

Subject/Grade: Health Education 5
Lesson Title: Healthy Eating Practices
Teacher: Ms. Jozelle Sumat

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

USC5.1 Analyze personal eating practices

Key Understandings: ('I Can' statements)

I CAN...

- Identify healthy eating practices.
- Identify the three basic food groups (Go, Grow, Glow)
- Identify the other basic food groups (Go, Slow, Whoa)
- Understand Canada's Food Guide
- Create my own meal plans.

Essential or Key Questions:

- **What does it mean by healthy eating?**
- **How do we group food?**

Prerequisite Learning:

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

Instructional Strategies:

Class discussion - The teacher and students will discuss the topic planned.

Handouts – students will be given handouts to work on and submit after.

Stage 2: Determine Evidence for Assessing Learning

What is on your plate? Students will be given a food plate template where they will create their own meal plan.

Summary chart: Students, together with the teacher, will fill out the summary sheet which reviews what they learned.

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 10 minutes

***Before the class starts, write today's agenda on the board*

Today:

Review of last class

Video: Go, Grow, Glow

Three basic food groups: Go, Grow, Glow

The other basic food group: Go, Slow, Whoa

Video with an activity: Go, Slow, Whoa

Canada's Food Guide

Activity: What's on your plate?

Class Chart (Summary)

- Start the class by asking the students what they learned last week (natural resources).
- Ask the students if they can provide some examples of natural resources that we can eat. Write this on the board.
- Emphasize that food is a natural resource because we can grow it in farms or our gardens, etc. It does not appear from outer space or magically appear in stores.

Materials/Resources:

- Food plate template (activity)
- Summary sheet
- [Google slide for lesson](#)
- Pencil
- Go, grow, and glow video: https://youtu.be/ONrctLRyQ6M?si=SYEmrkX_yEJ3veZ
- Go, Slow, and Whoa! Video: <https://youtu.be/UHs-nPI0Qn8?si=HNbcLHzDDRiZtFf3>

Possible Adaptations/

Differentiation:

- Students who wish to work outside during the activity, will be given permission.
- Specify that we cannot always follow the food guide because of many reasons: choice, culture, diet, etc.

- Prompt: "We all have this food; we know where it comes from but how do we classify them? In other words, group them?"
- Then introduce the topic for today which is the 3 basic food groups: Go, Grow, and Glow.

Development:

Length of Time: 45 minutes

- Before the discussion, introduce the students to the topic by playing the video about Go, Grow, and Glow (2 mins).
- After the video, ask them their thoughts about it (raise hands)
- After some students answer, the teacher will say their thoughts about the video.
 - o "I think it is a very informative video. I believe that it is important for us to know what food does to us!"
- For the next few slides, the teacher will talk about the Go, Grow, and Glow foods in detail. Ask the students if they have any questions after each topic.
- Prompt: "Now that we learned about the three basic groups of food. We still do not know how much one could consume. So here comes another three food groups that will help us how much we should consume daily."
- For the next few slides, the teacher will talk about Go, Slow, and Whoa foods in detail. Ask the students if they have any questions after each topic.
- Specify that Go Foods in this group is different from the Go Foods from the last group.
- Play the video (1min30secs) about Go, Slow, and Whoa foods (around 1 minute there is an activity for students to do with the video).
 - o "I am going to play this video. I want you to all stand because there will be an activity in the video for you to do. We will do this activity if I do not hear any chatting while watching the video."
- After the video, ask the students to sit down quietly. Briefly talk about the Canada's food guide:
 - o "Ideally, this is what the government of Canada would like us to consume. However, under some circumstances, we also fail to follow this guide. There will be days when we drink juice or pop. There will be days when we do not consume any fruits, vegetables or meat. This follows the activity that we are going to do."

Activity: What's on your plate?

Materials:

1. Pencil
2. Food guide template
3. Colored pencils (optional)

Time:

25 minutes

Directions:

1. Students will create a meal plan using the template.
2. They have an option to either draw or just simply list down the food on each section of the plate.
3. Must be submitted by the end of class.

Management Strategies:

- Before the class starts, write today's lesson agenda on the board so students know what to expect for today's lesson.
- During the meal plan activity, students will have an option to either draw the food or just write it on the chart. What matters in this activity is the content and understanding, not artistic abilities.
- Only respond to students that are raising their hands.
- Whenever the class is getting too "chatty" ask them politely to be quiet and listen to whatever the teacher is saying.

Safety Considerations:

- Carefully monitor the students who wish to work outside during the activity.

