

Nutrition Resource Kits

Grade Six – Lesson Plans

Grade Six - Lesson Plans

Table of Contents

Introduction	Page 2
Background Information for Teachers: Nutrition	
Canada's Food Guide	Page 3 – 4
Discovering the Food Groups	Page 5 – 7
Analyzing Eating Behaviours	Page 8
Background Information for Teachers: Physical Activity	
Relaxation and Sleep	Page 35 – 39
Background Information for Teachers: Body Image	Page 46 – 47

Student Activities

Program Lesson Plans	Health and Life Skills Outcome(s): W – Wellness; R – Relationship; L - Life	Page(s)
Nutrition:		
ABC's of Healthy Eating	W-6.5	9
What Does Food Mean to You?	W-6.5, W-6.7	10 – 11
Be a Restaurant Entrepreneur	W-6.5, R-6.9	12
Nutrition Jeopardy	W-6.5, R-6.9	13 – 23
Combination Foods Challenge!	W-6.5	24 – 25
What's the Serving Size?	W-6.5	26 – 28
Food Journal	W-6.5	29 – 32
Why I Eat	W-6.5	33 – 34
Physical Activity, Relaxation and Sleep:		
Ready, Set, Go- Healthy Eating for Athletes	W-6.1, W-6.5, L-6.1	40
Let's Relax!	W-6.1, L-6.1	41
Sleep IQ	W-6.1	42 – 45
Body Image:		
Seeking Solutions	R-6.1, L-6.1, L-6.3, L-6.4	48 – 49
Self Esteem; Self Image	W-6.4	50 – 52
That's Vitality!	W-6.4	53
Other Health Topics:		
Keeping You Healthy- Rules & Regulations for Your Protection	W-6.8	54

Introduction

This Nutrition Resource Kit is designed for Grade 6. The manual is a curriculum-based tool that is divided into sections that promote healthy living, following the Alberta Education Health and Life Skills Curriculum. Each section includes: Background Information for Teachers, References, and Student Activities. Also included is basic information on Canada's Food Guide, which provides a review of material covered in primary grades, as well as a knowledge base for material to be covered in intermediate grades.

The purpose of this manual is to promote and teach a healthy lifestyle. There are three major components of a healthy lifestyle: eating well, positive body image and being physically active. A combination of these could prevent many adverse health effects and even some diseases. Healthy eating, physical activity and a positive body image should be encouraged early in life to develop lifelong commitments to health. Learning to make and enjoy healthy food selections early in life can greatly impact long-term health.

Alberta Health Services has developed a comprehensive list of provincial resources that have been approved for use in schools across Alberta. To receive this School Nutrition Education Resource List please email the Alberta Health Services Nutrition Education Resource Team at: nutritionresources@albertahealthservices.ca. The Nutrition Education Resource team can also provide more information on the nutrition services available to schools and answer any questions regarding school resources.

Outcome Objectives¹

Students will be able to:

- W – 6.1** Evaluate the need for balance and variety in daily activities that promote personal health.
- W – 6.4** Examine how health habits/behaviours influence body image and feelings of self-worth.
- W – 6.5** Analyze personal eating behaviours – food and fluids – in a variety of situations.
- W – 6.7** Identify and communicate values and beliefs that affect healthy choices.
- W – 6.8** Analyze how laws, regulations and rules contribute to health and safety practices.
- R – 6.1** Recognize that individuals can choose their own emotional reactions to events and thoughts.
- R – 6.9** Make decisions cooperatively.
- L – 6.1** Expand strategies for effective personal management.
- L – 6.3** Analyze influences on decision making.
- L – 6.4** Identify and develop strategies to overcome possible challenges related to goal fulfillment.

¹Alberta Education. (2002). K-9 Health and Life Skills Outcomes.

Background Information for Teachers: Nutrition

Canada's Food Guide

Healthy eating is a very important part of a healthy lifestyle. *Eating Well with Canada's Food Guide* is the tool used to teach healthy eating patterns and practices.

Canada's Food Guide provides an easy framework for healthy eating through the use of a colourful rainbow used to demonstrate the four food groups (Vegetables and Fruit, Grain Products, Milk and Alternatives and Meat and Alternatives). Just as different colours make up a rainbow, different food groups are the basis for healthy eating. Healthy eating is the overall pattern of foods eaten, and not only one food, one meal or one day's meals.

Canada's Food Guide describes both the **amount** (quantity) and **type** (quality) of food people need as part of a healthy eating pattern. The eating pattern provided by Canada's Food Guide promotes overall health by ensuring that nutrient needs are met each day, and by helping reduce the risk of obesity and other nutrition related diseases.

Amount:

Canada's Food Guide is divided into categories that provide age and gender specific recommendations on the amount of food that should be eaten from each food group each day. Table 1 below provides the recommended number of food guide servings required from each food group for children from 9 years to 13 years of age.

Table 1: Number of Food Guide Servings

	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives
Age 9-13	6	6	3-4	1-2

Note: Canada's Food Guide provides examples of what counts as one serving size from each food group. The serving size is not intended to necessarily represent what would be eaten in one sitting.

It is also important to include a small amount of unsaturated fat in the diet each day for essential fatty acids. 30-45 mL or 2-3 Tbsp of added oils and fats are part of the eating pattern.

Type:

The food guide also provides statements on the types of foods that should be chosen from the four food groups in order to; meet all nutrient needs (i.e. vitamins, minerals and other nutrients), limit energy intake (i.e. limit excess calorie intake), limit sodium (salt) intake, limit fat intake, and limit sugar intake. The following are the quality tips from each food group:

Vegetables and Fruit

- 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

Grain Products

- Make at least half of your grain products whole grain each day
- Choose grain products that are low in fat, sugar or salt

Milk and Alternatives

- Drink skim, 1%, or 2% milk each day
- Select lower fat milk alternatives

Meat and 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

The Food Guide also encourages people to enjoy a variety of foods from the four food groups and to drink water to satisfy thirst without adding extra calories to the diet.

People of different ages and at different stages of life have specific nutrient needs in addition to following Canada's Food Guide. The section of the Food Guide titled “**advice for different ages and stages**” provides additional messages and guidance for children, women of childbearing age and adults over 50.

Under “**read the label**”, the Food Guide encourages consumers to use the Nutrition Facts table, and to compare and choose products which contain less fat, saturated and trans fats, sugar and sodium.

The purple “**eat well**” box on the back page of the Food Guide discusses limiting foods and beverages high in calories, fat, sugar or salt (sodium). When teaching Canada’s Food Guide use terms such as **choose least often** to talk about foods high in fat, sugar or salt. The **choose least often** should be limited but can be enjoyed at times. What matters most is how people eat on a regular basis.

More information about *Eating Well with Canada’s Food Guide* is available at:
http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html

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http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html

Please refer to the *Alberta Nutrition Guidelines for Children and Youth* for more information on creating healthy school environments and promoting healthy food choices and healthy attitudes about food. A copy of the *Alberta Nutrition Guidelines for Children and Youth* can be found at:
<http://www.albertahealthservices.ca/2929.asp>

Discovering the Food Groups

Healthy eating includes eating food from each of the four food groups every day. A good place to start is learning what the four food groups are and what foods fit into each food group.

When discussing the food groups, there will be many foods that do not fit into any of the four food groups. It is important to remember to use terms such as **everyday foods** and **sometimes foods** when discussing these foods. Emphasize that all foods fit into a healthy eating pattern; however some foods should be chosen less often.

1. Vegetables and Fruit

The outside and most prominent arc of the food guide rainbow represents the Vegetables and Fruit food group. Being the largest arc of the rainbow is a visual way to emphasize the importance vegetables and fruits play in a healthy eating pattern. Vegetables and fruit come in many forms (fresh, frozen and canned), which should be emphasized.

Vegetables and fruits are usually low in fat and calories, and are the source of many important nutrients, such as vitamins, minerals and fiber.

There are many products with “vegetable” and “fruit” in their names, or written on their packaging. However, many of these products are actually very high in fat, sugar or salt. Examples include candy, fruit jams, fruit drinks that are not labeled 100% juice, or vegetable chips. These products may come up when discussing vegetables and fruit. It is important to reinforce the idea of **variety** and **sometimes food** when discussing these foods.

What is One Food Guide Serving?

- 125 mL (½ cup) fresh, frozen or canned vegetables
- 125 mL (½ cup) cooked leafy green vegetables
- 250 mL (1 cup) raw leafy green vegetables
- 125 mL (½ cup) fresh, frozen or canned fruit
- 125 mL (½ cup) 100% fruit juice

2. Grain Products

The second most prominent arc in the rainbow represents the Grain Products food group. Relative to some of the other food groups, a large number of servings are recommended from this group. Many different foods fall into the Grain Products category, providing many essential nutrients, therefore **variety** is important to emphasize.

