

CARROTS MAZE MASTER

OVERALL EXPECTATIONS:

- Participate actively and regularly in a wide variety of physical activities and demonstrate an understanding of factors that encourage lifelong participation in physical activity.
- Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.
- Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day.
- Demonstrate the ability to jump in control for height or distance, using a variety of body actions.

LEARNING GOALS:

- Learn valuable information regarding the health benefits of eating carrots while engaging in a fun interactive game that requires them to exercise.

RESOURCES:

- 16 pieces of blank white paper
- Black markers
- Question sheet
- Answer sheet
- Carrot Fact sheet

INTRODUCTORY ACTIVITY

- To start, review fact sheets of carrots with entire class and discuss health benefits as well as origin and other interesting facts. (www.wafarmtoschool.org/ToolKit/16/carrots/Facts)
- Explain to the students the importance of warming up prior to exercising to avoid injury. Informing student safety and not horsing around while performing exercises is vital to student safety.
- Split students into 6 stations designated with the letters in "CARROT".
- Explain that each letter represents a different station as well as a different exercise. Each student will perform the exercise at each station for 20 seconds with a 15 second break while moving clockwise throughout the warm up area.

C- jumping jacks

A- Arm Swings

R- High knees

R- Butt Kicks

O- Pushups/modified push-ups

T- Sit ups/modified sit up

MAIN ACTIVITY

- This activity is meant to facilitate the construction of new knowledge while exercising.
- The students will create a maze with the answer cards (see below) by laying each card on the ground in a 4x4 grid facing down so the answers are not revealed.
- One student will be the maze master and create the maze pattern on a blank sheet of paper; 5 other students will be in line waiting to complete the maze by firstly guessing the proper maze pattern then answering the trivia question with the according answer card.
- If a student improperly answers the question or improperly guesses the maze pattern they will need to perform a moderate to vigorous exercise of their choice for 30 seconds for each incorrect response.
- Once a student figures out the pattern of the maze and answers all questions correct they become to Maze Master. The Maze Master would then perform an exercise for 30 seconds and try to become to Maze master again.

CONSOLIDATION:

- Bring the whole class together and have students raise their hands and discuss what they have learned from today's lesson about carrots. Make sure each student gets a chance to share.
- Students will then complete an "Exit Ticket." Each student will be handed a piece of paper with 4 questions regarding carrots. They must answer the questions before leaving class. Explain what the follow up lesson will be for the next class.
- Formative assessment - EXITTICKET



QUESTIONS USED IN MAZE MASTER:

1. Why are carrots orange?

- A) Plant-pigment called beta-carotene [X]
- B) Same colour as the sun
- C) Because they grow underground

2. Is a carrot a vegetable or a fruit?

Vegetable

3. True or False: carrots are more nutritious raw than cooked.

False

4. True or False: carrots are made up of 88% water

True

5. Which country is the world's top-carrot producer?

- A) Japan
- B) United States
- C) Australia
- D) China [X]

6. True or False: carrots are the 3rd most popular vegetable in North America.

True

7. True or False: eating too many carrots can cause a person's skin to turn orange.

True

8. How long is the longest carrot ever recorded?

- A) 2 feet
- B) 7 feet
- C) 17 feet [X]
- D) 22 feet

9) Carrots are very high in:

- A) Fibre [X]
- B) Sodium
- C) Calories
- D) Cholesterol

10) True or False: In Ontario, farmers grew 482 million pounds of carrots in 2011.

True

11) True or False: "Baby carrots" come from regular carrots.

True

12) True or False: Carrots contain seeds.

True

13) Which province is the #1 producer of carrots in Canada?

A) British Columbia

B) Ontario [X]

C) Alberta

D) Manitoba

14) Carrots are great for which of the following body parts:

A) Teeth

B) Eyes [X]

C) Bones

D) Muscles

15) Carrots come in all of the following colours except:

A) Green [X]

B) Purple

C) White

D) Yellow

16) True or False: it takes 70-80 days for carrots to grow.

