar are foods we can eat less often.

When We Eat

We should be mindful when we choose to eat. Are we eating because we are hungry or are we eating because we feel bored or upset? We need to listen to our body because it will tell us when we are hungry. Often when we are watching television or playing video games we snack. It is easy to eat a whole bag of salty snacks without even thinking about how much we are eating or whether we are eating because we are hungry.

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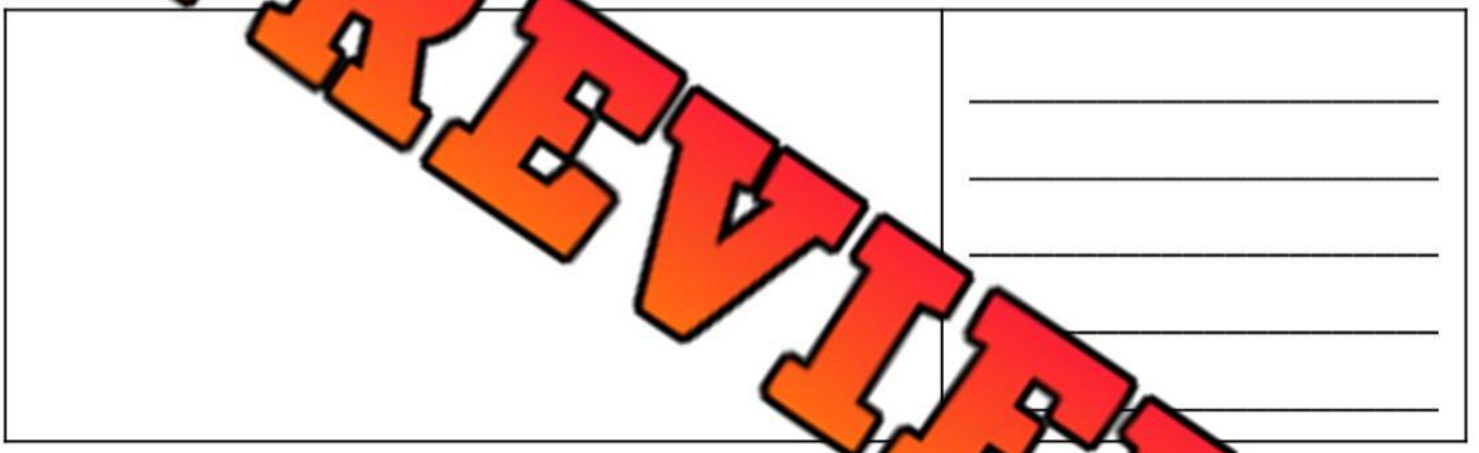
Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) Mindful eating means not snacking.	True	False
2) Mindfulness is thinking about how you feel now.	True	False
3) Considering why we want to eat is part of mindfulness.	True	False
4) Sometimes we get overly full because we eat too fast.	True	False
5) When w[illegible]indfully we choose healthy foods more often.	True	False

Visuali[illegible] were picturing while you were reading. Explain the picture



Questions

Answer the questions below

1) What is mindful eating?

2) What could you do at home to encourage mindful eating?

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Name: _____ 9

Curriculum Connection
D2.2

Sometimes vs. Anytime Foods

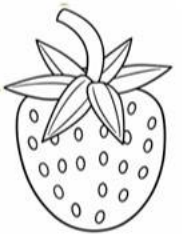
Directions Circle the correct answer



Some | Anytime



Sometimes | Anytime



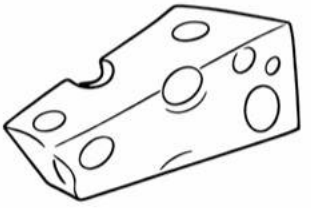
Sometimes | Anytime



Sometimes | Anytime



Some | Anytime



Sometimes | Anytime



Sometimes | Anytime



Sometimes | Anytime



Sometimes | Anytime

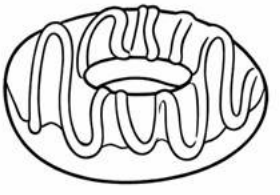


Sometimes | Anytime

Peanut Butter



Sometimes | Anytime



Sometimes | Anytime

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Curriculum Connection
D2.2

Activity - Feed Me Healthy

Objective What are we learning more about?

Students will identify healthy foods and express their understanding by drawing nutritious food choices they would like to eat.

Materials What do we need for our activity?

- [illegible] work[illegible] the image of the child
- Pencil (for [illegible]
- Eraser
- Crayons / col[illegible] pen[illegible]rs (for colouring the foo[illegible]



Method How do we complete[illegible]ity?

1. Carefully observe the picture of the chil[illegible]an or[illegible]th. Imagine that the child is hungry and waiting to be fed.
2. Think about healthy foods that help your body s[illegible]g, a[illegible] and healthy. These may include fruits, vegetables, milk, eggs, fis[illegible]e, [illegible]us meals.
3. In the space near or inside the mouth, draw at least 3–5 healthy[illegible]ds that you would like to feed yourself or the child in the picture.
4. Make your drawings big and clear so they can easily be recognized.
5. After drawing, color your foods using appropriate colors to make them look realistic and appealing.
6. When you finish, write or tell one reason why each food you drew is healthy (example: Carrots help my eyes, Milk makes my bones strong).
7. Be prepared to share your drawing with the class or a partner.

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Name: _____ 11

Curriculum Connection
D2.2

Activity - Feed Me Healthy



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Name: _____ 12

Curriculum Connection
D2.2

Activity - Feed Me Healthy



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Curriculum Connection
D2.2

Hunger and Thirst Cues

Healthy Eating



Healthy eating is about more than just the foods we eat. When we eat mindfully, we will have more enjoyment from our food. When we eat with others, we get more e[illegible]yment from our meals because we talk about thin[illegible]ake us happy. When we eat with our family[illegible] f the television, we may try some differe[illegible]ods tha[illegible] not try if we were eating alone.

PREVIEW

Hunger Cues

Our bodies give us hu[illegible] tell us when to eat. When you are hungry your stomach will feel emp[illegible]y e[illegible]umble in your stomach, and you may feel tired and grouchy. These are [illegible]ays y[illegible] you to eat.

When your body gives you these h[illegible] cues, y[illegible]oose a healthy snack or meal and sit down to eat your food. Chewing yo[illegible] slow[illegible] you enjoy it more and helps your body digest the food more easily. W[illegible] we may eat too fast causing us to choke when swallowing. We may e[illegible]ch b[illegible] we have not given our bodies a chance to tell us when we are satisfied. Whe[illegible] we[illegible]uld eat slowly, chew our food thoroughly and stop eating when we feel f[illegible].

Thirst Cues



When we are thirsty, our mouth and throat will feel dry. Sometimes we may get a headache. This is your body's way of telling you to drink water. When we exercise, or when it is hot, we lose water from our bodies through sweat.

It is very important to replace the water we lose through sweating, by drinking water. Keep a clean water bottle with you during the day and fill it with clean fresh water. Do not drink sugary drinks because they are bad for your teeth. Water is the best drink to keep you healthy.

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Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) Eating with others helps us eat mindfully.	True	False
2) We can tell if we are hungry by what time it is.	True	False
3) You should always finish everything on your plate.	True	False
4) When we are hungry we may feel grouchy.	True	False
5) We may [illegible]eadache if we are thirsty.	True	False

Que[illegible]

[illegible] three questions you have after reading the text

1)	
2)	
3)	

Questions

Answer the questions below using evi[illegible]fro[illegible]

1) Why is it important to know our hunger and thirst cues?

_____

_____

_____

2) Why does how fast we eat matter?

_____

_____

_____

PREVIEW

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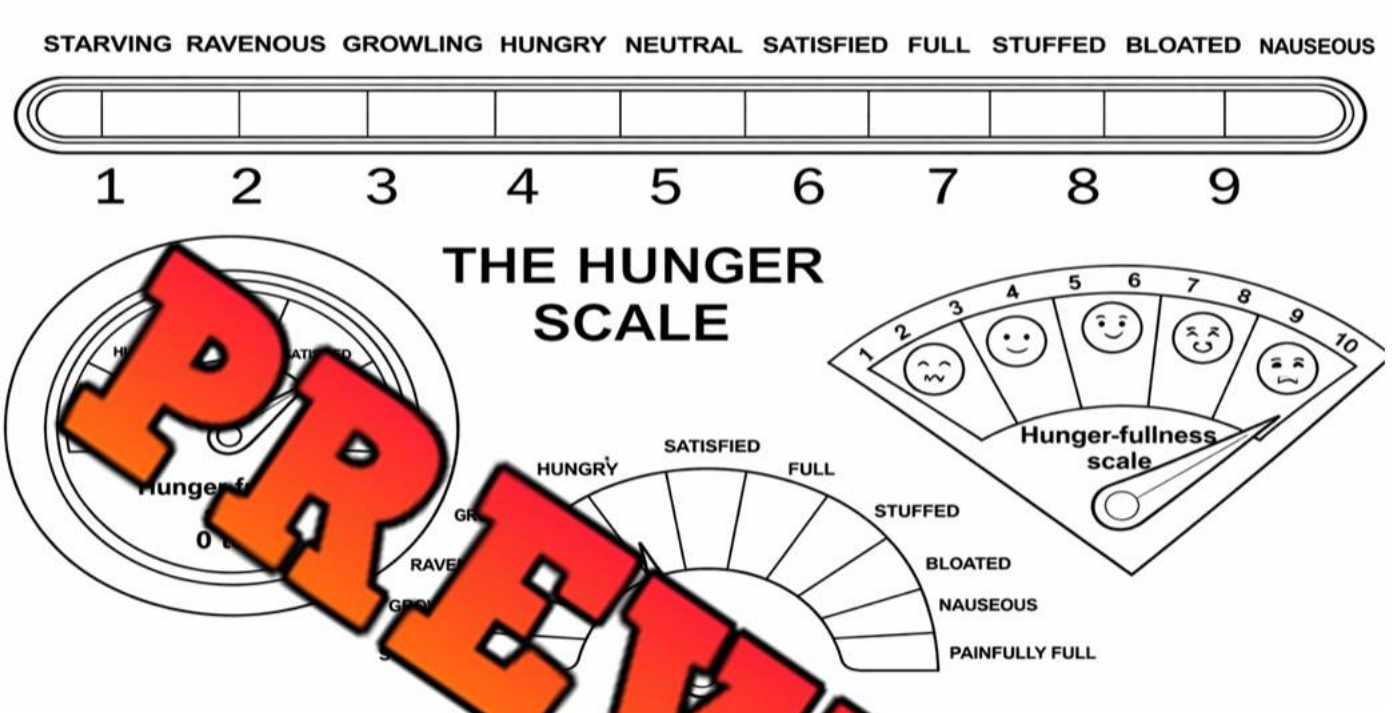
Curriculum Connection
D2.2