Learning Closure:

Length of Time: 5 mins

- *Collect the worksheet.*
- *Together as a class, fill out the summary sheet.*

Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)

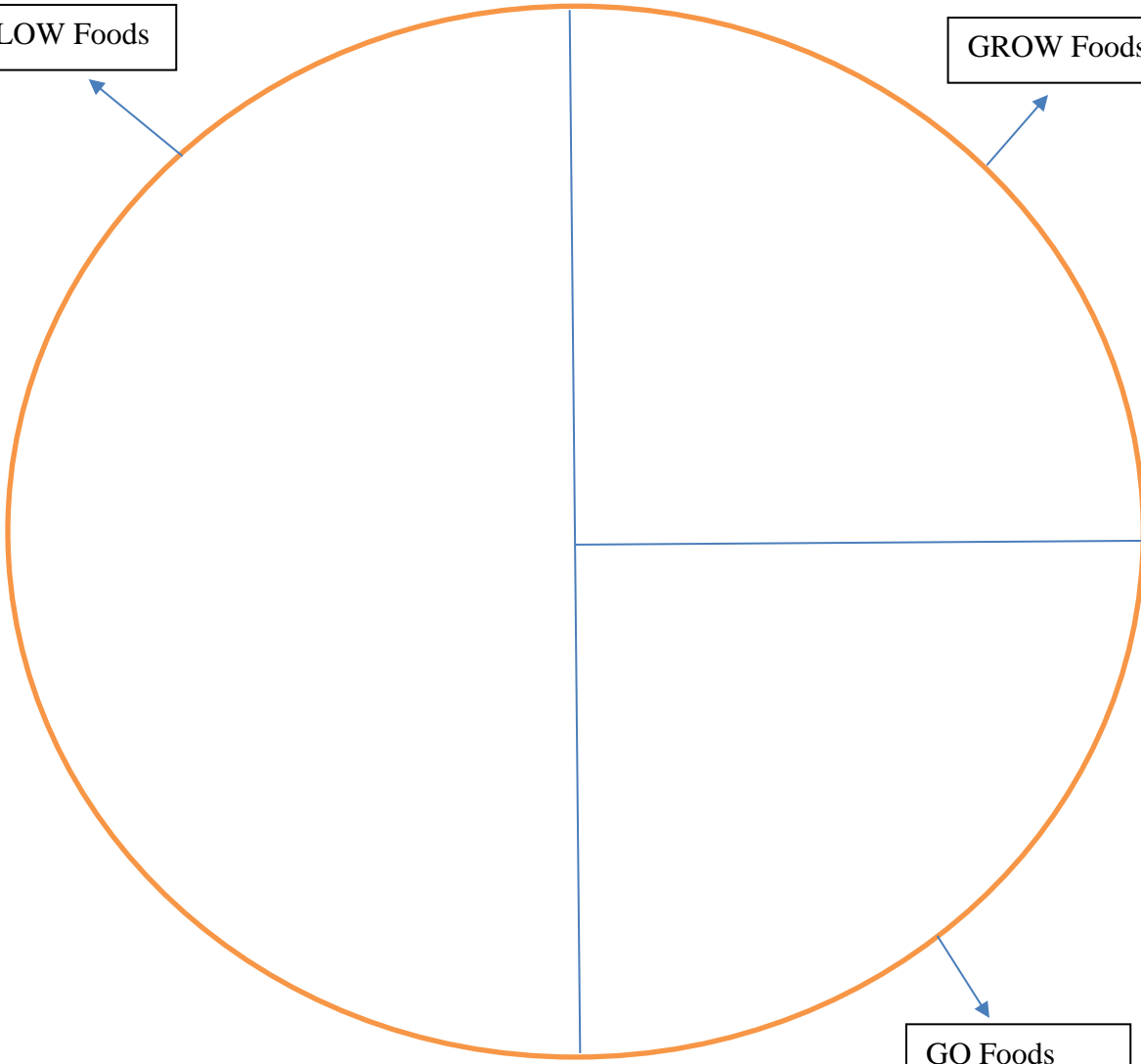
GO FOODS (Gives us energy)	GROW FOODS (Helps us grow taller and stronger)	GLOW FOODS (Fight against sickness)
Bread Cereal Rice Pasta Oats Pancakes Muffin Pretzels Popcorn Peanuts Pecans Pistachio Biscuits Cookies	Fried Chicken Grilled Chicken Eggs Salmon Cheese Yogurt Beans Bacon Steak Milk Soybeans Lentils Peas	Potatoes Avocado Banana Mango Broccoli Carrots Squash Corn Spinach Cabbage Asparagus Tomato Apple Brussel Sprout Cauliflower Cherry Eggplant Mushroom Lettuce Strawberry

What's on Your Plate?

NAME: _____

GLOW Foods

GROW Foods



GO Foods

Your drink:

