
Inquiry Plan—Grade 5 Healthy Living, Healthy Eating: Making Healthy Choices and Making Connections for Healthy Living

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Curriculum Expectations (Grade 5)

- 1.5 - use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education
- C2.1 - explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices [CT]
- C3.1 - describe how advertising and media influences affect food choices and explain how these influences can be evaluated to make healthier choices [CT]

Big Ideas

- Nutritional information on food labels can guide people in making decisions about healthy food choices.
- Advertising and media use a variety of tactics that target children or youth and can influence food choices.
- Thinking critically about how food choices can have an impact on whether the choices are as healthy as possible.

Possible Inquiry Questions

- How do advertisers and the media try to influence what I choose to eat and drink?
- How can I think about these influences as I try to make the healthiest food choices possible?
- How can I use food labels to make healthier food choices?

Rich Assessment Task

Students investigate and research how advertising and media influences affect the food choices of children and youth. Students examine 2-3 nutrition labels for similar products and decide which one is a healthier choice.

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Inquiry at a Glance

1. Formulate Questions:

Students look at a variety of advertising images and media examples that can impact a person's food choices (e.g., TV commercials, celebrity endorsements, product placement in movies, magazine ad promoting a fad diet, etc.). Students select one item that is of interest to them. Students record wonderings or questions they have about how advertising and media influences a person's food choices. (E.g., Do celebrities really use the products they promote? What information in the TV commercial is true? Would I buy the product? What ingredients are in the product advertised?)

2. Gather Information:

Students research how advertising or media might influence food choices of someone their age. Students review nutritional facts from a variety of products represented in a photograph or other image (sample may be provided). Students record and organize their information in a graphic organizer.

3. Evaluate Evidence and Make a Decision:

Students use the information gathered to compare their product food label to a similar product, and they decide which one is the healthier choice.

4. Communicate and Share New Knowledge:

In small groups, students share their findings about how advertising and media influence food choices, and they explain their healthier choice between the two products.

5. Reflection:

Students answer reflection questions and write new questions they may have. (E.g., Where did you find your information? How do you know the information you found is true? What do you need to consider when seeing advertisements about food? Why might someone use the product in the advertisement? Which product is the healthier choice? What new questions do you have based on what you have found out?)

Grade 5 Healthy Eating Activities:

Minds On:

• Activity 1: Anticipation Guide—Exploring Food Labels

Prior to the lesson, gather a variety of products with food labels, or photographs of food labels, for students to examine. Review the food labels and create five statements regarding food labels that students respond to using an Anticipation Guide (Appendix G).

Students complete the “Before” column of Anticipation Guide based on the educator-generated statements regarding food labels. In pairs, have students look at 1-2 products/images and fill in the “After” and “Evidence” columns in the Anticipation Guide. Afterwards, have a class discussion about their observations from reviewing the food labels and share wonderings they have.

• Activity 2: Nutrition Label Match

Using Nutrition Label Vocabulary Match (Appendix H) cut the vocabulary into strips and separate the descriptions from the words. Provide each student either a description or a word. Students move throughout the activity space and on the educator's signal attempt to find their match. Once the match has been found, students perform an on-the-spot stretch. Next, have students trade cards with 3-5 other students and on the teacher's signal try to find their new match. Once their match has been found, students perform a new on-the-spot stretch. Review a few match cards every round.

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• Activity 3: Media Influences on Food Choices: 4 Corners

Place four pieces of chart paper, each with one of the following headings, in four corners of the activity area: “Product Packaging”, “Celebrity Endorsements”, “TV Commercials”, and “Magazine Ads Promoting Fad Diets”.

Offer students the choice of which corner they feel comfortable going to. In their chosen corner students discuss examples they’ve seen of that media influence as well as how it could influence food choices people their age make. Model for students what this conversation could look like. (E.g., celebrity endorsement: “I’ve seen ads with Sidney Crosby drinking Gatorade, and I know a lot of children and youth play hockey and look up to Sidney Crosby, so might choose to buy Gatorade.”)

