

# **Nutrition Resource Kits**

**Grade Seven – Lesson Plans**

# Grade Seven - Lesson Plans

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## Introduction

This Nutrition Resource Kit is designed for Grade 7. 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](mailto: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 Objectives<sup>1</sup>

### Students will be able to:

- W – 7.1** Compare personal health choices to standards for health; e.g., nutrition, physical activity, relaxation, sleep, reflection.
- W – 7.4** Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices.
- W – 7.5** Relate factors that influence individual food choices to nutritional needs of adolescents.
- R – 7.1** Analyze how thinking patterns influence feelings.
- L – 7.3** Differentiate between choice and coercion in decision making for self and others.
- L – 7.4** Revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills
- L – 7.5** Create a personal portfolio showing evidence of interests, assets and skills.
- L – 7.7** Determine and use knowledge and skills of the class to promote school and community health.
- L – 7.8** Apply effective group skills to design and implement a school-community health enhancement plan.

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<sup>1</sup> Alberta 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

|                 | <b>Vegetables and Fruit</b> | <b>Grain Products</b> | <b>Milk and Alternatives</b> | <b>Meat and Alternatives</b> |
|-----------------|-----------------------------|-----------------------|------------------------------|------------------------------|
| <b>Age 9-13</b> | 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](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.



## Student Activities: Nutrition

| <b>Choosing Foods</b>          |   |
|--------------------------------|---|
| Objectives of Activity         | To have students think about why they select particular foods and do not select other foods, and to have students examine the importance of these decisions.  |
| Teacher Background Information | <ul style="list-style-type: none"> <li>• While adolescents are generally well-informed about sound nutrition practices, this knowledge is often not applied in their everyday lives. In studies on adolescents' views of foods, barriers to making healthier food choices included lack of time, convenience, lack of self-discipline, and lack of a sense of urgency.</li> <li>• As with other health-related behaviours, adolescents live and think for today, and are generally not motivated by possible health benefits in the far future. Adolescents are more likely to be motivated by immediate and obvious benefits like the effects on skin/hair/teeth, athletic performance, being "fit" and ability to concentrate in school.</li> </ul>   |
| Material Required              | <ul style="list-style-type: none"> <li>• "Choosing Foods" activity sheet</li> <li>• A blackboard/whiteboard or flip sheet to write down brainstorming ideas</li> </ul>  |
| Instructions                   | <ol style="list-style-type: none"> <li>1. Have the class brainstorm ideas on why people choose certain foods to eat.</li> <li>2. Write the list that the students come up with on the board and add any more that you can think of. Reasons listed could include: taste, smell, color, texture, advertising, nutritional content, family favourite, friends' favourite, habit, parent's advice, cost, availability (– in the cupboard or fridge), time of day, try something new, etc.</li> <li>3. Next, have students list ten different foods they choose to eat. Encourage students to choose food they eat for a variety of different reasons. Discuss different reasons as to why certain food selections are made.</li> <li>4. Discuss how choosing foods for a variety of reasons is important, however, choosing for only taste and convenience may lead to poor eating habits.</li> <li>5. Next, have students use the "Choosing Foods" activity sheet to write a plan to make their eating habits healthier. Examples: "I want to eat less fast food", or "I want to choose foods because they taste good <u>and</u> are nutritious".</li> <li>6. Ask students what they can do to ensure their goals are achievable. Examples might include grocery shopping with their parents to help select healthier foods, making their lunches the night before due to lack of time in the morning, having breakfast so they don't feel like buying candy to snack on in the morning, etc.</li> <li>7. Plans should include the changes as to how they feel different, possible health benefits, fitness level, future health benefits, etc.</li> <li>8. Have students think of how they might reward themselves for making these positive changes.</li> </ol> |

## Choosing Foods

| Foods I Choose to Eat | Why I Choose to Eat These Foods |
|-----------------------|---------------------------------|
|                       |                                 |
|                       |                                 |
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|                       |                                 |
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|                       |                                 |
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|                       |                                 |
|                       |                                 |
|                       |                                 |



