

YOU ARE WHAT YOU EAT

CULTIVATING THE ATHLETE IN YOU

GRADE 6 CURRICULAR LINKS

Social studies, Health education

OBJECTIVES

Students will...

- Gain an understanding of what it means to have a healthy diet.
- Reflect on their own diet.
- Learn about healthy habits leading to success.

RESOURCES

- <https://food-guide.canada.ca/en/>
- <http://www.honouredmembers.com/>

THE MAIN GOAL:

Students will learn about the short- and long-term effects of keeping a healthy diet. Students will learn how diet can be adapted to one's needs. They will reflect on their own diet and find solutions on ways to improve if need be.

CLASSROOM ACTIVITY

(60 MINUTES, 10 MINUTES/DAY FOR A WEEK, TIME MAY VARY)

MATERIALS NEEDED

- Printed Canadian Food Guides (see resources).
- Tracking journal.

PREPARATION

Start by creating the canvas that will be used for the timeline. Find a place in the classroom to affix to the wall the long piece of paper that will be used as a canvas for the timeline. Draw a long arrow on the paper to illustrate the timeline. The students will be tasked to situate the result of their research on the timeline.

CLASSROOM ACTIVITY

Look at the Canadian food guide with the students as an introduction to what it means to have a healthy diet. Discuss with the classroom what an athlete or a builder might eat as a healthy diet (use the following website to discuss the needs of athletes competing in different sports: <http://www.honouredmembers.com/>).

Ask students the following questions:

- What are calories?
- How many calories does a non athlete adult needs a day? How many does an athlete need? Why?
- Are all athletes and builders diets the same?
- What might a figure skater eat compared to a body builder?

Think about asking your Sports Ambassador if he or she had a special diet that they ate during training.

Before the visit with the Sport Ambassador, ask students to keep a food journal of what they eat for a whole week. At the end of the week, you may want to pair students in groups and ask them to compare their food journal. You may want to attribute one point per meal that respected the Canadian Food Guide. Then, using those points or using any information they collected in their food journal, students may want to create a graph representing how healthy or unhealthy their group ate during the week.

CONCLUSION AND REFLECTION

Discuss why it is important to have a healthy diet and what may be the long-term health effects of an unhealthy diet. Ask students to look back at their food journals and have them reflect by writing answers to the following questions:

- What food item did I eat that was not healthy?
- What could I have eaten instead?

If I was to prepare a healthy dinner, I would prepare...