True

CUCUMBER COMMERCIALS

OVERALL EXPECTATIONS

- Explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices.
- Describe how advertising and media influences affect food choices (e.g., TV commercials, product packaging, celebrity endorsements, product placements in movies and programs, idealized body images in movies and programs, magazine articles promoting fad diets), and explain how these influences can be evaluated to make healthier choices (e.g., critically examining the reasons for celebrity endorsements or the plausibility of product claims, checking whether there is information in the advertisement that verifies the claims, asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media, evaluating diet plans against accepted nutritional criteria such as those used in Canada's Food Guide).

LEARNING GOALS

- Identify and select an appropriate target audience.
- Understand the use of persuasion in everyday media (commercials).
- Use appropriate language to target a consumer.

RESOURCES

- Computer/tablet with internet access and projector

INTRODUCTORY ACTIVITY

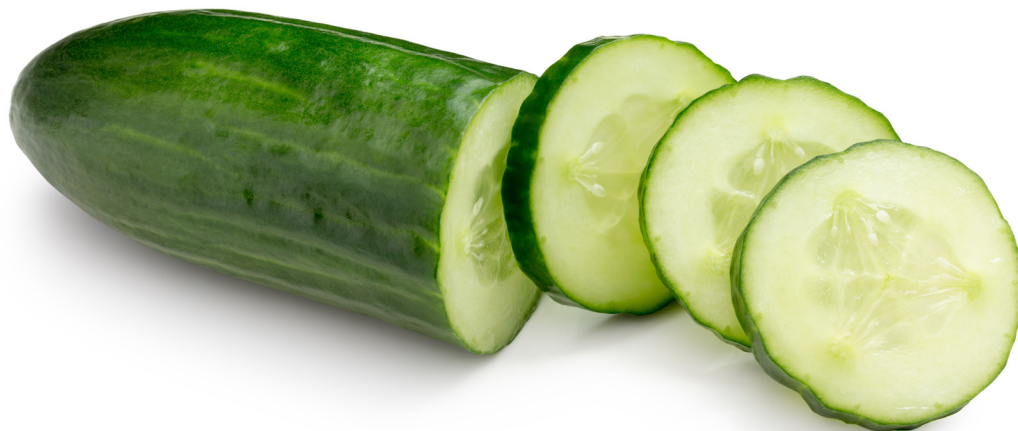
- The teacher will show a commercial of their choosing to the class.
- The teacher will ask the class to identify who the commercial was designed for; what was the purpose; the product, was it persuasive? (If students are unfamiliar with this terminology, review first).

MAIN ACTIVITY

- Students will review the nutritional facts of cucumbers and demonstrate their understanding of the health benefits of eating more vegetables/fruit.
- With this information, in small groups, students will create a short (1 minute maximum) commercial/advertisement trying to persuade their target audience to eat more cucumbers.
- In order to make each commercial unique, students should have a "creative license" in promoting their product (choose supplemental materials to make their commercials unique; e.g., music, props, packaging for their product, etc.).
- In addition to the commercial, students should be required to complete a short written script (to keep them on task).
- Students will need access to iPads (and if teacher decides, iMovie – if they are able to demonstrate its use).
- Time required to complete this activity should be at the discretion of the teacher.

CONSOLIDATION

- The teacher will review the commercials independently first, and then play them for the students in the following class. While viewing the commercials students will be encouraged to take brief notes on each commercial. The class will have a discussion allowing students to orally assess their peers work – discussing what worked or what could be improved upon. Following the discussion, each student will individually write a brief journal reflection about a commercial of their choice (what they liked/didn't like, why it was effective or not, what they would change, etc.).
- Teacher will take anecdotal notes of student participation (teamwork, contribution, attitude)
- See rubric (attached) for assessing student work