Grain products include all grains, cereals, pasta, rice and products that are made with grain flour (including corn flour)

Choosing more grain products that are whole grain will help increase fiber intake. Whole grain products are made with grains that have not been refined, and therefore contain all nutrients naturally found in the grain, including many essential nutrients needed for health. Grain products that are not whole grain are products that are made with refined grains. This means that they have been processed and are missing parts of the grain, therefore missing some naturally occurring

essential nutrients. Choosing half of your grain products as whole grains will help ensure nutrient needs are met!

What is one Food Guide Serving?

- 1 slice of bread
- ½ bagel
- ½ pita or tortilla shell
- 125 mL (½ cup) cooked rice, bulgur or quinoa
- 175 mL (¾ cup) hot cereal
- 30 g cold cereal
- 125 mL (½ cup) cooked pasta or couscous

Hurray For Fibre! – Dietary fibre is found in plant-based foods such as whole grain breads, cereals, vegetables, fruits, legumes (beans, peas, and lentils), nuts and seeds. Fibre cannot be digested and therefore passes through our digestive system. It helps maintain a healthy digestive tract!

3. Milk and Alternatives

The blue arc in the rainbow represents the Milk and Alternatives food group. Although few Food Guide Servings are recommended from this food group each day, this group provides many key nutrients that are important for developing strong bones, helping with proper growth and development, and helping keep our teeth strong. Calcium is a commonly known nutrient, which is provided along with other essential nutrients from the Milk and Alternatives food group.

The Milk and Alternatives food group includes milk, fortified soy beverage (fortified with Vitamin D and Calcium), canned milk, powdered milk, yogurt and cheese.

What is one Food Guide Serving?

- 250 mL (1 cup) milk or fortified soy beverage
- 125 mL (½ cup) canned milk
- 175 mL (¾ cup) yogurt or kefir
- 1 ½ oz (50g) cheese

4. Meat and Alternatives

The smallest arc of the food guide rainbow represents the Meat and Alternatives food group. Like the Milk and Alternatives food group, large numbers of servings per day are not recommended. These foods do however provide many key nutrients that are necessary for proper growth and development.

All foods from this group are high in protein; protein is the building block for cell growth and development and helps our bodies fight infections. Fat is also an important component of Meat and Alternatives; it gives us energy and essential vitamins. Red meats are a high source of iron needed for healthy blood. Legumes are high in carbohydrate and fibre.

Healthy tips to follow when choosing foods from the Meat and Alternatives group: Try removing excess fat from beef, pork and chicken. Eat bacon, sausages, bologna, and breaded and fried meat

less often. Enjoy lean cuts of meat and fish. Choose foods like baked beans, split pea soup or lentil casserole.

What is one Food Guide Serving?

- 2 ½ oz (75 g) or ½ cup (125 mL) cooked fish, shellfish, poultry, lean meat
- 175 mL (¾ cup) cooked legumes
- 150 g or 175 mL (¾ cup) tofu
- 2 eggs
- 30 mL (2 Tbsp) peanut butter
- 60 mL (¼ cup) shelled nuts and seeds

Note: Serving sizes recommended by the Food Guide do not necessarily reflect the amount eaten at a meal or a snack. Children may have more than one serving at a time. For example, 250 mL (one cup) of spaghetti, one pita or one hamburger bun each count as two servings of Grain Products. 250 mL (one cup) of fruit is equivalent to 2 servings of Vegetables and Fruit.

Analyzing Eating Behaviours

Analyze personal eating behaviours - food and fluids- in a variety of settings; e.g. home, school, restaurants.

It is important to recognize that eating patterns may differ when eating at school or restaurants because the availability of food is different. It is still very important to follow the Canada's Food Guide especially when eating out of the home frequently.

Here are some tips to help out when choosing foods at school or restaurants:

- Look for places that offer a variety of lower-fat choices from each of the 4 food groups with lots of Vegetables and Fruit.
- Don't hesitate to ask for substitutions or alterations to menu items. A simple change such as substituting milk for a soft drink can greatly improve the nutrient density of a meal.
- Balance out restaurant choices with choices made at home. For example, if your restaurant meal doesn't contain many vegetables or fruit then choose these as a snack later on.
- Plan ahead if you are going to be eating many of your meals and snacks away from home. By bringing a few items along with you from home you won't be limited to what is available in a vending machine or concession stand.
- Look for vending machines that contain healthier choices.

Teacher Background Information on promoting healthy eating in schools can be found at:

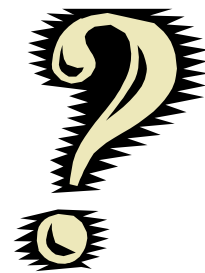
<http://www.healthyalberta.com/HealthyEating/307.htm>

<http://www.healthyalberta.com/HealthyPlaces/282.htm>

Student Activities: Nutrition

ABC's of Healthy Eating													
Objectives of Activity	To have students begin thinking about what is incorporated in healthy eating.												
Teacher Background Information	<ul style="list-style-type: none"> • Eating Well with Canada's Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html • Eating Well with Canada's Food Guide: A Resource for Educators and Communicators http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html 												
Material Required	N/A												
Instructions	<ol style="list-style-type: none"> 1. Brainstorm with the class some ABC's of healthy eating. Start by making the following headings on the board: A, B, and C. 2. Ask students to think of things that come to mind about healthy eating that start with "A". (You may suggest a few of these examples to get them started: Apples, Amounts, Vitamin A, Appealing, Appetizing, All 4 Food Groups, Appreciate, etc.) List the examples that students name under the "A" on the board. 3. Ask students to think of things that come to mind about healthy eating that start with "B". (Examples include: Breakfast, Balance, Bananas, B Vitamins, Bread, Benefits, Bakery, Banquet, Broccoli, etc.) List the examples that students name under the "B" on the board 4. Do the same for "C". (Examples include: Canada's Food Guide, Classify, Colourful, Vitamin C, Cafeteria, Chow Mein, etc.). Keep going through the alphabet as time allows. 5. Acknowledge that every student has different ideas about what healthy eating incorporates. 6. Wrap up the activity with a discussion of healthy eating. There are many components to healthy eating. Healthy eating includes. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">-Variety, balance and moderation</td> <td style="width: 50%;">-Having favourite foods</td> </tr> <tr> <td>-Selecting many different foods</td> <td>-Having regular meals</td> </tr> <tr> <td>-Including foods from all food groups</td> <td>-Enjoying eating</td> </tr> <tr> <td>-Balancing food intake and physical activity</td> <td>-Not skipping meals</td> </tr> <tr> <td>-Knowing limits for "junk food" such as candy, chips, pop</td> <td></td> </tr> <tr> <td>-Eating enough to meet nutrient requirements</td> <td></td> </tr> </table> 	-Variety, balance and moderation	-Having favourite foods	-Selecting many different foods	-Having regular meals	-Including foods from all food groups	-Enjoying eating	-Balancing food intake and physical activity	-Not skipping meals	-Knowing limits for "junk food" such as candy, chips, pop		-Eating enough to meet nutrient requirements	
-Variety, balance and moderation	-Having favourite foods												
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-Eating enough to meet nutrient requirements													

What Does Food Mean to You?	
Objectives of Activity	To have students identify what meaning they attach to certain foods. Students will play a word-association game that may reveal things about their personalities and past experiences.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • “What Does Food Mean to You?” activity sheet
Instructions	<ol style="list-style-type: none"> 1. Distribute the activity sheet and instruct students to complete it. After reading each trigger word, tell students to write down the food that first comes to their mind. There are no right or wrong answers. 2. Collect the completed activity sheets and read some of the responses out loud anonymously. 3. In a class discussion, note that food has different meanings for different people. This difference makes each person unique and adds variety to life. <p>Adapted from: Region of Peel Public Health Department, Toronto Public Health, York Region Health Services, <i>Discover Healthy Eating! A Teacher’s Resource for Grades 1-6</i>, 1999.</p>



Name: _____

What Does Food Mean to You?