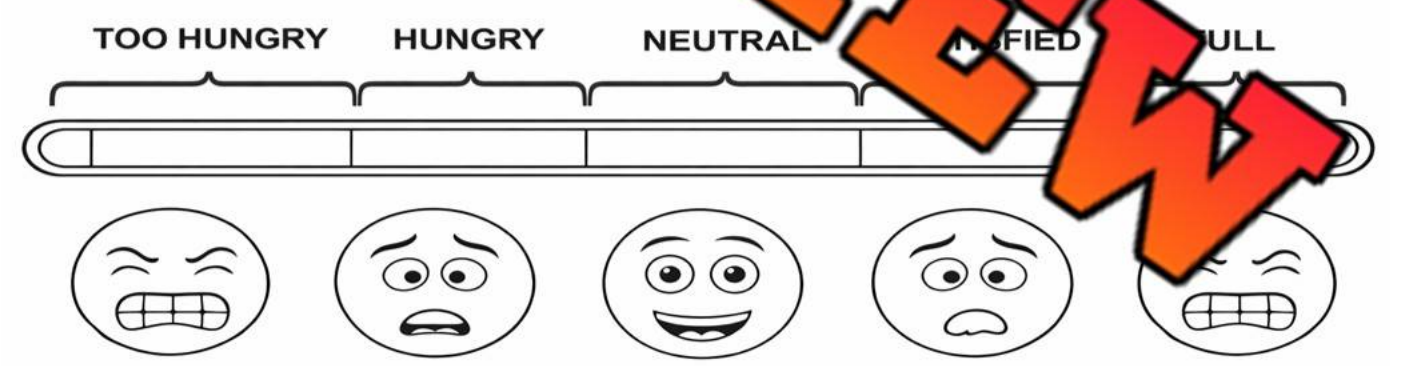
Mindful Eating



PREVIEW

Hunger Gauge Activity

Look at the Hunger Gauge and describe [illegible] you ma[illegible]en in each category. What types of food leave you still hungry? What types of [illegible]s fill [illegible]? You may list a meal of several food items, or a snack you eat frequentl[illegible]



TOO HUNGRY	HUNGRY	NEUTRAL	SATISFIED	FULL

Name: _____ 16

Curriculum Connection
D2.2

Food Choices - Drinks

Making Healthy Food Choices



We make choices every time we eat that affect our health. Canada's New Food Guide says our beverage of choice should be water most often. One third of the sugar teens consume comes from sugary drinks such as colas and soda fountain drinks. Consuming sugary drinks can lead to obesity, type 2 diab[illegible]d cavities. Children 11 years old should drink at least 1.5 litres of [illegible]

[illegible]ing Nutrition Labels



100% JU[illegible]

Nutrition Fac[illegible]
Serv. Size 10 fl oz (296 mL)
Servings Per Container 6

Amount Per Serving	
Calories 140 Calories from Fat 0	
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 20mg	1%
Potassium 560mg	16%
Total Carbohydrate 33g	11%
Sugars 28g	
Protein 2g	

[illegible]e can [illegible] more informed food choices when we read the nutri[illegible] the food and drinks we consume. These [illegible] labels a[illegible] 10-ounce servings of orange juice and regula[illegible]. No[illegible] cola has 33 grams [illegible]hydrat[illegible] from sugar. That is the eq[illegible]nt of 8 teaspoons of sugar in [illegible]z (296 ml) serving. The orange j[illegible] has 28 grams of sugar and 140 calories. Which drink is a better choice? Why?

Cola



[illegible]rition Facts

[illegible]	1 bottle (10 oz)
[illegible]mount P[illegible]	
[illegible]lor[illegible]	120
[illegible]	[illegible]es*
Total [illegible]	0%
Satura[illegible] 0[illegible]	0%
Trans Fat 0.00[illegible]	
Polyunsaturated F[illegible].000g	
Monounsaturated Fat 0.000g	
Cholesterol 0mg	0%
Sodium 40mg	2%
Total Carbohydrate 33.00g	12%
Dietary Fiber 0.0g	0%
Sugars 33.00g	
Protein 0.00g	

Each day children between the ages of 6 and 12 years of age should consume between 1,600 and 2,200 calories depending on how active they are. In order to burn 120 calories, you would have to bicycle for 18 minutes or run for 12 minutes.

If you choose orange juice for breakfast, a cola with lunch, and a cola with a snack later in the day, you would have added 380 calories to your in take just from these 3 drinks. How many calories would you add if you choose water?

PREVIEW

Name: _____ 17

Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) Orange juice has more calories than cola, it is better to drink cola.	True	False
2) Canada's New Food Guide says to drink milk with every meal.	True	False
3) Water has no vitamins so juice or milk are a better choice.	True	False
4) How many calories we need depends on how active we are.	True	False
5) Sugary [illegible] can lead to cavities.	True	False

Questi[illegible]

[illegible]ant to think about our drink choices each day?

Think

Write what the boy might be thinking b[illegible]drinking [illegible] and soda.



PREVIEW

Name: _____ 18

Curriculum Connection
D1.2

Activity – Healthy Drinks Check

Objective What are we learning more about?

Students will identify different types of drinks and distinguish healthy choices from less healthy ones.

Materials What do we need for our activity?

- Printed worksheet
- Pencil
- Eraser
- Crayons / coloured pencils / markers (for colouring the food drawings)



Method How do we complete the activity?

1. Look carefully at each picture of the drink.
2. Read the choices beside each picture.
3. Check (✔) the correct name of the drink that matches the picture.
4. Think about whether the drink is healthy or unhealthy.
5. Circle (⭕) the drinks that are healthy and good for your body.
6. Cross out (❌) the drinks that are unhealthy or should be taken only sometimes.
7. Review your answers and colour the pictures if you finish early.

PREVIEW

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Curriculum Connection
D2.2

Healthy Drinks Check

	❑ Tea ❑ Water ❑ Coffee		❑ Tea ❑ Apple Juice ❑ Lemon Tea		❑ Milk ❑ Herbal Tea ❑ Juice
	❑ offee ❑ Te ❑ at		❑ Soda ❑ Beer ❑ Hot Choco		❑ Orange Juice ❑ Grape Juice ❑ Milk
	❑ Soda ❑ Coffee ❑ Milkshake		❑ Milk ❑ Sm		❑ Milk ❑ Soya Milk ❑ Lemonade
	❑ Hot Choco ❑ Coconut water ❑ Lemonade		❑ S hie ❑ Tea ❑ Hot Choco		❑ Alcohol ❑ r
	❑ Coconut water ❑ Water ❑ Soda		❑ Strawberry Juice ❑ Tea ❑ Smoothie		❑ Herbal Tea ❑ Beer ❑ Soda
	❑ Coffee ❑ Beer ❑ Milk		❑ Milkshake ❑ Milk ❑ Bubble tea		❑ Smoothie ❑ Water ❑ Coffee

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Name: _____ 21 Curriculum Connection D2.1

Factors Affecting Our Food Choices

Healthy Eating

Eating healthy is important for your overall health and ability to be active. Eating well can also help you do better in school. When we have all the nutrients, we need, we have more energy, and it is easier for us to concentrate.

Food Choi[illegible] Why Do We Eat What We Eat?

If healthy [illegible] so important for having a healthy body, why do some people eat healt[illegible]? We all have foods we like better than others. These prefere[illegible] are s[illegible] veral factors.



- Taste, text[illegible] ch person's taste differs. Just like we [illegible] diffe[illegible] colours or choice of clothing we hav[illegible] flavo[illegible]ences.
- Early food experiences – If [illegible] were [illegible] range of foods as a child, you may not b[illegible]ortabl[illegible] trying new foods later in life.
- Habits – Carrying a water bottle from a young [illegible] can [illegible], and lead to a habit of staying well hydrated. Eating a bag of chips an[illegible] cola [illegible] watching television, can also become a habit that could lead to obesity.
- Allergies, food intolerance and health concerns – People who h[illegible]ergy or gluten intolerance must be careful about what they eat so they do not ge[illegible]. Others who have diabetes must watch their sugar intake or they could become very sick. If you have sensitive teeth or cavities, it may hurt to eat hot or frozen foods, and sugary foods may cause tooth ache.



- Stress and emotions – How we feel can affect our food choices. Sometimes if we are stressed, we overeat to comfort ourselves. Sometimes when we are stressed, we do not feel like eating at all. When we are happy or there is reason to celebrate, we often eat cake or ice cream.

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Name: _____ 22

Curriculum Connection
D2.1

True or False

Is the statement true or false?

1) Allergies and intolerances affect what some people eat	True	False
2) What you ate when you were a kid doesn't affect your food choices now	True	False
3) Some people eat more when they are stressed	True	False
4) Some people prefer certain textures of food, like chunky, soft, or hard	True	False
5) Eating popcorn every time you watch a movie is a healthy habit	True	False

PREVIEW

Making Connections

any healthy/unhealthy habits that affect your food choices

Questions

Answer the questions below using ev... fro... text

1) How does what you ate as a kid affect what you will eat as you get olde...

2) How can feeling stressed affect our food choices?

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Curriculum Connection
D2.1

Influences on Food Choices

What Influences Your Food Choices?

In each of the thought bubbles, list something that influences your food choices most often.



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Curriculum Connection
D2.1

Influences

Answer the questions below.

1) Look at your list of influences and list which influences most often lead to healthy food choices, and which lead to less healthy choices.

Positive	Negative

2) What could y[illegible] tha[illegible]re influenced more often to choose healthy food?

PREVIEW

Scenarios

Why is the behaviour below unh[illegible]y? W[illegible]a[illegible]e do differently?

1. When I get home from school, I feel like I want a treat, so[illegible]ys e[illegible]kies and drink pop. It feels like a reward.

2. There are only a few foods I like to eat, like white bread, macaroni and cheese, pizza and frosted flakes. It is hard to make healthy choices when I do not like the taste of most foods.

