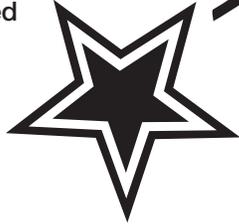


Adventures in learning, created
by Canadian dietitians



Students explore body signals for hunger and fullness, and promote healthy eating habits among their peers.

Learning Expectations:

1. Recognize the body's internal signals for hunger and satiety.
2. Promote healthy eating habits among peers.

Subject Links: Health, Language

Materials & Resources:

- ☆ *Canada's Food Guide*
Visit www.healthcanada.gc.ca/foodguide or call 1-800 O CANADA
- ☆ Flip chart and markers
- ☆ Paper or journals

Class Discussion:

Brainstorm what can happen if students ignore their body signals for hunger and fullness. Divide your list into three categories.

- ☆ Continuing to eat when they are full - may lead to feeling uncomfortable and sleepy, and can lead to weight gain over time.
- ☆ Waiting until they're really hungry - may lead to irritability, low energy, nausea, stomach ache, difficulty concentrating and overeating later.

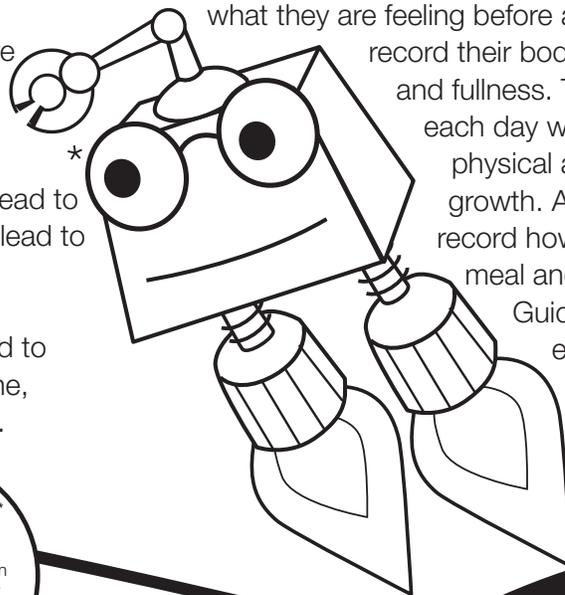
- ☆ Not eating even when they're hungry - can lead to trouble concentrating, a head ache, a lack of coordination, feeling shaky, faint and sleepy, and over-eating later.

Teaching Tip:

Encourage students to discuss other factors such as boredom, habit, stress, emotions and peer pressure that can also serve as cues to eat or not to eat.

Activities:

1. Ask students to keep a Food Feelings Journal for a day following your discussion of consequences and feelings related to ignoring body signals. Tell them to think about what they are feeling before and after they eat and record their body signals related to hunger and fullness. The amount of food eaten each day will vary and is affected by physical activity, age, gender and growth. Ask students to clearly record how much they eat at each meal and snack according to Food Guide Servings so they can evaluate whether they are meeting the Food Guide recommendations.



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(continued)

2. Based on their Food Feelings Journal, ask students to think about whether they are listening to and respecting their body signals. If not, what can they do to act on their body signals to regulate their food intake in a healthy way. Have them consider whether they are making each food guide serving count by making healthy choices according to Canada's Food Guide? Ask them to reflect on what might happen if they are missing certain foods, skipping meals, not eating enough, or making less healthy food choices? How does that affect their health and the way they feel? For instance, they may feel tired and run down if they don't get enough energy, iron or B vitamins from the foods they eat; if they don't get enough fibre their digestive system may not run very smoothly, or they may be more likely to break a bone if they don't get enough calcium and vitamin D. Ask students to identify and record challenges and ways to overcome these in a follow-up class discussion. Then have them each develop a concrete personal healthy eating plan to make more of their Food Guide Servings count.

Home Connection: Go for Healthy Eating

Ask students to work in small groups on a project designed to share what they've learned about healthy eating with other students. Their projects should highlight the benefits of healthy eating, what healthy eating means and how to enjoy it. Students can include information on key nutrients for healthy

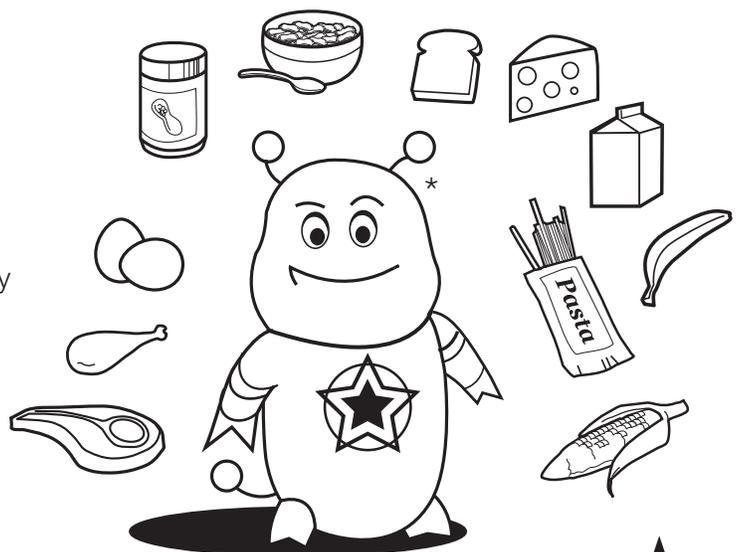
growth and development, as well as ideas for nutritious meals and snacks they enjoy eating.

Here are some ideas for final projects to promote healthy eating:

- ☆ Have a healthy lunch contest.
- ☆ Evaluate the food choices available in the school cafeteria.
- ☆ Design a web site.
- ☆ Produce a video.
- ☆ Create a school exhibit.
- ☆ Plan a lesson for a younger grade.

Assessment:

Evaluate students' depth of self-reflection, ability to identify challenges and use their problem-solving skills to overcome barriers. Consider how well they identified ways to make each Food Guide Serving count according to Canada's Food Guide in their personal healthy eating plans.



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