Next to each word below, write the first food that comes to your mind (e.g. "adventure" may remind you of "trail mix")

health _____

illness _____

party _____

expensive _____

yuck _____

cheap _____

home _____

cool _____

love _____

diet _____

friendship _____

baby _____

munchies _____

child _____

memories _____

teenager _____

holiday _____

dad _____

religion _____

mom _____

hunger _____

grandparent _____

tradition _____

refreshing _____

ethnic _____

comfort _____

excitement _____

yummy _____

convenience _____

unusual _____

Source: Discover Healthy Eating! A Teacher's Resource for Grades 1 - 6, 1999 (Activities, Grade 6)

Be a Restaurant Entrepreneur	
Objectives of Activity	To have students use their meal planning skills to plan a menu for a restaurant or school cafeteria.
Teacher Background Information	<ul style="list-style-type: none"> • Eating Well with Canada’s Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html • Eating Well with Canada’s Food Guide: A Resource for Educators and Communicators http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html • Dietitians of Canada – Meal Planning ideas http://www.dietitians.ca/Your-Health/Plan-Shop-Cook/Plan-Well.aspx
Material Required	<ul style="list-style-type: none"> • Poster board, construction paper, pencil crayons, glue, etc.
Instructions	<ol style="list-style-type: none"> 1. Divide students into small working groups of three to four students. 2. Have students include meals appropriate for breakfast, lunch, and supper. They may want to design their menu in these different sections. 3. Have working groups gather together and let creativity take over. 4. First have students think of a catchy name for their food establishment. They may also want to think of some delicious-sounding names for some of their feature items. 5. Have the groups prepare their menus and then present their establishment to the rest of the class. Remind students that they should keep Canada’s Food Guide in mind as they plan their menus. 6. Ask the class to provide feedback on: <ul style="list-style-type: none"> • the restaurant name • use of healthy choices • availability of vegetables and fruit • names of menu items • appealing combinations of food • if the foods fit into Canada’s Food Guide

Nutrition Jeopardy	
Objectives of Activity	To have students test their nutrition knowledge.
Teacher Background Information	<ul style="list-style-type: none"> • Eating Well with Canada’s Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html • Eating Well with Canada’s Food Guide: A Resource for Educators and Communicators http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html • General information on vitamins and minerals – Linus Pauling Institute http://lpi.oregonstate.edu/infocenter/index.html • Information on Vegetarian diets – The Vegetarian Resource Group http://www.vrg.org/
Material Required	<ul style="list-style-type: none"> • Jeopardy questions • Jeopardy categories and points

Instructions:

1. This activity is based on the TV game show *Jeopardy*. Student teams select a category and point value from a pool of questions.
2. Set up the game on the blackboard or tack board, as below:

Nutrition Jeopardy			
What’s to Eat?	Eating Well with Canada’s Food Guide	I’m Hungry	Vitamins and Minerals
10	10	10	10
20	20	20	20
30	30	30	30
40	40	40	40

3. Divide the class into teams of 4 – 5 students.

4. Teams take turns answering selected questions. Explain that the questions get more difficult as the point level increases. Assign a time limit for the team to come up with an answer (30 seconds is suggested). If the correct answer is not given, give the question to the next team. Keep going until the question is answered correctly.
5. Take the time to explain each answer thoroughly as you go through the game. This is an excellent way to initiate discussion on the various topics included in the questions.
6. The team is awarded the points based on their ability to answer the question correctly.
7. Count up the points for each team to determine the winning team.

(You may want to develop some of your own questions, using the Teacher Background Information provided.)

Nutrition Jeopardy

What's to eat?

10. **This is what a vegetarian avoids.** Meat, Poultry
20. **Name four ways to eat eggs.** Boiled, scrambled, fried, sunny-side-up, poached, omelet, etc.
30. **Why are we concerned about too much sugar in the diet?** Teeth, empty calories
40. **Name 4 different ethnic foods and their country of origin.** Pizza, Italy; Burrito, Mexico; Perogies, Ukraine; Maple Syrup, Canada, etc.

Canada's Food Guide

10. **How many food groups are in a plain cheeseburger?** 3-Grain Products, Meat and Alternatives, Milk and Alternatives
20. **Potatoes belong to this food group.** Vegetables and Fruit
30. **To what food group does peanut butter belong?** Meat and Alternatives
40. **Canada's Food Guide tells us to have vegetables of these two colours everyday.** Dark green and orange

I'm Hungry

10. **Name 2 orange vegetables.** Carrots, squash, peppers, pumpkin, etc.
20. **This nutrient provides the best source of energy.** Carbohydrates
30. **Name 2 lunches which include all 4 food groups.** Answers can vary
40. **Give 2 reasons why potato chips or cheezies are not the best snacks.** High in salt and fat

Vitamins and Minerals

10. **This mineral is needed for strong bones and teeth.** Calcium
20. **Vegetables and Fruits are excellent sources of this nutrient.** Vitamin C (could also say fiber, potassium, folic acid, Vitamin A)
30. **This vitamin is needed for eye health (plays a role in prevention of night blindness).** Vitamin. A
40. **Meat and Alternatives are an excellent source of this mineral.** Iron

What's to Eat?

Canada's Food Guide

I'm

Hungry

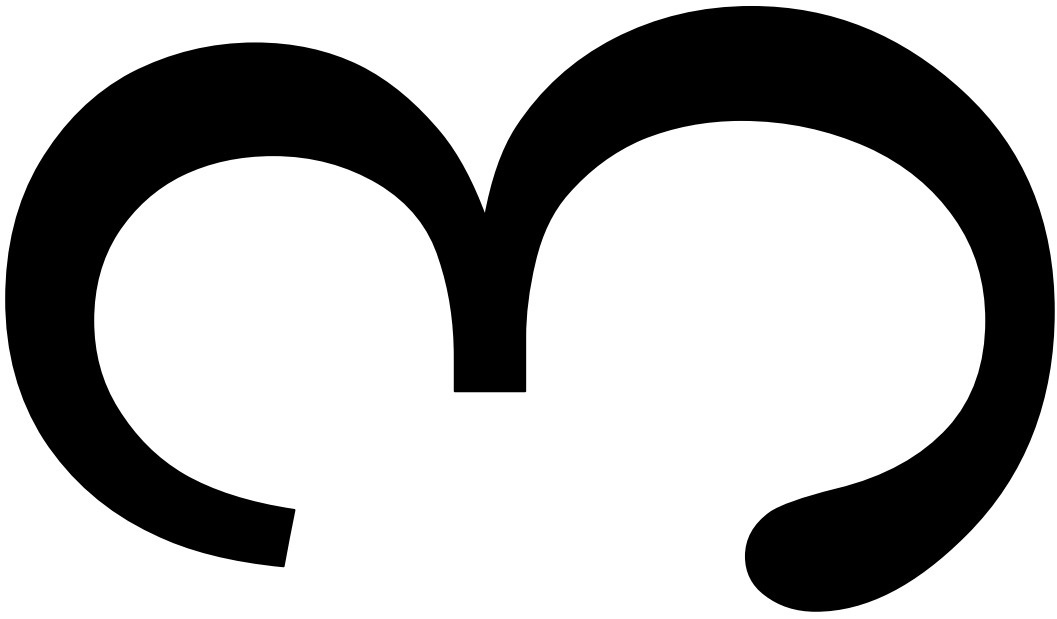
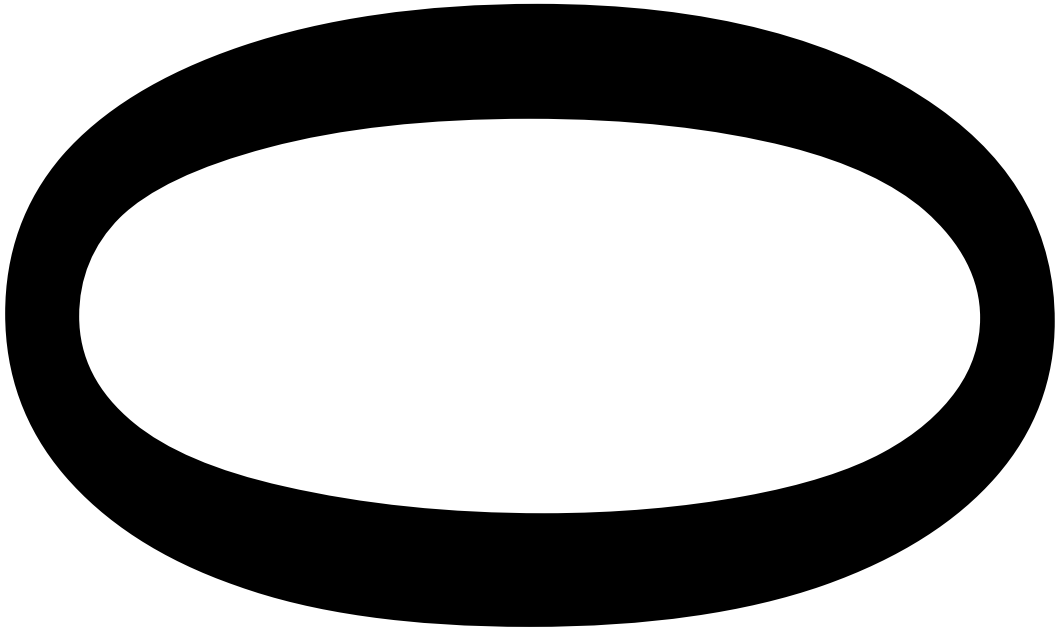
Vitamins & Minerals