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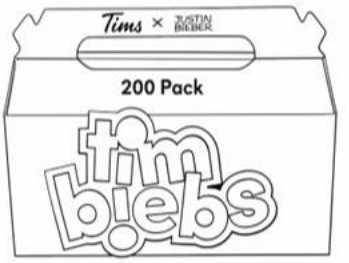
Curriculum Connection
D2.1

Media Influences on Food Choices

Celebrity Endorsements Influence Food Choices

We may think ads do not affect us, but companies use advertising because it works. The media affects our food choices in many ways. Sometimes we see our favourite athletes and celebrities eating or drinking something, like Beyonce drinking Pepsi or Vladdy Guerrero Jr. and George Springer doing a commercial for Jif peanut butter and Smuckers jam. Justin [illegible] has tim biebs named after him to promote Tim Hortons.



When [illegible] ee a cel[illegible]n ad, do you want to buy that product? Sales at Tim H[illegible]y o[illegible]1% in the last quarter of 2021, after Justin Biebe[illegible]d doi[illegible]ials for the chain.

Sometimes adver[illegible]th[illegible]duct placement. Shows like America's Got Talent always have huge cup[illegible] sp[illegible]t each judges' desk.

Social Media

Social media also affects what we eat. Most people spend over 2 hours a day on Facebook, Instagram and Twitter. The average person sees 5,000 ads every day. A study has found that people adopted the attitude towards food they saw most frequently on social media. Food choices that were most often in their feed were foods they begin to prefer. Social media can have a positive or negative Effect, depending on whether your feed shows more healthy eating choices or less healthy choices. If you have items in your feed from diverse sources, you may see and be encouraged to try different foods. If your feed has a lot of content about dieting and showing unrealistic body image, you may develop an unhealthy attitude towards food.



It is up to you to decide how you will be affected by social media. One thing you can do is to turn you screen off while you are eating. This will ensure that you are able to eat mindfully and really enjoy your food and the other people who are eating with you.

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Curriculum Connection
D2.1

True or False

Is the statement true or false?

1) Ads do not really affect food choices.	True	False
2) Social media always has a negative effect on food choices.	True	False
3) The media often portrays unrealistic body images.	True	False
4) Product placement in TV shows and movies can affect food choices.	True	False
5) Turning [illegible] devices when we are eating will help us eat mindfully.	True	False

PREVIEW

Reflecti[illegible]

Think [illegible]on social media you've seen that helped you make a healt[illegible]bic and briefly explain how.

_____

_____

_____

_____

Direction

Decide whether the media shows a Smart [illegible] Infl[illegible]d by media.

You saw a TikTok video of a cheesy pizza pull that made you crave pizza.	[illegible]	[illegible]luenced
A YouTuber drinks an energy drink.	Smart	Influenced
A fast-food TV ad shows crispy fried chicken with fun music.	Smart	Influenced
An influencer posts a healthy smoothie.	Smart	Influenced
A cooking reel shows a quick air-fried snack that looks tasty.	Smart	Influenced
A billboard displays a giant bubble tea with bright toppings.	Smart	Influenced
A cartoon character often drinks soda with every meal.	Smart	Influenced
A fitness post shows fruit and yogurt.	Smart	Influenced

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Curriculum Connection
D2.1

Activity - Healthy Food Blogger

Objective What are we learning more about?

Students will identify healthy food choices and creatively present them by imagining themselves as food bloggers recommending nutritious meals to their followers.

PREVIEW

Materials What do we need for our activity?

- Printed Instagram template worksheet
- Pencil
- Eraser
- Crayons / coloured pencils / markers



Method How do we complete the activity?

1. Imagine you are a food blogger on Instagram who promotes healthy eating.
2. Think about foods that help people stay strong, active, and healthy.
3. Draw 6 different healthy foods inside the squares of the Instagram grid.
4. Make your drawings clear and colourful to attract your followers.
5. After drawing, choose your favourite healthy food post and add a short caption below the page (example: “Carrots help our eyes stay healthy!”).
6. Be ready to share your page and explain why you recommend these foods.

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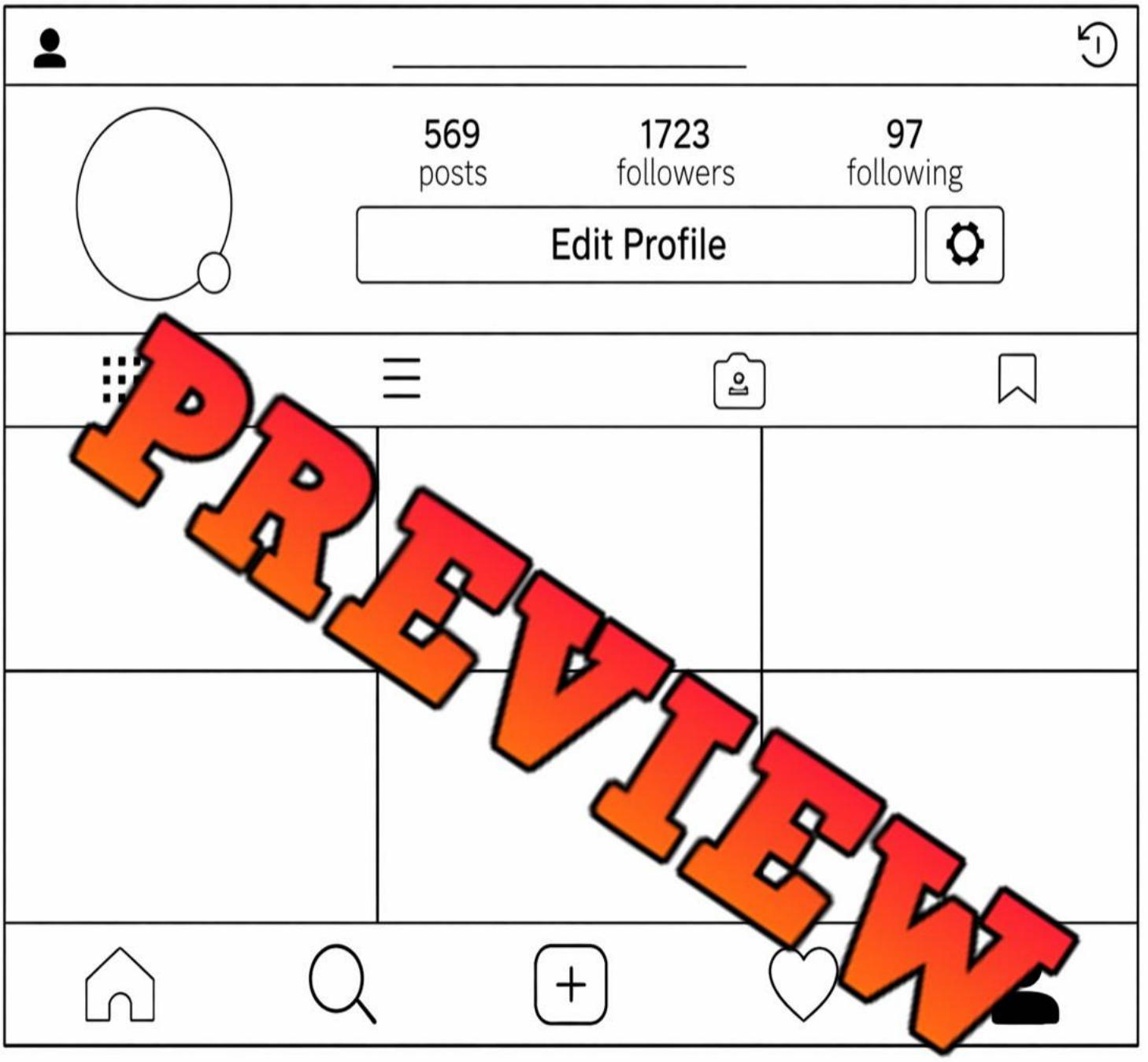
Curriculum Connection
D2.1



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Name: _____ 39

Curriculum Connection
D2.1

Stress and Food Choices

Stress and Food Choices

There are lots of reasons we may feel stress in our lives including:

- Not getting along with parents or siblings
- A recent move, changing schools
- Making friends
- Being b
- Bein
- H a death ily
- Trying to d ol o sports
- Changing bec u are er



We all react differently o ometi hen we are stressed, we lose our appetites. Sometimes when we are str bi a ay not make healthy food choices. Sometimes when we are stressed, we w ort f

Comfort food is food that is high in ories, ca ydra r sugar, often associated with pleasant memories, like grandma's chocol cool aroni and cheese. The idea is that eating this food is comforting to us. We peop about eating their feelings. Instead of dealing with how they feel they e nfo el

PREVIEW

Other Strategies to Cope with Stress

Instead of overeating or not eating enough food to stay healthy, there are ways to cope with stress. These include:





- Deep breathing, yoga or meditation
- Exercise
- Listening to music
- Positive self talk
- Find something fun to do - play with your pet, write in a journal, draw, talk to a friend.
- If you are eating because you are bored, you could substitute another activity like taking a walk or play a sport

Name: _____ 40

Curriculum Connection
D2.1

True or False

Is the statement true or false?

1) There is nothing else we can do if we are eating because we are stressed.	True	False
2) Comfort food is usually high in calories, carbohydrates or sugar.	True	False
3) Taking time to think about whether we are hungry, could stop us from eating because we are stressed or bored.	True	False
4) Eating comfort food is the best way to get rid of stress.	True	False
5) There ar l strategies we can use to cope with stress.	True	False

PREVIEW

Think

What a of the things that cause you stress either from the readi yo experience.

Questions

Answer the questions below using evi fro

1) Do you eat because of stress or boredom? When?

2) What are 3 strategies you would use to cope with stress?

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Curriculum Connection
D2.1

Fact or Fiction – Environmental Impact of Food Choices

Objective

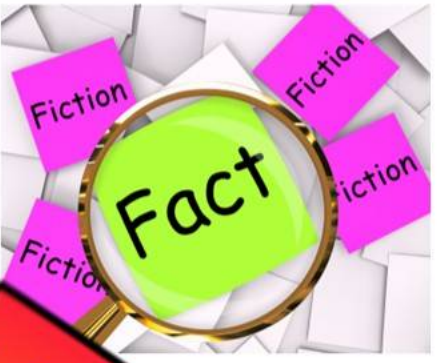
What are we learning about?

To help students understand how their food choices affect the environment. This activity develops awareness of sustainable eating and encourages responsible decision-making about food consumption.