## My Plan for Choosing Healthier Foods

What do I want to change about how I choose foods? \_\_\_\_\_

\_\_\_\_\_

What will I have to do differently to make this change? \_\_\_\_\_

\_\_\_\_\_

How will this change make me feel or benefit my health? \_\_\_\_\_

\_\_\_\_\_

How will I reward myself for making this change? \_\_\_\_\_

\_\_\_\_\_

## Small Changes Can Make a Big Difference

|                                |   |
|--------------------------------|---|
| Objectives of Activity         | To have students review Canada's Food Guide and evaluate their daily food intake, and then compare their servings to the recommended servings in Canada's Food Guide.   |
| Teacher Background Information | <ul style="list-style-type: none"> <li>• Eating Well with Canada's Food Guide<br/><a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html</a></li> <li>• Eating Well with Canada's Food Guide: A Resource for Educators and Communicators<br/><a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html</a></li> </ul>  |
| Material Required              | <ul style="list-style-type: none"> <li>• Eating Well with Canada's Food Guide</li> <li>• "Small Changes Can Make A Big Difference" activity sheet</li> </ul>  |
| Instructions                   | <ol style="list-style-type: none"> <li>1. Distribute Canada's Food Guide.</li> <li>2. Review Canada's Food Guide. Focus on how it is designed to be specific about recommendations based on energy and nutrient needs of various ages and genders. For example, the recommended servings of Grain Products for 9-13 year olds is 6 per day. An athlete or some active adolescent boys may consistently require additional servings. Others may consistently meet their needs by eating the recommended 6 servings per day. Also, requirements for calcium are higher in adolescence thus the Food Guide recommends 3-4 servings of Milk and Alternatives for those 9-18 years old.</li> <li>3. Discuss with the class what the serving sizes look like.</li> <li>4. Explain how each food group provides us with a unique set of nutrients. (See chart on page 9 in "Eating Well with Canada's Food Guide: A Resource for Educators and Communicators.")</li> <li>5. Distribute copies of "Small Changes Can Make a Big Difference".</li> <li>6. Ask students to write down their food intake from the previous day.</li> <li>7. Have students compare their food intake from the previous day with the recommended number of servings of each food group as indicated in the Food Guide.</li> <li>8. Explore with the class which food groups are often low or missed. What nutrients are in these groups and what are the health consequences of consistently not meeting needs? Brainstorm suggestions to improve overall intake of the class.</li> <li>9. Now ask students to think of their own food intakes and set achievable goals for improvement. When setting goals, one is more motivated when successes</li> </ol> |

are realized. It is often easier to set small achievable goals that are sustainable, rather than trying to make too many changes at once, or having an “all or nothing” attitude. Targets should be realistic - they should be "do-able" and based on food likes and dislikes. When we can see success, we are inspired to continue with positive changes.

Examples of goals might include:

- ◆ To eat one more serving of vegetables and fruit every day
- ◆ To include all four food groups at supper
- ◆ To snack on fruit before bed
- ◆ To include a serving of Meat & Alternatives at least twice a day

10. Remind students they will experience growth spurts during adolescence, and varying activity levels will impact their food intake. If a student cannot eat a certain food group (e.g. allergy to milk), ask them how they can ensure they are getting the missing nutrients (e.g. Calcium and Vitamin D supplements).

11. Have students write down at least one change they will make and to indicate when they intend to start.

Extension:

12. Have students record their food intake for another 24 hours. How does this record compare with their initial record?

## Small Changes Can Make a Big Difference

Remember.....

- Change one thing at a time.
- Small Changes are easier than big changes.
- Changes should be ones that fit into what you normally do.
- Goals should include foods that you like and have in your house, if possible.
- Changes and goals are easier to remember if you write them down.
- Celebrate the small changes you make.

**Step 1:** Write down everything that you ate yesterday. Then estimate the number of servings you consumed for each meal.

| Meal                            | Food Consumed | # of Vegetable and Fruit Servings | # of Grain Product Servings | # of Milk and Alt. Servings | # of Meat and Alt. Servings | # of Foods to Limit Choices |
|---------------------------------|---------------|-----------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Breakfast                       |               |                                   |                             |                             |                             |                             |
| Lunch                           |               |                                   |                             |                             |                             |                             |
| Dinner                          |               |                                   |                             |                             |                             |                             |
| Snacks                          |               |                                   |                             |                             |                             |                             |
| <b>Total Number of Servings</b> |               |                                   |                             |                             |                             |                             |

**Step 2: Compare your total number of servings for each food group with the minimum number of servings you need from Canada’s Food Guide.**

| <b>Number of servings you ate from each food group</b> | <b>Minimum number of servings you need from each food group</b> |
|--|---|
| <b>Vegetables and Fruit:</b>                           | Vegetables and Fruit: 6   |
| <b>Grain Products:</b>                                 | Grain Products: 6   |
| <b>Milk and Alternatives:</b>                          | Milk and Alternatives: 3-4                                      |
| <b>Meat and Alternatives:</b>                          | Meat and Alternatives: 1-2                                      |

- Did you meet the minimum serving for each food group?    yes     no
  
- Were there any food groups where you had more then the recommended serving amounts? If so, which one(s)?  
\_\_\_\_\_
  
- Were there any food groups where you had less then the recommended serving amounts? If so, which one(s)?  
\_\_\_\_\_
  
