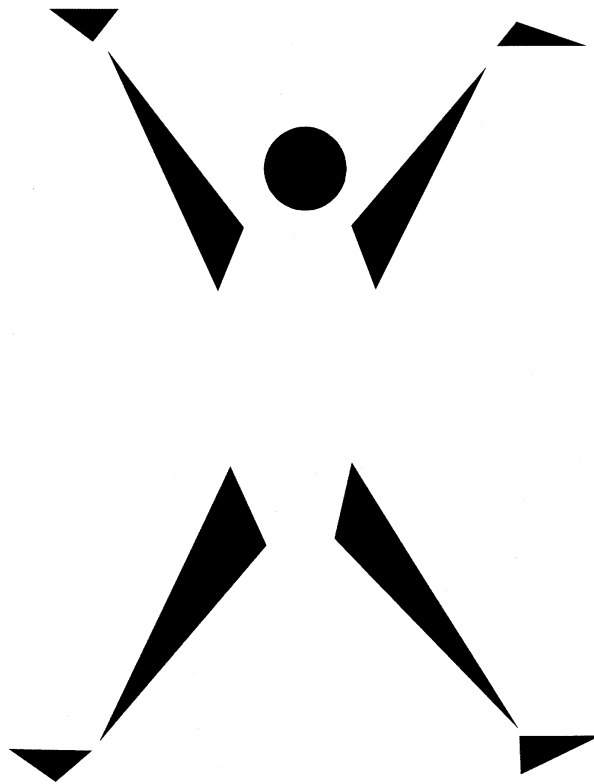

Grade 4

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.5.4.A.1 Identify the importance of taking responsibility for personal hygiene practices on a regular basis (i.e., bath/shower, wash hair, wash hands, change clothes, brush teeth, engage in physical activity).

Curricular Connections

ELA: GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others’ work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing)

☐ K.5.4.A.2 Identify ways (e.g., avoid loud sounds, don’t drink or swim in contaminated water, avoid second-hand smoke, avoid plants and food that cause allergic reactions, wear a hat, wear sunscreen...) **to prevent reactions to various environmental conditions** (e.g., noise, water, sun, air, plants...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)
SC: Cluster 1—Habitats and Communities, Cluster 2—Light, Cluster 3—Sound

◆ **Learning Outcome Connections**

Review the concepts related to learning outcomes K.4.4.A.2a (personal goals), K.4.3.A.3 and K.4.4.A.3 (problem solving), K.5.1.A.3 (dental hygiene practices), K.5.2.A.1 (daily responsibilities), and K.5.3.B.1 (participating in regular physical activity) to help students grasp the importance of their responsibilities for personal hygiene practices (e.g., bath/shower, wash hair, wash hands, change clothes, brush teeth, engage in regular physical activity).

◆ **My Responsibility**

Have students use role-play, mimes, or skits to demonstrate the importance of taking responsibility for personal hygiene practices for good health (e.g., one student could show how to wash hands and face).

◆ **Journal Entry**

Have students write a journal entry explaining why it is important to take responsibility for personal hygiene practices.

◆ **Reactions**

Have students conduct and present research on one or several reactions caused by one or several environmental factors such as noise, water, sun, air, and plants.

◆ **Alternatives**

Using the problem-solving model, have students suggest appropriate alternatives for countering or eliminating potential reactions to various environmental conditions. Have students present their findings.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Treat this learning outcome with sensitivity due to its focus on personal hygiene practices.

◆ **Journal Entry: My Responsibility**

Teacher: Checklist

Ask students to explain why it is important to do the following regularly:

- bath/shower
- wash hair
- wash hands
- change clothes
- brush teeth
- engage in physical activity

Suggested Criterion:

Look for

- evidence of comments related to each practice

Explain to students that noise, water, sun, air, and plants are environmental elements that can cause reactions (e.g., hearing problems, contamination, burns, respiratory problems, hives), and that it is important to take precautions to protect ourselves against the risk of reactions.

As an extension activity, discuss ways to reduce or avoid environmental situations that cause/induce asthma.



