UNIT 1 – NUTRITION: HEALTHY BODIES, HEALTHY MINDS

TOPIC 1: NUTRITION & YOUR BODY - THE IMPORTANCE OF NUTRITION AND HOW IT CONTRIBUTES TO A HEALTHY BODY AND HEALTHY MIND

TOPIC 2: CANADA’S FOOD GUIDE ANALYSIS

TOPIC 3: CALORIES

TOPIC 4: HEALTHY HABITS - PORTION SIZE, BALANCED MEALS, ETC
UNIT 1 – NUTRITION: HEALTHY BODIES, HEALTHY MINDS

TOPIC 1
NUTRITION & YOUR BODY

Objectives:
• Students understand the role each nutrient plays in the body.
• Students recognize the importance of a variety of foods in a healthy diet.

Learning Outcomes:
• Students can identify main nutrients.
• Students can list good sources of each nutrient.
• Students can describe the function of each nutrient in the body.

Resources:
• Nutrients & the Human Body chart
• Human Body template
• Human Body answer key
• Crossword Puzzles

TOPIC 1
NUTRITION & YOUR BODY

CLASS DISCUSSION

Q: What is the definition of a nutrient?
A: The ingredients in food that humans need to grow and survive.

Q: What are the main essential nutrients?
A: carbohydrates, proteins, fats, vitamins (vitamins A, B, C, D and E), minerals (sodium, potassium, chloride, calcium, magnesium, phosphorous, iron, zinc, copper, manganese, fluoride, iodide, sulfur, molybdenum) and water
Q: Why is it important to eat a variety of foods from each food group?

A: Every food item has a different mix of types of nutrients and no one food contains all nutrients, so we have to eat a variety of foods to get all the nutrients.

TOPIC 1
NUTRITION & YOUR BODY

ACTIVITY 1: NUTRIENT CHART

Photocopy and handout the Nutrient Chart to all of the students. Discuss the nutrients with the class, explaining each of the four main topics/questions for each nutrient.

ACTIVITY 2: CROSSWORD PUZZLES

ACTIVITY 3: NUTRIENTS AND THE HUMAN BODY

Photocopy and hand out the Human Body worksheet. Have students refer back to their Nutrients & the Human Body chart in order to fill out which nutrients benefit which body parts. (Some clarification may be required as to which body parts the lines are pointing to.) Students can either complete the worksheet independently or with you leading the classroom.

BONUS QUESTION: Though calcium has not yet been introduced in the curriculum (Unit 2), any basic breakdown of the body requires that bones are included! Give students the opportunity to answer the bonus question without help, though you may have to give them the answer.
# NUTRIENTS & THE HUMAN BODY

<table>
<thead>
<tr>
<th>NUTRIENT</th>
<th>WHY DOES OUR BODY NEED THIS NUTRIENT?</th>
<th>WHAT HAPPENS WHEN OUR BODY DOESN’T GET ENOUGH OF THIS NUTRIENT?</th>
<th>NAME 5 FOODS THAT CONTAIN THIS NUTRIENT?</th>
<th>WHAT BODY PART BENEFITS FROM THIS NUTRIENT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carbohydrate</td>
<td>Main fuel (energy) source for muscles to work. Only energy source for the brain. Fiber from grains helps digestion.</td>
<td>– low energy</td>
<td>Grains (pasta, cereal, rice, bread); Vegetables and Fruits (potatoes, carrots, banana); Milk and alternatives (milk, yogurt); legumes (baked beans, hummus)</td>
<td>Muscles; brain; immune system (in the blood)</td>
</tr>
<tr>
<td>Protein</td>
<td>Makes muscles, antibodies, hormones, hair etc.</td>
<td>Lose muscle, lower immunity, poor growth</td>
<td>Meat and alternatives (chicken, tofu, eggs); Milk and alternatives (cheese, milk, yogurt); Grains also have a little protein</td>
<td>Muscles; hormones and immune system (in the blood); hair</td>
</tr>
<tr>
<td>Fat</td>
<td>Main fuel (energy) source for body at rest; carries vitamins in body; protects vital organs; keeps body warm</td>
<td>Dry, scaly skin; dry dull hair; poor growth</td>
<td>Meat and alternatives (beef, fish, eggs, nuts); Milk and alternatives (cheese, yogurt)</td>
<td>Skin; hair</td>
</tr>
</tbody>
</table>
CARBOHYDRATES CROSSWORD PUZZLE

The following words are all food items that contain lots of healthy carbohydrates! Foods like these should make up half of your daily diet.