- What food group(s) did most of your snacks come from?  
\_\_\_\_\_
  
- Did you choose different kinds of foods from each food group?    yes     no

**Step 3: Based on the above questions try to think of one small change that you could make to improve your food choices. Write it below:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Take Control – Meet Your Nutritional Needs

|                                |  |
|--------------------------------|--|
| Objectives of Activity         | To have students review specific nutritional needs and issues of adolescents.  |
| Teacher Background Information | <ul style="list-style-type: none"> <li>• Beyond an Apple a Day – report on the eating habits and physical activity patterns of Alberta youth<br/> <a href="http://www.albertamilk.com/nutritioneducation/Reality%20Check-Background%20Paper.doc">http://www.albertamilk.com/nutritioneducation/Reality%20Check-Background%20Paper.doc</a></li> <li>• Overview of Canadians’ Eating Habits – Statistics Canada<br/> <a href="http://www.statcan.gc.ca/pub/82-620-m/82-620-m2006002-eng.pdf">http://www.statcan.gc.ca/pub/82-620-m/82-620-m2006002-eng.pdf</a></li> <li>• More general information on vitamins and minerals – Linus Pauling Institute<br/> <a href="http://lpi.oregonstate.edu/infocenter/index.html">http://lpi.oregonstate.edu/infocenter/index.html</a></li> </ul>  |
| Material Required              | <ul style="list-style-type: none"> <li>• Access to internet and libraries</li> </ul>   |
| Instructions                   | <ol style="list-style-type: none"> <li>1. After reviewing appropriate teacher background information, have a general discussion on special nutrient needs and concerns for adolescents.</li> <li>2. List these key nutrients on the board:             <ul style="list-style-type: none"> <li>◆ Calcium</li> <li>◆ Iron</li> <li>◆ Zinc</li> <li>◆ Vitamin A</li> <li>◆ Vitamin C</li> <li>◆ Vitamin D</li> <li>◆ Folic Acid</li> <li>◆ Dietary Fibre</li> </ul> </li> <li>3. Nutrition issues of concern for adolescents also can have a major impact on general health and being at one’s best. Possible issues of concern for adolescents include:             <ul style="list-style-type: none"> <li>◆ Skipping breakfast</li> <li>◆ No time for lunch</li> <li>◆ Drinking pop and other sweetened beverages frequently (instead of water or more nutritious beverages like milk)</li> <li>◆ Not drinking enough water</li> <li>◆ No time (or nothing available) to eat prior to or after extra curricular activities</li> <li>◆ Lack of nutritious choices in vending machines or in school / recreational facilities</li> <li>◆ No food in the house after school</li> <li>◆ Concern with weight</li> </ul> </li> <li>4. Divide students into small working groups and assign one nutrient and one issue to each group of students.</li> </ol> |

- |  |   |
|--|---|
|  | <ol style="list-style-type: none"><li>5. Ask students to research why their assigned nutrient is important, especially during adolescence, and to name the best food sources of the nutrient.</li><li>6. Have students brainstorm within their groups the extent of their assigned “issue” and to think of possible solutions. Include any research findings (e.g. why eating breakfast is important, why getting enough water is necessary, why too much pop is a concern, etc.)</li><li>7. Have each group report their findings back to class.</li></ol> |
|--|---|



## Making Your School a Healthier Place

|                                |  |
|--------------------------------|--|
| Objectives of Activity         | To have students think of ways that health can be enhanced in the school environment. Students will think about programs and policies that currently exist in the school as well as possible future initiatives that could be student-driven.  |
| Teacher Background Information | <ul style="list-style-type: none"> <li>• Steps to a Healthy School Environment: School Nutrition Handbook<br/><br/> <a href="http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-school-nutrition-handbook.pdf">http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-school-nutrition-handbook.pdf</a></li> </ul> <p><b>What is a School Health Assessment?</b></p> <p>Assessment is the “key” to understanding what is already happening in your school, what is going well, and what can be improved. Assessment aids in understanding how to make changes that will enhance and extend student learning, for all children. It is the process of documenting the knowledge, skills, attitudes and beliefs of an individual or population.</p> <p>The intent of an assessment is to produce evidence-based data and recommendations. A combination of procedures, methods and tools can be used before, during and after implementing an initiative to assess what is currently happening and the effects of an initiative on the health of a population. Needs assessments may include strategies such as focus groups, interviews, surveys and questionnaires. A thoughtful assessment/assessment plan guides the development and evaluation of school health initiatives. An assessment plan helps schools to determine how to collect information related to the needs of students, staff, and parents. Some practical assessment strategies for school-based initiatives include:</p> <ul style="list-style-type: none"> <li>• Pre- and post-tests</li> <li>• Surveys</li> <li>• Interviews</li> <li>• School records</li> <li>• Observation data</li> </ul> <p>What to do:</p> <p>A strong core group (such as a Health Action Team) should be able to assess the school community through both formal and informal processes. Examples of formal processes include interviews, requesting feedback at staff and parent meetings, poster competitions, suggestion boxes, and photo stories. Informal methods used to collect information may include casual conversations and hosting a mural wall. Be sure to connect with your School Health Facilitator or Health Promotion Coordinator from Alberta Health Services for support in creating and implementing your assessment plan.</p> <p><b>Tools for Assessment:</b> The following tool is recommended and provided to assist you with your school assessment:</p> <p>Health Assessment Tools for Schools (HATS)<br/> <a href="http://www.everactive.org/health-assessment-tool-for-schools">http://www.everactive.org/health-assessment-tool-for-schools</a></p> <p>There are also other assessment tools available. Speak to a School Health Facilitator or Health Promotion Coordinator from Alberta Health Services for more tools and</p> |