Action:

• Activity 4: Evaluating Media

In a large-group discussion, share with students techniques that can be used to evaluate media:

- Critically examine reasons for celebrity endorsements
- Explore the logic of product claims
- Check whether information that verifies the claims (for example website, medical reference) is credible
- Asking information about the product ingredients and nutrients
- Critically examine how realistic the body images are that are presented in an advertisement

Set up 4-5 stations with various video clips, magazine ads, and advertising promoting specific eating habits, product packaging to entice children and youth, celebrity endorsements, and product placements in movies and programs. Students examine and record their observations on how the advertisement influences food choices for people their age.

Students select one item and then begin researching the nutritional information of a product in one of the stations’ advertising pictures and media examples. Students record their information on Product Comparison Graphic Organizer (Appendix I). Students then select a second object that is similar to their first. Students research the nutritional information for the second product to determine which of the two products is a healthier choice.

Consolidation:

• Activity 5: Exit Card

Working individually, students respond to the following questions:

- What or when might someone choose to eat/drink the product?
- Is the product a healthy choice for you?

Students complete Self-Assessment Checklist (Appendix J).

Appendix H: Nutrition Label Vocabulary Match

Vitamins	do not provide energy but do help the body grow and stay healthy. Fruits, vegetables, and enriched grain products are good sources.
Protein	is made up of amino acids. The body uses amino acids to develop bone, muscle, skin, and blood. Some common sources are fish, poultry, meat, legumes (beans, lentils), eggs, tofu, nuts, and milk products (milk, cheese, yogurt).
Minerals	help build bones and teeth, help muscles work, and are involved in various metabolic pathways. Calcium is an example that helps build bones and teeth. Other examples our bodies need that we get from food are potassium, sodium, iron, zinc, phosphorus, magnesium, and copper.
Transfats	are found in processed foods, baked goods, and hard (stick) margarines containing shortening or partially hydrogenated oil. They raise blood cholesterol and increase the risk of cardiovascular disease. Saturated fats are mainly found in animal products such as meats, butter, milk, cheese, and eggs. Large amounts of these types of fat are known to raise blood cholesterol and increase the risk of cardiovascular disease.
Unsaturated fats	such as monounsaturated and polyunsaturated are found in vegetable oils such as canola, olive, and soybean oils. These types of fats are healthy.
Fats	supply calories and help our bodies absorb the fat-soluble vitamins A, D, E, and K. There are three main types in foods that people eat.
Fibre	is found in vegetables, fruit, whole grains, beans, and lentils. It is the portion of plant foods that the body cannot digest.
Carbohydrates	are the body's major source of energy. There are three main types: simple, complex, and fibre.
Calories	are a measure of how much energy food can supply the body. The body uses the food eaten as fuel, burning it to produce energy.
% Daily Value (DV)	is how much of a specific nutrient a serving of food contains relative to the recommended daily amount.
Sodium	is an essential mineral for the human body. The most common form is table salt.

Appendix I: Product Comparison Graphic Organizer

Before you get started, check the amounts! Serving sizes on nutritional labels may not be identical. What can you do to ensure you are making correct comparisons?

	Sugar	Fat	Sodium	Fibre	Vitamins
Product 1					
Product 2					
Observations/Conclusions:					

Appendix J: Self-Assessment Checklist

CRITERIA	Still working on it!	Almost there!	Got it!	Comments/Evidence
I can ask questions about how advertising and media influences a person's food choices				
I gathered and organized relevant nutritional information to investigate how advertising influences food choices.				
I used nutritional information to compare two products and make a reasonable judgment about which product is healthier.				
I communicated my finding clearly about how advertising influences food choices and my explanation of which of two products is healthier.				
I can identify my strengths and challenges in this inquiry about media influence on food choices. I have additional questions I can ask about this topic.				