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: 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
• Word searches and answer keys

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

/ ACTIVITIES \\

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: WORD SEARCHES

Photocopy and hand out the Carbohydrate, Protein and Fat word searches to your students. This activity will help your students become more familiar with common food items that are associated with the three major nutrients.

Depending on the level of your classroom, you may choose to only give one word search per student and have them complete additional puzzles optionally. If this is the case, ensure that the answers for all the nutrients are shared with the class in some way (ie. have a student volunteer to read aloud his or her list of words).

ACTIVITY 3: NUTRIENTS AND THE HUMAN BODY

Photocopy and hand out the Human Body worksheet (p. xx). 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>
</table>
| Carbohydrate | Main fuel (energy) source for muscles to work. Only energy source for the brain. Fibre from grains helps digestion. | - low energy  
- tired and weak muscles  
- difficulty concentrating and learning  
- lowers immune system | Grains (pasta, cereal, rice, bread); Vegetables and Fruits (potatoes, carrots, banana); Milk and alternatives (milk, yogurt); legumes (baked beans, hummus) | Muscles; brain; immune system (in the blood) |
| Protein | Makes muscles, antibodies, hormones, hair etc. | Lose muscle, lower immunity, poor growth | Meat and alternatives (chicken, tofu, eggs); Milk and alternatives (cheese, milk, yogurt); Grains also have a little protein | Muscles; hormones and immune system (in the blood); hair |
| Fat | Main fuel (energy) source for body at rest; carries vitamins in body; protects vital organs; keeps body warm | Dry, scaly skin; dry dull hair; poor growth | Meat and alternatives (beef, fish, eggs, nuts); Milk and alternatives (cheese, yogurt) | Skin; hair |
CARBOHYDRATE WORD SEARCH

BAGEL  MUFFINS  CRACKERS  GRANOLA
BREAD  OATMEAL  SPAGHETTI
CEREAL  POTATO  RICE

TIP: Words can be found up and down, side to side, diagonally and backwards.

All of these foods are rich in carbohydrates! They should make up about half of your total diet.
CARBOHYDRATE WORD SEARCH - ANSWER KEY

BAGEL  MUFFINS  CRACKERS  GRANOLA
BREAD  OATMEAL  SPAGHETTI
CEREAL  POTATO  RICE
**PROTEIN WORD SEARCH**

Q R O A S T B E F B X
P D O W H C T I E L D O
Q K D K W R Q K W G I N
P B S T U N A E P F G D
D O Z E S E E H C G T S
K T R U G O Y E M U L J
K O V K W L U W R H H Y
Y F T R C N G K D N Q L
J U R S R H E A P M Q Z
W O B S P Y O Y Y X D E
L S A L M O N P P J Q T
X D F M K S T E A K F I

**CHEESE**  **SALMON**  **PORKCHOP**  **YOGURT**
**EGGS**  **STEAK**  **ROASTBEEF**
**PEANUTS**  **TOFU**  **TURKEY**

**TIP:** Words can be found up and down, side to side, diagonally and backwards.

All of these foods are rich in protein! They should make up about a quarter of your total diet.
蛋白质单词搜索 - 答案键

CHEESE  SALMON  PORKCHOP  YOGURT
EGGS    STEAK    ROASTBEEF
PEANUTS TOFU      TURKEY

**提示：**单词可以向上、向下、横向、对角线和反向查找。

所有这些食物都富含蛋白质！它们应该占你总饮食的四分之一。

**TIP:** Words can be found up and down, side to side, diagonally and backwards.

**All of these foods are rich in protein! They should make up about a quarter of your total diet.**
FATS WORD SEARCH

TIP: Words can be found up and down, side to side, diagonally and backwards.

All of these foods are rich in protein! They should make up about a quarter of your total diet.
**FATS WORD SEARCH - ANSWER KEY**

Cheese    Salmon    Porkchop    Yogurt
Eggs      Steak      Roastbeef
Peanuts   Tofu       Turkey

**TIP:** Words can be found up and down, side to side, diagonally and backwards.

All of these foods are rich in fat! They should make up about a quarter of your total diet.
HUMAN BODY

BRAIN
Nutrient __________
Food __________
Food __________

MUSCLES
Nutrient __________
Food __________

STOMACH/DIGESTION
Nutrient __________
Food __________

SKIN
Nutrient __________
Food __________
Food __________

HAIR
Nutrient __________
Food __________
Food __________

BONES
Nutrient __________
Food __________
Food __________

*BONUS!*
**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 &amp; Digestive Tract</td>
<td>Carbohydrate (Fibre)</td>
</tr>
<tr>
<td>Muscles</td>
<td>Carbohydrate, Protein</td>
</tr>
<tr>
<td>Bones</td>
<td>Calcium</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:
• 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
(2) Grain Products
(3) Milk and Alternatives
(4) Meat and Alternatives

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:
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. It is not necessary to go through all of the foods for Grades 4/5, just do a few examples.