|                   |   |
|-------------------|---|
|                   | <p>assistance in this area.</p> <p><b><i>Developing/ Assessing School Health Initiatives: Questions to Consider</i></b></p> <p>The following questions are examples that may be considered in developing/assessing school health initiatives.</p> <ul style="list-style-type: none"> <li>• What is the schools vision? What are the goals of the CSH (comprehensive school health) initiative? What issues or problems do the goals address?</li> <li>• What does the school or jurisdiction want to learn? How does the school plan to use the information?</li> <li>• What other assessment methods are being used by the school or jurisdiction? How successful do these methods appear to be?</li> <li>• Are the CSH initiatives working well? What improvements are possible?</li> <li>• What issues and/or problems have arisen in the implementation? How might these issues be addressed?</li> <li>• What resources are currently available? What others might be available?</li> <li>• How is this initiative related to the curriculum?</li> <li>• How does the initiative involve students, parents and community?</li> </ul>  |
| Material Required | <ul style="list-style-type: none"> <li>• Flipchart, markers, tape or pins</li> <li>• “Ground Rules for Group Discussion” handout (or overhead)</li> </ul>   |
| Instructions      | <ol style="list-style-type: none"> <li>1. Review “Ground Rules for Group Discussion” handout. Teachers may choose to make an overhead so that students have a constant visual reference of ground rules during the discussion.</li> <li>2. Assign a student to record information on the flipchart.</li> <li>3. Have the class brainstorm answers to the following questions: <ul style="list-style-type: none"> <li>◆ What makes your school a healthy place to be?</li> <li>◆ What programs, supports, and policies are currently in place which protect or contribute to student health?</li> <li>◆ What is happening in your school that may be unhealthy?</li> <li>◆ What could be worked on to make your school a healthier place?</li> </ul> </li> <li>4. Based on the answers to the above questions, ask students to identify “health issues” for the school. List these on the board or on a sheet of flipchart paper. Examples of health issues that students might identify include: <ul style="list-style-type: none"> <li>◆ Tobacco use</li> <li>◆ Alcohol and drug use</li> <li>◆ Healthy food choices at school (School Food Policy, items available in vending machines and in the canteen, skipping meals, etc.)</li> <li>◆ Access to the gym and sports equipment</li> <li>◆ Personal safety in the school yard</li> <li>◆ Violence, bullying, verbal / mental / physical abuse</li> <li>◆ Unsafe sex practices</li> <li>◆ Injury reduction (use of helmets, mouth guards, and other protective</li> </ul> </li> </ol> |

gear)

- ◆ Safe driving
- ◆ Communicable diseases such as hepatitis, meningitis, HIV, etc.
- ◆ Suicide prevention
- ◆ Safe places to relax, reduce stress
- ◆ Peer support networks
- ◆ Peer pressure to behave in a certain way

5. Divide students into small groups of 3 – 5 students. Assign one “health issue” to each group.
6. Ask each group to think of and write down what is currently being done (if anything) about this health issue in the school.
7. Ask each group to think of what could be done about this issue, assuming appropriate resources (e.g. money, student and staff support, space, time, etc.) were available. Ask them to propose an action plan that would serve to enhance student health in regards to this health issue.
8. Have each group report back to the class on their health issue and proposed action plan.

Future consideration: Consider conducting a formal school health assessment using an assessment tool such as the HATS tool.

## **Ground Rules for Group Discussion**

- ✓ One person talks at a time, without interruption
- ✓ Stay focused on the discussion
- ✓ Respect the opinions of others
- ✓ Be brief and to the point when speaking
- ✓ Actively listen to the person who is speaking
- ✓ Communicate directly and honestly
- ✓ Respect confidentiality of others (what is said stays in the room)
- ✓ Do not have side conversations
- ✓ Be creative and participate
- ✓ Agree to disagree