RAFT Rubric

Student Name: _____

Accuracy: Information presented is accurate and is supported with specific detail.	5	4	3	2	1
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Role: Students stayed in the role assigned. Students took on the role effectively.	5	4	3	2	1
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Format: The choice of was effective for the assignment.	5	4	3	2	1
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Conventions: The writing had no errors in grammar, spelling, punctuation, capitalizations, or spelling.	5	4	3	2	1
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Overall Quality: Your best effort was evident. Your final project is neat and well organized.	5	4	3	2	1
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Final Comments:

CUCUMBER COOL AS A CUCUMBER

OVERALL EXPECTATIONS

- Participate in sustained moderate to vigorous physical activity with an appropriate warm up and cool down activities to the best of their abilities for a minimum of 20 minutes each day.

LEARNING GOALS

- Students will gain understanding of the benefits of participating in vigorous physical activity on a daily basis as well as gaining the understanding of what it is like to be a cucumber through embodied learning.

RESOURCES

- Enough space for students to move around without bumping into each other

INTRODUCTORY ACTIVITY

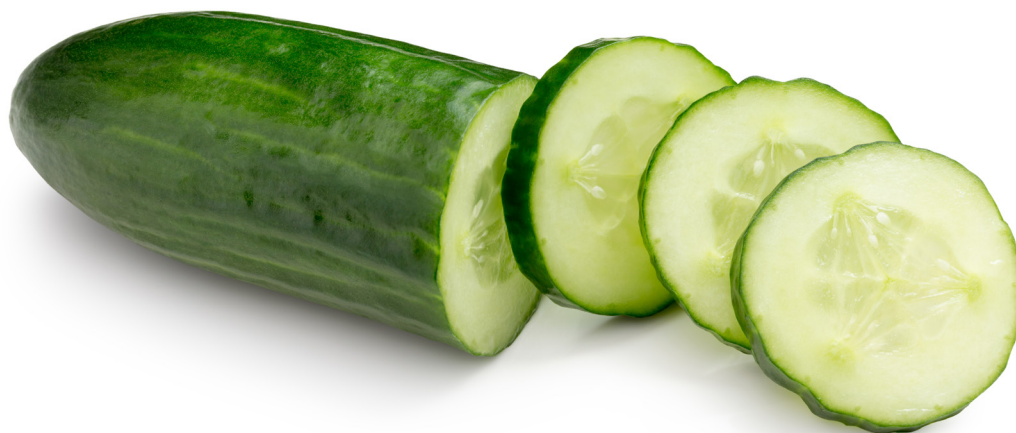
- Have students spread out within the classroom or behind their desks with chairs pushed in. Students need to be able to stretch their arms out in all directions without touching anything.
- Have students go through a light stretch to warm up their muscles.

MAIN ACTIVITY

- Choose a vigorous movement (i.e., jumping jacks, running on the spot, jump rope) with demonstration of the action to the students
- Ask students to help you think of foods or activities that make our bodies warm or hot (e.g., jalapeno peppers = hot = running a mile)
- Each time someone thinks of a new food or activity, do 10 seconds of that students chosen movement
- After about 1 minute, or when students are starting to look tired, call out "Cool as a Cucumber"
- "Cool as a Cucumber:"
- On an exhale, bend knees slightly
- Inhale as you straighten your legs and sweep your arms out to the sides, then up over your head
- Hold the inhale for a moment as you reach up as high as you can
- Exhale and lower arms back down to your sides
- Change the vigorous movement and repeat
- Aim to play for 10 rounds - 15 minutes

CONSOLIDATION

- Water and healthy snack break
- Discuss possible healthy snack options that include cucumbers
- Make the snack as a class and enjoy
- Class participation: 100% of student participating, 100% of the time



PEARS HEALTH LESSON

OVERALL EXPECTATIONS

- Making healthy choices: demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.
- Making Connections for Healthy Living: demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

LEARNING GOALS

- Students will be able to identify the nutritional value of pears
- Students will be able to create healthy snack alternatives and options
- Students will know the daily recommended amount of fruit and vegetables for their age group
- Students will use a variety of art techniques to complete their recipe cards and cook books
- Students will work in groups to complete the assignment
- Students will use proper spelling and grammar
- Students will use oral communication to share their recipe with the class