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

ACTIVITY 2:
Using the Your Personal Food Record handout, 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:

Photocopy and provide each student with a copy of the “Do It Like The Pros – Ryan Kesler’s Pre-Game Meal”. 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: #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>
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</thead>
<tbody>
<tr>
<td>1 cup cheerios</td>
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<tr>
<td>1 cup milk</td>
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<tr>
<td>1 granola bar</td>
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<td></td>
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<tr>
<td>2 slices of bread</td>
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<tr>
<td>3 slices of ham</td>
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<tr>
<td>1 apple</td>
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<tr>
<td>1 cup juice</td>
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<tr>
<td>½ cup fish crackers</td>
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<tr>
<td>1 cup pasta</td>
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<tr>
<td>½ cup tomato sauce</td>
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<tr>
<td>1 meat ball</td>
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<td>¾ cup yogurt</td>
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<td>½ cup berries</td>
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<td><strong>TOTAL Servings:</strong></td>
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<td><strong>Recommended servings:</strong></td>
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## FOOD TRACKER – ANSWER KEY

<table>
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<td>2 slices of bread</td>
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<td>3 slices of ham</td>
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<td>1 apple</td>
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<td>½ cup fish crackers</td>
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<td>1 cup pasta</td>
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<td>1 meat ball</td>
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<tr>
<td>½ cup berries</td>
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<tr>
<td><strong>TOTAL Servings:</strong></td>
<td><strong>5</strong></td>
<td><strong>9</strong></td>
<td><strong>3</strong></td>
<td><strong>1</strong></td>
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<tr>
<td><strong>Recommended servings:</strong></td>
<td><strong>6</strong></td>
<td><strong>6</strong></td>
<td><strong>3-4</strong></td>
<td><strong>1-2</strong></td>
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</tbody>
</table>
# 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>
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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 come from the chicken which helps Ryan build and maintain muscle
- Complex carbohydrates from the pasta for extended energy
- Vitamins, minerals, and carbohydrates from 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 is Andrea, a daughter Makayla, and a son Ryker
Random Fact: His oldest piece of hockey equipment is his shoulder pads, which he has had for eight years
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 Pro’s: Henrik Sedin’s Pre-Game Meal
• Getting To Know: #33 Henrik Sedin

TOPIC 3
HEALTHY HABITS

CLASS DISCUSSION

Q: What makes a meal healthy?
(Record student responses for all to view. If students needs 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?

**A healthy meal...**
- 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.

<table>
<thead>
<tr>
<th>LEADING QUESTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a plate of spaghetti a balanced meal? Why not? What is it missing?</td>
</tr>
<tr>
<td>If you have a big plate of lasagna and only a little piece of salad is that still a healthy meal? Why not?</td>
</tr>
<tr>
<td>Is chocolate milk a healthy choice? Why not?</td>
</tr>
<tr>
<td>Are fries a healthy choice? Why not?</td>
</tr>
<tr>
<td>Are hotdogs, fruit roll ups or Lunchables a healthy choice? Why not?</td>
</tr>
<tr>
<td>Is white bread a healthy choice for a sandwich?</td>
</tr>
<tr>
<td>How can you tell which vegetables have more vitamins? What do you think is healthier: broccoli or celery? Carrot or cucumber?</td>
</tr>
</tbody>
</table>
ACTIVITY 1:

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>
</table>
| Spaghetti and tomato sauce       | – Pasta is healthy especially if it is whole grain pasta.  
– Tomato sauce is a healthy vegetable choice.                                                                                                           | – Glass of milk or cheese to include milk serving.  
– Green salad to include green vegetable serving.  
– Meat sauce to include meat & alternatives serving.                                                                                       | – Portion of spaghetti on plate is too much compared to the vegetable portion. Aim for equal portions of pasta and salad.                                                                                   |
| Deli chicken sandwich, juice and chips | – Bread is healthy, especially if it is whole wheat or whole grain bread.  
– Chicken is healthy, but processed deli meats have too much salt.                                                                                                    | – Yogurt to include milk & alternatives serving.  
– Apple or carrots to include a fruit & vegetable serving                                                                                       | – Chips are high in fat and salt and low in vitamins. Have an apple instead.  
– Choose water instead of juice for less sugar.  
– Choose fresh chicken breast instead of deli slices for less salt.                                                                                   |
| Bowl of Froot Loops cereal with milk | – Milk (1% or 2%) is a healthy choice.                                                                                                                                                                               | – Add sliced banana to cereal to include fruit & vegetable serving.  
– Add peanut butter or egg to include meat & alternatives serving.                                                                                     | – 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                                                                 |
**ACTIVITY 2:**

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:**

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
CHICKEN SANDWICH, YOGURT, APPLE AND GLASS OF WATER
BOWL OF FRUIT LOOPS AND MILK
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  (Age 30)
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