## It's a Family A-Fare

|                                |   |
|--------------------------------|---|
| Objectives of Activity         | To have students explore the topic of family influence on food choices.   |
| Teacher Background Information | <ul style="list-style-type: none"><li>• <a href="http://www.healthyalberta.com/HealthyEating/618.htm">http://www.healthyalberta.com/HealthyEating/618.htm</a></li></ul>   |
| Material Required              | N/A   |
| Instructions                   | <ol style="list-style-type: none"><li>1. Introduce the topic of family influence on food choices by posing the following questions to the class<ul style="list-style-type: none"><li>• Who does most of the cooking in your family?</li><li>• Who does most of the meal planning?</li><li>• Who does most of the shopping?</li><li>• Which meals do you eat with other people?</li><li>• Which meals do you eat alone?</li><li>• What kind of influence do you have on what you and your family eat?</li><li>• What influence does culture have on food choices?</li></ul></li><li>2. Through a discussion, explore the impact of family and culture on the students eating habits.</li></ol> |

## **My Eating Pattern Brainstorm**

|                                |   |
|--------------------------------|---|
| Objectives of Activity         | To have students understand what influences their own eating patterns or food choices.  |
| Teacher Background Information | See Background Information for Teachers- Nutrition  |
| Material Required              | <ul style="list-style-type: none"><li>• Flip chart paper and marker or white board</li></ul>  |
| Instructions                   | <ol style="list-style-type: none"><li>1. Explain to students that a person's eating pattern includes details of what that person eats, how much, where, and when.</li><li>2. Begin a discussion using one of the following questions<ul style="list-style-type: none"><li>• What is your favourite meal/dish? Why?</li><li>• What is your favourite snack? Why?</li><li>• Which of the foods your parents/guardians buy regularly are your favourites? Why?</li></ul></li><li>3. On a flip chart or the white board, list the reasons why these foods are their favourite.</li><li>4. Students may tend to focus on taste. Guide a discussion about other influences on their eating habits (e.g., media, family traditions, allergies, hunger, personal habits, where we live, peers, and situations which elicit emotion like boredom, anger or sadness.)</li></ol> |

## The Great Debate

|                                |  |
|--------------------------------|--|
| Objectives of Activity         | To have students practice debating on relevant nutrition issues.   |
| Teacher Background Information | See Background Information for Teachers- Nutrition   |
| Material Required              | N/A  |
| Instructions                   | <ol style="list-style-type: none"><li>1. Hold a debating challenge. Ask students to come up with debating issues such as:<ul style="list-style-type: none"><li>▪ Resolved that friends influence the food choices one makes</li><li>▪ Resolved that the school policy should make pop and chips unavailable in the cafeteria</li><li>▪ Resolved that parents and teachers should let children eat what they want</li><li>▪ Resolved that healthy eating belongs only at home.</li></ul></li><li>2. Divide students into pairs of teams for each topic being debated. One team for each pair must take the affirmative, the other, the negative.</li><li>3. As a class, determine the rules (e.g., one person speaks at a time and speakers alternate between affirmative and negative sides).</li><li>4. Hold a class discussion about the points raised for the topics debated.</li></ol> |

## Selling Obesity

|                                |  |
|--------------------------------|--|
| Objectives of Activity         | <p>Students will demonstrate:</p> <ul style="list-style-type: none"> <li>• Awareness of health issues associated with over-consumption of snack foods and fast foods</li> <li>• Awareness of how the fast food and snack food industries encourage over consumption of their products through advertising and serving sizes</li> <li>• An understanding of their own responses to advertising of fast food and snack food</li> <li>• Continuing awareness of the types of foods needed to maintain a healthy lifestyle</li> <li>• Continuing awareness of the principles of balance and moderation in fitting snack foods into a healthy diet</li> </ul> |
| Teacher Background Information | <ul style="list-style-type: none"> <li>• Media Awareness Network (Teacher information, gender roles, minorities in the media, stereotypes, etc.)<br/><a href="http://www.media-awareness.ca">http://www.media-awareness.ca</a></li> <li>• Media and Children and Teens (American Academy of Pediatrics)<br/><a href="http://www.aap.org/advocacy/mediamatters.htm">http://www.aap.org/advocacy/mediamatters.htm</a></li> </ul>   |
| Material Required              | Computer with internet access  |
| Instructions                   | <p>This lesson plan is from the Media Awareness Network, to access lesson plan:</p> <ol style="list-style-type: none"> <li>1. Go to: <a href="http://www.media-awareness.ca/english">www.media-awareness.ca/english</a></li> <li>2. In the search box in the top right corner type: Selling Obesity</li> <li>3. Print PDF or printable version of lesson plan</li> </ol>   |



## 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. During adolescence, many youth 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.

**Parents:** Parents and guardians are in an important position when it comes to self-esteem and body image of their children. During adolescence, children are unsure of themselves and look for guidance and positive reinforcement from parents and other role models. Parents can have an influence either directly or indirectly. Direct influence is what a parent says to the child. Children take what their parents say very seriously; therefore, it is very important that they get positive and accurate messages from them. Some examples of positive messages that parents can give their children are commenting on a great soccer game or pinning up a good mark on the refrigerator. Indirect influence is how a parent feels about themselves and their attitude on body image, which can reflect on the attitude of their children. Parents who have a positive body image will usually pass those signals on to their children.