◆ **Paper and Pencil Task: Reactions/Alternatives**

Teacher: Checklist

Have students identify the reaction to various environmental conditions and the prevention of the reactions.

1. Sun
 - Kind of reaction _____
 - Prevention _____
2. Second-hand smoke
 - Kind of reaction _____
 - Prevention _____
3. Allergies
 - Kind of reaction _____
 - Prevention _____
4. Loud noises
 - Kind of reaction _____
 - Prevention _____
5. Other

Suggested Criterion:

The student

- identifies the reaction to various environmental conditions and the prevention of the reactions

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.5.4.A.3 Identify the function (i.e., biting, chewing) and structure (i.e., number, names, parts) of primary and permanent teeth.</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)</p>	<p>◆ Parts of a Tooth Have students label the parts of the tooth on a diagram. (See BLM 4–8: The Structure and Function of Teeth.)</p> <p>◆ My Teeth Tell students that our teeth change as we grow and that teeth have different shapes and functions. Have students observe their teeth using a mirror and note the following:</p> <ul style="list-style-type: none"> • types of teeth (incisors, cuspids/canines, bicuspid/premolars, molars) • shapes of teeth • exact locations of teeth • teeth that move • spaces where teeth have come out • teeth that are coming in <p>◆ Different Types of Teeth Have students place pictures of different types of teeth (incisors, cuspids/canines, bicuspid/premolars, molars) on a drawing of the mouth of a child, followed by that of an adult.</p> <p>◆ Functions of Teeth: Grinders and Chewers Ask students to match specific teeth to certain foods (e.g., incisors and cuspids/canines for cutting and shredding meat, molars for grinding or chewing grains). Use a picture of human dentition to point out the function of each tooth. Compare the teeth of humans with those of an animal.</p> <p>◆ Mr. Tooth, Ms. Tooth Ask a tagger (Mr./Ms. Tooth) to stand in the middle of the gymnasium and have the other students line up on a safety end line and recite, “Mr. Tooth/Ms. Tooth, who is in your mouth?” The tagger shouts out, “Grinders” (or “Chewers,” “Shredders,” “Tearers”). All students who are “Grinders” run to the other end line. Anyone tagged joins Mr./Ms. Tooth. Repeat the process, changing the function group until all students are at the opposite end of the gymnasium.</p> <p>Variation: Have tagged students go to a specific corner of the play area and perform their tooth function, which they can invent (e.g., “Grinders” can do the action of a coffee grinder), and then return to the game.</p>



TEACHER NOTES

The parts of a tooth consist of enamel, pulp, dentine, vessels, and nerves.

An adult has 32 teeth: eight incisors, four cuspids/canines, eight bicuspid/premolars, and 12 molars.

Dental plaque is made up of bacteria, too tiny to be seen by the unaided eye, that stick to teeth and form plaque. This plaque attacks the teeth, as well as the gums, which become red with infection. Good dental hygiene helps reduce the risk of complications.

Sugar becomes an acid when mixed with saliva in the mouth and attacks the protective enamel on the teeth.

This results in cavities. Healthy eating based on the four food groups (identified in *Canada's Food Guide to Healthy Eating*) helps protect teeth.

Growth of Teeth:

- Primary teeth grow between the ages of six months (incisors) and six years.
- By around age two and a half, a child has 20 primary teeth.
- Four permanent molars come in behind these primary teeth.
- Primary teeth are shed between the ages of six and 12.
- This is followed by the eruption of permanent teeth (located under the primary ones). There are 32 permanent teeth.
- Wisdom teeth (big molars) erupt at around age 18.



SUGGESTIONS FOR ASSESSMENT

♦ **Paper and Pencil Task: Parts of a Tooth**

Teacher: Checklist

Have students label the parts of a tooth:

- enamel
- pulp
- dentine
- vessels
- nerves



See BLM 4–8: The Structure and Function of Teeth.