RESOURCES

- Paper plates
- Pears and any other ingredients for healthy snack
- ipads/chromebooks

INTRODUCTORY ACTIVITY

- Teacher lead healthy snack making.
- This could be as simple as making a pear smoothie (recipe included), fruit salad, pears cut into shapes or any other snack teach would like to do. This will help students be a part of the process and help to reinforce the idea to switch out unhealthy snacks with healthy snacks.
- Guided discussion:
 - What can you do to make sure that you are eating healthy?
 - Anticipated answers: make snacks ahead of time, make snack bags that are easy to grab in the morning
 - If you have a sweet tooth, eat fruit instead of something sugary

MAIN ACTIVITY

- Recipe Card (group research assignment)
- Students will work in groups of 2-3 and will be asked to research a simple recipe that includes pears as an ingredient.
- Students will then make a recipe card that includes the ingredients, measurements, and directions on how to make the recipe, much like what would be shown in a cookbook.
- A picture and a title must also be included.
- Students are also expected to outline how the recipe follows recommended food intake guidelines.
- Students will do a short 2-5 minute oral presentation on their recipe to the class. Students will have one week to complete the assignment.

CONSOLIDATION

- Recipe Cookbook (individual assignment)
- Using the recipes that other students have presented, students will be asked to make their own cookbook which includes 6-8 recipes.
- Students will have freedom to choose how they wish to make their cookbook (hand drawn, technology, or any other form that they choose).
 - I have chosen a recipe to create
 - I have chosen how I will lay out and design my recipe card and cookbook
 - I have worked together with my group to choose and create a recipe
 - I have communicated my recipe to the class
 - I have checked the spelling and grammar of my recipe card and cookbook



Pear and Blueberry Smoothie

- 2 cups unsweetened milk
- 1 tbsp chia seeds
- 1 cup plain Greek yogurt
- 2 ripe pears – core and skin removed
- 1/5 cups of fresh/frozen blueberries
- 2 tbsp of honey
- Ice

Instructions

- Pour chilled almond milk into blender
- Add chia seeds and let them soak for a few minutes
- Rinse pears and remove skin/core
- Add all other ingredients to blender
- Blend on high for 1-2 minutes or until creamy and well blended
- Pour into 2 glasses (or more) and enjoy!

OVERALL EXPECTATIONS

- Identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes.
- Locate an object using the cardinal directions (i.e., north, south, east, west) and a coordinate system (e.g., "If I walk 5 steps north and 3 steps east, I will arrive at the apple tree").
- Compare grid systems commonly used on maps (i.e., the use of numbers and letters to identify an area; the use of a coordinate system based on the cardinal directions to describe a specific location).

LEARNING GOALS

- Students will use provided cardinal directions and coordinates to find pears in specific locations around the school.
- Students will use a blank or grid piece of paper to record their journey using their directions and coordinate descriptions from the teacher.
- Students will be able to read a compass and follow cardinal directions and specific coordinates.

RESOURCES

- Pears
- Blank paper or grid paper
- Pencils
- Compass or phone that has a compass

INTRODUCTORY ACTIVITY

- Using a map (country, province, city, etc), ensure students are familiar with cardinal directions

MAIN ACTIVITY

- Students will be given a sheet from the teacher with specific directions and coordinate instructions to follow to find pears around the school (prep must be done for the locations of the pears prior to the school but is totally up to the teacher to decide how difficult and how large the scavenger hunt will be, as well as the directional instructions and coordinate instruction on for the students).
- Students will record their path using their cardinal directions (north, south, east and west) along with specific coordinate instructions provided by the teacher to map out the path they took to find the pears around the school. Using a compass or a phone compass to follow the cardinal direction provided along with the specific coordinate direction provided.
- Once the class has completed the activity and their map of their path they may eat the pears as part of the debrief and reflection of the activity back in the classroom.