**TIP:** Use a pencil so that you can erase your answers easily if you have to change them.

**ACROSS**
3. Two slices for a sandwich  
4. Lots of tiny white grains  
5. Vegetable that can be mashed, roasted, fried...  
7. Add hot milk to this for some porridge  
9. Shaped like a donut, but much healthier

**DOWN**
1. Breakfast food in a bowl  
2. Usually eaten in “bar” form and often contains nuts  
5. Dinner dish from Italy  
6. Thin and crunchy snack squares  
8. Do you know...the _______ man? (He lives on Drury Lane!)

**WORD BANK**

OATMEAL  
MUFFIN  
GRANOLA  
CRACKERS  
CEREAL  
RICE  
BAGEL  
BREAD  
POTATO  
PASTA
CARBOHYDRATES CROSSWORD PUZZLE - ANSWER KEY

C G G
E R
B R E A D
E N
P O T A T O
R I C E
A L L R
O A T M E A L
S T
B A G E L
U C
F K
F E
I R
N S
FAT CROSSWORD PUZZLE

The answers to the following clues are all food items that are rich in fat. Some have a healthy amount of fat, while others do not. Foods like these should make up only a small part of your diet.

**TIP:** Use a pencil so that you can erase your answers easily if you have to change them.

### ACROSS
3. Not floor-nuts or ceiling-nuts
5. Can be bright orange, or pale white
7. Smooth, creamy and with a giant pit
8. Sunnyside-up, over-easy, scrambled...
9. Ocean food for sandwiches

### DOWN
1. Primary source of calcium
2. Made by churning fresh cream
4. Small, salty and often crammed into a can with oil
5. Brown and hairy on the outside, white on the inside
6. Fried breakfast food—Careful not to eat too much of this!

### WORD BANK
- BACON
- SARDINES
- MILK
- EGGS
- CHEDDAR
- WALNUTS
- AVOCADO
- TUNA
- BUTTER
- COCONUT
- BACON
FAT CROSSWORD PUZZLE - ANSWER KEY

M I B
W A L N U T S
K T A
T R
C H E D D A R
D R I
C N
A V O C A D O
E G G S
C N
T U N A
T
PROTEIN CROSSWORD PUZZLE

*The following words are all food items that are rich in protein. Foods like these should make up about a quarter of your diet.

**TIP:** Use a pencil so that you can erase your answers easily if you have to change them.

**ACROSS**
3. Pig meat + Karate move
7. A Thanksgiving-must!
8. Sliced up and eaten in sandwiches
10. Boiled, fried, poached...

**DOWN**
1. A meat alternative popular with vegetarians
2. Eat this with granola and fruit for breakfast!
4. Comes in blocks or wheels, bright orange or white
5. Aquatic animal; lots of these in BC!
6. “Buy me some _________ and crackerjack!”
9. Rare, medium or well done

**WORD BANK**
BACON
SARDINES
MILK
EGGS
CHEDDAR
WALNUTS
AVOCADO
TUNA
BUTTER
COCONUT
BACON
PROTEIN CROSSWORD PUZZLE - ANSWER KEY

T   Y
P O R K C H O P
S   F   H   G
A   U   E   U
L   E   R
M   S   T U R K E Y
R O A S T B E E F
N   T   N   U   T
E   A
K
E G G S
# Human Body - Answer Key