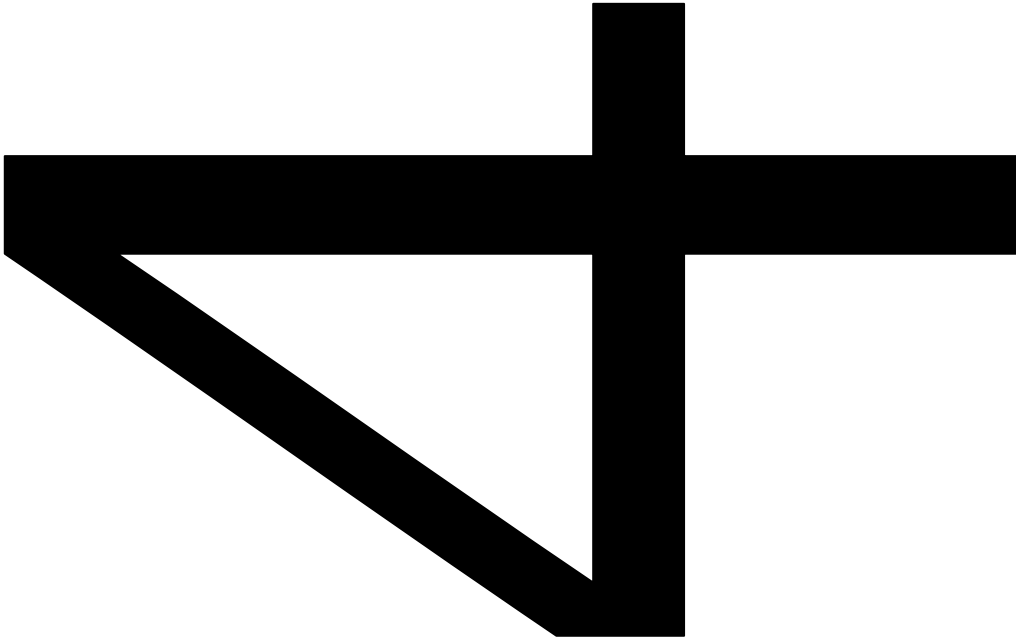
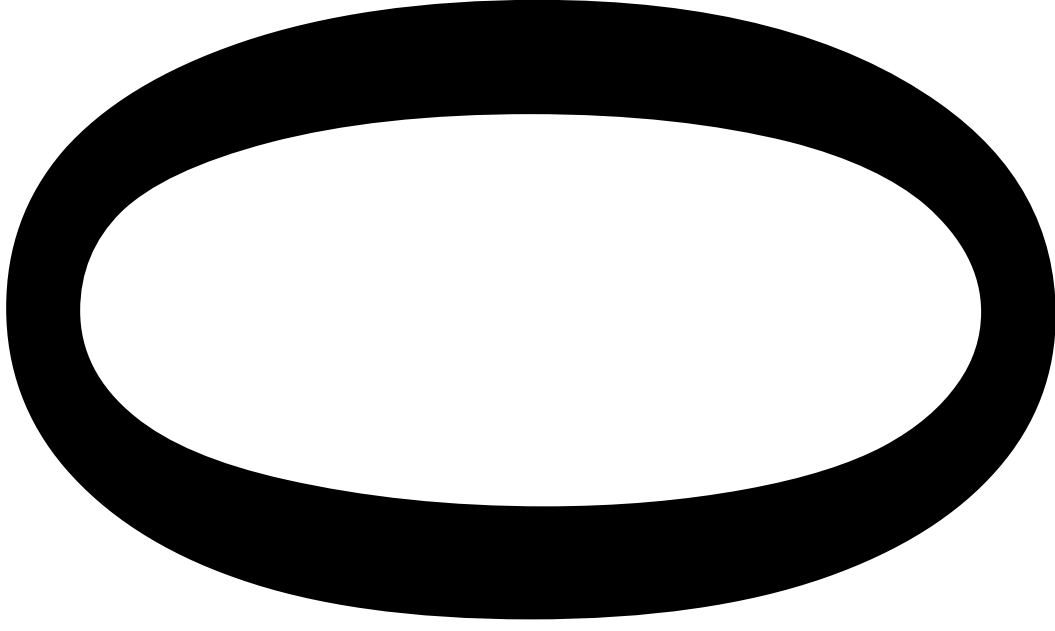
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Combination Foods Challenge!

Objectives of Activity	To have students review what combination foods consist of.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • “Combination Foods Challenge” activity sheet
Instructions	<ol style="list-style-type: none"> 1. Review the concept of combination foods with the class. Combination foods are made with food from two or more food groups, such as pizza, tuna sandwich, lasagna or chili. 2. Ask students what their favourite combination foods are at home, school and restaurants. Help students figure out which food groups are represented in their favourite combination foods. 3. Have students work individually or in groups to complete the “Combination Foods Challenge” activity sheet. Students will make up recipes for each of the combination foods listed on the sheet. Recipes must include foods from the indicated food groups. 4. When students are finished have each student or group present one of their recipes to the class. Have the class vote on their favourite recipe.

Combination Foods Challenge!

Have students make a recipe for each of the combination foods listed below. Their recipe must include the number of servings listed from each food group.

Example: Combination food: Pizza

2 servings of Vegetables and Fruit: 250 mL (1 cup) of pineapple, peppers, mushrooms

2 servings of Grain products: 1 whole pita

1 serving of Milk and Alternatives: 50 grams (1 ½ oz) cheese

1 serving of Meat and Alternative: 125 mL (½ cup) diced chicken

COMBINATION FOOD	RECIPE
Pizza	<p>2 servings of Vegetables and Fruit:</p> <p>2 servings of Grain Products:</p> <p>1 serving Milk and Alternatives:</p> <p>1 serving Meat and Alternatives:</p>
Sub	<p>2 servings of Vegetables and fruit:</p> <p>2 servings of Grain Products:</p> <p>1 serving Milk and Alternatives:</p> <p>1 serving Meat and Alternatives:</p>
Soup	<p>2 servings of Vegetables and Fruit:</p> <p>1 servings of Grain Products:</p> <p>1 serving Meat and Alternatives:</p>
<p>You choose the combination food.</p> <p>_____</p> <p>_____</p>	<p>1 or more servings of Vegetables and Fruit:</p> <p>1 or more servings of Grain Products:</p> <p>1 or more servings Milk and Alternatives:</p> <p>1 or more servings Meat and Alternatives:</p>

What's the Serving Size?

Objectives of Activity	To have students become familiar with serving sizes for different foods.
Teacher Background Information	<ul style="list-style-type: none"> • Eating Well with Canada's Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html • Canada's Food Guide: What is a Food Guide Serving? http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/basics-base/serving-portion-eng.php
Material Required	<ul style="list-style-type: none"> • "What's the Serving Size" activity sheet • Eating Well with Canada's Food Guide
Instructions	<ol style="list-style-type: none"> 1. Using Canada's Food Guide, have students complete the "What's a Serving Size?" activity sheet. Remind the students that there is no recommended number of servings for foods that do not fit into any of the four food groups. These foods are low in nutrient value and are high in sugar, fat and salt, such as: cookies, chips, pop and candy. 2. You may wish to work on the first couple of foods as a class in order to help with students' understanding of this concept. Then, as a class, take up the answers using the answer key. 3. Ask the students to analyze and compare the amount of foods they eat at lunch or dinner to the serving sizes listed in the "What's the Serving Size?" activity sheet. <p>Activity Adapted from Region of Peel Health Department, Toronto Public Health, York Region Health Services, Discover Healthy Eating! A Teachers Resource for Grades 1-8, 2000.</p>

Name: _____

What's the Serving Size?

Using Canada's Food Guide, determine the food group or other foods category to which each food belongs. Then determine the amount of one serving for each of the foods.