CONSOLIDATION

- Followed the directions and coordinates and found all the pears with my group or class
- Recorded the path I took using the direction and coordinates to make a map of where the coordinates took me and where the pears were located on the map.
- Collected all the pears on the map and have indicated where I found the pears in the school.



PEPPERS MEDIA INFLUENCES

OVERALL EXPECTATIONS

- Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.
- Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- Explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices
- Describe how advertising and media influences affect food choices

LEARNING GOALS

- Differentiate between empty calories and nutrient dense foods
- To be cognizant of the influence media has on our food choices
- Understand that majority of what is advertised isn't a whole food and contains additives.
- Increase children's fruit and vegetable consumption
- Expand the variety of fruit and vegetables that children are exposed to
- Make a difference in children's diets to impact their present and future health
- Create healthier school environments by providing more nutritious food choices



RESOURCES

- Chart paper
- Markers
- Projector/ whiteboard
- List of 20-25 foods (random) – see attached
- Pictures of pairs of foods
- Provide material for poster activity or worksheet for recording of advertisements.

INTRODUCTORY ACTIVITY 10MIN

- Get students into groups of 3-4 and supply them with chart paper and markers.
- Instruct the students to create a T-Chart and label one side Nutrient Dense Foods and the other Empty Calorie Foods.
- On the board provide the students with a variety of different types of foods, brands, and drinks in random order and ask students to categorize each into their charts. For example: water, pop, apples, twinkies, brownies, celery, chips, pizza, fish, snickers, chicken, tacos, french fries, rice, chicken nuggets, almonds, carrots, oranges, etc. Aim for about 10-12 for each side. This should take about 5 mins.
- Have students display their chart papers at the front of the class and have a class discussion about the students work based on their work. Ask them guiding questions like what do we believe the difference is between nutrient dense and empty calorie foods are and which may be a healthier choice. Ask them which they think tastes better? And why (if they choose the empty calorie foods bring up the amounts of sugars, salts, and additives in these products)?
- Ask them if they see what all the empty calorie foods may have in common that differentiates the nutrient dense foods. Answers like empty calorie foods are processed and manufactured where as nutrient dense are natural whole foods, usually grown, and maybe organic.
- To end, have students write down the definition for nutrient dense foods and empty calorie foods and making sure they can differentiate and justify which is an important part of our health and diet.

PEPPERS MEDIA INFLUENCES

MAIN ACTIVITY

- Opening Questions: What kinds of foods do you usually see ads for?
 - Most advertising money is spent to promote unhealthy foods like fast food, pop, sugary cereals, and candy. Most of these advertisements are aimed at children and teenagers.

FOOD BRANDS

- Present visuals, pictures of food pairs (e.g., Pizza vs. rice) to students one at a time and ask students which food they prefer to eat or drink- item A or item B? Tally the votes on the board and circle the winner. Be sure to put the empty calorie foods as side A and nutrient dense on side B.
 - Ask > What do the A items have in common? (They are all brand names with big advertising budgets. The B items are made by lesser known companies and have little or no advertising.)
 - Ask > Do you think the brand of a food affects what you eat? (Most people are not even aware that they choose highly advertised foods more often than less advertised foods. Advertisers spend a lot of money to make you think their food is the best choice.)
 - Ask > Do you ever see advertising for fruit or vegetables? (Very little money is spent on ads for healthy foods like fruit and vegetables because they are not owned by large companies the same way processed food products are.)
 - Ask > Do you think people would eat more fruit and vegetables if there was more advertising for them?
- Progression to Lesson dependent on time or necessity.

CREATE A POSTER

Have students create their own posters and catchy slogans that persuade their peers and the school staff to eat more fruits and vegetables. Display them in the school hallways.