<table>
<thead>
<tr>
<th>Body Parts</th>
<th>Nutrients Needed for Those Body Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain</td>
<td>Carbohydrate</td>
</tr>
<tr>
<td>Hair</td>
<td>Protein, Fat</td>
</tr>
<tr>
<td>Skin</td>
<td>Fat</td>
</tr>
<tr>
<td>Stomach/digestion</td>
<td>Fibre (Carbohydrates)</td>
</tr>
<tr>
<td>Muscles</td>
<td>Carbohydrate, Protein</td>
</tr>
<tr>
<td>Bones</td>
<td>Calcium</td>
</tr>
<tr>
<td>Blood cells/immune system</td>
<td>Carbohydrate, protein</td>
</tr>
</tbody>
</table>
TOPIC 2
CANADA’S FOOD GUIDE ANALYSIS

OBJECTIVES:
• Students calculate how many servings from each food group they consume in one day.
• Students compare their food intake to the number of servings recommended for their age group.

LEARNING OUTCOMES:
• Students can identify the four food groups.
• Students can give examples of foods from each food group.
• Students can describe the serving sizes of each food group.
• Students can identify the number of servings from each food group recommended for their age.

RESOURCES:
• A copy of Canada’s Food Guide for each student can be ordered from the Public Health Agency of Canada at: http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php
• Food Tracker Worksheet
• Food Tracker Answer Key
• Your Personal Food Record
• Do It Like The Pros: Ryan Kesler’s Pre-Game Meal
• Getting To Know: #17 Ryan Kesler

TOPIC 2
CANADA’S FOOD GUIDE ANALYSIS

CLASS DISCUSSION


Q: What are the four food groups?

A: (1) Vegetables and Fruit
Q: What are examples of foods from each of the four food groups?

A: (1) apple, banana, berries, avocado, lettuce, green beans, cauliflower etc.
   (2) cereal, bread, rice, perogies, crackers, granola bar etc.
   (3) milk, yogurt, cheese, soy milk etc.
   (4) egg, peanut butter, meat, chicken, tofu, beans etc.

Q: Why is it important to eat foods from all four food groups?

A: Each food group contains foods that provide unique nutrients not found in the other food groups.

Q: Describe one serving size from each food group. Ask for examples of foods for each serving size. Record the answers for everyone to view and keep the answers on display for the Activities.

A: (1) 1 cup leafy vegetables (spinach, lettuce) or ½ cup all other vegetables or 1 whole fruit or ½ cup sliced fruit or ½ cup 100% fruit juice.

   (2) 1 slice bread or ½ bagel or ½ pita or ½ tortilla or ½ naan bread or ½ cup cooked rice or pasta or ¾ cup oatmeal or 30g (approximately ½ -1 cup) cold cereal

   (3) 1 cup milk, ¾ cup yogurt, 50g cheese (size of two 9 volt batteries)

   (4) ½ cup meat, fish or chicken or ¾ cup of cooked legumes (e.g. chickpeas, lentils, kidney beans or tofu) or 2 eggs or 2 Tbsp or ¼ cup nuts or seeds.

Q: How many servings from the Canada’s Food Guide are recommended for this age group?

A: For students ages 9-13 years old, they need approximately:
   • 6 servings of vegetables and fruit;
   • 6 servings of grain products;
   • 3-4 servings of milk and alternatives and
   • 1-2 servings of meat and alternatives.
TOPIC 2
CANADA’S FOOD GUIDE ANALYSIS

ACTIVITIES

ACTIVITY 1: FOOD TRACKER

Photocopy and provide each student with the Food Tracker handout. Have each student fill in the number of servings from each food group that each food item provides. Refer students to the examples of serving sizes in Canada’s Food Guide.

Allow students to estimate when exact servings are not clear e.g. granola bar is approximately the same as a slice of bread. Review the answers with the class.

This activity can be done as a class or in small groups.

ACTIVITY 2: YOUR PERSONAL FOOD RECORD

Using the Your Personal Food Record handout provided, have students write everything they ate for lunch yesterday. If possible, give the students the Food Tracker Worksheet a day in advance so that it is brought to class with the foods already recorded. Or have students complete the exercise with the lunch they brought to school that day.

• Give students class time to fill in the table with the number of servings from each food group.
• Have students to write the recommended number of servings from each food group for their age in the bottom row.