Materials

What you need for the activity?

- A list of Fact/Fiction statements about environmental impacts
- "Fact" and "Fiction" labels posted on opposite sides of the classroom
- Open space for students to move between sides



PREVIEW

Instructions

How will you complete the activity?

1. Your teacher will read a statement related to food choices and their environmental impact. Listen carefully to each statement.
2. Think about whether the statement is true (Fact) or not true (Fiction).
3. If you believe the statement is true, move to the Fact side of the room.
4. If you believe the statement is not true, move to the Fiction side of the room.
5. Stay on your chosen side while the correct answer is discussed and explained.
6. Return to your seat after each round and prepare for the next statement.
7. Participate respectfully and be open to learning how food choices affect the planet.

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Curriculum Connection
D2.1

Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	All foods affect the environment the same way.	**Fiction**
2	Buying local food reduces transportation pollution.	**Fact**
3	Plant-based meals can lower greenhouse gas emissions.	**Fact**
4	Throwing away food does not harm the planet.	**Fiction**
5	Plant-based foods always use more water than meat.	**Fiction**
6	Raising animals requires a lot of water and land.	**Fact**
7	Food packaging breaks down quickly in nature.	**Fiction**
8	Food packaging adds to iron waste.	**Fact**
9	Sustainable farming helps protect wildlife.	**Fact**
10	Seasonal foods usually have a smaller carbon footprint.	**Fact**
11	Imported food is always better than local food.	**Fiction**
12	Reducing food waste protects natural resources.	**Fact**
13	Recycling food packaging has no environmental value.	**Fiction**
14	Overfishing does not affect ocean life.	**Fiction**
15	Meat production creates more emissions than most plant foods.	**Fact**
16	Organic farming never helps the environment.	**Fiction**
17	Reusable containers help reduce plastic waste.	**Fact**
18	Eating fast food daily has no environmental impact.	**Fiction**
19	Less processed foods use less energy to produce.	**Fact**
20	Sustainable farming does not protect ecosystems.	**Fiction**

PREVIEW

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Curriculum Connection
D2.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Is this an eco-friendly food choice?

Buying l…its and vegetab…	Yes	No
Cho… w… of pl… packag…	Yes	No
Eating plant… d… meals.	Y…	
Throwing away leftover…	…es	No
Using reusable containers for take-out.	Yes	No

Name: _____

Is this an eco-friendly food choice?

Buying local fruits and vegetables.	Yes	No
Choosing foods with lots of plastic packaging.	Yes	No
Eating plant-based meals.	Yes	No
Throwing away leftovers.	Yes	No
…usable containers for …ut	Yes	No

Name: _____

Is this an eco-friendly food choice?

Buying local fruits and vegetables.	Yes	No
Choosing foods with lots of plastic packaging.	Yes	No
Eating plant-based meals.	Yes	No
Throwing away leftovers.	Yes	No
Using reusable containers for take-out.	Yes	No

Name: _____

Is this an eco-friendly food choice?

Buying local fruits and vegetables.	Yes	No
Choosing foods with lots of plastic packaging.	Yes	No
Eating plant-based meals.	Yes	No
Throwing away leftovers.	Yes	No
Using reusable containers for take-out.	Yes	No

PREVIEW

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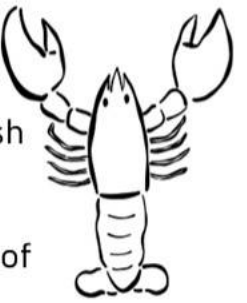
Curriculum Connection
D2.1

Culture and Food Choices

Our Culture and Food Choices

Culture is a combination of beliefs and social customs of a group of people. Culture is influenced by geography, religion, history, social values, the media, school and work. Culture changes over time with the collaborating of different groups. People and groups travel and visit new places. They end up sharing ideas, crops and food. Certain areas had different f[illegible]reland was known for potatoes. Italy is known for pasta and pizza. When people m[illegible] area to another, they bring their food traditions with them. People often [illegible] th[illegible]ure's food and their ability to prepare it.

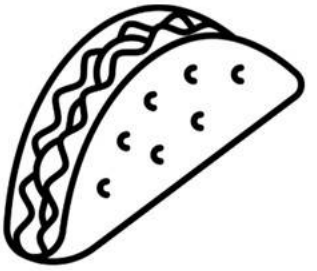


Ther[illegible]are al[illegible]nflu[illegible]nces on food in different countries because of wha[illegible]ble. In [illegible]salmon is readily available in British Columbia, Alberta is [illegible]da'[illegible]t [illegible]oducer and Nova Scotia is Canada's largest lobster pr[illegible]tho[illegible]s these foods are part of the culture of the area.

Different areas of the world have [illegible]nt staple[illegible]s. For example, Asia's staple food is rice. Corn is native to Central America a[illegible]ed to [illegible]tillas. United States is now the largest producer of corn.



In some homes, pasta is the side dish served most [illegible] some families, potatoes are the most common choice, and, in some families, rice is served most often. Because all these foods ar[illegible]ad[illegible]able in Canada many families have a variety of these foods. Even small towns hav[illegible] variety of cuisine types from Italian, Chinese, Greek, East Indian and Thai. Ingredients for dishes from various cultures are also available at most grocery stores.



Traditional foods are passed down in families. Often holiday celebrations include recipes passed down from many generations. Special traditional foods often have family stories about how they originated or how they were prepared. We tend to like what is familiar and what we ate when we were growing up. These foods from our family's culture influence our food choices.

PREVIEW

Name: _____ 48

Curriculum Connection
D2.1

Questions

Answer the questions below using evidence from the text

1) Does your family have any traditional foods? If so, what are they? If not, what is your favourite meal?

2) What ar[illegible] the foods you enjoy that originate in other countries?

PREVIEW

Diagram

Draw an exampl[illegible]ood [illegible]countries, you eat and label them.

True or False

Is the statement true or false?

1) Our cultures never change.	True	False
2) When people move, they often take their food traditions with them.	True	False
3) The traditional foods of each country are the same across that country.	True	False
4) Most people are proud of their traditional foods.	True	False
5) Culture is influenced by religion, geography and our social values.	True	False

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Curriculum Connection
D2.1

Food Skills

What Are Food Skills?

Food skills can help us: eat healthier by knowing the nutrients in our foods, save money by avoiding waste, and learn skills like chopping and measuring to prepare nutritious meals.

Foods skills include:

1) Knowledge:

- How to [illegible]od, hunt or fish.
- How [illegible]s for quantity and food preferences.
- H[illegible]store a[illegible] food safely.
- How to rea[illegible]bels
- How to plan [illegible]sing C[illegible]w Food Guide.



2) Using our senses to:

- Determine if foods are ri[illegible]ney[illegible]
- Check the texture, appearance, tast[illegible]ell o[illegible]for most enjoyment

3) Planning skills:

- Make a grocery list and stay on our budget.
- Organize and prepare healthy meals.
- Make best use of leftovers.

4) Technical skills:

- Following recipes.
- Knowing how to chop, mix foods.
- Cooking skills.



PREVIEW

Planning to Avoid Food Waste

When we plan our menus and do our grocery shopping according to our list, we can avoid food waste. Food waste is when food is produced but not eaten and thrown into the garbage. This means that the time and energy, as well as the water and land needed to grow the food are wasted. When food is thrown out as garbage, it ends up in the landfill and it produces the greenhouse gas, methane.

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Curriculum Connection
D2.1

True or False

Is the statement true or false?

1) Making a grocery list can help us stay on our budget.	True	False
2) Canada's New Food Guide can help us plan nutritious meals.	True	False
3) It is best to cook all food at high temperatures to kill any bacteria.	True	False
4) Knowing how to store food safely is an important food skill.	True	False
5) Wasting [illegible] only wastes money it can harm the environment.	True	False

Questi[illegible]

Wh[illegible]ng the nutrition label on our food choices important?

_____

_____

_____

Identify

Identify ✓ if the statement shows a [illegible]kill a[illegible]oes not show a food skill.

Scenarios		☒
1) Reading nutrition labels before choosing a snack.		
2) Throwing leftovers away without checking if they can be reused.		
3) Washing fruits and vegetables before eating them.		
4) Planning meals using a grocery list.		
5) Guessing recipe measurements without checking instructions.		
6) Checking the smell and texture of food before cooking.		
7) Following recipe steps carefully while baking.		
8) Buying too much food and letting it spoil in the fridge.		

PREVIEW

Name: _____ 56

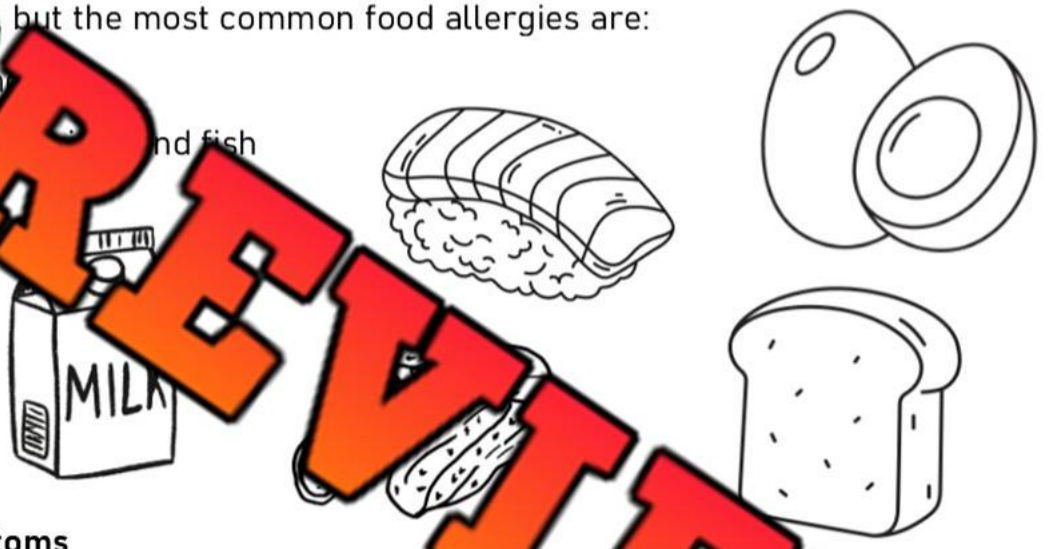
Curriculum Connection
D2.1

Food Allergies

Food Allergies

In Canada approximately 6.1% of the population have a food allergy. A food allergy is when the body's immune system reacts to certain foods. The immune system treats the food as though it is a threat to your body and reacts to it the way it would to a virus or bacteria. It is not the food that is harmful but the way your body reacts to it. Kids can be allergic to many foods, but the most common food allergies are:

- Peanuts
- Seafood such as shellfish and fish
- Milk
- Eggs
- Soy
- Wheat
- Sesame



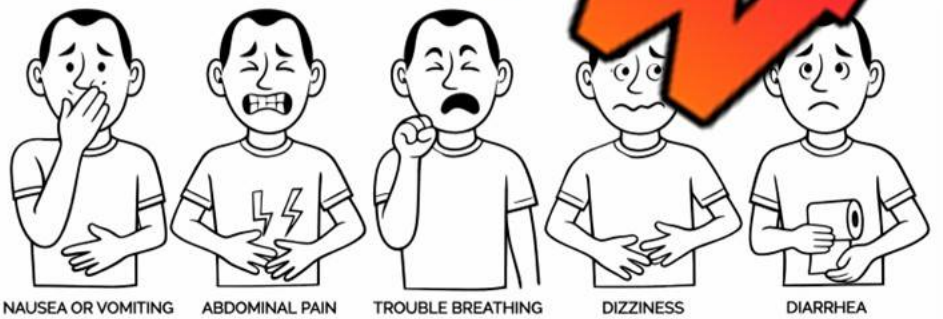
PREVIEW

Food Allergy Symptoms

Food allergy symptoms can be mild or severe. The first symptoms could be a runny nose or an itchy rash like hives. It could also be tingling in the tongue.

Other symptoms include:

- Tightness in the throat
- Hoarse voice
- Cough and wheezing
- Nausea, vomiting
- Belly pain, diarrhea.



The most serious allergy can cause anaphylaxis, which requires a medical plan. Allergic food reactions may be mild at first and be more severe the second time, so it is important to know what you are eating if you have had even a mild reaction in the past. You can be allergic to something as a baby and not be allergic to it as you grow older.

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Curriculum Connection
D2.1

True or False

Is the statement true or false?

1) Food allergies are very rare.	True	False
2) Food allergies can be life threatening.	True	False
3) People's allergies remain the same throughout their life.	True	False
4) A food allergy affects the body's immune system.	True	False
5) Anaphylaxis is a serious life threatening allergic reaction.	True	False

Questioning

Write three questions you have after reading the text

1)	
2)	
3)	

Questions

Answer the questions below using evidence from the text.

1)What are the most common food allergies?

_____

_____

_____

2) What are the symptoms of food allergy.

_____

_____

_____

PREVIEW

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Curriculum Connection
D2.1

Food Allergies

Instruction	Write the letter of each symptom that is a sign of food allergy in the boxes around the picture



A	Shortness of breath	**G**	Tight feeling in the throat
B	Fast heartbeat	**H**	Feeling dizzy
C	Passing out	**I**	Swelling of the face
D	Itchy skin all over the body	**J**	Scraped knee
E	Feeling hungry	**K**	Very unwell
F	Wheezing	**L**	Stomach pain

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Curriculum Connection
D2.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Circle what you should do when someone has an allergy.

Tell a[illegible]	Stay with them
C[illegible]r help	[illegible]c and run
Leave th[illegible] alone	[illegible]ive sp[illegible] br[illegible]e
Ignore them	Us[illegible]e[illegible] with
Ask their allergy	Say it's not serious

Name: _____

Circle what you should do when someone has an allergy.

Tell an adult	Stay with them
Call for help	Panic and run
Leave them alone	Give space to breathe
Ignore them	Use EpiPen with adult
As[illegible] allergy	Say it's not serious

Name: _____

Circle what you should do when someone has an allergy.

Tell an adult	Stay with them
Call for help	Panic and run
Leave them alone	Give space to breathe
Ignore them	Use EpiPen with adult
Ask their allergy	Say it's not serious

Name[illegible]

Circle what [illegible] sh[illegible] someone has an a[illegible]

Tell an adult	St[illegible] with them
Call for help	Panic and run
Leave them alone	Give space to breathe
Ignore them	Use EpiPen with adult
Ask their allergy	Say it's not serious

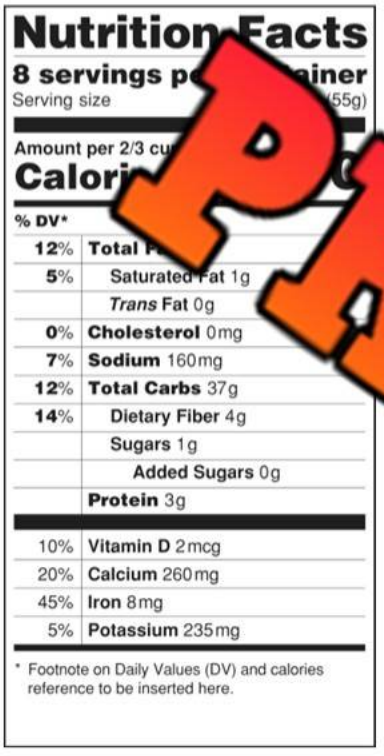
PREVIEW

Name: _____ 62

Curriculum Connection
D2.1

Nutrition Labels

Background
It is the law in Canada for companies to put a nutritional label on their packaged food. This allows consumers (us) to know what we are getting in their product. Review the nutritional labels below and write down what is on both labels.



Nutrition Facts

8 servings pe **ainer**

Serving size (55g)

Amount per 2/3 cu

Calori

% DV*	
12%	**Total F**
5%	Saturated Fat 1g
	Trans Fat 0g
0%	**Cholesterol** 0mg
7%	**Sodium** 160mg
12%	**Total Carbs** 37g
14%	Dietary Fiber 4g
	Sugars 1g
	Added Sugars 0g
	Protein 3g
10%	**Vitamin D** 2mcg
20%	**Calcium** 260mg
45%	**Iron** 8mg
5%	**Potassium** 235mg

* Footnote on Daily Values (DV) and calories reference to be inserted here.

What's on the Labels?

- Serving size



Nutrition Facts

Serving Size 1 (44g)

Amount Per Serving	
Calories 96	
	% Daily Values*
Total Fat 1g	**2%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 1mg	**0%**
Total Carbohydrate 22g	**7%**
Dietary Fiber 0g	**0%**
Sugars 6g	
Protein 1g	**2%**

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

Calories	2,000	2,500
Less than	65g	80g
Less than	20g	25g
Less than	300mg	300mg
Less than	2400mg	2400mg
	300g	375g
	25g	30g

PREVIEW

Questions

1. Why do you think it is the law that companies have to include a nu

2. Based on the labels, which food do you think is healthier? Why?

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Curriculum Connection
D2.1

Food Labels – Ingredient List

Requirements of Food Labels in Canada

All prepackaged food products with more than 1 ingredient must declare their ingredients and components in a list of ingredients. Therefore, you will notice that the only food items that do not need a food label with an ingredient list are fruits, vegetables, and meats that do not contain any other ingredients than the plants or animals themselves.

You will notice that the ingredient list and nutritional facts on food labels need to be written in both English and French. This is because in Canada, we have two official languages.

Food labels also show a best before date. The best before date applies to unopened food. Once it has been opened, we should ignore that date.

PREVIEW

Ingredient Lists – Allergy Information

In Canada, common allergens and gluten must always be clearly declared on food labels when present as ingredients or components of ingredients. They will appear in the ingredient list or in a "contains" statement located immediately after the ingredient list.

Samples of Ingredient Lists

Nutrition Facts
Per 6 crackers (20 g)

Calories 100	% Daily Value*
Fat 5 g	7 %
Saturated 1.0 g + Trans 0 g	5 %
Carbohydrate 12 g	
Fibre 0 g	0 %
Sugars 2 g	2 %
Protein 1 g	
Cholesterol 0 mg	0 %
Sodium 160 mg	7 %
Potassium 20 mg	0 %
Calcium 30 mg	2 %
Iron 0.75 mg	4 %

*5% or less is **a little**, 15% or more is **a lot**

Ingredients: Wheat flour, Shortening (vegetable oil, modified palm oil), Sugars (sugar, glucose-fructose), Salt, Ammonium bicarbonate, Baking soda, Monocalcium phosphate, Soy lecithin, Papain, Amylase, Protease, Natural flavour.
Contains: Wheat, Soy.

Ingredients: Enriched wheat flour, Sugar, Canola and palm and palm kernel oil shortening, Ginger, Ammonium bicarbonate, Salt, Baking soda, Monocalcium phosphate, Citric acid, Natural flavour, Dicalcium phosphate. **May contain:** Peanuts, Tree nuts, Milk, Egg, Soy.

An ingredient list may include a statement such as "may contain" or "processed in a facility that also processes" to indicate that although the food does not contain the allergens listed.



Ingredients: Sugars (sugar, glucose syrup), Milk ingredients, Modified palm oil, Unsweetened chocolate, Modified vegetable oil, Cocoa butter, Salt, Soy lecithin, Baking soda, Calcium chloride, Natural and artificial flavours. **Contains: Milk, Soy. May contain: Peanut, Almond, Cashew, Hazelnut.**
Ingrédients : Sucres (sucre, sirop de glucose), Substances laitières, Huile de palme modifiée, Chocolat non sucré, Huile végétale modifiée, Beurre de cacao, Sel, Lécithine de soja, Bicarbonate de sodium, Chlorure de calcium, Arômes naturels et artificiels. **Contient : Lait, Soja. Peut contenir : Arachides, Amandes, Cajous, Noisettes.**

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Curriculum Connection
D2.1

True or False

Is the statement true or false?

1) Food labels must have English information but French is not necessary	True	False
2) A best before date needs to be on a food label	True	False
3) The best before date is accurate when the food is opened	True	False
4) All food in a grocery store needs to have a food label	True	False
5) Only foo[illegible]th more than 1 ingredient needs to have a food label	True	False

Visualiz[illegible]

[illegible] favourite food and list the ingredients needed to prepare it.

PREVIEW

Questions

Answer the questions below using evidenc[illegible] th[illegible]

1) Why do foods with only one ingredient not need an ingredient list?

_____

_____

_____

2) Why do you think ingredient lists write may contain? What does that mean?