FOOD	FOOD GROUP or Category	One Serving Equals
bread	e.g., Grain Products	e.g., 1 slice
carrot		
peanut butter		
corn flakes		
milk		
eggs		
salad		
pita bread		
cheese		
canned tuna		
pear		
cantaloupe pieces		
potato chips		
apple juice		
french fries		
lentils		
rice		

What's the Serving Size? Answer Key

FOOD	FOOD GROUP or Category	One Serving Equals
bread	e.g., Grain Products	e.g., 1 slice
carrot	Vegetables and Fruit	½ cup or 1 medium
peanut butter	Meat and Alternatives	30 mL or 2 Tbsp
corn flakes	Grain Products	30 grams
milk	Milk and Alternatives	1 cup or 250 mL
eggs	Meat and Alternatives	2 whole eggs
salad	Vegetables and Fruit	250 mL or 1 cup
pita bread	Grain Products	½ pita
cheese slices	Milk and Alternatives	2 slices or 50 grams
canned tuna	Meat and Alternatives	½ cup or 125 mL
pear	Vegetables and Fruit	1 medium*
cantaloupe pieces	Vegetables and Fruit	½ cup or 125 mL
potato chips	Others Foods	No recommended size
apple juice	Vegetables and Fruit	½ cup or 125 mL
pop	Other Foods	No recommended size
lentils	Meat and Alternatives	¾ cup or 175 mL
rice	Grain Products	½ cup cooked or 125 mL

*1 medium fruit or vegetable = size of a tennis ball

Food Journal

Objectives of Activity	To have students compare their food intake to the recommended amounts in Canada's Food Guide.
Teacher Background Information	<ul style="list-style-type: none"> • For more examples of food guide servings visit the website below http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/index_e.html
Material Required	<ul style="list-style-type: none"> • “Making a Food Journal” handout • “My Food Journal” activity sheet
Instructions	<ol style="list-style-type: none"> 1. Review the four food groups and portion sizes from Eating Well with Canada's Food Guide with students. 2. Have students complete the “Food Journal” activity sheet using their food intake from the previous day (see example). 3. Once students have completed the activity sheet, have students compare their total number of servings for that day to their recommended number of servings from Canada's Food Guide.

Making a Food Journal

Name: _____

1. Keep Track. Record what you had to eat and drink yesterday in the first column of the Food Journal activity sheet. Include all meals beverages and snacks.

Example:

Meal	Vegetables and Fruit	Grain Products	Milk & Alterna.	Meat & Alterna.	Foods to Limit
Breakfast: <i>1 bagel with 2 Tbsp peanut butter and 1 cup of milk</i>					

2. Estimate your food guide servings. Find the food groups the foods you ate yesterday belong to. Estimate the number of Food Guide Servings you ate. Complete this for each meal and snack. Total your Food Guide Servings for each food group.
Use Canada's Food Guide as a resources to estimate serving sizes.

Example:

Bagels are part of the Grain Products food group. $\frac{1}{2}$ a bagel is equal to 1 food guide serving of a grain product. Peanut butter is part of the Meat and Alternatives food group. 2 Tbsp of peanut butter is equal to 1 food guide serving. Etc.

Meal	Vegetables and Fruit	Grain Products	Milk & Alterna.	Meat & Alterna.	Foods to Limit
Breakfast: <i>1 bagel with 2 Tbsp peanut butter and 1 cup of milk</i>		2	1	1	

My Food Journal

Meal	Vegetables and Fruit	Grain Products	Milk & Alterna.	Meat & Alterna.	Foods to Limit
Breakfast:					
Snack					
Lunch					
Snack					
Dinner					
Snack					
Total # of servings					

3. How do you compare? Using Canada’s Food Guide find your recommended number of food guide servings for your age. Copy the number of Food Guide Servings you need into the table below. Complete the table

Food Group	My recommended number of Food Guide Servings per day	My total (from step 2)	Number still needed
Vegetables & Fruit			
Grain Products			
Milk & Alternatives			
Meat & Alternatives			

Check box(es) that apply:

Box 1

I ate the recommended number of Food Guide Servings from all four food groups. I am on track!

Box 2

I ate less then the recommended number of Food Guide Servings from one or more food groups.

Box 3

I ate more that the recommended number of Food Guide Servings from one or more food groups.

- If you also checked box 2 you may need to substitute food from a food group you ate more of and add more serving from another food group you did eat enough of.
- If you are healthy and active, you may need these additional Food Guide Servings from the food groups.

How many times did you eat foods that are “Food to Limit”? _____

Why I Eat

Objectives of Activity	To have students recognize what factors cause them to eat.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • “Why I Eat” activity sheet
Instructions	<ol style="list-style-type: none"> 1. Have students brainstorm factors that influence what they eat. Write them down on the board (e.g. taste, availability of food, family culture, friends, TV commercials, holidays etc). 2. Have students brainstorm factors that influence why they eat. Write them on the board (e.g. hunger, time of day, mood, and nutrition). 3. Discuss how food is often associated with pleasant events (parties, celebrations and holidays). 4. Have students list their five favourite foods. Then using the “Why I Eat” activity sheet, have them consider why they eat these and or other foods. 5. Discuss that sometimes we eat when we are not even hungry because we smell food, see other people eating, are bored, or are watching a commercial on TV that makes us think we are hungry and want that particular food. Sometimes we eat when there is a certain emotion within ourselves. 6. Ask students if they think it is harmful to our health to eat when we are not hungry. 7. Ask why they think it is important to be aware of their personal eating triggers (e.g. being bored, watching TV, etc). 8. Have students set a goal to be aware of one personal eating trigger other than hunger and select another activity to do instead of eating. Remind students that they should eat if they are hungry. <p>Activity Adapted from Region of Peel Health Department, Toronto Public Health, York Region Health Services, Discover Healthy Eating! A Teachers Resource for Grades 1-8, 2000.</p>

Why I Eat



Name: _____

People eat for many reasons. You may eat because you are hungry, because the food looks or smells good, because you are bored, or because you see other people eating. Read each statement below and check the box that shows the reasons you eat.

I eat when I'm	Often	Sometimes	Almost Never
Hungry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treated unfairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Told its time to eat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Background Information for Teachers: Physical Activity

Physical activity plays an important role in the health, well-being and quality of life of all Canadians, and it is particularly important for children and youth. Healthy habits formed early can last a lifetime. An active lifestyle with **at least 60 minutes** of physical activity a day brings health benefits now, and helps children grow up to become healthy, active adults. Healthy active living requires a ‘whole day’ lifestyle approach, with parents, caregivers and teachers all as primary role models.

Canadian Physical Activity Guidelines

The Canadian Society for Exercise Physiology (CSEP) released new *Canadian Physical Activity Guidelines* in 2011. The Guidelines describe the amount and types of physical activity that offer substantial health benefits to children, youth, adults and older adults.

How much physical activity do children need?

The *Canadian Physical Activity Guidelines* recommend that children aged 5-11 years should accumulate **at least 60 minutes** of moderate- to vigorous- intensity physical activity daily. This should include:

- Vigorous-intensity activities at least three days per week.
- Activities that strengthen muscle and bone at least three days per week.

More physical activity provides greater health benefits.

What is moderate to vigorous aerobic activity?

On a scale of 0 to 10 (with 0 being completely at rest and 10 being absolute maximum effort), *moderate-intensity aerobic activity* is a 5 or 6. Kids will breathe harder and their hearts will beat faster. They should be able to talk, but not sing.

Examples of *moderate* physical activity include:

- Walking quickly
- Skating
- Bike riding
- Skateboarding.

Vigorous-intensity activity is a 7 or 8. Heart rates will increase even more and children will not be able to say more than a few words without catching a breath.

Examples of *vigorous* activity include:

- Running
- Playing tag
- Jumping rope
- Soccer
- Swimming

What are strengthening activities?

Muscle-strengthening activities build up the muscles. Examples of muscle-strengthening for kids include climbing and swinging on playground equipment, playing tug of war, and doing sit ups or modified push ups.

With *bone-strengthening* activities, muscles push against bones helping make them stronger. Examples of bone-strengthening activities include running, walking, hopscotch, and jumping rope.

Combining aerobic and strengthening activities

To achieve health benefits, children need to do both aerobic and strengthening activities. Aerobic activities result in faster breathing, a warmer feeling and an increased heart rate. Strengthening activities build muscles and bones.

What are some health benefits of physical activity?

- Improved health
- Improved fitness
- Stronger bones and healthier muscles
- Better posture and balance
- Stronger heart
- Healthy growth and development
- Increased concentration
- Better academic scores
- Improved self-esteem
- Lower stress
- Opportunities for socializing
- Learn new skills
- Prevention of chronic diseases later in life. Examples include type 2 diabetes and heart disease.

Canadian Sedentary Behaviour Guidelines

CSEP also developed new *Canadian Sedentary Behavior Guidelines* in 2011. These Guidelines provide recommendations for Canadian children on limiting sedentary behaviour in order to reduce health risks. Sedentary behaviours are characterized by little physical movement and low energy expenditure.