ADD UP THE ADDS

Ask students to carry the worksheet around with them for one day and record all of the advertisements they see for food products. Remind them that we see ads on TV commercials, the internet, in movies, and on the radio. The next day, ask: *Did anyone see an ad for fruit or vegetables?*

MODIFICATIONS

- Provide students choice on which assignment they would like to complete in regard to the end of the lesson
- Provide students the opportunity to work individually or with peers as they wish

CONSOLIDATION

- The teacher will review the work independently first and can review as a class.
- Teacher will take anecdotal notes of student participation (teamwork, contribution, attitude)



Empty Calorie & Nutrient Dense Foods Definitions

Empty Calorie Foods:

- Most empty-calorie foods are highly processed foods that contain added fat and sugar.
- Applies to foods and beverages composed primarily or solely of sugar, fats or oils, or alcohol-containing beverages

Nutrient Dense Foods:

- Food that is high in nutrients but relatively low in calories. Nutrient-dense foods contain vitamins, minerals, complex carbohydrates, lean protein, and healthy fats.

Activity #1: List of Foods (Randomize when presenting)

Empty Calorie Foods	Nutrient Dense Foods
Mozzarella sticks	Fish
Iced Tea	Leafy green vegetables (kale, romaine, etc.)
Ice Cream	Bell peppers (red, yellow, green)
Fried Chicken	Broccoli
Chocolate Chip Cookies	Almonds
Chocolate Cake	Carrots
Onion Rings	Sweet potatoes
Butter	Strawberries, blueberries, raspberries
Cream Cheese	Tomatoes
Glazed Doughnuts	Mushrooms
French Fries	Water
Poutine	Tea
Chips	Brown Rice
Pop	Eggs

PEPPERS HEALTH & MEDIA LITERACY LESSON PLAN

OVERALL EXPECTATIONS

- Explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices.
- Describe how advertising and media influences affect food choices.
- Identify the purpose and audience for a variety of media texts.
- Use overt and implied messages to draw inferences and construct meaning in media texts.
- Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.

LEARNING GOALS

- Use a range of critical and creative thinking skills to assist in solving problems and making healthy decisions surrounding personal food choices
- Identify the purpose and audience for a variety of media texts about nutrition
- Produce a media text (poster) which promotes healthy eating and which is geared to a specific audience (young children, pre-teens, etc)
- Identify and use conventions and techniques appropriate to the form they have chosen for their poster and explain how they have used these conventions and techniques to help communicate their message

INTRODUCTORY ACTIVITY

- Scenario: Andy Makes A Choice
 - Andy learned about Nutrition Facts tables at school today and wants to apply what he learned in order to choose a healthy snack after school. Using the sample Nutrition Facts tables attached, look at the information and use the decision-making model to help Andy decide which of those products would be good to eat. Use your knowledge of ingredients and think about your choices as you work through the decision-making process. Be prepared to justify your decision at the end.
- Have students complete the assignment from the above scenario in groups using the three Nutrition Facts tables below.

MAIN ACTIVITY

FOOD BRANDS

- Hand out a copy of Canada's Food Guide to each student (can get free copies on Health Canada's website). Look at it as a class and engage in a short discussion about what types of foods should be eaten for a healthy lifestyle.
- Students will select a specific target audience and with this in mind they will create a poster encouraging this audience to eat healthy foods.
- Include: food groups, and portion sizes, why should we eat healthy foods?, facts about eating healthy foods, a slogan.
- Paper (healthy eating full border, landscape size)

CONSOLIDATION

- Students will complete paragraph explaining the target audience of their poster and why/how they used techniques to communicate their message.