_____

_____

_____

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Name: _____ 65

Curriculum Connection
D2.1

Food Labels – Ingredient List

Did you know that the first ingredient in an ingredient list is always the most used ingredient? In fact, the company that makes the food has to order the ingredients in the ingredient list from most used to least used. This helps consumers understand what the product is made of.

If this rule wasn't applied, a company could include a tiny pinch of healthy and expensive ingredients and then load their product up with cheap and unhealthy ingredients. The consumer wouldn't know how much of each ingredient was being used, therefore, they could be tricked!

Interpret ingredient lists below and made observations. Is he right? Explain

Ingredients:
Modified milk i… …r, m… ingredients, gluco… …t oil, c… mono- and diglyceride… …pyle… …ol monostearate, cellulose gu… …n gum, carrageenan, artificial fla… …r. May contain peanuts / nuts.

This ice cream is healthy because it has milk and coconut oil.

Ingredients: Corn flour blend, sugar, wheat flour, whole grain oat flour, modified food starch, contains 2% or less of vegetable oil, oat fiber, maltodextrin, salt, soluble corn fiber, natural flavor, red 40, yellow 5, blue 1, yellow 6, BHT for freshness. Vitamins and Minerals: Vitamin C , …ced iron, niacinamide, vitamin B6 (pyridoxine …loride), vitamin B2, vitamin B1 (thiamin …e), folic acid, vitamin D3, vitamin B12.

This ce… …lthy because it has vitamins and m… …ls.

INGREDIENTS
PURE FILTERED WATER, CONCENTRATED APPLE JUICE, LESS THAN 0.5% OF: CALCIUM CITRATE (CALCIUM SOURCE), VITAMIN C (ASORBIC ACID), POTASSIUM PHOSPHATE.

This juice is healthy because it has concentrated apple juice and added vitamins.

Ingredients: Fruit puree (grape, pea… …e, strawberry and raspberry), corn sy… …gar, modified corn starch, gelatin, concord grape juice from concentrate, citric acid, lactic acid, natural and artificial flavors, ascorbic acid (vitamin C), alpha tocopherol acetate (vitamin E), vitamin A palmitate, sodium citrate, coconut oil, carnauba wax, annatto (color), turmeric (color), red 40, and blue 1.

These fruit snacks are healthy because they have fruit puree and added vitamins.

PREVIEW

Name: _____ 66

Curriculum Connection
D2.1

Ingredient List

Did you know?
Companies must also include an ingredient list on their food products. The ingredient list is the secret to finding healthy food because sometimes the nutritional label can be misleading.

Diet Pop

Nutrition Facts
Serving Size (355ml)

Amount Per Serving	
Calories 0	
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 30mg	1%
Total Carbohydrate 0g	0%
Dietary Fiber 0g	
Sugars 0g	
Protein 0g	

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Which one is healthier? Why?

Regular Pop

Nutrition Facts
Serving Size (355ml)

Amount Per Serving	
Calories 150	
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 15mg	1%
Total Carbohydrate 41g	14%
Dietary Fiber 0g	0%
Sugars 41g	
Protein 0g	0%

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
[illegible]sterol	Less than	300mg	300mg
	Less than	2400mg	2400mg
[illegible]rate		300g	375g
		25g	30g

PREVIEW

The diet pop looks like the better option, however, take[illegible] the i[illegible]nt list. Which pop do you think is the healthier option (no pop is alway[illegible]

Diet Pop

Ingredients: Carbonated Water, Colour (Caramel E150d), Acids (Phosphoric Acid, Citric Acid), Flavourings (including Caffeine), Sweeteners (Aspartame, Acesulfame K), Acidity Regulator (Sodium Citrate), Preservative (Potassium Sorbate). Contains A Source Of Phenylalanine.

Reg[illegible]

Ingredients: ca[illegible]at[illegible], high fructose corn syrup, car[illegible]color, sugar, phosphoric acid, caffeine, citric acid, and natural flavors



Which pop do you think is healthier? Why?

_____

_____

_____

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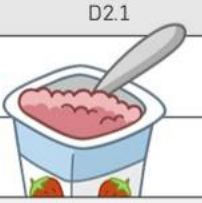
Name: _____ 67

Curriculum Connection
D2.1

Food Comparisons



Plain Greek Yogurt

Nutrition Facts

4 servings per container

Serving size 4 (100g)

Amount Per Serving

Calories 130

	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0	0%
Trans Fat 0g	
Cholesterol	
Sodium 9	
Total Carboh 0g	
Dietary Fiber 1g	
Total Sugars 7g	
Includes 0g Added Sug	0%
Protein 23g	6%
Vitamin D 0mcg	0
Calcium 325mg	2
Iron 0mg	0%
Potassium 376mg	8%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Which Would You Choose? Why

Strawberry Yogurt

Nutrition Facts

4 servings per container

Serving size 4 (100g)

Amount Per Serving

Calories 130

	% Daily Value*
Total Fat 3g	4%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 95mg	4%
Total Carbohydrate 25g	9%
Dietary Fiber 0g	0%
Total Sugars 18g	
Includes 0g Added Sugars	0%
Protein 5g	10%
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 0mg	0%
Potassium 470mg	10%
Vitamin C	15%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

PREVIEW

White Bread

Nutrition Facts

23 servings per container

Serving size 1 Slice (30g)

Amount Per Serving

Calories 80

	% Daily Value*
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 140mg	6%
Total Carbohydrate 15g	5%
Dietary Fiber 0g	0%
Total Sugars 1g	
Includes 0g Added Sugars	0%
Protein 2g	4%
Vitamin D 0mcg	0%
Calcium 26mg	2%
Iron 0.36mg	2%
Potassium 0mg	0%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Which Would You Choose? W

le Wheat Bread

Nut on Facts

serv er
ervi ice (30g)

Amo

Calorie 90

	% Daily Value*
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 140mg	6%
Total Carbohydrate 15g	5%
Dietary Fiber 5g	18%
Total Sugars 1g	
Includes 0g Added Sugars	0%
Protein 5g	10%
Vitamin D 0mcg	0%
Calcium 26mg	2%
Iron 0.9mg	4%
Potassium 0mg	0%

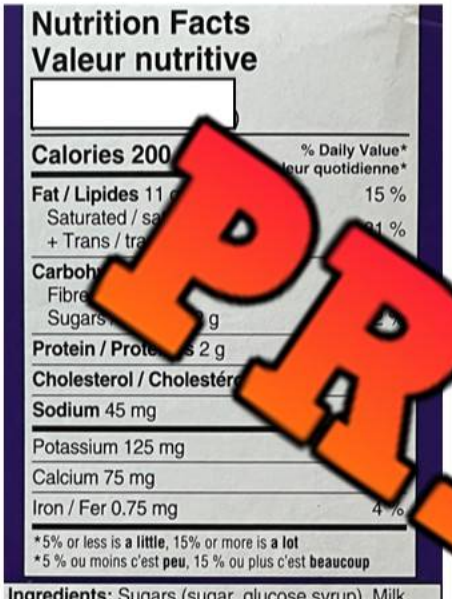
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Name: _____ 68