Suggested criterion:

Look for

- number of properly labelled tooth parts

♦ **Paper and Pencil Task: Functions of Teeth**

Teacher: Checklist

To determine student understanding of the different types of teeth and their jobs, have students write the function beside each type of tooth:

- incisor
- cuspid/canine
- bicuspid/premolar
- molar



See BLM 4–8: The Structure and Function of Teeth.

Suggested Criterion:

The student

- identifies the function of the various types of teeth

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.4.B.1 Describe feelings (e.g., enjoyment, sense of exploration, self-satisfaction, self-confidence, sense of belonging, relaxation...) associated with participation in physical activities as these feelings contribute to personal health and well-being.</p> <div data-bbox="115 642 550 913" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding) PE/HE: GLO 2—Fitness Management, GLO 4—Personal and Social Management</p></div>	<p>◆ Learning Outcome Connections</p> <p>Discuss with students the feelings associated with participation in the activities suggested for learning outcomes K.2.4.C.4 and S.1.4.B.2. Similarly, discuss the feelings of relaxation after participation in a variety of cool-down activities such as those suggested for learning outcome K.2.4.C.3.</p> <p>◆ Interview</p> <p>Have students ask others at home and/or in the community (e.g., doctor, nurse, coach, fitness leader, parent, grandparent, aunt, uncle) why they think physical activity is important. Provide a sample questionnaire for students to use.</p>



TEACHER NOTES

Include mini-lessons related to knowledge outcomes as part of the warm-up or cool-down activity in a lesson. This will help ensure that students are active for the maximum amount of time.

Refer to “Benefits Bingo” on pages 10 to 14 in the Active Living section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 2* (CAHPER/CIRA).



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Activities**

Teacher: Inventory


At the end of a class, ask students to place a check mark (✓) or to sign their names beside a positive feeling they had during that class.

Feelings Associated with Physical Activity	
Activity _____ Grade _____ Date _____	
Feeling	Check Mark (✓) or Name
• enjoyment	
• adventure	
• success	
• confidence	
• belonging	
• relaxation	
• enthusiasm	

Suggested Criteria:

Over time, look for

- an understanding that participation in physical activity can help people feel good and healthy
- an ability to describe the positive feelings associated with participation in physical activity

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.4.B.2 Identify ways (e.g., play time, joining local teams/clubs, family events, community events...) to be physically active indoors and outdoors in own community on a daily and/or regular basis.</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information) MA: Patterns and Relations (sorting, graphing, patterns, sequence) PE/HE: S.1.4.C.1, S.2.3.A.3a, K.3.4.A.3, S.5.4.A.2 SC: Cluster 4—Daily and Seasonal Changes (Grade 1)</p>	<p>◆ Staying Active All Year Long*</p> <p>Have pairs of students develop lists of sports/activities associated with specific seasons. Have each student choose a sport/activity and draw and label it on an index card. Place labels of the four seasons on the bulletin board and have each student place his or her card with the season most commonly associated with that sport/activity. Discuss the choices with students.</p> <p>Have students reclassify the drawings based on the existence of an indoor sports complex where people could swim, play hockey, play soccer, and so on, all year round. Use the following questions for reflection:</p> <ul style="list-style-type: none"> • How have indoor sports complexes changed our seasonal activities? • Why are indoor sports complexes so important in Manitoba, as compared to places such as California? (Choose geographic reference points with which students are familiar.) <p>Make a class graph of students who take swimming lessons during the winter, play indoor soccer during the winter, skate/play hockey during the summer, and so on. (*Adapted from <i>K–4 Science</i>, 1.62.)</p> <p>◆ Activity Chart</p> <p>Provide students with an Activity Chart to fill in for a one-week period. Have them</p> <ul style="list-style-type: none"> • list activities in which they participated at home, at school (e.g., recess), or in the community (e.g., lessons, sports teams) • list the person(s), where applicable, with whom they did the activity (e.g., friend, team, grandparent, sister) • estimate the time spent participating in each activity
	<p> See BLM 4–9: Activity Chart.</p>



TEACHER NOTES

Include traditional activities from an Aboriginal perspective (e.g., snowshoeing, fishing).