Food Product #1

Nutrition Facts

Serving size 1 box (19g)
Servings per Container 2

Amount per serving	% Daily Value
Calories 70	
Calories from Fat 0	
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 200mg	8%
Total Carbohydrate 17g	6%
Dietary Fibre 1g	3%
Sugars 1g	

Protein 1g

Vitamin A	15%	Vitamin C	8%
Calcium	6%	Iron	0%
Vitamin D	15%	Thiamin	6%
Riboflavin	15%	Niacin	15%
Vitamin B6	15%	Folate	15%

* Percent Daily Values are based on a 2,000-calorie diet. Your values may be higher or lower based on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less Than	66g	80g
Sat. Fat	Less Than	20g	25g
Cholesterol	Less Than	200mg	300mg
Sodium	Less Than	2,400mg	2,400mg
Total Carbohydrates		300g	375g
Dietary Fibre		25g	30g

Calories per gram:

Fat 9 * Carbohydrate 4 * Protein 4 *

Ingredients: Cocoa, sugar, salt, artificial flavouring, corn syrup, hydrogenated palm oil, milk ingredients, cocoa butter, hazelnuts, soya lecithin, vitamin A, folic acid, vitamin D. May contain traces of peanuts.

Food Product #2

Nutrition Facts

Serving size About 20g
Servings per Container 16

Amount per serving	% Daily Value
Calories 60	
Calories from Fat 15	
Total Fat 2g	3%
Saturated Fat 0g	4%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 45mg	2%
Total Carbohydrate 15g	5%
Dietary Fibre 4g	17%
Sugars 4g	
Sugar Alcohols (Polyols) 3g	

Protein 2g

Vitamin A	0%	Vitamin C	0%
Calcium	2%	Iron	2%

* Percent Daily Values are based on a 2,000-calorie diet.

Ingredients: Wheat flour, unsweetened chocolate, erythritol, inulin, oat flour, cocoa powder, evaporated cane juice, whey protein concentrate, corn starch (low glycemic), natural flavours, salt, baking soda, wheat gluten, guar gum.

Food Product #3

Nutrition Facts

Serving size 24 pieces (30g)
Servings per Container 9

Amount per serving	% Daily Value
Calories 130	
Calories from Fat 35	
Total Fat 4g	6%
Saturated Fat 0.5g	3%
Cholesterol 0mg	0%
Sodium 150mg	6%
Total Carbohydrate 23g	8%
Dietary Fibre Less than 1g	3%
Sugars 8g	

Protein 2g

Ingredients: Enriched flour (wheat flour, niacin, reduced iron, thiamine mononitrate [Vitamin B1], riboflavin [Vitamin B2], folic acid), sugar, vegetable shortening (partially hydrogenated soybean oil), honey, graham flour, maltodextrin, salt, baking soda, natural flavour, cinnamon, soy lecithin (emulsifier).

PEPPERS PIZZA PIZZA

OVERALL EXPECTATIONS

- Participate actively and regularly in a wide variety of physical activities and demonstrate an understanding of factors that encourage lifelong participation in physical activity.
- Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.
- Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day.
- Demonstrate the ability to jump in control for height or distance, using a variety of body actions.

LEARNING GOALS

- Learn valuable information regarding health benefits while engaging in a fun interactive game that requires them to exercise.

RESOURCES

- Plastic scoops (one per student).
- 2-5 evil red balls.
- 3-6 hula hoops.
- Even number of GREEN, RED, YELLOW pinnies, split evenly amongst the
- Remaining students, so that each student has a pinnie.

INTRODUCTORY ACTIVITY

- Students will gradually increase their heart rate by participating in the following activity

MOVE AND PASS

- Students move around the activity area each holding a scoop.
- Encourage students to move in their own space and gradually increase their speed as they warm up.
- Half of the students hold a ball in their scoop.
- On a signal to pass, students holding balls make eye contact or call the name of another student and pass the balls.
- Challenge the class to complete the passes as quickly and accurately as possible, then continue moving.
- As a challenge, count the number of balls that drop after each pass signal, with the goal that by the end no balls would drop as students effectively throw and catch.

