**Grade 5 Healthy Eating Choices Web Quest**

**WebQuest Description:** Many people say that breakfast is the most important meal of the day! This web quest will involve students using web resources to plan a healthy breakfast.

**Grade Level:** 3-5

**Curriculum:** Health / PE

**Keywords:** nutrition labels, ingredient lists

**Published On:**

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**Introduction**

According to the website, KidsHealth, "It's important for kids to have breakfast every day, but they eat in the morning is crucial too. Choosing breakfast foods that are rich in whole grains, fiber, and protein while low in added sugar may boost kids' attention span, concentration, and memory — which they need to learn in school. Kids who eat breakfast are more likely to get fiber, calcium, and other important nutrients. They also tend to keep their weight under control, have lower blood cholesterol levels and fewer absences from school..." 

**Tasks**

Success Criteria - To be created in consultation with F15A and F15B health classes

We will use nutrition fact labels and ingredient lists to design a healthy breakfast that a grade 5 student would actually like that... is specific about serving sizes of all foods included - includes items from ALL the food groups in Canada's Food Guide (previous years' learning) - for the bread and alternatives group, contains whole grain bread / rice or unprocessed potato - contains 25% of daily saturated fat or less - does not contain ANY trans fats - contains less than 25% of total daily saturated fat - contains less than 25% of daily salt or less - contains 4 g of sugar or less - contains 25% of daily dietary fibre or more - contains a total of 500 calories or less - contains 25% or more of daily vitamin A and C

**Process**

Setting up your Webquest Google Slides Presentation

Select items from the various food groups, by clicking the links below each category.

Make sure your cite every source you use to build your healthy breakfast.

Now select the menu for your healthy breakfast by modifying this Google Slides presentation. To make it your own, click the link. Rename the file by adding student names and class and Share the document with your teacher by clicking the blue share button and typing your teacher's email address. Share the document with all members of your group by typing their email addresses.

Remember to click SEND. Choose one item from Categories #1-4

Bread and Alternatives Group

(Bread group by typing their email addresses. Remember to click SEND. Choose one item from Categories #1-4)

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Evaluation

Success Criteria (actual success criteria to be co-created with class): To complete a good “Our Healthy Breakfast” Google Slides Presentation for this webquest, students will: fully complete each nutrition information chart for every food they choose (including one food from each food group)- accurately add to determine totals for different nutrients and use these results to complete the self-evaluation chart of their breakfast using page 8 of the “Our Healthy Breakfast” Google Slides Presentation. To complete an exemplary “Our Healthy Breakfast” Google Slides Presentation for this webquest, students will: meet the success criteria listed above- also complete the extension activity on page 9 of the Google Slides presentation- also complete the reflection activity in a manner that demonstrates that they have thought critically and analytically about the subject and have come to a conclusion that they have supported with evidence.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing a healthy breakfast</td>
<td>Designed a slightly healthy breakfast i.e. omitting some of the 4 food groups and not coming close meeting several nutrient targets</td>
<td>Designed a somewhat healthy breakfast i.e. including items from 4 food groups but not meeting nutrient targets</td>
<td>Designed a very healthy breakfast i.e. including items from 4 food groups and meet all nutrient targets</td>
<td>Designed a very healthy breakfast i.e. including items from 4 food groups and meet all nutrient targets</td>
<td>8</td>
</tr>
<tr>
<td>Extension activity - Part of this complete breakfast (sugar in breakfast foods marketed to children)</td>
<td>Did not attempt the extension activity.</td>
<td>Made an attempt to work on the extension activity but did not complete very much or had some inaccuracies.</td>
<td>Complete / nearly completed extension activity with only minor inaccuracies</td>
<td>Fully and accurately completed the entire extension activity.</td>
<td>4</td>
</tr>
<tr>
<td>Reflection question</td>
<td>Did not attempt to complete the reflection question</td>
<td>Attempted to answer reflection question but demonstrated little critical analytical thinking ability as well as weak ability to draw reasonable conclusions and support them with relevant evidence</td>
<td>Answered reflection question in a way that demonstrated good critical analytical thinking ability as well as the ability to draw reasonable conclusions and support them with relevant evidence</td>
<td>Answered reflection question in a way that demonstrated considerable critical analytical thinking ability as well as the ability to draw logical conclusions and support them with effective evidence</td>
<td>4</td>
</tr>
<tr>
<td>Citing Sources</td>
<td>Cited no sources used</td>
<td>Cited few sources</td>
<td>Cited most sources used</td>
<td>Accurately cited every source used</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Score /8
Review your learning: Your group has created a plan for a healthy breakfast. Review your learning by using Google Drawings to make a poster showing images of the breakfast foods you chose to include in your healthy breakfast. Use mainly pictures. The only words you should add would be a short slogan to encourage students to eat a healthy breakfast. Use the research tool to find the images because it will cite your sources for you! Make it attractive and have fun! Extension activity: If you’re done early, make a second informational poster, showing the sugar content of breakfast foods that are marketed to children. Again, emphasize pictures rather than words, other than a pointed question like, “Did you know how much sugar is in these popular kids’ breakfast cereals?” Show the sugar content with pictures of spoon-fulls of sugar. You’ll have to do some math.

Dear teachers, I hope you will find this webquest will provide your students with a rigorous and challenging activity that will help them learn how to make healthy choices using nutrition labels. It can be done as a group or individually.

**Standards**
Here is the specific grade 5 section that formed the basis of this assignment:
C2. Making Healthy Choices
By the end of Grade 5, students will: Healthy Eating
C2.1 explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices [CT]

**Credits**
The main resource used was the curriculum document itself because the revised curriculum is more of a resource guide than a list of expectations. The following teacher prompts and student response had all the information needed to organize this task!
https://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf

Teacher prompt: “Food labels contain a lot of information, including the product name, product claims, an ingredient list, and a nutrition facts table, which identifies the nutrients in the product, the number of calories per serving, the serving size, and other information, such as the amount of trans fats. How can you use this information to evaluate food choices?”

Teacher prompt: “Food labels contain a lot of information, including the product name, product claims, an ingredient list, and a nutrition facts table, which identifies the nutrients in the product, the number of calories per serving, the serving size, and other information, such as the amount of trans fats. How can you use this information to evaluate food choices?”

Student: “I can check the nutrition facts table to see how much fat, sugar, and salt is in the product. Foods with less saturated fat, trans fats, salt, and sugar are better than those with more. However, growing bodies do need a certain amount of fat for healthy growth. Foods with more nutrients like fibre and vitamins A and C are healthier than those with smaller amounts of these nutrients. I can use this knowledge to help me make healthier food choices at home and to help my family make healthier choices when we go shopping – for example, by choosing 100 per cent fruit juice instead of fruit-flavoured drinks. I can also use similar information about the ingredients in food at restaurants and fast-food places, if it is available.”

**Other**
Time - Be sure to allow 2-3 hours total work time for this task.