When students have completed their table, lead a discussion with the class:

• Ask students which food groups they were missing or getting enough of.
• Explain that students who are active or tall may need more servings than their friends.
• Discuss that it is okay if some days we don’t eat all our food groups, but this activity just tells us if we are usually getting enough or too much of a food group.
• If we eat too much of one food group and not enough of another food group, then we may be missing some nutrients.
• Canada’s Food Guide can help us balance our diet so that we get all our nutrients.

Save the completed Food Record Worksheets for students to refer to when doing the activity in Unit 2 Topic 3 - Goal Setting.
ACTIVITY 3: DO IT LIKE THE PROS

Photocopy and provide each student with a copy of the “Do It Like The Pros – Ryan Kesler’s Pre-Game Meal”. Break students into groups of 3-4 students each. Have each group brainstorm and record their ideas to each question on the handout and then present to the class. Finish the activity with a teacher-led discussion that reveals the correct answers.

Photocopy and provide each student with a copy of the “Getting To Know: #17 Ryan Kesler” which contains answers to the pre-game meal handout and other fun facts about Ryan Kesler.
## FOOD TRACKER

<table>
<thead>
<tr>
<th>FOODS</th>
<th>VEGETABLES AND FRUIT</th>
<th>GRAIN PRODUCTS</th>
<th>MILK AND ALTERNATIVES</th>
<th>MEAT AND ALTERNATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cup cheerios</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 cup milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 granola bar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 slices of bread</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 slices of ham</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 apple</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 cup juice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>½ cup fish crackers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 cup pasta</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>½ cup tomato sauce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 meat ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¾ cup yogurt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>½ cup berries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL Servings:**

**Recommended servings:**
## FOOD TRACKER - ANSWER KEY

<table>
<thead>
<tr>
<th>FOODS</th>
<th>VEGETABLES AND FRUIT</th>
<th>GRAIN PRODUCTS</th>
<th>MILK AND ALTERNATIVES</th>
<th>MEAT AND ALTERNATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cup cheerios</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 cup milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 granola bar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 slices of bread</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 slices of ham</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 apple</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 cup juice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>½ cup fish crackers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 cup pasta</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>½ cup tomato sauce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 meat ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>¾ cup yogurt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>½ cup berries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL Servings I ate:** 5 9 3 1

**Recommended servings:** 6 6 3-4 1-2
## YOUR PERSONAL FOOD RECORD

<table>
<thead>
<tr>
<th>FOODS YOU ATE FOR LUNCH</th>
<th>VEGETABLES AND FRUIT</th>
<th>GRAIN PRODUCTS</th>
<th>MILK AND ALTERNATIVES</th>
<th>MEAT AND ALTERNATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Servings I ate: ____________________

Recommended Servings: ____________________
DO IT LIKE THE PROS
RYAN KESLER’S PRE-GAME MEAL

Just like you, professional athletes like Ryan Kesler of the Vancouver Canucks needs to eat balanced, healthy meals. Unlike you, Ryan trains at an elite level and needs to prepare to play hockey at a very high level almost every other night of the week. Before each game Ryan has a very specific meal that not only helps him stay very healthy, but also helps him play his best during the hockey game.

Brainstorm ideas to the following questions and record your answers in the space provided. Present your ideas to the class once everyone has had a chance to complete their brainstorm.

What do you think Ryan Kesler’s favourite pre-game meal consists of?
List as many foods and beverages as you think Ryan consumes during this one meal.

__________________________
__________________________
__________________________
__________________________
__________________________

Of the foods you listed that you think Ryan eats, explain why you think it is an important, balanced meal?