Some examples are:

- sitting for long periods of time
- using computers
- playing passive video games
- motorized transportation
- watching television

The *Canadian Sedentary Behaviour Guidelines* state that for health benefits, children aged 5-11 years should:

- Limit recreational screen time to no more than two hours per day.
- Limit sedentary (motorized) transport, extended sitting, and time spent indoors throughout the day.

Scientific evidence has shown a direct connection between increased sedentary time and decreased fitness, poor self-esteem, weak academic performance, obesity and increased aggression.

The *Canadian Sedentary Behaviour Guidelines* for children aged 5-11 are complementary to the *Canadian Physical Activity Guidelines* for the same age range. The two Guidelines together can be thought of as a recipe for families, teachers and caregivers to give children the best possible chance to gain health and social benefits.

References:

- The Public Health Agency of Canada:
www.phac-aspc.gc.ca
<http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>
- Canadian Physical Activity Guidelines and Canadian Sedentary Behavior Guidelines (CSEP) www.csep.ca
<http://www.csep.ca/english/view.asp?x=804>

Teacher Background Information Continued

Relaxation

Students get stressed too! It is important for students to learn ways to calm their stress. They need to realize that stress can effect their body physically and learning to cope with stress can help them lead a healthier lifestyle. Relaxation can reduce the negative effects of stress.

Relaxation can improve your mind, body and behaviour. Some improvements are:

- Fewer physical symptoms to stress, such as headache or back pain
- Less emotional response to stress, such as anger or frustration
- Improved energy levels
- Improved concentration
- Better ability to handle problems
- Better ability to cope with daily activities

For more information on stress and relaxation:

Canadian Mental Health Association:

http://www.cmha.ca/bins/content_page.asp?cid=2-28

Teens Health:

http://www.kidshealth.org/teen/your_mind/emotions/stress.html

Sleep

Sleep is a basic necessity of life, as important to our health and well-being as air, food and water. Many aspects of our lives are affected by sleep. Our jobs, relationships, productivity, health and safety are all affected.

A lack of sleep is linked with:

- Increased risk of motor vehicle accidents
- Increased body mass index – a greater likelihood of obesity due to an increased appetite caused by sleep deprivation
- Increased risk of diabetes and heart problems
- Increased risk for psychiatric conditions including depression and substance abuse
- Decreased ability to pay attention, react to signals or remember new information

On the other hand, some research has found that *long* sleep durations (nine hours or more) are also associated with increased morbidity (illness, accidents) and mortality (death).

So how much sleep do we need? Research cannot pinpoint an *exact* amount of sleep people need but experts have agreed on the following “rule of thumb”:

How Much Sleep Do You Really Need?	
Age	Sleep Needs
Newborns (1-2 months)	10.5-18 hours
Infants (3-11 months)	9-12 hours during night and 30-minute to two-hour naps, one to four times a day
Toddlers (1-3 years)	12-14 hours
Preschoolers (3-5 years)	11-13 hours
School-aged Children (5-12 years)	10-11 hours
Teens (11-17)	8.5-9.25 hours
Adults	7-9 hours
Older Adults	7-9 hours

Table taken from National Sleep Foundation, How Much Sleep Do We Actually Need? Available: http://www.sleepfoundation.org/site/c.huIXKjM0IxF/b.2417489/k.208/How_Much_Sleep_Do_We_Really_Need_Page_4.htm

It's important that each person pays attention to their own individual needs. Do this by evaluating how you feel on different amounts of sleep. Do you feel productive, healthy and happy on 7 hours of sleep? Or does it take you 9 hours of quality sleep to give a good start to the day?

Tips for better sleep!

- Establish consistent sleep and wake schedules, even on weekends
- Create a regular, relaxing bedtime routine such as soaking in a hot bath or listening to soothing music – begin an hour or more before the time you expect to fall asleep
- Create a sleep-conducive environment that is dark, quiet, comfortable and cool
- Sleep on a comfortable mattress and pillows
- Use your bedroom only for sleep (avoid watching TV, using a computer or reading in bed)
- Finish eating at least 2-3 hours before your regular bedtime
- Exercise regularly during the day or at least a few hours before bedtime
- Avoid caffeine close to bedtime

For more information on sleep needs:

Sleep foundation:

<http://www.sleepfoundation.org>

Student Activities: Physical Activity, Relaxation and Sleep

Ready, Set, Go – Healthy Eating for Athletes	
Objectives of Activity	To have students acknowledge that athletes have special food energy requirements.
Teacher Background Information	<ul style="list-style-type: none"> • Dietitians of Canada – Sports Nutrition Visit http://www.dietitians.ca/Your-Health/Nutrition-A-Z.aspx#S and scroll down to select ‘Sports Nutrition [Children & Youth]’.
Material Required	
Instructions	<ol style="list-style-type: none"> 1. Initiate this activity by having students acknowledge that increased physical activity requires food energy, and that some foods provide ready sources of food energy. We all need a variety of foods everyday to get the nutrients we need for growth, development and energy. Canada’s Food Guide ensures that we meet our nutrient needs. 2. Ask students to list foods they think are important sources of energy (emphasis should be on Vegetables and Fruits and Grain Products because they provide carbohydrates – the most ready source of food energy). 3. If protein or the Meat and Alternatives group is mentioned, discuss how its main function is to help our bodies grow and stay in good repair. Protein is not the best source of energy. It is important, but 1-2 servings daily is enough, depending on your age and gender. 4. Discuss the need to balance intake and output. The more physically active we are, the more food energy we need. Emphasize the focus on eating for health. We all have a unique body size and shape. We should all strive, however, to be as healthy as we can be. We need enough energy to play, learn, and work. Getting enough fluids before, during, and after physical activity is also very important. The best source of fluid is water. 5. Have the students pair up. One student is the interviewer/reporter, the other person is an athlete preparing for an event. 6. “Reporters” interview the “athletes” about: <ul style="list-style-type: none"> • The sport they play/participate in (they may provide a fictitious name). • A list of foods they eat to give them energy to perform their best. • Their favourite pre-competition meal. If needed, prompt them to select extra choices from Vegetables and Fruits and Grain Products, and smaller amounts from the other food groups. 7. Reporters then report back to the class, and identify which food groups the selected foods belong to.

Let's Relax!

Objectives of Activity	To have students learn general relaxation techniques that can be done easily on a daily basis.
Instructions	<p>Relaxation is important for stress relief and lifting one's spirits. It is also important in promoting personal health. The following include some general relaxation techniques that can be done easily on a daily basis. Walk the students through each technique.</p> <p>Breathing Techniques:</p> <ol style="list-style-type: none"> 1. Students should remove footwear and make themselves comfortable in a seated position. 2. Students should take note of how they breathe. Remember that slow deep breaths are relaxed breaths. 3. Have the students close their eyes and inhale deeply through their nose. 4. Ask the students to then exhale deeply through their mouth. 5. Repeat 3 and 4 for a couple of minutes. 6. Have the students open their eyes and remain seated for another minute. Do they feel more relaxed? <p>Relaxing the entire body:</p> <ol style="list-style-type: none"> 1. It is important to learn to relax every part of your body. 2. Ask students to close their eyes while sitting in an upright position with their hands on their laps and their feet on the floor. 3. Ask the students to tighten the muscles in their legs, feet and toes and silently count to five. 4. Then release and stretch those muscles in their legs, feet and toes. 5. Repeat this tightening exercise with the muscles in their chests and stomachs. 6. Repeat again tightening the muscles in their arms, fingers and shoulders. 7. Repeat again tightening the muscles in their face, mouth, nose eyes and teeth. 8. Have the students return to tightening their legs, feet and toes and then repeat the exercise for the entire body again, tightening while they count to five and then relaxing and stretching. 9. Ask students to open their eyes. Do they feel more relaxed?

Sleep IQ test	
Objectives of Activity	To have students test their knowledge about how much sleep they need and to explore factors that can affect the quality of their sleep.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • “Sleep IQ test” activity sheet and answer sheet
Instructions	<ol style="list-style-type: none"> 1. Have student complete the test individually and then discuss answers as a class. 2. Remind students that sleep is important to personal health. Balance participating in daily activities with getting enough sleep at night.