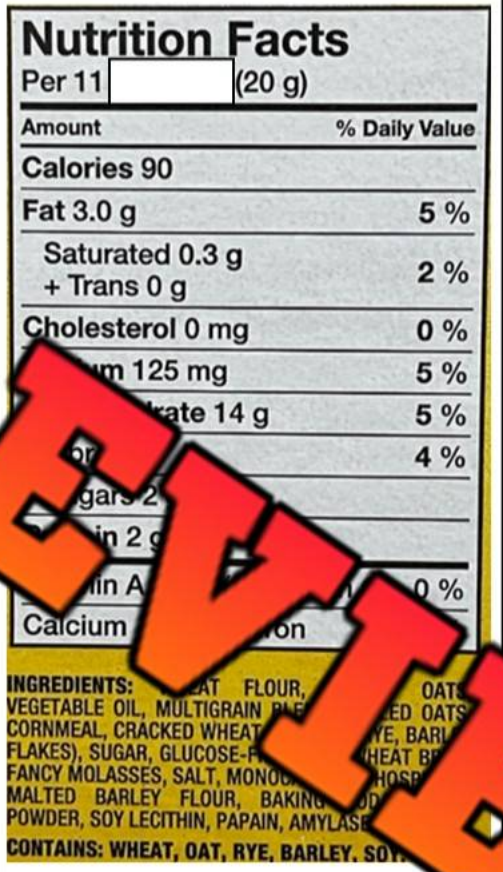
Curriculum Connection
D2.1

Food Label – Guess the Food

Interpret | Read the food label and circle which food you think it is



Bread	Chocolate	Juice



Steak	Cookies	Crackers



	Soup

PREVIEW







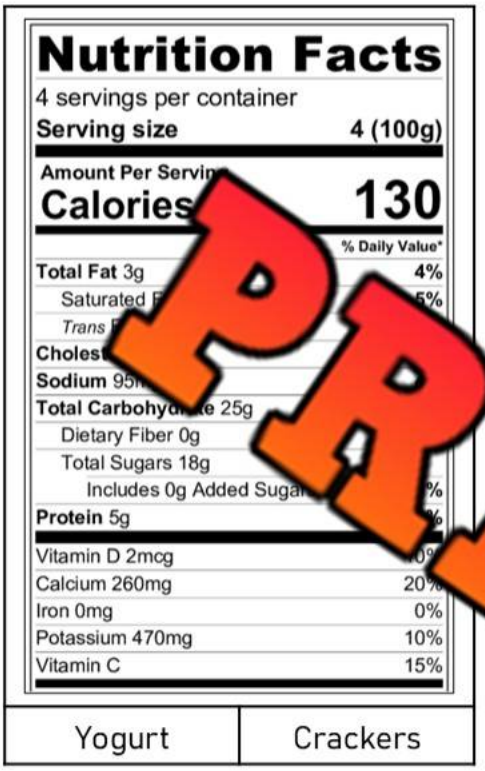
Ice Cream
Doritos – Chips
Cookies

Name: _____ 69

Curriculum Connection
D2.1

Food Label – Guess the Food

Interpret | Read the food label and circle which food you think it is



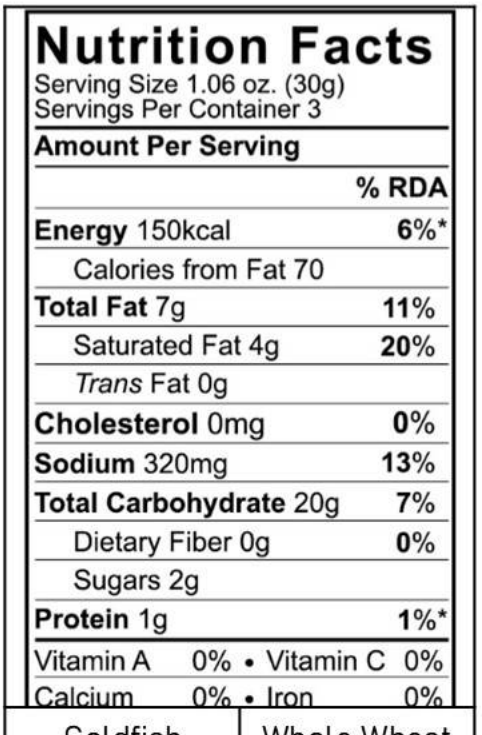
Yogurt | Crackers



Diet Po | Reg op



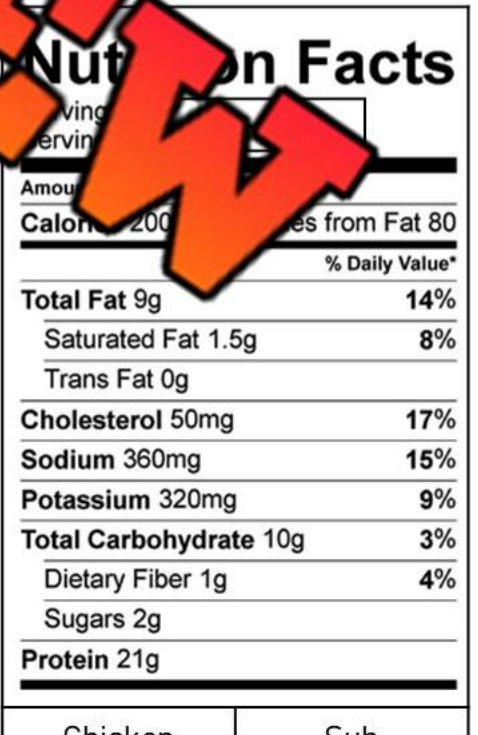
ite Bread | Whole Wheat Bread



Goldfish Crackers | Whole Wheat Crackers



Apple | Fruit Snacks



Chicken Nuggets | Sub Sandwich

PREVIEW

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Curriculum Connection
D2.1

Research – Favourite Food Ingredient List

Research Find the ingredient list for some foods you eat regularly. Answer the questions

1) What food will you research first?	

2) Write the ingredient list below. Write at least the first 5 ingredients.

INGRE NTS:

_____

_____

_____

3) Is the food healthy? Explain based on the ingredient list.

_____

_____

_____

1) What food will you research next?	

2) Write the ingredient list below. Write at least the first 5 ingredients.

INGREDIENTS:

_____

_____

_____

3) Is the food healthy? Explain based on the ingredient list.

_____

_____

_____

PREVIEW

Name: _____ 76

Curriculum Connection
D2.2

Activity: Healthy Choices Role Play

Objective

What are we learning about?

Help students understand how planning meals, food environments, and personal choices influence healthy eating and practise making better food decisions.



Materials

What will you need for the activity?

- Sc io card g different food choice situations (fast food, busy mornings ng ack choices)
- Simple prop nbox, ings, menu, grocery list, etc.)
- Open space for

Instructions

How will you mple

1. Prepare scenario cards showing situatio ere st must make food choices (e.g., rushing to school, choosing food ch, snack time).
2. Begin with a short discussion about how plannin vir t influence healthy eating.
3. Divide students into small groups and give each group one scen rd.
4. Allow groups time to read their scenario and plan a short role play showing both an unhealthy choice and a healthier alternative.
5. Students perform their role play while classmates observe the food choices made by the characters.
6. After each performance, discuss what healthy decision was shown and why it was a better choice.
7. Conclude with a reflection on how students can plan ahead and make healthier food choices in real life.

PREVIEW

Name: _____ 77

Curriculum Connection
D2.2

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Rushing to School	You wake up late and skip breakfast. On the way to school, you pass a convenience store selling chips and soda. You feel hungry and tempted to buy junk food instead of waiting for lunch. What do you do?
Fast Food Friends	r school, your friends invite you to eat fast food. Everyo ders fries and soda. You remember your lesson abou ces but feel pressured to order the same. W u do
Packing Lunch	Your parents ed fruit bles for lunch, but you prefer buying snacks ne ca r friends say packed food is "boring." re w to eat your packed lunch or buy junk food. o y
Snack Time at Home	You arrive home hungry and see cookies and on the table. There are also fruits and yogurt in the fridge. You want something quick and tasty but know you should make a healthy choice. What do you do?
Weekend Take-Out	Your family plans to order take-out food for dinner. You remember that restaurant meals can be high in sugar and fat. You want to enjoy the meal but also make a healthier choice. What do you do?

PREVIEW

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Curriculum Connection
D2.2

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Choosing a Drink	At the cafeteria, you are thirsty and see soda, bubble tea, and water. Your friends all choose sugary drinks. You remember your lesson about healthy choices but feel tempted to follow them. What do you do?
Canteen Cho	ng ess, you only have enough money to buy one snack hoose fries or a fruit cup. Fries look tastier, ow fr healthier. What do you do?
Planning Ahead	You have a bu y with ities. You worry you might get hungry and nheal s later. You remember that planning elp y healthier. What do you do?
Party Food	At a birthday party, there are lots of sweets, and cake. There are also sandwiches and fruit on the table. You want to enjoy the party but also make balanced choices. What do you do?
Uneaten Lunch	You notice that you often bring healthy food but do not eat it because you are busy playing. When you get home, your parents ask why your lunch is still full. You want to improve your eating habits. What do you do?

PREVIEW

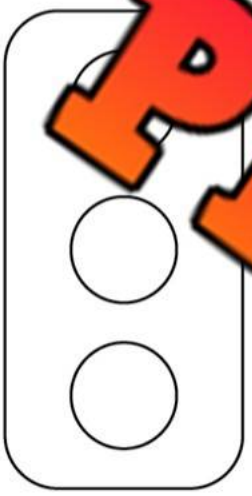
Curriculum Connection
D2.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Colour the light that matches how you feel after today's lesson.



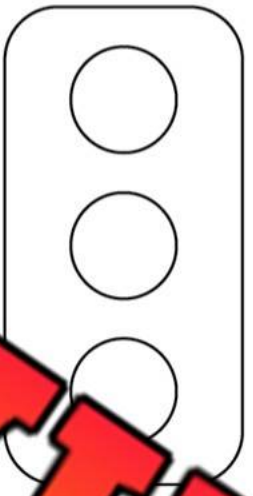
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



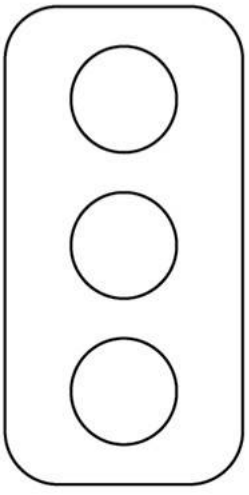
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



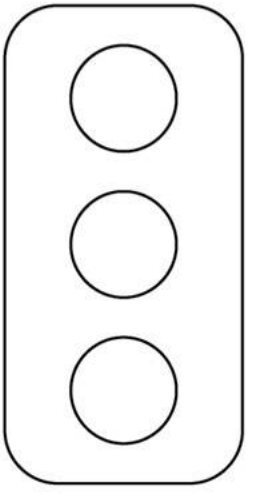
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

PREVIEW

Name: _____ 82

Curriculum Connection
D3.1

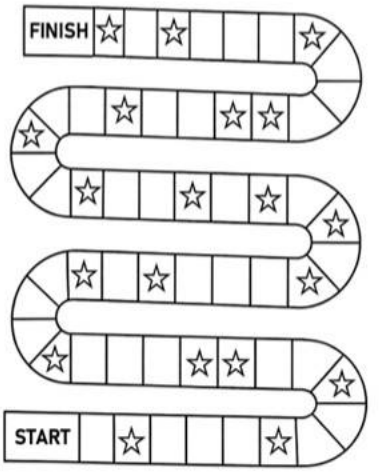
Activity – Healthy Eating Game

Objective What are we learning more about?

To explore the benefits of healthy eating such as stronger bodies, better energy, improved mood, and disease prevention while practising decision-making about food choices.

Materials What do we need for our activity?

1) [illegible]d
2) Pl[illegible]r toke
3) One die
4) Question c[illegible]
5) Pencil or mark[illegible]



Method How do we co[illegible]ete t[illegible]e?

1. Begin with a discussion about the benefits [illegible]ating [illegible]hy foods.
2. Place the game board in the centre of the [illegible]up.
3. Shuffle the question cards and place them face [illegible]
4. Each player chooses a token and places it on START. Playe[illegible]ling the die and moving forward.
5. When a player lands on a star space, they pick a card and read it aloud.
6. The card asks about healthy eating benefits such as energy, strong bones, or preventing illness. The player answers the question or explains their healthy choice.
7. Other players listen respectfully and may share ideas. There are no wrong answers; the goal is to learn healthy habits.
8. The game continues until a player reaches FINISH.
9. At the end, students share one healthy habit they will practise in real life.

PREVIEW

Name: _____ 83

Curriculum Connection
D3.1

Question Cards | Cut out the question cards below.

How does eating healthy help your body grow strong?	What is one healthy snack you enjoy eating?
What one [illegible] food that gives [illegible] energy	How does eating healthy help you stay focused in school?
How can fruits and vegetables help prevent illness?	[illegible] drinking water [illegible] your body?
Why is milk or calcium important for bones and teeth?	How can healthy [illegible] help you maintain a [illegible] healthy weight?
How can healthy eating improve your mood?	What is one food that supports brain health?

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Curriculum Connection
D3.1

Question Cards | Cut out the question cards below.

How can healthy eating help you stay active during the day?	How does eating less junk food benefit your body?
W[illegible] fruit or vegetable[illegible] for	Why are whole grains good for your health?
Why is breakfast important for energy?	H[illegible]ealthy eating help y[illegible]onger?
How can healthy eating help your immune system?	What is one healt[illegible]nk you should choose daily?
What is one healthy lunch you would pack for school?	How can balanced meals help your muscles?

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Curriculum Connection
D3.1

Question Cards | Cut out the question cards below.