For information/activities on being prepared for participation in outdoor activity, refer to pages 3 to 5 in the Active Living and the Environment section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 1* (CAHPER/ CIRA).

For pictures of food and activities, contact Manitoba Health, Diabetes and Chronic Diseases Unit (1-204-788-6732).



SUGGESTIONS FOR ASSESSMENT

◆ **Journal Entry: Staying Active All Year Long**

Self-Assessment: Inventory

Have students write advice to a new imaginary student on how he or she could become active indoors and outdoors in the community.

Year-Round Activities in the Community	
Indoor Activities:	
• Spring	_____
• Summer	_____
• Fall	_____
• Winter	_____
Outdoor Activities:	
• Spring	_____
• Summer	_____
• Fall	_____
• Winter	_____

Suggested Criteria:

Look for

- a variety of suggestions for indoor activities using community facilities
- a variety of suggestions for outdoor activities using community facilities

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.4.B.3 Determine how much personal time is spent in active and sedentary activity for a set period of time (e.g., daily, weekly, monthly...).

Curricular Connections

MA: Patterns and Relations (graphing, patterns), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Shape and Space (time of day, seasons), Number (counting)

K.5.4.C.1a Demonstrate an understanding of food groups, serving sizes, and serving numbers that support good health.

Curricular Connections

MA: Patterns and Relations (graphing, patterns), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Shape and Space (amount, volume), Number (counting)
PE/HE: GLO 4—Personal and Social Management

◆ Learning Outcome Connection

Have students use their Activity Charts (see learning outcome K.5.4.B.2) to add up the number of minutes/hours spent daily, weekly, or monthly being active or being sedentary.

◆ Serving Sizes

Have students make up a menu for one day (or one week) based on the food groups and recommended serving sizes from *Canada’s Food Guide to Healthy Eating*.

Pair off students. Ask each pair to design a meal using the recommendations from the guide and to represent the serving sizes in a pictogram (e.g., one “cup” [250 mL] = one serving).

◆ Food Groups

Have students use the KWL strategy to research foods from the food groups (identified in *Canada’s Food Guide to Healthy Eating*) that support good health. Ask them to cut out pictures of foods from these food groups and indicate how they contribute to good health. (See KWL Plus, *Success for All Learners*, 6.94.)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For the “Use of Free Time” activity, see page 3 in the Active Living and Leisure section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 2* (CAHPER/CIRA).

Encourage students to accumulate more than 60 minutes and up to several hours per day of appropriate activities.

For information on physical activity requirements for children and youth, refer to the Health Canada website: <<http://www.hc-sc.gc.ca/>>.

Parents have decisive influence over how their children eat, and should be as involved as possible in activities related to good eating habits.

Canada’s Food Guide to Healthy Eating is a basic educational tool for Canadian consumers. The new version of the guide is based on the latest research in nutrition, eating, and health. It is available at the Health Canada website:

<<http://www.hc-sc.gc.ca/hppb/nutrition/pub/foodguid/index.html>>.

Food guides are also available from: Publications Health Canada (613-954-5995)

See also the Manitoba Health, Food and Nutrition website:

<<http://www.gov.mb.ca/health/nutrition/index.html>>.

For other nutrition-based resources, refer to the Manitoba Milk Producers website: <<http://www.milk.mb.ca/>>

See also Nutrition Relay, learning outcome S.5.2.A.3a.

♦ **Paper and Pencil Task: Activity Chart**

Teacher: Inventory

Collect students’ Activity Charts and review the results.

♦ **Paper and Pencil Task: Serving Sizes**

Teacher: Checklist

Have students complete a day’s menu based on food groups and serving sizes.

Suggested Criteria:

Look for

- meals containing at least one serving from each food group
- serving totals, including snacks, of
 - grains: 5 to 12 servings
 - vegetables and fruit: 5 to 10 servings
 - milk and milk products: 2 to 4 servings
 - meat and alternatives: 2 or 3 servings
- correct identification of serving sizes

PRESCRIBED LEARNING OUTCOMES

Students will...