MAIN ACTIVITY PIZZA PIZZA

- Scatter hula hoops around the gym.
- 2 – 5 students are it and are given evil red balls.
- Split all other students evenly between the 3 coloured pinnies so that each student has a pinnie.
- The yellow pinnies are cheese.
- The red pinnies are sauce.
- The green pinnies are green peppers.
- The hula hoops are pizza shells.
- If you get tagged by an evil red ball, you must stand inside a hula hoop (pizza shell).
- In order to be freed from your pizza shell, you must have all 3 ingredients on your pizza (i.e., a hula hoop must have a yellow pinnied student, green pinnied student and a red pinnied student before any of the 3 can leave the hula hoop).
- Students who have not been tagged CAN ALSO step inside a pizza shell to try and save friends.
- Change evil red balls and ingredients every few minutes to change game dynamic

CONSOLIDATION

- Students gradually decrease their heart rate to a resting rate by participating in the activity below. Students should also stretch the body parts that have been active throughout the lesson.

STRETCH WAVE

- Have students move slowly (e.g., slow jog, brisk walk) around the activity area.
- Have students form a circle.



PLUMS HEALTH GALLERY WALK

OVERALL EXPECTATIONS

- Demonstrate an understanding of factors that contribute to healthy development.

SPECIFIC EXPECTATIONS

- Explain how to use nutrition facts and/or ingredient lists on food tables to make healthier personal food choices.

LEARNING GOALS

- Gather health-related information from a given website
- Collect and share data by creating and participating in a gallery walk activity

RESOURCES

- Chart paper
- Markers
- Electronic device
- Internet access

www.ontario.ca/foodland/food/plums

www.healthline.com/nutrition/benefits-of-plums-prunes#section1

INTRODUCTORY ACTIVITY

- Introduce the website to the students, and briefly skim over certain sections (types of plums, health benefits, possible side effects) with the students.

www.healthline.com/nutrition/benefits-of-plums-prunes#section1



MAIN ACTIVITY GALLERY WALK

- Number students off 1-5 in order to group them together; students will access the website listed above to gather information about plums: 1's will be responsible for "types of plums"; 2's will be responsible for "vitamins and minerals"; 3's will be responsible for "health benefits"; 4's will be responsible for "possible preventions/treatments"; and 5's will be responsible for "possible side effects" of plums.
- Students will begin gathering information relative to their categories in groups; students will list, for example, possible health benefits and provide one sentence as an additional explanation.
- After students finish their group work and information gathering, students will be sectioned off in different areas of the classroom to tape their chart paper on the wall.
- Since students are in groups of 5, 2 students will stay at their designated stations and explain to the rest of the students their given categories (health benefits, side effects, etc.), while the remaining 3 students per group will go around the room visiting different stations in order to complete their graphic organizer. After students have completed their graphic organizers, they will rotate with the 2 station students so that those students can have equal opportunity to complete their worksheets.

CONSOLIDATION

- To conclude, students will take turns discussing, as a larger group and with the teacher, the information they have compiled during the Gallery Walk activity; this way, if students missed some information relative to specific categories, they have the chance to add to their own worksheet. Furthermore, by having students read aloud what they've compiled, other students will be encouraged to share information that they have as well, especially if their information is different.
- Students will be evaluated on the completion of their graphic organizer/worksheet: are all categories filled in? Do students have enough information in each category?

Some possible answers to the graphic organizer/worksheet from the chosen website include:

Types of plums:

Black plums
European plums
Greengage plums
Mirabelle plums
Red plums
Yellow plums
Plucots
Pluots

Vitamins and Minerals:

Vitamin A
Vitamin C
Vitamin K
Vitamin B1, B2, B3, B6
Vitamin E
Potassium, fluoride, phosphorous, magnesium, iron, calcium, and zinc

Side effects of plums:

Oxalates
Sulfites
Carcinoid tumor

Health Benefits:

Aid in digestion
Improve cognition
Maintain healthy nervous system
Protect heart health
Boost immunity
Weight loss
Regulate cholesterol levels
Skin care
Improves sleep, concentration, and appetite

Preventions/Treatments:

Aids in weight loss
Reduces risk of osteoporosis
Reducing anxiety
Aids in the relief of influenza infections
Reduces risk of cancer
Reduces risk of blood clots