

SUPPORTING ACTIVITIES

Once the read-aloud story is over, there is a whole series of activities for your class.

Guide your students through these interactive and cross-curricular activities to enhance and build on what they learned from the book.



Health Education

Food literacy, food exploration, healthy self and nutrients



Science

Exploring living things, the environment, sources of energy and body systems



English Language Arts

Speaking, listening, reading, viewing, writing and representing



Mathematics

Measurement, data management, problem-solving and mental mathematics



Visual Arts

Exploring skills and materials



Social Studies

Community, cooperative work, Canadian foods and careers from farm to table

The following activities, intended for Grade 4 students, are designed to complement the book's emphasis on working as a team and nutritious food as fuel as well as to support the various learning outcomes mentioned above.

ACTIVITY 1



SANDWICH BOOK REPORT

You've just heard the story of four friends who work together to build soap box cars for their local derby. Now it's your turn to have some fun with your classmates and see which details you understood about the story.

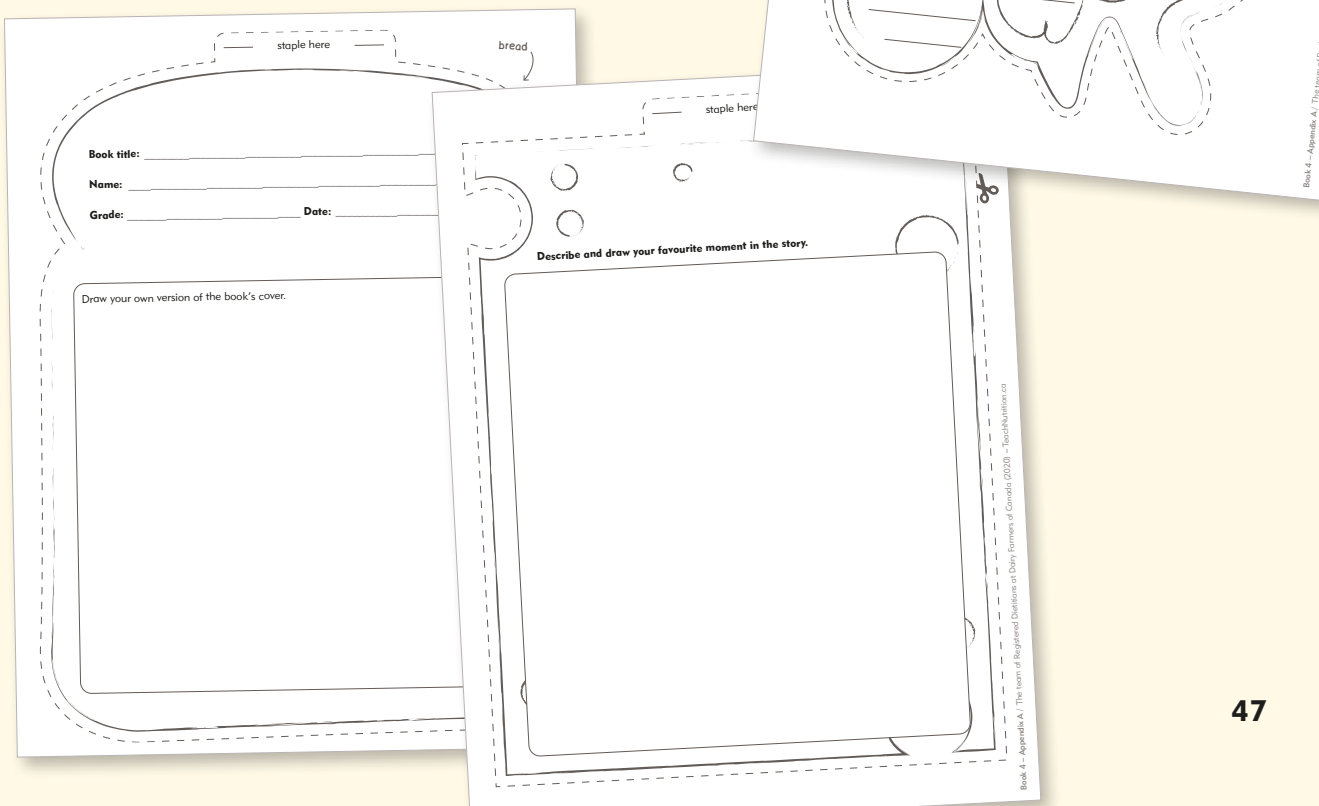
Supplies

- Class set of *Sandwich Book Report* templates available at teachnutrition.ca/book4 (look for **Appendix A**)
- Class set of scissors
- Coloured pencils/markers

Teacher's note

Ask students to cut out the *Sandwich Book Report* pages from the template and have them complete each layer of the "sandwich" based on the story elements. Finally, ask them to add colour to the layers of their sandwich and staple their book report together as a complete "sandwich."