__________________________
__________________________
__________________________
__________________________
__________________________

Ryan Kesler’s favourite pre-game meal consists of:

- Boneless, skinless chicken breast
- Whole wheat pasta with no sauce
- Broccoli
- Lots of water

This meal is an important, balanced meal because it contains:

- lean protein comes from the chicken which helps Ryan build and maintain muscle
- complex carbohydrates from the pasta for extended energy
- vitamins, minerals, and carbohydrates from the broccoli
- working together, these foods all give Ryan energy for the entire hockey game so he can play his best

Number: 17  
Height: 6' 2”  
Weight: 202  
Shoots: RIGHT  
Born: 31 AUG 1984  
Birthplace: LIVONIA, MICHIGAN, UNITED STATES

Drafted: VAN / 2003 NHL ENTRY DRAFT  
Round: 1ST (23RD OVERALL)

Favourite TV Show: Seinfeld  
Mentors: His dad and Mike Modano  
Favourite Past-Time: Playing golf  
Spends the off-season in: Michigan, USA  
Family: Has a wife, Andrea, and three children  
Random Fact: His oldest piece of hockey equipment is his shoulder pads, which he has had for eight years
TOPIC 3
CALORIES

OBJECTIVES:
• Students have a basic understanding of what a calorie is.

LEARNING OUTCOME:
• Students understand that energy is measured in food via calories.
• Students can “build” a healthy meal that gives them sufficient energy.
• Students can identify the difference between good and bad calories.

RESOURCES:
• Good Calories vs. Bad Calories handout
• Meal Builder worksheet

TOPIC 3
CALORIES

CLASS DISCUSSION

Q: What is a calorie?
(Record student responses for all to view. If students need help identifying attributes of a healthy meal, use the leading questions in the right column of the chart below to lead the discussion.)

A: Virtually all foods give your body a certain amount of energy. The exact amount of energy that each food item gives you is determined by the amount of carbohydrates, protein and/or fat it contains and is measured in “calories”. For example, a full breakfast of eggs, whole-wheat toast, fruit and a glass of 2% milk might have roughly 400 calories in total and will give you lots of energy to start your day. Alternatively, skimming on breakfast by simply grabbing an apple on your way out the door gives you only about 90 calories, which will not give your body sufficient energy to function properly.
Q: Are all calories good for you?
(Record student responses for all to view. If students need help identifying attributes of a healthy meal, use the leading questions in the right column of the chart below to lead the discussion.)

A: While virtually all foods have calories and will give you energy, not all of them are actually good for you. For example, an average chocolate bar can sometimes have as much as 250 calories. But most of the energy that you get from that chocolate bar is in the form of sugar and fat, rather than the carbohydrates and protein that should make up most of your diet. Another example is a fast food hamburger, which can have as much as 550 calories. While it seems like this will give you lots of energy, most of the calories in a fast food burger are from fat, as well, meaning that you will actually feel more sluggish. Foods such as these are said to have “empty calories”, because they don’t give you the proper calories that are healthy or enough of the nutrients, vitamins and minerals that your body needs.

Q: How many calories should I have in a day?

A: According to Health Canada’s Food Guide, the average recommended intake of calories per day is as follows:

<table>
<thead>
<tr>
<th>BOYS</th>
<th>Low-Activity</th>
<th>High-Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>2000</td>
<td>2300</td>
</tr>
<tr>
<td>12-13</td>
<td>2250</td>
<td>2600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>Low-Activity</th>
<th>High-Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>1800</td>
<td>2050</td>
</tr>
<tr>
<td>12-13</td>
<td>2000</td>
<td>2250</td>
</tr>
</tbody>
</table>

For example, if you are a 10-year-old boy who is running a lot or playing sports during recess or PE, your food should be providing you with around 2,300 calories per day. Or if you are a 13-year-old girl whose activity level is low (ie. rarely “out of breath” from exercise), you should be having about 2,000 calories per day.

Based on these guidelines, you should aim to have between 500 and 600 calories per meal – assuming that you have a couple of snacks per day, as well.
TOPIC 3
CALORIES

ACTIVITIES

ACTIVITY 1: GOOD CALORIES VS BAD CALORIES

Photocopy and distribute the Good Calories vs. Bad Calories handout (p. xx). Compare and contrast the two lunch options as a class. Pay specific attention to how both contain the same amount of calories, yet one has clearly healthier options. This activity should make the distinction between “good” and “bad” calories clear.