K.5.2.C.1b ⇨ **K.5.4.C.1b**
Identify the function of a variety of food groups for growth and development (e.g., foods that help the body go, glow, and grow...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

PE/HE: K.5.2.C.1b, K.5.3.C.1b

SUGGESTIONS FOR INSTRUCTION

◆ **Food and Function**

Review the function of a variety of food groups (see learning outcomes K.5.2.C.1b and K.5.3.C.1b) for growth and development. Place a variety of foods on the food guide rainbow (based on *Canada's Food Guide to Healthy Eating*) according to the food groups to which they belong. For example, fats (fatty foods) are found in milk products, meat and alternatives, and “other foods.”



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Food Nutrients:

- **Carbohydrates** are the body's main source of energy. Simple carbohydrates are sugars naturally found in foods such as milk and fruit and are added to foods such as candy, cake, and ice cream. Complex carbohydrates are starches and cellulose found in foods such as potatoes, bread, vegetables, and rice. Foods high in carbohydrates are considered **go** or energy foods.
- **Proteins** are the building blocks needed for growth and maintenance of the body. They are found in meat, dried beans, grains, and vegetables. Foods with high protein content are considered **grow** foods.
- **Vitamins** and **minerals** are important to the body for growth and nourishment. Milk products and raw vegetables and fruit are good sources of these nutrients. Food processing causes loss of vitamins and minerals. Foods high in vitamins and minerals are considered **glow** foods.
- **Fats** are a high-calorie source of energy needed for growth and maintenance of healthy skin. They are found in meat, nuts, cheese, butter, margarine, oil, and milk.

Canada's Food Guide to Healthy Eating highlights the importance of adopting a physically active lifestyle. Furthermore, Health Canada and the Canadian Society for Exercise Physiology (CSEP) have together developed *Canada's Physical*



TEACHER NOTES (continued)

Activity Guide to Healthy Active Living website:
<<http://www.paguide.com>>.

Contact the Diabetes Foundation of Manitoba for related resources, including materials designed for Aboriginal communities.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.5.4.C.2 Describe the best type and quantities of fluid to consume during various physical activities under different conditions (e.g., indoor, outdoor, humid, long/short duration...).	◆ “To Drink and What to Drink?” That Is the Question Ask students questions such as the following: <ul style="list-style-type: none">• How do we lose water? (e.g., shed tears when crying; perspire during a fever or when exercising; urinate when going to the washroom; bleed when cut; exhale when breathing)• What are some symptoms of dehydration? (e.g., thirst, dry mouth or throat, discomfort, fainting or weakness)• How can we replace fluid? (e.g., drink water, milk, juice, sports drinks; eat fruit, soup) Conduct a poll on favourite beverages. Discuss how these fluids support or do not support good health. Use brainstorming strategies to answer and discuss the following questions: <ul style="list-style-type: none">• What fluids are best to drink during participation in physical activity?• Do people need varying amounts of fluid during participation in physical activity<ul style="list-style-type: none">— in hot weather?— in humid weather?— of short duration?— of long duration? ◆ Poster Promotion Have students create a poster or advertisement encouraging others to drink plenty of clean, safe water daily.
Curricular Connections MA: Patterns and Relations (graphing, patterns), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Shape and Space (amount, volume, seasons, temperature), Number (counting)	


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Benefits of Water:

- Water is the best and most economical drink for activities lasting less than an hour.
- The human body is approximately 60% water.
- Muscles are approximately 80% water.
- Water helps maintain body temperature.
- We need six to eight glasses of water a day.

Remind students that it is important to drink *before* we feel thirsty. By the time we feel thirsty, our fluid level has already dropped. We need to drink a greater quantity of fluid before and during physical activity. We must choose appropriate fluids that do not increase dehydration (e.g., soda and caffeinated drinks such as colas, coffee, iced tea). These fluids increase water loss through urine. Sugar increases the time it takes for fluid to reach the blood.

Sports drinks, which contain carbohydrates and/or electrolytes, are recommended for exercise over one hour or if performed in high humidity and temperature. Fruit juices can be used if diluted with water.


