

Subject/Grade: Health 5/6		Lesson Title: Healthy Food Choices	Teachers: Johnna Hertlein
Outcomes, Indicators & Goals			
Outcome: - USC5.1 Analyze personal eating habits Curriculum Link	Indicators: - Investigate a variety of information about foods and beverages. - Explain the importance of reading and understanding food labels including serving size, calories, and nutritional values (e.g., fat, sodium, and sugars) for making healthy food choices.	Goals: - Students can explain why it's important to read and understand food labels for healthy food choices - Students investigate a variety of nutritional information about foods and beverages	
Summary of Lesson			
Instructional Strategies: - Powerpoint 📄 November 7 Lesson - Group discussions - Research orientated assignment; post to the google classroom if possible. That way it's easy for students to access it! 📄 Looking at the Facts: Nutrition Labels - Exit Slip 📄 Health Exit Slip			
Summary: - Think-pair-share activity where students write down healthy and unhealthy foods. - (1) Discuss with students Canada's Food Guide and what it tells us about healthy food options and a balanced diet. - (2) Healthy eating is more than eating healthy foods. Discuss mindful eating practices, limiting highly processed foods, and food labels. Talk about serving size, calories, and % Daily Value. - (3) Talk with students about the importance food labels have on making healthy food choices. - (4) Direct students to do the Research Activity. Do a practice example with the class before having students work individually. Students will research their favourite food and a healthy or an unhealthy food option. - Have students complete the exit slip & if there is time watch the video that is linked.			
Evaluation - 📄 Health Exit Slip as a formative evaluation.			
Materials (including links to worksheets) - Laptops for research activity (activity will be accessible by google classroom) - 📄 Healthy vs Unhealthy Food x6 (one for each table group) - 📄 Health Exit Slip x 8 (need to cut in thirds, 3 per page)			

Set TIME: 5 minutes - Think-pair-share activity (students break into table groups to discuss the question on the slides) - What foods do you consider healthy? What foods do you consider unhealthy? - Use the table to separate the healthy and unhealthy foods. - Ask students to share their answers with the class afterwards. - https://www.unlockfood.ca/en/Articles/Nutrition-Labeling/Understanding-Food-Labels-in-Canada.aspx <i>GOAL: Get students thinking about healthy and unhealthy foods.</i>	Possible Adaptations/Modifications: - Read out all of the information included on the slides for students in the classroom who have difficulties with reading. - Do a demonstration of the activity before having students do the activity. - Stop by the students who may need some additional assistance with the activity.
Development TIME: 50 minutes 1-3 20 minutes; 4 30 minutes - (1) Ask students where we can find information about healthy food options from professionals. - Canada's food guide gives us some important information on how we can live healthily by choosing healthier food options. - Talk about the slide pushing the importance of drinking water, eating fruits & vegetables, eating protein, and eating whole grain foods. - (2) Tell students that healthy eating is more than just eating healthy foods. Read information off of slides. - Being mindful of eating habits - info off of slides - Ask students how we could do this - Limit Highly Processed Foods - info off of slides - Ask students how we could do this - Use Food labels - Ask students what food labels can tell us - Serving Size - Calories (ask students what calories are, if they don't know tell them it's the energy we get from food) - % Daily Value - We want more of vitamin A, vitamin C, iron, and calcium - We want less of fat, trans fat, saturated fat, sodium, and cholesterol - (3) Ask students the importance of food labels for healthy food choices. - Tell them the information on the next slide. - (4) Research activity, students will use computers and access the google classroom that will have the activity where they look up nutritional facts about their favourite food, a "healthy food" or an "unhealthy food"	Management Strategies: - When asking a question to the class, only students who put up their hands can answer. While they are answering make sure that the attention of other students is on the one suggesting an idea. - If a student isn't paying attention to the class, call on them by name to gather their attention. Remind them that we need to be listening.

- TOOL: https://www.verywellfit.com/recipe-nutrition-analyzer-4157076 - Go over the assignment questions with them and do a PRACTICE example with them using whatever food you would like. <i>GOAL: Introduce students to why food labels are important for balanced food choices and how to read them. Allow students to do their own investigation into food labels.</i>	
Closure TIME: 5 minutes - Exit slip  Health Exit Slip - If there is extra time: Videos (read out Canada's food guide words) -  How to Create a Healthy Plate -  Healthy snacks using Canada's food guide p... -  Healthy breakfasts using Canada's food gui... -  Eat together using Canada's food guide plate -  Use Canada's food guide plate to make any ... <i>GOAL: Check students' understanding of food and nutrition labels in a formative way. Reinforce student understanding of balanced and healthy meals.</i>	Safety Considerations: - Ensure that students are wearing their masks at all times. Gently remind them to wear their mask if they have it pulled down.
Reflection This lesson could definitely be a multi-day lesson to ensure students have adequate time to complete each part of the research activity. It would also enhance the quality of the lesson time and the learning that can occur through students researching foods that they commonly eat and their nutrition facts. The lesson itself went extremely well and students showed that they learned a lot about Nutrition Fact labels.	
Teacher Comments <i>Development:</i> - Asked for their ideas before giving the answers - AWESOME! - Have the chart up when asking which ones we want a high % of (presentation) - Great use of doing an example question before having students work towards doing it on their own.	