**Peers:** Peers and friends are another important group that adolescents look to for guidance. During puberty, adolescents are experiencing many changes to their body. This is when differences in physical appearance among peers becomes more apparent. These changes may drive some to struggle with their natural body shape. How others react and talk about an individual can greatly influence how that person feels about himself or herself. It is important to encourage students to help boost self-esteem of their peers by positive reinforcement rather than lowering it through negative comments.

**Media:** Media is also a strong influence on adolescent behaviour. Constant advertisements of young, thin, and muscular models give the impression that all people should look like them. This is an unrealistic goal for many teenagers because their body shapes are changing and are not genetically made the same way. When they cannot form their body into the “ideal” shape they may feel badly about their image and this could lead to a negative body image and low self-esteem. Also, there are many dieting advertisements on television and in magazines that can make it seem normal and necessary to be on a diet. Dieting can have damaging results on the health of the adolescent.

### **What are the health risks of trying to alter natural body size/shape to meet media ideal?**

The media often gives an **unrealistic impression** that all people should fit into one body shape mould. The truth is the models may not even fit into this “ideal mould” because they are often airbrushed and altered to make the “perfect image”. Sometimes the person in the advertisement is not even a real person, rather a computer-generated model! This media message is harmful to how individuals view themselves and may cause them to adopt unhealthy eating and exercise habits as they strive to fit the mould.

### **Promote a positive body image**

It is important to be critical of the media. Unrealistic and unhealthy images must be identified. Encourage students to **evaluate** what they see in **the media**; this will get them thinking about what is wrong with the images rather than wishing to mimic them.

Promote a **healthy lifestyle** rather than worrying about body shape or weight. It is important to remember that being skinny does not equal being healthy. In truth being too thin can be very unhealthy and result in long term health problems. Every body shape can be healthy if a combination of healthy eating and regular physical activity is maintained.

Help out others by telling them when they have done a good job. Highlight attributes that students have other than physical appearance. Work on developing a positive self-esteem as a foundation for a realistic and positive body image.

### **Where does an individual’s body shape originate?**

There are 3 basic body types: Ectomorph, Mesomorph, and Endomorph. To have a body shape that follows only one type is very rare. Most people have a combination of two or all three to make their unique body shape. Every body shape can be healthy as long as healthy life style choices are adopted. Healthy Eating and regular physical activity are important to everyone and every body type.

**Ectomorph** is the body shape that is characterized by a tall thin frame. Someone who has predominately an ectomorph body type will have a flat chest, delicate build, very little muscle or fat and appear young looking. An ectomorph may also have trouble putting on weight.

**Mesomorph** displays a more rectangular shape. A hard and muscular body, with a mature appearance, are also characteristics of the mesomorph body shape. A mesomorph usually can gain and lose weight easily, usually in muscle mass.

**Endomorphs** have a soft body and round shape. Someone who shows endomorph features will have underdeveloped muscles and generally has a higher percent of body fat.

### **What is “normal eating”?**

In our fast-paced society filled with distorted media messages, it is sometimes difficult to know what normal eating is. Individual’s who have a healthy relationship with food take pleasure in eating a variety of foods, meet their body’s basic energy and nutrient needs and follow Canada’s Food Guide. They also eat when they are hungry and continue until they feel satisfied. They listen to their internal signals of hunger and fullness just as they respond to their body’s signal for sleep or thirst.

### **What happens during a diet?**

When dieting, the body is not able 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 also to store extra in the event that starvation occurs again. Therefore, diets do not work and in fact can contribute to overweight.

#### Physical Effects:

- Poor nutrition
- Weight gain
- Decreased strength
- Headaches, dizziness
- Lowered metabolic rates
- Interrupted menstrual cycles
- Body swelling/retaining fluids
- Health problems- chronic fatigue, irritability, hypertension, heart irregularities, anemia, hair loss, gallstones, diarrhea
- Poor motor muscle control

#### Psychological Effects:

- Negative body image
- Low self-esteem
- Risk of eating disorders
- Desire to eat more after “breaking diet”
- Obsession with food
- Feeling of deprivation
- Reduced self worth and feeling of inadequacy
- Poor concentration
- Begin smoking

