

## 21<sup>st</sup> Century Healthy Living Lesson

**Grade: 8**

**Unit: Healthy Community**

**Driving Question: What's for Dinner?**

### Curriculum Outcomes:

3.15 critically analyze industry's impact on body image and healthy eating

**Expected Time:** 1 – 60 minute class

### Resources:

- [Student handout](#)
- [Exit Pass](#) – 2 per sheet
- Personal devices or class iPads

### Lesson Procedure

### 21<sup>st</sup> century skills

Teacher does (I Do):

Open class by showing the Cheerios commercial on [Dietainment](#). Have 2-3 members of the class share their initial responses to the video. Responses will vary, but if no one asks about the boys, ask class why they feel society spends more time combatting negative female body image than male body image. Again, responses will vary but tell them to keep this in mind as they work through their own healthy eating goals. You want to ensure all students feel included as we work toward developing a positive body image that includes healthy eating.

- ☐ find, validate
- ☒ remember, understand
- ☒ collaborate, communicate
- ☐ analyze, synthesize
- ☐ critical thinking
- ☐ evaluate, leverage
- ☐ create, publish
- ☒ citizenship

Individual student work (You Do):

Hand out the student sheet with the QR code to the [Government of Canada website](#) where they will be able to create their own food guide. The guide is customizable to their sex, age, and personal food preferences so that it is a useful representation of what their daily intake should include to be eating healthy.

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<p><b>Group work (We Do):</b></p> <p>Once individual plans are completed, students will work together in pairs to learn about how to read nutrition labels when planning meals. This can be done through an <a href="#">interactive tool</a> or through <a href="#">sheets</a> available from Health Canada.</p> <p>When they feel they have an understanding of the labels, they will work together to create a meal plan for one day that meets their daily nutritional goals. The student handout has a suggestion for <a href="#">one website</a> where they may be able to find the nutritional information for their food items. They could also look for nutrition apps if using a cell phone or iPad.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> find, validate</li> <li><input checked="" type="checkbox"/> remember, understand</li> <li><input checked="" type="checkbox"/> collaborate, communicate</li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input type="checkbox"/> critical thinking</li> <li><input checked="" type="checkbox"/> evaluate, leverage</li> <li><input checked="" type="checkbox"/> create, publish</li> <li><input type="checkbox"/> citizenship</li> </ul>
<p><b>Class share (We Share):</b></p> <p>In the last 5 minutes, have 1-2 pairs share their meal plan with the class. Have class complete an exit pass on how easy or difficult they feel creating a meal plan for one week would be using the tools they have used today and if they could see themselves following a plan once it has been created.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input type="checkbox"/> collaborate, communicate</li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> evaluate, leverage</li> <li><input checked="" type="checkbox"/> create, publish</li> <li><input checked="" type="checkbox"/> citizenship</li> </ul>
<p><b>Lesson Wrap Up:</b></p> <p>Have class hand in their completed meal plans and exit pass before leaving. Remember to thank them for their hard work and collaboration with one another.</p>	
<p><b>Differentiation/Modification/Enrichment:</b></p> <p>A student could be paired with a stronger student if they have difficulty using technology to create their own food guide, reading the nutrition labels, or completing a meal plan.</p> <p>If a student already has a good understanding of nutrition labels, or catches on quickly, challenge them to create a meal plan for one week. This will give them a chance to stretch their imagination and ensure they don't get bored eating the same thing every day.</p>	
<p><b>Assessment:</b></p> <p>Have students hand in their food guide, meal plan and exit pass. Check for completion and record in Power School as a formative assessment.</p>	
<p><b>Teacher Reflection:</b></p>	