Break students into small groups and ask them to take turns presenting their report to their group.



ACTIVITY 2



HEALTHY BODIES, HEALTHY MINDS

Colin, Robin, Emma and Nadine learned that although food cannot fuel their soap box cars, it fuels their bodies with energy. But nourishing our bodies with food is just one piece of the puzzle for overall wellness. Working as a group, identify what contributes to overall wellness.

Supplies

- Large sheets of paper (big enough to draw an outline of a body)
- Various art supplies

Teacher's note

Divide students into small groups. Give each group a large sheet of paper and ask them to draw the outline of a body. Ask each group to draw and write in or around the outline of the body what wellness means to them. Discuss the many facets of wellness, such as eating nutritious foods, proper sleep, limiting screen time, physical activity, good hygiene, positive relationships, spending time with friends and family, mental and emotional wellness, community involvement and spending time outside.

Wondering how to explain the term "nutritious foods" to students? Nutritious foods help your mind and body feel good, give you energy and help you grow.



English Language Arts extended learning (investigation and presentation skills):

Ask each group to pick and research one of the facets of wellness (eating nutritious foods, proper sleep, limiting screen time, etc.). Then ask each group to present their findings to the class.

zzzzzz
zzzzzz
proper sleep

spending time with friends and family



limiting screen time

mental and emotional wellness

eating nutritious foods

good hygiene

positive relationships



spending time outside



physical activity

community involvement



ACTIVITY 3



LOCAL/CANADIAN-MADE BREAKFAST

Colin, Robin, Emma and Nadine had so much fun participating in the soap box derby. They loved building the cars and really enjoyed eating together. They are looking forward to participating in the race next year and plan to have a potluck breakfast with foods grown and produced in Canada. Let's help them plan for it!

Supplies

- Tablets, computer lab or library for research

Teacher's note

Ask students to plan a balanced local/Canadian-made breakfast. Start by having students investigate which foods are grown, farmed, fished or produced in their home province and then expand the search to Canada.

Next, provide guidance that a balanced breakfast should include foods from these 3 categories:

- Vegetables and fruits
- Protein foods (e.g., milk, yogurt, cheese, eggs, poultry, pork, beef, fish, shellfish, seeds, beans, peas, lentils, tofu)
- Whole-grain foods (e.g., breads, cereals, oatmeal, pasta)

Ask each student to present their local/Canadian-made breakfast idea to the class, explaining where the foods come from.



Social Studies extended learning (careers from farm/field to table):

Ask students to link as many careers as they can to the foods in their local/Canadian-made breakfast. For example, milk involves careers such as dairy farmer, milk truck driver, quality control supervisor and grocery store clerk.



Health Education extended learning (mindful eating):

Talking about food provides an opportunity to introduce the topic of mindful eating. Start by having a class discussion about mindful eating (for information visit teachnutrition.ca/mindfuleating). Then as a class make a T-chart that compares the behaviours of “mindful eating” and “mindless eating.” Break students into smaller groups and have them discuss strategies on how they could practise mindful eating.

Mindful eating	Mindless eating
Enjoy food	Walking and eating
Take your time	Playing video games while eating
No TV	Using your phone while eating
No phone	

ACTIVITY 4



BATTLE OF THE CHEFS – INVENT A YOGURT DIP!



Emma's dad helped the soap box builders maintain their energy by offering them a snack. They especially loved the broccoli with yogurt dip (Chapter 4). Yogurt is a versatile base for dips, whether it's to dip vegetables, fruits or whole-grain crackers and breads. Put your chef's hat on and invent yogurt dips!

Supplies

- Tubs of plain yogurt, enough for 1/2 cup (125 mL) per group
- Variety of ingredients (herbs, spices, fruits, vegetables, condiments, etc.)
- Foods to dip (cut vegetables, cut fruits, whole-grain crackers, whole-grain pita or naan bread, etc.)
- Bowls and spoons (enough for mixing and sampling)
- Butter knives and cutting boards (if cutting is required)
- Measuring spoons and cups
- Paper and pencils



Teacher's note

Break students into small groups and ask them to invent a yogurt dip using the ingredients available (see list above for suggestions). As students are creating their dips, have them record the ingredients as well as the amount of each being used. Ask students to name their dips and hold a class taste test.