Why is fish good for brain and heart health?	Why should we limit sugary foods?
What one [illegible] habit you pra[illegible]ome	How can healthy eating help your skin and hair?
How can healthy eating hel[illegible] you avoid feeling tired?	W[illegible]s o[illegible] healthy breakfast [illegible]?
What healthy food would you recommend to a friend?	How can healthy [illegible]g help you feel happier?
How can eating vegetables help your digestion?	

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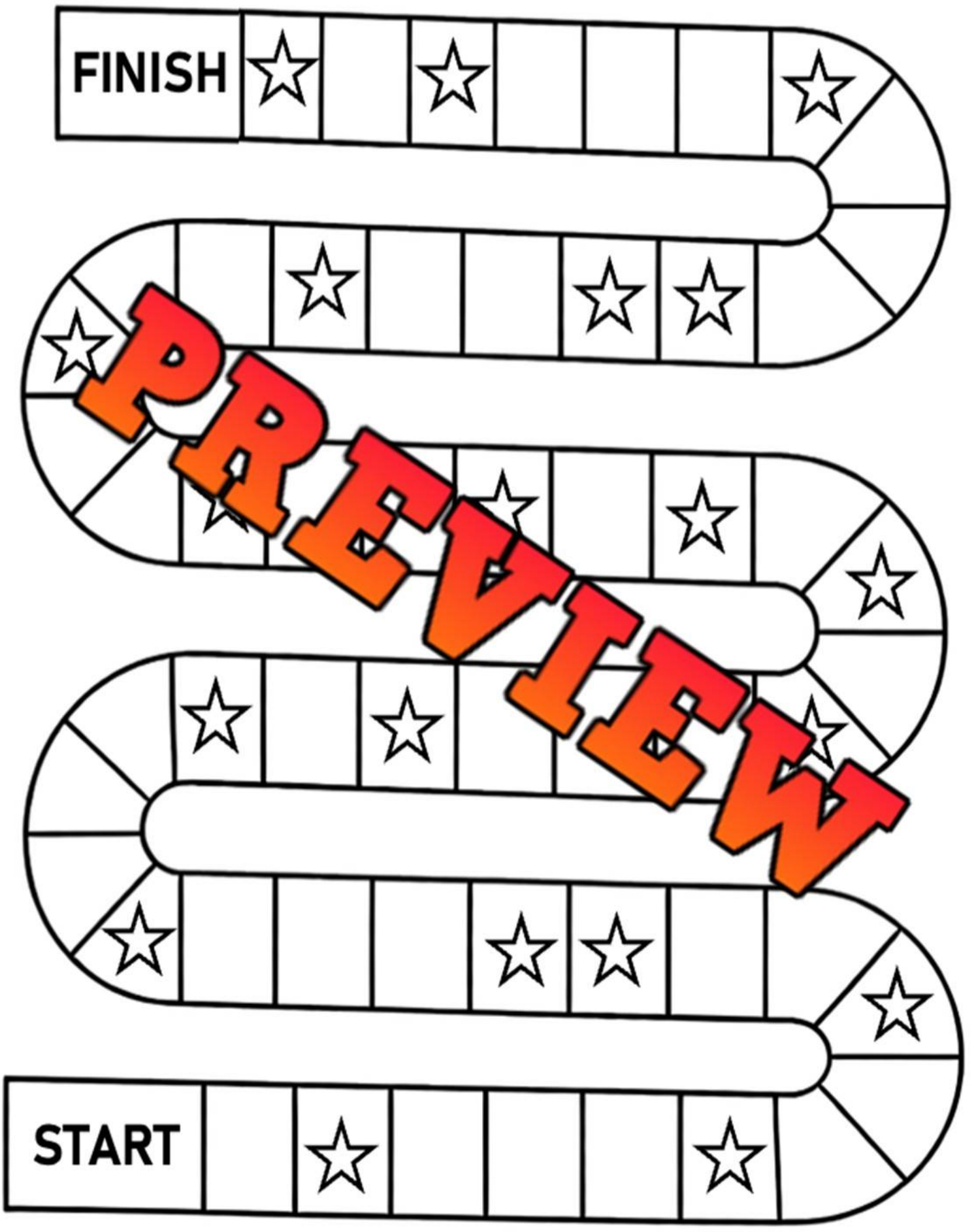
Curriculum Connection
D3.1



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Name: _____ 87

Curriculum Connection
D3.1

Active Living

Active Living

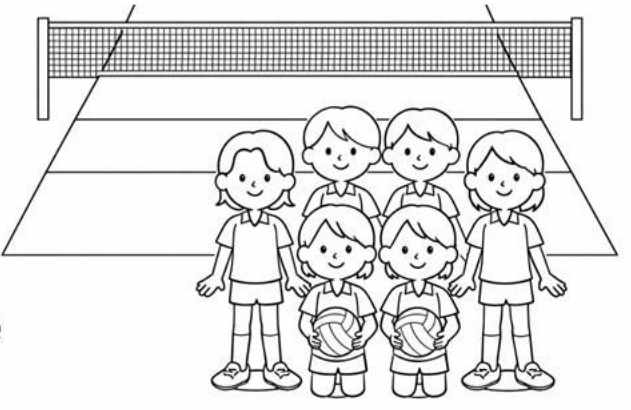
Regular physical activity is very important for your health. Being physically active will help you maintain a healthy weight, reduce the risk of getting diseases, like heart disease and diabetes, it improves your brain health, it strengthens your muscles and bones and [illegible] you do the everyday activities you enjoy. Regular exercise gives you more en[illegible]

[illegible]r physi[illegible]y does more than just improve your physical health, it also improves your [illegible]h. [illegible]erage youth who exercise more have lower levels of depression, st[illegible]d dist[illegible]ve more positive self-image and well-being.

Youth who participat[illegible]ular ex[illegible]ve improved behaviour and can exhibit more self control. Youth have [illegible]impro[illegible] to pay Attention, after they have had s[illegible] exercise. On average, children who participate[illegible] regular physical activity had better academic performance.



There are additional benefits to being physically active. Playing team sports has all the health benefits of being physically active, and they also teach social skills and help children make friends. Some children struggle with academic performance but excel at sports. This gives them a feeling of competence and helps build self-esteem. Exercise releases endorphins in the brain, which help a child feel happier. Getting regular exercise throughout the day can help youth get better sleep.



PREVIEW

Name: _____ 88

Curriculum Connection
D3.1

True or False

Is the statement true or false?

1) Being physically active may help you avoid getting heart disease.	True	False
2) Being physically active may help you do better in school.	True	False
3) Being physically active can help you get fewer colds and flu.	True	False
4) Being physically active means, you will have more friends.	True	False
5) Being ph lly active can help improve your mood.	True	False

Think

x if it is an active living activity that helps your body move stay he y

❑ Playing basketb	nd scrolling on	❑ Hiking with family
❑ Watching TV	lking	❑ Playing board games
❑ Riding a bike	❑ Readin	❑ Yoga or stretching
❑ Playing video games	❑ Playing g	wimming
❑ Dancing	❑ Lying on the co	a car

PREVIEW

Questions

Answer the questions below using evi fro

1) What are the physical benefits of being physically active?

_____

_____

_____

2) What are the mental health and social benefits of being physically active?

_____

_____

_____

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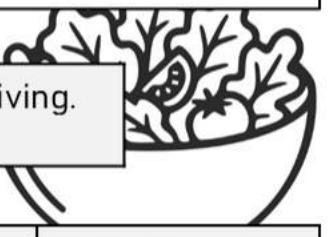
Name: _____ 89

Curriculum Connection
D3.1

Healthy Eating and Active Lifestyle

Healthy Eating and Active Lifestyle

Eating healthy foods and being active are lifestyle choices you can make to keep you feeling strong and fit. You can make decisions everyday that will keep you healthy such as, riding your bike or going for a walk instead of playing videogames. You can choose to have a piece of fruit instead of a bag of chips as a snack. Getting enough sleep and drinking lots of water are healthy habits we should do everyday. Making small healthy choices everyday can become habits that stay with you for a lifetime. Healthy Eating and active living together can keep you healthy.



Activity Place a check in the box with healthy eating or active living. You may check both.

	Benefit	Healthy Eating	Active Living
1.	Builds strong bones and muscles		
2.	Improves mood		
3.	Helps avoid disease including heart disease and diabetes		
4.	Improves brain health and function		
5.	Builds strong teeth		
6.	Improves self confidence and self esteem		
7.	Boosts your energy		
8.	Helps maintain a healthy weight		
9.	Live longer		
10.	Increased immunity to illness such as flu		
11.	Improved sleep		

PREVIEW

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Name: _____ 91

Unit Test – Healthy Eating

Multiple Choice /10

1. Choosing to eat healthy foods can help you : a) Build strong bones b) Avoid heart disease c) Avoid diabetes d) All of the	2. Why is it important to eat mindfully? a) When we eat mindfully, we enjoy our food more b) We will eat only when we are hungry c) We will make healthy food choices d) All of the above
3. What a st cues? a) Your b telling hungry/thirsty b) Dry mouth an c) Rumbling stomach d) All of the above	4. Active living & healthy eating work together to a) Help us maintain a healthy weight b) Improve your dental health c) Keep our hormones in balance All of the above
5. Our food choices affect the envi nt: a) Because food is often transported great distances using fossil fuels b) Because it often has lots of plastic packaging c) Because raising agriculture takes lots of water and land. d) All of the above	beverage should we choose most a) Mi fruit c) Water d) Sports Drink
7. How do our emotions affect our food choices? a) We may eat to comfort ourselves b) We may eat cake or ice cream to celebrate c) We may not eat if we are upset d) All of the above	8. Which is **not** a food the environment? a) Meatless Mondays b) Fish on Fridays c) Buy Local d) Farm-to-table
9. The media influences our food choices by: a) Celebrity endorsements b) Product placements on TV and in movies c) Ads on social media and TV d) All of the above	10. The Mediterranean diet... a) Is mainly plant-based b) Leads to higher life expectancy c) Includes olive oil d) All of the above

PREVIEW

Define | What do the terms below mean?

Term	Definition – What does it mean?
Mindful Eating	
Food Allergy	
Anaphylaxis	

PREVIEW

Short Answer | Answer the questions below – Each question is worth 3 marks

1) Name 3 hunger and/or thirst cues?

2) How is having Meatless Mondays in your family a food choice that helps the environment?

3) What are 6 benefits of active living?

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