

## Teacher Ideas

### Teachers: Make 'Families are Munching' Work in Your Classroom!

Remind students to fill out their daily vegetable and fruit intake by discussing what YOU have eaten - fill out your own Families Are Munching sheet on the chalkboard or overhead to begin discussion about healthy eating.

Remind students that if they return their completed tracking form they will be eligible for "grand prizes" (if available).

### Fun ideas for the classroom

These can help you meet curriculum requirements for the "Healthy Living" component of the Health & Physical Education curriculum...

#### Younger grades (K -2)

**Kindergarten** - Curriculum item: "identify nutritious foods (e.g. healthy snacks)"

**Grade 1** - Curriculum item: "identify the food groups and give examples of foods in each group"

**Grade 2** - Curriculum item: "describe the importance of food to the body (i.e. for energy and growth)"



Have a "decorate your door" event. Have students make a collage or colour a picture that represents their favourite vegetables and fruits. Post the art on the classroom door for the whole school to enjoy.



Arrange a trip to the grocery store (or farm in the warmer months). Have a tour to find different varieties of vegetables and fruits - for ex. find a fresh apple, dried apple slices, canned applesauce or fresh/canned/frozen green beans.



Intrigue their senses with the "Mystery Food Can" game. Place a fresh vegetable or fruit piece inside a can (without sharp edges), or you can use a bag or small box. The idea is that the students cannot see the vegetable or fruit but must use touch, smell, and sound to guess what it is. Pass the can around and have students use descriptive words to use as clues (make sure students know that they are not to look in the can or pull out the object until the game is over!). Have a tasting party with all the fruits and vegetables at the end of the game.



Ask students to write or tell a story about a child who would not eat their vegetables or fruits. The story can be silly or can be based on facts (e.g. the child in the story may not continue to grow taller because of the lack of vitamins and minerals).

### Middle Grades (3 - 5)

**Grade 3** - Curriculum item: "identify foods from different cultures and classify them by food groups"; "describe the benefits of healthy food choices, physical activity, and healthy bodies"

**Grade 4** - Curriculum item: "explain the role of healthy eating practices, physical activity and heredity as they relate to body shape and size"; "analyze, over a period of time, their own food selections, including food purchases and determine whether or not they are healthy choices"

**Grade 5** - Curriculum item: "analyze information that has an impact on healthy eating practices - identify critical content information on food labels (e.g. ingredients, etc.)"



Investigate different cultures by finding out which vegetables and fruits grow in different countries. Each student can pick a different country (or culture) and find out what foods are commonly grown and eaten there.



Have students write a vegetable & fruit-related joke, riddle, "fun fact", or tip-of-the-day. Then choose one or two and read them at the morning announcements. For ex. "Bobby S. in Miss Brown's class says that his family adds lots of fresh lettuce and tomato to tacos at dinner time. Only 1/2 cup is equals one serving of vegetables" or "Megan G. in Mr. Smith's class has some fun facts about her favourite fruit, apples: there are more than 7000 varieties of apples grown in the world, apple trees can grow more than 40 feet tall, and one whole apple counts as a serving towards your 5 to 6 a day!" or "Ann R. from Mr. Singh's class has a great joke about her favourite snack, the apple - What do you call an apple you eat before supper? An *apple-tizer!*"



If computers/Internet access is available, get your class connected with some of the great vegetable & fruit-related sites! Some good sites are:

<http://www.cpma.ca/>

<http://www.foodland.gov.on.ca/>

<http://www.comevisit.com/chuckali/produce.htm> (note: these are U.S. sites where "5 to 9 a day" is recommended, not "5 to 10 a day" as in Canada)

[www.dole5aday.com](http://www.dole5aday.com) (U.S.)

Have students pick one produce item grown in Canada and find out as many facts as possible for a written 'research project'.



Have students investigate the nutrient content of vegetables and fruits compared to other foods, especially 'snack foods'. Why are fruits and vegetables considered so good for us and how do they contribute to a overall health? (hint: they are high in nutrients).



Ask students to consider why vegetables and fruits do not have labels like other foods do. How often do we see TV commercials or ads for vegetables and fruits? Why is this?

Have students create a food label for a vegetable and fruit including energy/calorie content, vitamin/mineral content and some health claims to entice customers to buy it. Or have students create a TV, radio, or print advertisement to promote the vegetables and fruit.

### Older Grades (6 - 8)

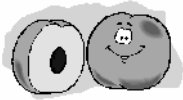
**Grade 6** - Curriculum item: "determine the influence of various factors (the media, family traditions, allergies" on personal food choices, body image, and self-esteem"; "analyze personal eating habits in a variety of situations (e.g. at home, in school, in restaurants"; " describe the benefits of healthy eating for active living"

**Grade 7** - Curriculum item: "examine the effects of healthy eating and regular physical activity on body size and shape, and on self-esteem"; " identify factors affecting healthy body weight (e.g. food intake, growth spurts, physical activity/inactivity"

**Grade 8** - Curriculum item "adopt personal goals that reflect healthy eating practices"; " adopt personal food plans, based on nutritional needs and personal goals, to improve or maintain their eating practices"



Have students investigate the nutritional aspects of a vegetable or fruit of their choice. What is the nutritional content of the vegetable or fruit (including vitamins, minerals, calories, protein, carbohydrate, fat, and fibre content)? How does it compare to the nutritional needs of a person their age (e.g. how much vitamin C does it contain compared to how much vitamin C a boy or girl your age is recommended to have each day)?



Ask students to investigate the agriculture/food production industries. What is involved in putting vegetables and fruits on our table? Students can research Canadian-grown produce or imported produce. How have things changed in the last 50 to 100 years (e.g. do we eat differently now than we did then because of advances in food production)?



Have students analyze their own eating habits by writing down everything they ate (and in what amounts) for a whole day. Using *Eating Well with Canada's Food Guide*, have the students sort out their food choices into food groups, and compare the amounts they ate to the amounts recommended on the *Food Guide*. How many students ate the recommended 5 to 6 servings of vegetables and fruit that day? What changes do they need to make in their diets for healthier eating? Have students write out goals for change and a food plan for healthy eating based on *Eating Well with Canada's Food Guide*.

(Alternatively, students can interview someone else, a parent or other adult, asking them to cite everything they had eaten in the past day - have them compare this person's needs to the *Food Guide* to show that different people have different food needs).

Families are Munching leads the way to healthy eating for you, your students and their families!

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