Here are some specific ways in which the lunch options can be contrasted:

1. While soda has virtually no vitamins or minerals, fruit juice has lots of vitamin C and potassium. Soda also derives most of its calories from artificially-added sugar.
2. Brown bread made with whole wheat consists of more fibre, as well as vitamins B6 and E. Lettuce and tomato also add much-needed veggies.
3. Most of the calories from chips come from excessive levels of fat. Chips also contain little-to-no vitamins or minerals.
4. Crackers provide carbohydrates, rather than fat, while peanut butter provides B vitamins and protein.
5. Cheese provides calcium and a healthier amount of fat, compared to chips.
6. Strawberries provide vitamin B, C and fibre.
7. Lunch option #2 incorporates a wider variety of food groups (ie. dairy, fresh fruit and vegetables).

ACTIVITY 2: MEAL BUILDING

Now that you’ve reviewed a healthy meal option that meets a healthy calorie intake, the following worksheets will have them build their own healthy meals with a calorie target in mind. Photocopy and hand out the “Meal Building With Calories” worksheets (p. xx-xx). Have your students choose from the Food Bank to create their own meals. Ultimately, their meals should be in the 500-600 calorie range. If they need to, advise them to use a calculator or the back of their sheet to add up the calories.
GOOD CALORIES VS. BAD CALORIES

Take a look at the first example of a lunch option filled with “good calories” and one with “bad calories”. Just look at all the healthy snacks that can replace one single small bag of chips! “Bad calorie” foods may help you reach your daily needs for calories, but they won’t fill you up or give you as many vitamins and nutrients as healthier alternatives.

<table>
<thead>
<tr>
<th>Lunch Option #1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can of soda</td>
<td>140</td>
</tr>
<tr>
<td>Ham sandwich with white bread</td>
<td>290</td>
</tr>
<tr>
<td>Small bag of chips</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total calories</strong></td>
<td><strong>580</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunch Option #2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Box of apple juice</td>
<td>120</td>
</tr>
<tr>
<td>Ham sandwich with brown bread, lettuce, &amp; tomato</td>
<td>300</td>
</tr>
<tr>
<td>Crackers and peanut butter</td>
<td>70</td>
</tr>
<tr>
<td>Cheese string</td>
<td>50</td>
</tr>
<tr>
<td>Sliced strawberries</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total calories</strong></td>
<td><strong>580</strong></td>
</tr>
</tbody>
</table>
MEAL BUILDING WITH CALORIES

INSTRUCTIONS
Once you’ve reviewed the first example, create two of your very own healthy lunch options on the next page using the “Food Bank” below. Make sure that each meal has enough calories to give you energy for the day. (A full meal should have between 500 and 600 calories in order to meet your recommended daily amount.)

*All of the meal items listed below are examples of healthy options with “good calories”!

<table>
<thead>
<tr>
<th>FOOD BANK</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAIN</strong></td>
<td><strong>CALORIES</strong></td>
</tr>
<tr>
<td>Spaghetti and meatballs</td>
<td>300</td>
</tr>
<tr>
<td>6 pieces of sushi</td>
<td>270</td>
</tr>
<tr>
<td>6&quot; Chicken sub sandwich w/ vegetables</td>
<td>380</td>
</tr>
<tr>
<td>Rice and beef</td>
<td>280</td>
</tr>
<tr>
<td>Noodles and chicken</td>
<td>280</td>
</tr>
<tr>
<td>Beef chili</td>
<td>320</td>
</tr>
<tr>
<td>Chicken noodle soup</td>
<td>140</td>
</tr>
<tr>
<td>Turkey and avocado wrap</td>
<td>290</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SNACKS &amp; SIDES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAIN</strong></td>
<td><strong>CALORIES</strong></td>
</tr>
<tr>
<td>Fruit salad (1 cup)</td>
<td>130</td>
</tr>
<tr>
<td>Five crackers with cheese</td>
<td>250</td>
</tr>
<tr>
<td>Caesar salad (1 cup)</td>
<td>180</td>
</tr>
<tr>
<td>Mashed potatoes (1/2 cup)</td>
<td>110</td>
</tr>
<tr>
<td>Yogurt (1/2 cup)</td>
<td>120</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DRINKS (all 1 cup)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAIN</strong></td>
<td><strong>CALORIES</strong></td>
</tr>
<tr>
<td>Fruit juice</td>
<td>120</td>
</tr>
<tr>
<td>2% milk or chocolate milk</td>
<td>125</td>
</tr>
<tr>
<td>Water</td>
<td>0</td>
</tr>
</tbody>
</table>
# MEAL BUILDING WITH CALORIES

CREATE YOUR OWN MEALS!

