Grade 6C: HEALTH

Name: _ _ _ _ _ _ _ _ _ **Date:** _ _/_ _/_ _ _ _ (dd/mm/yyyy)

7 Day Food Diary Assignment

Alberta Health Education Curriculum Component: Wellness Choices.

Alberta Health Education Specific Concept (learning outcome): W–6.1 and W–6.5.

You're Task (s):

➔ **Journal:** Keep a 7 day food diary of all of your meals, snacks and drinks. Include time of when the item was eaten (example: breakfast 8:00am), as well as the quantity of how much of that food was consumed (example: 1 bowl-1.5 cups of cheerios cereal and 1 cup of 2% milk). *Reflect on your meal choices for each day.* At the end of the week, you will submit a copy of their food journal showing what you have consumed.

Reflection for that day guided questions: Along with your food journal, students will turn in a written reflection. The following questions should be answered in your reflection for that day:

- Were there any factors affected your choices for eating and drinking?
- Did your body give you any cues about when to eat or drink?
- How did your meals from that day relate to the Canada's Food Guide?
- Did anything surprise you about what you had to ate or drink?

➔ Write a Reflection Paper on the learning

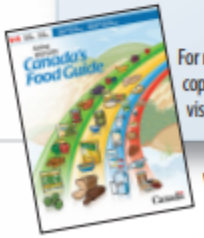
My Food Guide Servings Tracker

NAME: _____ DATE: _____

GIRL OR BOY AGED 9–13

Food Guide Servings per day		
6	☐ ☐ ☐ ☐ ☐ ☐	**Vegetables and Fruit** **1 Food Guide Serving =** 125 mL (½ cup) fresh, frozen or canned vegetable or fruit or 100% juice or 250 mL (1 cup) leafy raw vegetables or salad or 1 piece of fruit
6	☐ ☐ ☐ ☐ ☐ ☐	**Grain Products** **1 Food Guide Serving =** 1 slice (35 g) of bread or ½ pita or tortilla (35 g) or 125 mL (½ cup) cooked rice, pasta or couscous or 30 g cold cereal or 175 mL (¾ cup) hot cereal
3–4	☐ ☐ ☐	**Milk and Alternatives** **1 Food Guide Serving =** 250 ml (1 cup) milk or fortified soy beverage or 175 g (¾ cup) yogurt or 50 g(1 ½ oz) cheese
1–2	☐	**Meat and Alternatives** **1 Food Guide Serving =** 75 g (2 ½ oz)/125 mL (½ cup) cooked fish, shellfish, poultry or lean meat or 175 mL (¾ cup) cooked legumes or tofu or 60 mL (¼ cup) shelled nuts and seeds
30 to 45 mL (2 to 3 Tbsp) each day		**Oils and Fats** Include a small amount of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.

- ☐ Eat at least one dark green and one orange vegetable each day.
- ☐ Choose vegetables and fruit prepared with little or no added fat, sugar or salt.
- ☐ Have vegetables and fruit more often than juice.
- ☐ Make at least half of your grain products whole grain each day.
- ☐ Choose grain products that are lower in fat, sugar or salt.
- ☐ Drink skim, 1% or 2% milk each day.
- ☐ Select lower fat milk alternatives.
- ☐ Have meat alternatives such as beans, lentils and tofu often.
- ☐ Eat at least two Food Guide Servings of fish each week.
- ☐ Select lean meat and alternatives prepared with little or no added fat or salt.
- ☐ Satisfy your thirst with water.
- ☐ Limit foods and beverages high in calories, fat, sugar or salt.
- ☐ Be active every day for at least 60 minutes.