Sleep IQ Test

Name: _____

1. Caffeine can take effect in as little as 15 minutes.	True	False
2. Chocolate has the same amount of Caffeine as soda or tea.	True	False
3. It is important to maintain a regular bed and wake time schedule including weekends.	True	False
4. Daytime sleepiness always means a person isn't getting enough sleep at night.	True	False
5. Exercise regularly. It is best to complete your workout at least 1-2 hours before bedtime.	True	False
6. During sleep your brain rests.	True	False
7. Boredom makes you feel sleepy, even if you have had enough sleep.	True	False
8. Lying in bed with your eyes closed cannot satisfy your body's need for sleep.	True	False
9. Everyone dreams every night.	True	False
10. Most people don't know when they are sleepy.	True	False

Sleep IQ Test: Answer sheet

1. Caffeine can take effect in as little as 15 minutes: **False**

Caffeine enters the bloodstream through the stomach and small intestine and in most cases it takes about 30 minutes to take effect. The equivalent of 2 cups of coffee can increase alertness for several hours.

2. Chocolate has the same amount of Caffeine as soda or tea. **False**

An 8 ounce (oz) carton of chocolate milk contains about 5 milligrams of caffeine and an 8 oz milk chocolate bar contains about 40 milligrams of caffeine, compared with a typical range of 88-160 milligrams of caffeine in 8 oz of regular-brew coffee.

3. It is important to maintain a regular bed and wake time schedule including weekends: **True**

Our sleep-wake cycle is regulated by a "circadian clock" in our brain and the body's need to balance both sleep time and wake time. A regular waking time in the morning strengthens the circadian function and can help with sleep onset at night. That is also why it is important to keep a regular bedtime and wake-time, even on the weekends when there is the temptation to sleep-in.

4. Daytime sleepiness always means a person isn't getting enough sleep at night. **False**

Excessive daytime sleepiness is a condition in which an individual feels very drowsy during the day and has an urge to fall asleep when he/she should be fully alert and awake. The condition, which can occur even after getting enough nighttime sleep, can be a sign of an underlying medical condition or sleep disorder such as narcolepsy or sleep apnea. Daytime sleepiness can be dangerous and puts a person at risk for drowsy driving, injury, and illness and can impair mental abilities, emotions, and performance.

5. Exercise regularly. It is best to complete your workout at least 1-2 hours before bedtime. **False**

In general, exercising regularly makes it easier to fall asleep and contributes to sounder sleep. However, exercising sporadically or right before going to bed may make falling asleep more difficult. In addition to making us more alert, our body temperature rises during exercise, and takes as much as 6 hours to drop. A cooler body temperature is associated with sleep onset. Finish your exercise at least 3 hours before bedtime. Late afternoon exercise is the perfect way to help you fall asleep at night

6. During sleep your brain rests. **False**

While your body rests, your brain doesn't. An active brain during sleep prepares us for alertness and peak functioning the next day.

7. Boredom makes you feel sleepy, even if you have had enough sleep. **False**

When people are active, they usually don't feel sleepy. When they take a break from activity, or feel bored, they may notice that they are sleepy. However, what causes sleepiness most is sleep loss: not getting the sleep you need. Adults who don't get enough good sleep feel sleepy when they're bored. Boredom, like a warm or dark room, doesn't cause sleepiness, it merely unmasks it.

8. Lying in bed with your eyes closed cannot satisfy your body's need for sleep. **True**

Sleep is as necessary to health as food and water, and rest is no substitute for sleep. When you don't get the sleep you need, your body builds up a sleep debt. Sooner or later, this debt must be paid...with sleep. If you drive when you're sleepy, you place yourself and others at risk because drowsy drivers can fall asleep at the wheel with little or no warning. Sleepiness contributes to driver inattention, which is related to one million crashes each year!

9. Everyone dreams every night. **True**

Though many people fail to remember their dreams, dreaming does occur for every person, every night. Dreams are most vivid during REM or rapid eye movement sleep.

10. Most people don't know when they are sleepy. **True**

Most people don't know when they're sleepy. Researchers have asked thousands of people over the years if they're sleepy, only to be told no... Just before the individuals fell asleep! What does this mean? Many people don't know if they are sleepy, when they are sleepy, or why they are sleepy. When driving, don't think you can tough it out if you're sleepy but only a few miles from your destination. If you're sleepy enough, you can fall asleep...anywhere.

Background Information for Teachers: Body Image

What is body image?

The mental picture you have of your physical appearance and the attitudes you have towards it. These mental pictures may not be similar to your actual body shape. Between the ages of 9-12, many children become unhappy with how they look and assume that peers perceive them in the same way.

What is self-esteem?

Self-confidence and self-acceptance are two factors that influence a person's self-esteem. Self-esteem is the individual's image of self-worth; how they feel about themselves and value themselves based on who they feel they are and who they feel they should be.

How do they work together?

Self-esteem and body image usually greatly influence each other. People who have a positive self-esteem are more likely to accept and to have a realistic image of their physical appearance. Others who have a negative self-esteem feel poorly about their inner and outer image, which can lead to distortion of their body image.

Impacts on body image

Interests: Interests differ from child to child and will affect the things they do to promote a healthy lifestyle.

Activities (especially physical activity): When children are active, they are more likely to feel good about themselves and to recognize when they are hungry and when they are full. This allows them to eat enough to meet their nutritional needs and have the energy they need to be active. Children who are hungry or who do not eat well are less likely to have enough energy to be active and to get involved in activities that will help them feel good about themselves. Accomplishment of more sedentary activities such as sewing, drawing or puzzle making can also help a child's self-confidence, which in turn creates a positive body image.

Abilities: A child's newly developed abilities can also help create a positive body image by increasing their self-esteem. These abilities prove to the child that they are capable of learning new skills that were once impossible. Once students learn to appreciate their own talents and abilities, such as athletic capabilities, musical dexterity and artistic flair, they will increase their chances of creating a more positive body image.

How health habits/behaviours influence body image:

Skipping breakfast regularly- This reduces concentration and may affect school performance. People who miss breakfast tend not to meet their daily requirements for essential nutrients, in particular- calcium, iron, thiamin (vitamin B1), and fibre. Breakfast is important in maintaining healthy blood sugar levels. People who regularly skip breakfast experience decreased blood sugar levels, which naturally lead to cravings for foods high in sugar. Eating foods high in sugar on an empty stomach can lead to physical discomfort such as shakiness, dizziness and nausea. Eating frequently throughout the day, beginning with breakfast, regulates metabolism more efficiently and provides a more constant supply of energy.

Dieting- When dieting the body is unable to differentiate between a deliberately constructed low-calorie diet and an actual famine. The reduction in caloric intake causes the body to seek to protect from starvation by gradually burning fewer and fewer calories, making weight-loss ineffective. Once dieting is terminated, the body will work not only to regain any lost weight, but will also store extra in the event that starvation occurs again. Diets therefore do not work as is commonly thought and can actually contribute to overweight.

Not eating regularly- To wait until the body is overly hungry could result in overeating or binge eating because the body is desperate for food. If these behaviours become a habit, it could lead to serious eating problems. Waiting until this point frequently results in lack of energy, mood swings, lack of concentration and fainting. This could interfere with daily functions including school performance and relationships with others. Not eating regularly can also slow down the metabolism, which can lead to fluctuations in weight.

Physical activity- Active living is a way of taking good care of our bodies. The benefits of regular physical activity are many, including improved strength and coordination, improved cardiovascular fitness, reduced tension, increased energy and a sense of well-being.

Physical activity should be seen as an enjoyable part of life. Active living can be achieved by moving a little more often. It can be a simple walk to school, a bicycle ride, raking the leaves, shoveling snow or carrying the groceries

Enjoying a variety of healthy food- Eating from the four food groups provides you with the nutrients you need to be healthy. You need foods from each group because each gives you different nutrients. You also need to choose different foods from within each food group to get all the nutrients your body needs. As well, ensuring a variety of choices helps avoid the boredom that can come from eating the same foods day in and day out. Variety also means trying food from other cultures, which can help children learn about their friends and the world around them.

Sleep- Just as healthy food choices and physical activity are important factors in overall health and well being, adequate sleep is necessary for people to function properly throughout the day. Some can function with less, while others require as many as twelve hours. Students should take into consideration their daily activities and be sure that they are well rested, so they can optimize their health. As always, it is important to listen to internal body cues and rest as needed.

Student Activities: Body Image

Seeking Solutions	
Objectives of Activity	To have students take a problem whereby a decision must be made, weigh its pros and cons, and then make a decision accordingly.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • ‘Seeking Solutions’ activity sheet.
Instructions	<ol style="list-style-type: none"> 1. Students are to think of a problem that may or may not be real. For example, mom and dad give you a weekly allowance and you are trying to decide whether to spend all of it on one movie, or to save it and not go to the movie. In this case, the decision is to spend or save and you could design the pros and cons of either spending or saving. 2. Distribute copies of the “Seeking Solutions” activity sheet. 3. Have the students complete the activity sheet including their actual pro and con list. 4. After completing their lists, explain to the students that the decision should be made in favor of the column that bears the most weight. For instance, if the pro list is larger (and/or includes things that are very important to you) you should decide in its favor. On the other hand, if the con list is larger (and/or includes things that are very important to you) you should decide in its favor.