Health Education extended learning (balanced snack):

Ask students to make an advertisement for their favourite snack. A snack should include 1 to 2 foods from these categories:

- **Vegetables and fruits** (like berries, apples, baby carrots, tomatoes)
- **Whole-grain foods** (like oatmeal, whole-grain crackers, whole-grain cereal)
- **Protein foods** (like milk, yogurt, kefir, cheese, nuts, seeds, eggs, lean meats)

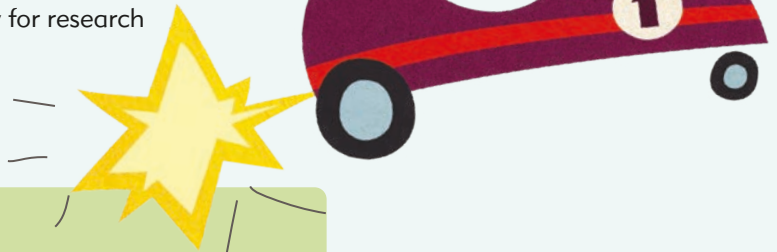


SOURCES OF ENERGY

Colin, Robin, Emma and Nadine put a lot of thought and effort into building their soap box cars. After the race, they became more curious about energy sources and remembered that they learned about sources like fossil fuels, electricity, the sun, wind, water and food. Now it's your turn to learn more about energy sources.

Supplies

- Tablets, computer lab or library for research
- Large pieces of paper
- Art supplies



Teacher's note

Before breaking students into groups, lead a class discussion about energy using these **guiding questions**.

Then assign a different type of energy to each group (solar, wind, geothermal, tidal, hydroelectric, biomass, nuclear, oil, natural gas, etc.) and ask them to research and present their findings to the class. Continue the class discussion after each group presents their findings and brainstorm the pros and cons of each type of energy that was presented.

What things do we need energy for?

What kind of energy is primarily used in our province?

What kind of energy is primarily used in other provinces in Canada?

What is the difference between renewable and non-renewable energy?



TEACHER'S DID YOU KNOW SECTION

This section provides background information for teachers and is not designed to be read out loud to students. We've included it to provide context and a foundation to enhance classroom discussions with your students.

When you think growth, think bone health!

In this book, the group of friends have fun learning about what fuels their bodies (and their soap box cars). Eating a variety of nutritious foods every day helps children get the nutrients they need to grow. Did you know bone development increases rapidly at the start of puberty and peaks when teens reach their full height, around the age of 18 for girls and 20 for boys? Help students understand that childhood and adolescence are a once-in-a-lifetime opportunity to build strong bones. Encourage students to take these four actions:

Choose calcium-rich foods

Milk, yogurt and cheese naturally contain calcium that is easily absorbed by the body. Milk also contains vitamin D and lactose, two components that help with calcium absorption. Calcium can also be found in canned salmon with the bones and certain plant foods such as leafy green vegetables, beans, nuts and calcium-fortified foods.

Did you know that the body doesn't absorb calcium from all foods in equal amounts?

Check out this table for a comparison of some foods.



How many cups it takes to get the same amount of calcium absorbed from 1 cup (250 mL) of milk

Spinach: 8 cups



Red kidney beans: 8 cups



Sesame seeds: 5 cups



Broccoli: 2 1/2 cups



Get enough vitamin D

Vitamin D plays an important role in calcium absorption, but how do we make sure students get enough?

One way is through sun exposure. Vitamin D is commonly called the “sunshine” vitamin because it is produced when skin is exposed to the sun’s ultraviolet rays. The amount that can be made by our skin through sun exposure depends on age, geographic latitude, skin pigmentation and use of sun protection. However, it is difficult to get enough vitamin D from the sun year-round in Canada.

Another way is through food. Vitamin D is naturally present in a limited number of foods, including eggs, fatty fish (e.g., trout, salmon, mackerel and sardines) and fish liver oil. Vitamin D is also found in milk due to mandatory fortification in Canada, making milk an excellent source of vitamin D. Discuss these sources with your students to see if they eat any foods that contain vitamin D.

Aim for protein at every meal

In addition to calcium and vitamin D, protein is an important nutrient for bone growth and maintenance. Protein is found in foods like milk, yogurt, cheese, nuts, seeds, beans, eggs, fish and lean meats. *Canada’s Food Guide* recommends that you have protein foods at every meal, filling 1/4 of your plate.

Be active

Children and youth should aim for 60 minutes of moderate to vigorous physical activity each day. This should include activities that increase the heart rate and activities that strengthen muscle and bone. Here are some ideas for students to get moving and have fun:

- Play an active game, such as tag.
- Challenge yourself to walk or run in the park.
- Bike, rollerblade or skateboard to a friend’s house.
- Dance or skip to a favourite song.
- Try basketball, hockey, soccer, tennis or volleyball.
- Enjoy activities like skiing, sledding, skating or snowshoeing.

