
Inquiry Plan—Grade 9 Healthy Living, Healthy Eating: Making Healthy Choices and Making Connections for Healthy Living

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Curriculum Expectations (Grade 9)

- **1.1** - use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living
- **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
- **C1.1** - explain how healthy eating contributes to a person's physical health and mental, emotional, and spiritual well-being, and describe the benefits of a holistic approach to health [PS, CT]
- **C2.1** - apply their knowledge of basic nutritional principles and healthy eating practices to develop a healthy eating plan [PS, CT]
- **C3.1** - analyse the influence of social and environmental factors on food and beverage choices [IS, CT]

Big Ideas

- Healthy eating and active living can make a difference in a person's physical health and their emotional, spiritual, and mental well-being.
- Many different factors (environmental, social, emotional, and nutritional) can affect a person's food choices and eating habits.
- It's important to think about these factors when developing a plan for healthy eating.

Possible Inquiry Questions

- What is affecting what I choose to eat and drink at different times of day and in different social situations in my life right now?
- What do I need to consider when creating a healthy eating plan?
- How do I create a healthy eating plan that takes into account my culture and religious influences as well as social, environmental, emotional, and financial factors?

Rich Assessment Task:

Students investigate and research social and environmental factors that influence children and youth food and beverage choices. Students create a personal healthy eating plan that meets the Canada Food Guide requirements and reflects personal needs and circumstances.

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Inquiry at a Glance

1. Formulate Questions:

Students research different social and environmental factors that can impact a person's food choices and select one factor that is of interest to them. Students record wonderings or questions they have about the impact of social and environmental factors on a person's food choices. Student questions might include:

- Are one culture's traditional foods healthier than another?
- Can I still follow Canada's Food Guide with my particular heredity, culture, religion, financial situation, etc.?
- What factor in my life might have the greatest impact on making healthier food choices and on my well-being? (Well-being includes physical, social, mental, emotional, physical, and spiritual aspects.)
- How do different choices I make with respect to active living and healthy eating affect how I feel mentally, emotionally, and physically?

2. Gather Information, Interpret and Analyse Sources:

Using credible sources, students research information regarding the social/environmental factors that impact food choices. Students share their findings in a group discussion, giving and receiving peer feedback. Students record and organize their information and sources in a graphic organizer. Some sources might include: Canada's Food Guide (translated into multiple languages) as well as the First Nations, Métis, and Inuit version; registered dietitians; local public health unit; credible nutritional websites; and Teen Health and Wellness database).

3. Evaluate Evidence and Create a Plan:

Students synthesize their information gathered in order to answer an inquiry question and create a personal healthy eating plan that both meets Canada Food Guide nutritional requirements and reflects their personal needs and circumstances.

4. Communicate and Share New Knowledge:

In small groups of 4-5, students use their evidence collected share their conclusions (using an advertisement, video, letter, app, brochure, etc.) about the influence of different factors on food and beverage choices of children and youth, and explain their choices in their healthy food plan.

5. Reflection:

Students complete a reflection about what they have learned throughout the inquiry and what new questions they have.

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Grade 9 Healthy Eating Lesson Activities

Minds On Ideas:

- **Activity 1: Exploring Canada’s Food Guide**

Gather a variety of pictures of a holistic view of health (e.g., graphics and text making connections between physical activity, healthy eating and mental, emotional and spiritual well-being) from the internet/texts. In pairs, students look at 1-2 pictures and complete a See, Think, Wonder Chart (Appendix K). Afterwards, guide a class discussion about the things students notice in the pictures, including what’s different, what’s the same, what’s missing. Have students share wonderings they have related to a holistic approach to health.

As appropriate, consider adding the See, Think, Wonder Chart to the students’ inquiry portfolios (hard copy or electronic version).

- **Activity 2: Factors Influencing Food Choices—4 Corners**

Place four pieces of chart paper and a marker—one each for “Environment”, “Family”, “Finances”, and “Culture”—in four spots in the activity area. Offer students the choice of which corner they feel comfortable going to and talking about how that factor influences food choices that children and youth make related to healthy eating practices.

Consider modeling for students what the conversations could look like at each corner. Examples: Finances—“It can be hard to make healthier choices when you have less time and money. Eating at a fast food restaurant regularly.” Family—“My mom is a vegetarian so we eat a lot of beans and lentils. Sometimes she eats tofu when we have meat, and sometimes we all have tofu as a family.” Environment—“Buying fresh food from the market reduces the packaging that fills up our garbage dumps.” “In certain parts of Ontario, fresh produce is more expensive and harder to find.” Culture—“Eating certain types of meats is against my religion.”

Action:

- **Activity 3: Class Interview**

Students search Canada’s Food Guide in print or online and gather information about the four food groups and daily requirements for youth their age.

Arrange with another educator to allow your students to interview their students using Sample Interview Observations Tracking Sheet (Appendix L). Students collect information to determine what they eat for a typical lunch and why, with the goal of determining factors that may influence the food choices of youth.

Next, in groups of 3, students analyse their findings, focusing on the aspects of the lunches that are healthy and what eating practices or foods consumed might be improved upon.

Some questions for discussion could include:

- Do students have a balanced lunch with items in all four food groups?
- What aspects of the lunch are healthier? Explain.
- What changes could you suggest to make healthier choices for lunch?
- What factors affect student food choices?
- Consider what eating practices contribute to physical/emotional health and what practices might inhibit health. For example, where do they eat? Who do they eat with? How long do they take to eat? What they do while eating

Consolidation:

- **Activity 4: Exit Card**

Working individually, students respond to the following questions:

How do social and environmental factors influence the food choices of students at my school?

How can I use what I learned in developing my own healthy eating plan?

Appendix K: See, Think, Wonder Chart

What do you <u>see</u> ?	What do you <u>think</u> about what you see?	What does it make you <u>wonder</u> ?

Appendix L: Sample Interview Observations Tracking Sheet

	Student 1	Student 2	Student 3
Lunch items			
Vegetables & Fruit			
Milk & Alternatives			
Grain Products			
Meat & Alternatives			
Other			
Healthy Eating Behaviours (e.g., where food is consumed, social circumstances, feelings, etc.)			
Is there a balance of foods from all four food groups?			
Overall, what aspects are healthier or less healthy?			
Social/environmental factors influencing students' food choices:			