♦ Paper and Pencil Task: “To Drink and What to Drink?” That Is the Question

Teacher: Checklist

Give three examples of physical activities performed under different conditions. Have students choose appropriate fluids for activities performed in hot weather, in humid weather, of short duration, and of long duration.

Suggested Criterion:

Look for

- number of correct matches

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.5.4.A.1 Develop a personal action plan for daily personal health practices.

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

MA: Patterns and Relations (graphing, patterns), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Shape and Space (time of day, seasons), Number (counting)

PE/HE: K.4.4.A.2a, S.4.4.A.1, K.5.3.A.1, K.5.3.C.2, K.5.2.A.3

SC: Cluster 0—Overall Skills and Attitudes

SUGGESTIONS FOR INSTRUCTION

◆ **Personal Health Action Plan**

Review with students the goal-setting process for establishing personal goals (see learning outcome K.4.4.A.2a), daily responsibilities (K.5.3.A.1), healthy eating (K.5.3.C.1a, K.5.3.C.2), and dental care (K.5.2.A.3) in preparation for developing an action plan for personal health practices over a specified period of time.

◆ **My Responsibilities**

Have students develop an action plan for personal health practices by preparing one or several tables adapted to their needs. For example, students could use a table for each daily personal health practice (e.g., physical activity, healthy eating, dental hygiene, personal hygiene, rest/sleep, wearing appropriate clothing). Ask students to include the following elements in their tables:

- **What:** Identify what you plan to do for each health practice.
- **When:** Note the days or times (e.g., morning, lunch hour, evening) when you will put the plan into action.
- **Where:** Note the places (e.g., in the bathroom) where you will put the plan into action.
- **How:** Identify the methods (e.g., dental floss) you will use to carry out the health practices.
- **Changes:** Anticipate problems and adjust the plan as required.

My Action Plan for Personal Health Practices					
Health Habit	What	When	Where	How	Changes
Physical Activity					
Healthy Eating					
Dental Hygiene					
Personal Hygiene					
Rest/Sleep					

Encourage students to put their plan into action and to modify it (part or all) as required to ensure maximum effectiveness.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Health Habits:**

- daily physical activity
- healthy eating
- personal and dental hygiene
- regular rest/sleep

Ask students to share their action plans with their parents. Encourage parents to have students implement the action plans at home, if desired.

**◆ Paper and Pencil Task: My Responsibilities**

Teacher: Checklist

Assess the student action plans based on the specified criteria.

Suggested Criteria:

The student identifies

- What:** a personal health plan for each of the health practices
- When:** a time schedule
- Where:** an appropriate location to carry out the plan
- How:** how this practice could be carried out
- Changes:** any problems or changes

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.5.4.A.2 Develop a personal action plan for daily active living, including reasons for choice of activities.</p> <div data-bbox="115 499 550 940" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information) MA: Patterns and Relations (graphing, patterns), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Shape and Space (time of day, seasons), Number (counting) PE/HE: GLO 2—Fitness Management, GLO 4—Personal and Social Management</p></div>	<p>◆ Learning Outcome Connections</p> <p>Review with students the strategy of setting realistic goals (refer to learning outcome K.2.4.C.4) in developing personal action plans. Have them explain reasons for their choices as they complete activities such as Goal Setting suggested for learning outcome K.2.4.C.4.</p> <p>◆ My Active Action Plan!</p> <p>Provide students with copies of BLM 4–9: Activity Chart and ask them to fill in the activities they plan to do each day in a one-week period.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Self-Management Strategies:

Emphasize that personal achievement can be attained by following a variety of self-management strategies (Human Kinetics, with Pettifor, *Physical Education Methods for Classroom Teachers*, 130–131):

- Review reasons to be physically active.
- Choose enjoyable activities.
- Monitor activities in learning logs or on graphs or charts.
- Establish self-rewards, asking for support from family and friends.
- Write encouraging notes to self.
- Make positive, motivating statements.
- Write specific plans for accomplishing goals.

These strategies can be applied to all kinds of goals, not only fitness goals.

