

Grade 4

**Healthy Living**

# Healthy Choices

## The Task

Students were to use a personal food diary to analyse food selections and determine whether they are making healthy food choices. Students were also to develop a healthy living plan based on healthy eating practices and physical activity.

## Expectations

This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Healthy Living strand for Grade 4 in *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998*. Note that the codes that follow the expectations relate to the Ministry of Education’s *Curriculum Unit Planner* (CD-ROM).

*Students will:*

1. explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size (4p1);
2. outline the factors that influence body shape and size (4p5);
3. analyse, over a period of time, their own food selections, including food purchases, and determine whether or not they are healthy choices (4p6);
4. identify the factors that motivate participation in daily physical activity (4p29);
5. use a goal-setting process related to physical activity (4p34).

## Prior Knowledge and Skills

To complete this task, students were expected to have some experience with, or some knowledge and skills related to, the following:

- serving/portion size, foods that should be eaten every day or only sometimes, and combinations of foods
- *Canada’s Food Guide to Healthy Eating*
- *Canada’s Physical Activity Guide for Children*
- ideas about body image and shape
- the benefits of healthy eating, physical activity, and healthy bodies
- heredity
- ways to analyse and interpret information

*For information on the process used to prepare students for the task and on the materials required, see the Teacher Package, reproduced on pages 82–96 of this document.*