<table>
<thead>
<tr>
<th>LUNCH</th>
<th>FOOD ITEM</th>
<th>CALORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack/side</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total calories</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DINNER</th>
<th>FOOD ITEM</th>
<th>CALORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack/side</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total calories</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Do your meals have the right amount of calories? Make sure it’s not too high or too low. Check with your teacher if you’re unsure how many calories should be in a meal.
TOPIC 3
HEALTHY HABITS

OBJECTIVES:
• Students recognize the attributes of a healthy meal.
• Students list examples of healthy meals.

LEARNING OUTCOME:
• Students can describe the attributes of a healthy meal.
• Students can identify healthy and unhealthy attributes of a meal.
• Students can make suggestions to improve the healthiness of a meal.
• Students can give examples of healthy meals.

RESOURCES:
• Meal illustration examples
• Lunch Time! Plate & cup template
• Do It Like The Pros: Henrik Sedin’s Pre-Game Meal
• Getting To Know: #33 Henrik Sedin

TOPIC 4
HEALTHY HABITS

CLASS DISCUSSION

Q: What makes a meal healthy?
(Record student responses for all to view. If students need help identifying attributes of a healthy meal, use the leading questions in the right column of the chart below to lead the discussion.)
### WHAT MAKES A MEAL HEALTHY?

- contains one food from all four food groups.
- has reasonable portions of all foods e.g. one meal should have the same amount of grains as vegetables.
- is low in fat, salt and sugar.
- is homemade, rather than processed.
- contains whole grains, rather than refined grains.
- contains green or orange vegetables.
- has enough calories and the right kind of calories.

### LEADING QUESTIONS:

- Is a plate of spaghetti a balanced meal? Why not? What is it missing?
- If you have a big plate of lasagna and only a little piece of salad is that still a healthy meal? Why not?
- Is chocolate milk a healthy choice? Why not?
- Are fries a healthy choice? Why not?
- Are hotdogs, fruit roll ups or Lunchables a healthy choice? Why not?
- Is white bread a healthy choice for a sandwich?
- How can you tell which vegetables have more vitamins? What do you think is healthier: broccoli or celery? Carrot or cucumber?
- Is an apple a good meal for breakfast?
### ACTIVITY 1: SAMPLE MEALS

Show the class the images of the illustrated sample meals and ask them to identify what is healthy, what is missing, what is too much or what is not enough. After each discussion, show the class the images of the meal with the suggested changes.

<table>
<thead>
<tr>
<th>Meal</th>
<th>What is healthy?</th>
<th>What is missing?</th>
<th>What is too much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spaghetti and tomato sauce</td>
<td>- Pasta is healthy especially if it is whole grain pasta.</td>
<td>- Glass of milk or cheese to include milk serving.</td>
<td>- Portion of spaghetti on plate is too much compared to the vegetable portion. Aim for equal portions of pasta and salad.</td>
</tr>
<tr>
<td></td>
<td>- Tomato sauce is a healthy vegetable choice.</td>
<td>- Green salad to include green vegetable serving.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Meat sauce to include meat &amp; alternatives serving.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deli chicken sandwich, juice</td>
<td>- bread is healthy, especially if it is whole wheat or whole grain bread.</td>
<td>- Yogurt to include milk &amp; alternatives serving.</td>
<td>- Chips are high in fat and salt and low in vitamins. Have an apple instead.</td>
</tr>
<tr>
<td>and chips</td>
<td>- Chicken is healthy, but processed deli meats have too much salt.</td>
<td>- apple or carrots to include a fruit &amp; vegetable serving</td>
<td>- Choose water instead of juice for less sugar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Choose fresh chicken breast instead of deli slices for less salt.</td>
</tr>
<tr>
<td>Bowl of Froot Loops cereal</td>
<td>- milk (1% or 2%) is a healthy choice.</td>
<td>- add sliced banana to cereal to include fruit &amp; vegetable serving.</td>
<td>- Choose a cereal with less than 8 grams of sugar per serving such as: Shreddies, Shredded Wheat (not mini wheats), Cheerios (not honey nut), Natures Path</td>
</tr>
<tr>
<td>with milk</td>
<td></td>
<td>- add peanut butter or egg to include meat &amp; alternatives serving.</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 2: LUNCHTIME!

