



Kids in Motion: A Healthy Start

In this package you'll find 2 interactive lessons that you can do at home using materials found around your house! These lessons are all about healthy eating and are connected to the Ontario Healthy and Physical Education Curriculum. These lessons are suitable for kids in Grades 2-3. We hope you enjoy these lessons and are awed, inspired and enlightened!

Program Basics

RATE YOUR PLATE (Lesson Time: 40 minutes)

Kids will learn about making healthy foods choices by evaluating their lunch. Kids will also complete a simple survey of the their lunches over a week and turn their results into a chart.

SEASONAL PRODUCE CALENDAR (Lesson Time: 50 minutes)

Kids illustrate when certain types of fruit and vegetables are the freshest throughout the year. They will draw and colour in the different types of produce in the corresponding month and then attach their monthly calendars together to create a seasonal food calendar to be hung in the house.

Curriculum Connections - *Healthy and Physical Education*

Grade 2

BI.1 Perform a variety of static balances with and without equipment, using different body parts at different levels and making different body shapes.

BI.2 Demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet.

C2.2 Demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control.

Grade 3

AI.3 Describe the benefits of participating in physical activity every day.

BI.1 Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.

BI.3 Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions.

C3.1 Explain how local fresh foods and foods from different cultures can be used to expand their range of healthy eating choices.

RATE YOUR PLATE

(Lesson Time: 40 minutes)

Kids will learn about making healthy foods choices by evaluating their lunch. Kids will also complete a simple survey of the their lunches over a week and turn their results into a chart.

Materials

- Your lunch (1 week of lunches)
- Tally sheet
- Pens/markers

Pre Lesson Set-Up

Print a copy of the healthy eating chart or copy it on a piece of paper.

Healthy Eating Question	Yes	No
Do you have a fruit in your lunch?		
Do you have a vegetable?		
Do you have a grain? (Bread, Bagel, Rice, Bulgur or Quinoa, Flatbread, Cereal, Pasta or Couscous)		
Do you have a whole grain item?		
Do you have a milk or alternative? (Milk, Fortified Soy Beverage, Yogurt, Kefir, Cheese)		
Do you have a meat or alternative? (Beans, Lentils, Tofu, Eggs, Nuts or Seeds, Lean		

Meat, Cooked Fish, Shellfish, or Poultry)		
Do you have a drink with your lunch?		
Are you drinking water?		
Do you have a snack that doesn't fit on the food guide?		
Do you have a fruit or vegetable, a meat or alternative, a dairy or alternative, and a grain in your lunch?		

Instructions

Introduction (5 minutes)

Explain to your kids that eating/packing a healthy meal is an important part of the day. Discuss some healthy choices and some not so healthy ones. Tell your kids that for the next week they will be keeping track of what they are having for lunch.

Development (30 minutes)

Using [Canada's Food Guide](#) lead a discussion about what is important to have in a balanced meal. Have kids sitting at the table with their lunch in front of them. Have them decide what food group each of the items in their meal fits into. Go through the above questions with your kid, taking a tally of how many rows have a 'yes' or 'no.'

Using Canada's Food Guide as a resource, describe the different food groups to your kids. Describe in more detail a wide variety of options within each category. Include vegetarian options, foods popular in other cultures, and healthier choices, such as lean meats, dark, leafy vegetables, 100% whole grains, and legumes. Which food groups are you most likely to consume? Least likely?

Within each food group there are healthier and less healthy options. This is reflected in the above questions, such as grain consumption versus 100% whole grain consumption. Discuss what makes the healthier option better, such as increased fiber content, vitamin and mineral content, decreased sugar content and lower saturated fat content.

Ask students what sort of snacks they ate that doesn't fit on the food guide. Consider why they don't have a place on the food guide, such as their decreased nutrient content, excess salt, sugar, and/or fat content. What do they like about these foods? (Taste, fun, easy to eat, easy to carry around, fun to trade). What snacks do they also like that meets these needs? (Grapes are yummy; nuts are easy to carry around).

Children aged 4 to 8 years should have 5 servings of fruits and vegetables, 4 servings of grain products, 2 servings of milk and alternatives and 1 serving of meat and alternatives each day. Enjoying a variety of foods from all four food groups ensures that the body gets the nutrients it needs, since different foods provide different nutrients. Explain that these

nutrients help the body develop strong bones and teeth, gives the body energy to play, learn, and helps the body develop well so that students feel and look healthy.

Conclusion (5 minutes)

Over the next few days, take some time to allow students to continue the survey of their food. Get them to make a ✓ on the chart for yes or an X for no. Following completion of the survey, discuss the results.

SEASONAL PRODUCE CALENDAR

(Lesson Time: 50 minutes)

Kids will work in groups to illustrate when certain types of fruit and vegetables are the freshest throughout the year. Kids will draw and colour in the different types of produce in the corresponding month and then attach their monthly calendars together to create a yearly seasonal food calendar to be hung in the house.

Materials

- Crayons, markers, pencil crayons or pencils
- 12 pieces of paper
- Access to a computer to show the [Availability Guide](#)

Pre-Lesson Set Up

If you have more than one kid working on the project, split up the months so each kid has the same amount. For example with 2 kids, each kid can do 6. Make sure the resources are easily accessible by all the kids.

Instructions

Introduction (10 minutes)

Start the lesson off with a short discussion about the different kinds of fruits and vegetables you have at home right now. After a few answers, tell kids that you are going to be making a calendar that tells us what is fresh and grown locally at the different times throughout the year. Ensure that kids understand the meaning of local.

Split up the months between the kids so each has the same amount of months. Have the kids write the name of each month on a separate piece of paper.

Share with the kids that we cannot get fresh fruits and vegetables during the winter months that grow outside, so we grow them in greenhouses.

Development (30 minutes)

Using the [Availability Guide](#), get kids to determine which fruits and vegetables are available in their month(s). Provide kids with blank paper as their 'calendar'. They will write the name of their month and draw the at least 2 fruits and 2 vegetables per month.

Conclusion (10 minutes)

Review the various months with the kids and get each kid to present what they drew. Once everyone has presented, attach all months together and hang your calendar in a prominent place in your kitchen. Refer to the calendar each month to see what is fresh!