Refer to pages 5 to 11 in the Active Living and Leisure section of *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 2 (CAHPER/CIRA)* for further activities:

- Free Time Time-Line
- My Activity Wheel
- Participating/Being a Spectator



◆ **Paper and Pencil Task: My Active Action Plan!**

Self-Assessment: Inventory

Have students complete the one-week Activity Chart, which can be included in their portfolios.




See BLM 4–9: Activity Chart.

Suggested Criterion:

Look for

- completed Activity Chart for a one-week period

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.5.4.A.3a Assess personal food intake for a period of one to three days, and identify factors (e.g., culture, religions, availability, peers, television advertising, age...) that may influence food choices.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others’ work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing)</p> <p>MA: Patterns and Relations (graphing, patterns), Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms, predicting chance), Shape and Space (time of day, days, months, seasons), Number (counting)</p> <p>PE/HE: GLO 2—Fitness Management, GLO 4—Personal and Social Management</p> <p>SS: diversity perspectives</p> </div>	<p>◆ My Daily Nutrition Log</p> <p>Review human requirements with respect to food intake, fluids, food choices, food groups, and growth and development (see learning outcomes K.5.4.C.1a, K.5.2.C.1b, K.5.4.C.2, S.5.K.A.3b, and S.5.2.A.3b) to enable students to assess their personal food intake for a period of one to three days. Have them complete an assessment table that contains the following elements:</p> <ul style="list-style-type: none"> • What: Record the foods and fluids consumed at each meal. • When: Indicate the meals during which foods and fluids are consumed (e.g., breakfast, morning snack, lunch, afternoon snack, dinner, other). • Assessment Period: Day 1, Day 2, and Day 3 • Nutritional Value: Use numbers (1, 2, 3, 4) to indicate affiliation of foods assessed with the food groups identified in <i>Canada’s Food Guide to Healthy Eating</i> or as an assessment scale (e.g., 1 = not very nutritious; 2 = fairly nutritious; 3 = nutritious; 4 = excellent). <p>Ask students to choose one of the most nutritious foods they have eaten during the assessment period, and to write a motivational paragraph (or create an advertising pamphlet) to extol the benefits of this food.</p>
	<p> See BLM 4–10: My Daily Nutrition Log.</p>
	<p>◆ Food for Thought</p> <p>Have students analyze the factors that may influence food choices (e.g., culture, religion, availability of foods, cost), based on food images from advertising flyers, television, and grocery stores. Ask questions such as these: “What are the food choices of persons who live near the Arctic? Why?” or “Why do some people not eat pork?” Show the relationship between certain factors (e.g., religion, availability) and the food choices made. Use a multicultural celebration at school or in the class as an opportunity to have students sort food choices according to various factors, including culture, religion, availability, peers, television advertising, and age.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Treat this learning outcome with sensitivity, showing consideration for factors such as culture, religion, availability of foods, cost, and body size.

◆ **Questioning/Interview: My Daily Nutrition Log**

Teacher: Checklist

Interview students with the following statement:

“Pick three foods and state why you selected them.”

Suggested Criterion:

The student

- identifies factors that influence food choices



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.5.4.A.3b Use problem-solving strategies to reduce barriers to healthy eating, and improve food choices, if appropriate.</p>	<p>◆ Food Barriers</p> <p>Review concepts related to healthy foods (see learning outcome S.5.2.A.3b), consequences of good and poor health habits (S.5.2.A.1), the food groups (K.5.4.C.1a) and their function (K.5.4.C.1b), as well as problem-solving strategies (S.4.3.A.2) to reduce barriers to healthy eating.</p> <p>Have students use the problem-solving model to do the following:</p> <ol style="list-style-type: none"> 1. Identify special barriers to healthy eating, such as body image, peer influence, misleading or exaggerated advertising (that praises the benefits of fast foods), lack of pertinent and correct information, lack of money, and fashion industry that reinforces stereotyped images (e.g., thin women, muscular men). 2. Name one or several alternatives to reduce and eliminate each barrier to healthy eating. For example, the barrier “lack of correct information” can be reduced by researching the food groups, the function of foods, and the effects of proper food intake on good health, or by inviting a nutrition expert to give a presentation. The barrier can be eliminated with food intake that reflects <i>Canada’s Food Guide to Healthy Eating</i>. 3. Choose the best alternative (i.e., the best way) to reduce the barrier to healthy food choices (e.g., base food intake on <i>Canada’s Food Guide to Healthy Eating</i> rather than on a mouth-watering advertisement). 4. Present the proposed solution in the form of a pamphlet, brochure, PowerPoint presentation, poster, or speech.
<p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)</p> <p>PE/HE: GLO 4—Personal and Social Management, K.4.4.A.3, S.4.4.A.2 (decision making/problem solving)</p> <p>SC: Cluster 0—Overall Skills and Attitudes (inquiry process)</p> <p>SS: social implications of nutrition</p>	