Photocopy and provide each student a copy of the “Lunch Time!” plate and cup template. Have each student to draw a healthy lunch on their ‘plate’ and a healthy beverage in their ‘cup.’ Ask each student to describe their healthy lunch to the class.

ACTIVITY 3: DO IT LIKE THE PROS

Photocopy and provide each student with a copy of the “Do It Like The Pros – Henrik Sedin’s Pre-Game Meal” found on the following page. Break students into group of 3-4 students each. Have each group brainstorm and record their ideas to each question on the handout and then present to the class. Finish the activity with a teacher-led discussion that reveals the correct answers.

Photocopy and provide each student with a copy of the “Getting To Know: #33 Henrik Sedin” which contains answers to the pre-game meal handout and other fun facts about Henrik Sedin.
SPAGHETTI AND TOMATO SAUCE
SPAGHETTI AND TOMATO MEAT SAUCE, GREEN SALAD, AND A GLASS OF MILK
CHICKEN SANDWICH, CHIPS AND JUICE
BOWL OF SHREDDIES, BANANA, EGG, AND GLASS OF MILK
LUNCH TIME!
DO IT LIKE THE PROS: HENRIK SEDIN’S PRE-GAME MEAL

Just like you, professional athletes like Henrik Sedin of the Vancouver Canucks needs to eat balanced, healthy meals. Unlike you, Henrik trains at an elite level and needs to prepare to play hockey at a very high level almost every other night of the week. Before each game Henrik has a very specific meal that not only helps him stay very healthy, but also helps him play his best during the hockey game.

Brainstorm ideas to the following questions and record your answers in the space provided. Present your ideas to the class once everyone has had a chance to complete their brainstorm.

What do you think Henrik Sedin’s favourite pre-game meal consists of? List as many foods and beverages as you think Henrik consumes during this one meal.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Of the foods you listed that you think Henrik eats, explain why you think it is an important, balanced meal?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Henrik Sedin’s favourite pre-game meal consists of:

- Boneless skinless chicken breast
- Green salad and dressing
- Brown rice
- Apple juice

This meal is an important, balanced meal because it contains:

- Has protein from the chicken to build and rebuild muscle, complex carbohydrates as an energy source from the brown rice, and the broccoli is varied enough to supply a wide range of vitamins and minerals necessary to play and recover
- The combination of the brown rice, juice, and green broccoli supply the energy from immediate to the end of the game in varying stages

Number: 33
Height: 6' 2"
Weight: 188
Shoots: Left
Born: 26 Sep 1980
Birthplace: Ornskoldsvik, Sweden

Drafted: VAN / 1999 NHL Entry Draft
Round: 1st (3rd overall)

Favourite Movie: Braveheart
Favourite Past-Time: Boating and golfing
Family: Has a wife named Johanna, and two young sons
Spends the off-season in: Sweden
Favourite vacation destination: Hawaii
Most Memorable Hockey Moment: scoring the OT winner in Game 1 of the playoffs versus Detroit in 2002
UNIT 2: VITAMINS & MINERALS & THE COLOURS OF THE RAINBOW

TOPIC 1: INTRODUCTION TO SPECIFIC VITAMINS AND MINERALS

TOPIC 2: CHOOSING BRIGHTLY COLOURED FOODS

TOPIC 3: NUTRITIONAL GOAL SETTING