For more information and to order copies of Canada's Food Guide visit Canada's Food Guide on line.

www.healthcanada.gc.ca/foodguide

Canada

Day 1: _____

Time/Quantity/Food	Food Diary Daily Meal Reflection

Day 2: _____

Time/Quantity/Food	Food Diary Daily Meal Reflection

Day 3: _____

Time/Quantity/Food	Food Diary Daily Meal Reflection

Day 4: _____

Time/Quantity/Food	Food Diary Daily Meal Reflection

Day 5: _____

Time/Quantity/Food	Food Diary Daily Meal Reflection

Day 6: _____

Time/Quantity/Food	Food Diary Daily Meal Reflection

Day 7: _____

Time/Quantity/Food	Food Diary Daily Meal Reflection

Grade 6c: Health

7 Day Food Diary Assignment

Date: _ _ / _ _ / _ _ _ _**(dd/mm/yyyy)**

Unit: _ _ _ _ _ _ _ _; **Term: ¤ 1 ¤ 2**

Name: _ _ _ _ _ _ _ _ _ _ _ **Assessment type: ¤ D ¤ F ¤ S** **Overall:** Mark//Level:_ _ _//_ _ ; **Class Average:**_ _ _ **Parent Signature:**_ _ _ _ _ _ _ _

Criteria / Level	**Excellent** Level 4	**Proficient** Level 3 **79% 72% 65%**	**Adequate** Level 2	**Limited*** Level 1	**Insufficient/ Blank***
Food Diary (Days Logged) **(__/1)**	All 7 days logged All meals, snacks and drink logged.	5-6 days logged Some meals, snacks and drinks are logged	3-4 days logged Meals, snacks and drinks are missing	1-3 days logged Limited list of meals, snacks and drinks	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Food Diary (Description) **(__/1)**	Every item is listed with a time and quantity. Student goes above and beyond description by including calories, fat, and sodium etc. intake.	Every item is listed with time and quantity. Student was thorough when writing down each item.	Some of the items are listed with time, and quantity. More detail is necessary to fully understand the student's food diary.	There is food listed but there is a limited description is given for the food listed. No times or quantities are listed.	
Reflection (Days logged) **(__/1)**	Reflection for each day is completed.	5-6 days of reflection are completed.	3-4 days of reflection are completed	1-3 days of reflection are completed.	
Reflection (Description) **(__/1)**	Student's written reflection includes all (4) above questions into consideration and is very detailed and thoughtfully written.	Student's written reflection includes most (3-4) of the above questions into consideration. Student as put thought into their reflection.	Student's written reflection includes some (1-2) of the above questions into consideration. Student has put some thought into their reflection.	Student's written reflection does not include any of the above questions. More thought and reflection is required in their writing.	
Days Late **(__/1)**	0	1	2	3++	--Not Hand In

Teacher's Comments – Area for Growth and Action Plans (if below "level 2"):

□ Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.

Name: _____ Class: _____ Date:_ _/_ _/_ _ _ **(dd/mm/yyyy)**

Student Reflections

1. Give a brief description of the project or activity you have completed.

2. **Outward-Looking:** What grade would you give it? Why?

3. **Forward-Looking:** What would you change if you had a chance to do this piece over again?

4. **Inward-Looking:** What did you learn about yourself as you worked on this piece?

Grade 6

Rubric for Student Reflections: _ _ _ _ _ _ _ _

Term: ¤ **1** ¤ **2**

Date: _ _ / _ _ / _ _ _ _**(dd/mm/yyyy)**

Name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ **Assessment type:** ¤ **D** ¤ **F** ¤ **S** **Overall:** Mark//Level**:**_ _ _//_ _ **; Class Average:**_ _ _ **Parent Signature:**_ _ _ _ _ _ _ _ _

Criteria / Level	**Excellent** Level 4	**Proficient** Level 3 **79% 72% 65%**	**Adequate** Level 2	**Limited*** Level 1	**Insufficient/ Blank***
Reflective Thinking **(__/2)**	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	**The reflection explains the student's thinking about his/her own learning processes.**	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process..	The reflection does not address the student's thinking and/or learning.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Analysis **(__/1)**	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	**The reflection is an analysis of the learning experience and the value of the derived learning to self or others.**	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.	
Making Connections **(__/1)**	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	**The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.**	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences	
Days Late **(__/1)**	0	1	2	3++	--Not Hand In

Teacher's Comments – Area for Growth and Action Plans (if below "level 2"):

□ Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.