SEEKING SOLUTIONS ACTIVITY SHEET

A decision I have to make is: _____

Pros	Cons

Which list is larger?

My decision is:

Self Esteem, Self Image

Objectives of Activity	To have students think about their own feelings on self esteem.
Teacher Background Information	Refer to Teachers Background Information
Material Required	<ul style="list-style-type: none"> • “Smoking, Self Image and Self Esteem” handout • “Be Your Own Best Friend” handout
Instructions	<ol style="list-style-type: none"> 1. Have a class discussion on the following: <ul style="list-style-type: none"> - What do we mean by “self esteem?” (how we feel about yourselves) - What do we mean by "self-image"? (how we see ourselves) <p>(Self esteem and self image are closely connected because if you have a poor image of yourself your self esteem will be low)</p> <ul style="list-style-type: none"> - What is our "ideal self-image"? (how we'd like to be; the qualities we admire in others) 2. Give students a few minutes to read Smoking, Self Image and Self Esteem. Before asking the following questions, remind students that there is no right or wrong answer here. They should feel free to answer honestly. <ul style="list-style-type: none"> • Do you agree or disagree with the idea that teens with low self-esteem and negative self-image are more likely to smoke than teens with positive self-image? Why or why not? • How many of you have friends or relatives who smoke to deal with stress or worries? Does it seem to work? • Think of teens you know who smoke. Would you describe them as attractive, popular or mature? • Think of your five best friends. Do any of them smoke? Do most of you share similar attitudes about smoking? • If you don't smoke and a few of your close friends started smoking, how would you react? • This article talks about how the advertising industry preys on teens with poor self-image and low self-esteem. Do you agree or disagree with this view? • What do you consider to be the biggest influence on how you feel about yourself? 3. Sometimes it's easier to be positive about our friends than about ourselves. Distribute “Be Your Own Best Friend” handout. Discuss each point. Ask students to try to remind themselves of these points over the following week, perhaps by posting the sheet in their room. They could keep a journal for the week, in which they make a note of any times they are able to be their own best friend.



Smoking, Self-Image and Self-Esteem

According to the World Health Organization, self-esteem, self-image and tobacco use are directly linked. Adolescents who smoke tend to have low self-esteem, and low expectations for future achievement. Often they see smoking as a way to cope with the feelings of stress, anxiety and depression that stem from a lack of self-confidence.

Adolescent girls are more likely to cope with stress by worrying, and then turn to cigarettes to cope with worry. Adolescents who see cigarettes as a way to handle negative feelings are more likely to ignore the long-term health consequences of smoking. Young non-smokers, on the other hand, tend to have higher self-esteem than teens that smoke.

Teens' attitudes towards their friends, classmates, boyfriends and girlfriends who smoke can make a difference to their own likelihood of smoking. Studies have shown that the single most direct influence on smoking among young teens is the smoking habits of their five best friends. Girls with a best friend who smokes are nine times more likely to become smokers themselves than those with non-smoking best friends.

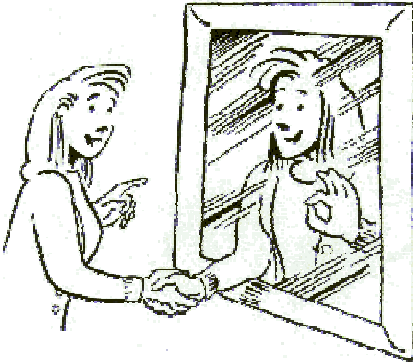
Some teens believe that smoking cigarettes will improve their image, by making them appear more mature or cool. Role models who smoke are frequently seen as tough, sociable and sexually attractive. For these teens, smoking is an attempt to improve the way they're perceived by friends and peers. Studies have shown that if peers do react positively to this strategy, then the new smoker is likely to continue smoking.

This attitude is not lost on tobacco advertisers, who portray smoking as a proof of adulthood, maturity, sophistication, popularity and sexual attractiveness. In the case of young girls, smoking is also equated with thinness - feeding on adolescent insecurities about body image. Being slim gives these girls self-confidence, and makes them feel fashionable. Surrounded by a culture that supports such beliefs, some teenage girls may see cigarettes as a way to attain these goals.

Sources:

Jonathan Samet and Soon-Young Yoon (eds.), "Women and the Tobacco Epidemic: Challenges for the 21st Century." The World Health Organization, 2001. Pages 55, 57.

Handout from the Media Awareness Network



Be Your Own Best Friend

Know Yourself

Accept your strengths and your weaknesses.
Everyone has both!

Accept Help

Some problems are too big to solve alone.
Confide in someone you trust, and lighten the load.

Go Gently

Don't be hard on yourself. Be careful not to expect too much,
or to over react to your mistakes.

Be True to You

Don't try to be someone else. Be proud of who you are. Pay attention
to your own thoughts and feelings, and do what seems right for you.

Control Self-Talk

Listen to the voice inside your head. If you hear put-downs - "I'm so
stupid." "I'm not worth it." "I should be more like him/her." - then STOP!

Take a deep breath, and change the tune to - "Everybody
makes mistakes." "I deserve it." "How I am is good enough for me."

Take Time Out

Spend some time alone and enjoy your favourite music, reading a book
or magazine, or write in your journal.

Stay Active

When you walk, run, dance and play hard, your body gets rid of
nervous energy and tension. And when you feel fit and strong, you're
ready to meet life's challenges.

That's Vitality!

Objectives of Activity	To have students acknowledge what positive lifestyle choices are.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • Poster Paper • Markers, magazines glue etc
Instructions	<ol style="list-style-type: none"> 1. Review with the students the three positive lifestyle choices that make up the Vitality approach to living. (Eating well, being active and feeling good about yourself) <ul style="list-style-type: none"> - Eating well: emphasize Eating Well with Canada's Food Guide - Being active: emphasize the importance of participating in activities that fit comfortably and conveniently in the usual routines of daily life, like riding a bike, walking or washing the car. Being active means doing some type of physical activity that increases your heart rate each day. See Canada's Physical Activity Guide for Youth. - Feeling good about yourself: refers to people learning to accept and respect themselves. People with a healthy self-image and body image will have a stronger sense of themselves, have more control over their lives and tend to feel and look happier. 2. The Vitality approach to living is a psychological, social and cultural shift away from the importance of weight loss, dieting and body weight to a focus on eating well, being active and feeling good about yourself. 3. Discuss, as a group, the following questions: <ul style="list-style-type: none"> “What does eating well mean to you?” “What are the benefits to eating well?” “What can you do to improve or maintain healthy eating habits?” “What does ‘enjoy being active’ mean to you?” “What are the benefits of active living?” “What can you do to improve or maintain your activity level?” “What does feeling good about yourself mean to you?” “What are the benefits of feeling good about yourself?” “How does physical activity and healthy eating relate to feeling good about yourself?” 4. Home (or in class) - In pairs, have students design a poster to promote the Vitality approach to living. Encourage them to use some of the ideas brought up during the discussion.

Student Activities: Other Health Topics

Keeping You Healthy – Rules and Regulations for Your Protection	
Objectives of Activity	To have students become familiar with rules and regulations that are in place to protect the health and safety of the public.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • Access to internet and libraries
Instructions	<ol style="list-style-type: none"> 1. Divide the class into small groups of 3 – 5 students. 2. Have each small group select a specific regulation that is in place to protect health and safety of the public. The group must research the regulation and report their findings back to the class 3. In their report, the group should try to identify: <ul style="list-style-type: none"> ◆ What the regulations specify ◆ Why the regulations exist ◆ Who the regulations protect ◆ When the regulations were developed ◆ How the regulations are enforced ◆ Where they found their information ◆ Which groups in the community most actively support the regulations? Why? ◆ Is anyone against the enforcement of the regulations? Why? ◆ Do they, as a group, support the regulations? Why? 4. Examples of regulations that protect the health of the public include: <ul style="list-style-type: none"> ◆ Food safety regulations for food service establishments (such as restaurants) ◆ Pasteurization of milk ◆ Smoking bylaws ◆ Minimum drinking age ◆ Wearing seat belts ◆ Immigration policies on bringing live plants and animals into Canada ◆ Use of car seats for infants ◆ Mandatory courses for a personal watercraft license ◆ Food policies for schools ◆ Gun control regulation ◆ Working alone legislation ◆ Menu planning guidelines for day cares, group homes, or seniors lodges ◆ Reporting of communicable diseases such as Tuberculosis, Whooping Cough, and Measles