**TEACHER NOTES**

Refer to other learning outcomes such as S.5.2.A.3b, S.5.2.A.1, K.5.4.C.1a, and K.5.4.C.1b.

Encourage students to do the following:

- Eat a variety of foods.
- Eat foods from each food group daily.
- Know which foods are “sometimes” foods and which are “everyday” foods.
- Choose foods that are low in fat (i.e., unsaturated fat, saturated fat, cholesterol).
- Eat plenty of fruit and vegetables to meet daily requirements.
- Monitor sugar intake.
- Use salt in moderation.
- Balance input (what you eat) and output (how active you are).
- Respect and follow special diets required for certain medical conditions, including allergies.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Food Barriers**

Group Assessment: Scoring Rubric

Place students in groups of three or four to discuss how to reduce one barrier to healthy eating or how to improve food choices. Have each group list their recommendations and/or make a presentation to the class.

Use a scoring rubric to identify student participation and correct responses.

Healthy Lifestyle Practices Outcomes: Grade 4

Knowledge

- K.5.4.A.1 Identify the importance of taking responsibility for personal hygiene practices on a regular basis** (i.e., bath/shower, wash hair, wash hands, change clothes, brush teeth, engage in physical activity).
- K.5.4.A.2 Identify ways** (e.g., avoid loud sounds, don't drink or swim in contaminated water, avoid second-hand smoke, avoid plants and food that cause allergic reactions, wear a hat, wear sunscreen...) **to prevent reactions to various environmental conditions** (e.g., noise, water, sun, air, plants...).
- K.5.4.A.3 Identify the function** (i.e., biting, chewing) **and structure** (i.e., number, names, parts) **of primary and permanent teeth.**
- K.5.4.B.1 Describe feelings** (e.g., enjoyment, sense of exploration, self- satisfaction, self-confidence, sense of belonging, relaxation...) **associated with participation in physical activities as these feelings contribute to personal health and well-being.**
- K.5.4.B.2 Identify ways** (e.g., play time, joining local teams/clubs, family events, community events...) **to be physically active indoors and outdoors in own community on a daily and/or regular basis.**
- K.5.4.B.3 Determine how much personal time is spent in active and sedentary activity for a set period of time** (e.g., daily, weekly, monthly...).
- K.5.4.C.1a Demonstrate an understanding of food groups, serving sizes, and serving numbers that support good health.**
- K.5.2.C.1b** **Identify the function of a variety of food groups for growth and development** (e.g., foods that help the body go, glow, and grow...).
- K.5.4.C.2 Describe the best type and quantities of fluid to consume during various physical activities under different conditions** (e.g., indoor, outdoor, humid, long/short duration...).

Skills

- S.5.4.A.1 Develop a personal action plan for daily personal health practices.**
- S.5.4.A.2 Develop a personal action plan for daily active living, including reasons for choice of activities.**
- S.5.4.A.3a Assess personal food intake for a period of one to three days, and identify factors** (e.g., culture, religions, availability, peers, television advertising, age...) **that may influence food choices.**
- S.5.4.A.3b Use problem-solving strategies to reduce barriers to healthy eating, and improve food choices, if appropriate.**

Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.