## Student Activities: Body Image

| <b>Analyzing Advertising</b>   |   |
|--------------------------------|---|
| Objectives of Activity         | To have students explore advertising and its effect on body image.  |
| Teacher Background Information | <ul style="list-style-type: none"> <li>• Media Awareness Network (Teacher information, gender roles, minorities in the media, stereotypes, etc.)<br/><a href="http://www.media-awareness.ca">http://www.media-awareness.ca</a></li> <li>• Media and Children and Teens (American Academy of Pediatrics)<br/><a href="http://www.aap.org/advocacy/mediamatters.htm">http://www.aap.org/advocacy/mediamatters.htm</a></li> <li>• Dietitians of Canada – Positive Body Image<br/><a href="http://www.dietitians.ca/Your-Health/Nutrition-A-Z/Body-Image.aspx?categoryID=5">http://www.dietitians.ca/Your-Health/Nutrition-A-Z/Body-Image.aspx?categoryID=5</a></li> <li>• National Eating Disorder Information<br/><a href="http://www.nedic.ca/">http://www.nedic.ca/</a></li> </ul>                                      |
| Material Required              | <ul style="list-style-type: none"> <li>• Copies of teen-focused or other popular fashion-type magazines</li> <li>• Optional: “Magazine Analysis” handout</li> </ul>   |
| Instructions                   | <ol style="list-style-type: none"> <li>1. Divide the class into groups and hand out copies of teen/fashion magazines.</li> <li>2. Do an advertising analysis. How many ads are there per 10 pages? What type of person is most represented in the ads? Are there any ads for food? If so, what type of person is used to promote the food? Are there any contradictions – fast food being promoted by pro-athletes or ultra-thin fashion models?</li> <li>3. Have the students brainstorm ideas that could be incorporated into ads, commercials, billboards etc. to help promote the ideas of body acceptance and positive body image.</li> </ol> <p style="font-size: small; margin-top: 10px;">Adapted From: <i>Nutrition and Active Living Curriculum Binder</i>, Westview Region, Community Nutrition Services</p> |

## Magazine Analysis

Names of group members:

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Using the magazine given to your group, answer the following questions with as much detail as possible.

How many advertisements are there in the magazine in each category?

| Type of Ad                     | Number in magazine | Type of Person used to promote the product |
|--------------------------------|--------------------|--|
| Women's Clothing               |                    |  |
| Men's Clothing                 |                    |  |
| Food                           |                    |  |
| Skin Products                  |                    |  |
| Supplements<br>(vitamins, etc) |                    |  |
| Other (explain)                |                    |  |

Are there any contradictions in the advertisements? (e.g. fast food being promoted by a super thin model)

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## Get Real! Hidden Messages in Advertising

|                                |  |
|--------------------------------|--|
| Objectives of Activity         | To have students analyze media advertisements and explore reality versus fiction.  |
| Teacher Background Information | <ul style="list-style-type: none"><li>• Media Awareness Network (Teacher information, gender roles, minorities in the media, stereotypes, etc.)<br/><a href="http://www.media-awareness.ca">http://www.media-awareness.ca</a></li><li>• Media and Children and Teens (American Academy of Pediatrics)<br/><a href="http://www.aap.org/advocacy/mediamatters.htm">http://www.aap.org/advocacy/mediamatters.htm</a></li></ul>  |
| Material Required              | <ul style="list-style-type: none"><li>• A collection of popular magazines that can be cut up</li><li>• Collage making material (poster board, glue, markers)</li></ul>   |
| Instructions                   | <ol style="list-style-type: none"><li>1. Collect pictures of people in advertisements for clothes, food, etc. from popular magazines.</li><li>2. Ask students to make two collages, one of females and one of males shown in the ads.</li><li>3. Discuss the characteristics typically seen in the models that are used in advertisements.</li><li>4. Ask students to analyze the advertisements based on reality and honesty by completing the “Get Real!” handout. Have students share their answers with the class.</li></ol> |

## Get Real! Review of Media Images

Name: \_\_\_\_\_

Answer the following questions using your two collages for reference.

What images are the ads trying to sell us?

What messages are conveyed?

Will using the advertised product make someone look or be like the person in the advertisement?

Would using the product make someone be a better person?

Would someone's life miraculously change if they could make themselves be like the person in the ad?

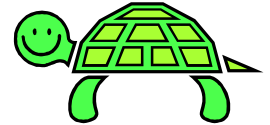
Have you ever been talked into buying a product or service through an advertising technique?

## Media Contest

|                                |   |
|--------------------------------|---|
| Objectives of Activity         | To have students analyze media advertisements and explore reality versus fiction.   |
| Teacher Background Information | <ul style="list-style-type: none"> <li>• Media Awareness Network (Teacher information, gender roles, minorities in the media, stereotypes, etc.)<br/><a href="http://www.media-awareness.ca">http://www.media-awareness.ca</a></li> <li>• Media and Children and Teens (American Academy of Pediatrics)<br/><a href="http://www.aap.org/advocacy/mediamatters.htm">http://www.aap.org/advocacy/mediamatters.htm</a></li> </ul>  |
| Material Required              | N/A   |
| Instructions                   | <ol style="list-style-type: none"> <li>1. Tell the students they are judges in a media contest.</li> <li>2. Boys will be finding and assessing males portrayed in the media and girls will be finding and assessing females portrayed in the media.</li> <li>3. For homework, ask the boys to select one ad or comic that features a realistic male image, and a second ad or comic that features an extreme stereotype of the “male” image. Girls have the same assignment with “female” images.</li> <li>4. At the next class, have students present their ads to the class. Ask students to vote on the advertisements or comic that they consider the most realistic and most stereotypical. Create a “rogues” gallery of the worst offenders, and a “winners” gallery of the least stereotypical ads or comics.</li> <li>5. On the board, create 2 categories – realistic and stereotypical. As each student presents their ads, have them place each in the appropriate category.</li> <li>6. Once all of the ads/comics are on the board, have the class vote for the most realistic and most stereotypical ad/comic.</li> <li>7. Once all ads are placed on the board, discuss: Why do advertisers use the people/models they do? What impact do you think the people in the ads have on Kindergarten students? Grade 12’s? Elderly?</li> </ol> |



| <b>“Excellence” Instead of “Perfection”</b> |   |
|---|---|
| Objectives of Activity                      | To have students start thinking about how being “perfect” is not realistic and can result in feeling inadequate.  |
| Teacher Background Information              | See Background Information for Teachers- Body Image   |
| Material Required                           | <ul style="list-style-type: none"> <li>• “Excellence Instead of Perfection” activity sheet</li> </ul>   |
| Instructions                                | <ol style="list-style-type: none"> <li>1. Discuss with students how no one is “perfect”. Striving for excellence rather than perfection is more likely to result in being happy with doing one’s best.</li> <li>2. Webster’s dictionary describes perfectionism as: "A disposition which regards anything short of perfect as unacceptable". Perfectionism is often mistaken in our society as desirable or necessary for success. However, perfectionism may actually interfere with success. The desire to be perfect can rob you of a sense of personal satisfaction and cause you to fail just as much as a person with more realistic goals. Some causes of perfectionism include fear of failure, fear of making mistakes, or fear of disapproval. This can lead to “all-or-none thinking” which is the belief that if we are not perfect, we are useless. It can also lead to an overemphasis on "shoulds". Instead of focusing on what we want or need to do, we focus on what we think we should be able to do, which may not be realistic.</li> <li>3. Ask students to think of various situations where they would expect themselves to be perfect. Some examples might include: exercise programs, trying to eat better, taking time to reduce stress, sleep habits, avoiding starting or finishing projects, striving for high marks, competitive sports, etc.</li> <li>4. Have students think about personal satisfaction with a job well done. Despite not achieving perfection they are still the same great people.</li> </ol> |



## “Excellence” Instead of “Perfection”

Strive for excellence rather than perfection. No one is “Perfect”. Sometimes trying to be perfect is so over-whelming that we give up. We often do not give ourselves credit for the steps we take towards improvements or “excellence”.

Instead of “perfect” try using the word “excellent”. Think of various situations where you would normally expect “perfection”. Examples might include starting an exercise program, trying to eat better, taking time to reduce stress, changing sleeping habits, finishing a project, etc. In what situations would “excellence” be more effective than “perfection”? How does using the word “excellent” instead of “perfect” effect how you feel about the situations?

| Situation | How does using the word “excellent” instead of “perfect” change your feelings about the situation? |
|-----------|--|
|           |  |
|           |  |
|           |  |

### Accepting the Possible...

- ✓ Take advantage of your mistakes by learning from them.
- ✓ Stop using the word "perfect" and start using the word "excellent"
- ✓ Set goals based on wants, instead of on what we think we should be able to do!
- ✓ Aim for excellence. Remember that people never achieve perfection in everything.
- ✓ Self talk positively & enjoy what you are doing while you are doing it!
- ✓ Monitor your "internal dialogue". Make internal expectations more reasonable!
- ✓ Realize perfectionism is undesirable. Start recognizing the negative effects that perfectionism can have on your life and how it makes you feel!

## **Dare to Dream!**

|                                |  |
|--------------------------------|--|
| Objectives of Activity         | To have students start thinking about their own interests, skills, assets, hopes, and dreams.  |
| Teacher Background Information | See Background Information for Teachers- Body Image  |
| Material Required              | <ul style="list-style-type: none"><li>• “Dare to Dream” activity sheet</li></ul>   |
| Instructions                   | <ol style="list-style-type: none"><li>1. Ask the class to do a personal inventory by completing the activity sheet. Recognize that it is often difficult to identify the things that make us unique and special, but we all have our own interests, skills, hopes, and dreams.</li><li>2. Stress that the information students write down is confidential and will only be shared with others if they choose to.</li><li>3. Ask students to list at least three items in each section of the activity sheet.</li><li>4. Once the activity sheet is completed, suggest the students tuck them away in a safe spot for future reference.</li></ol> |

## DARE TO DREAM

**Personal inventory of.....**

**Interests:**

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**Assets / skills:**

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**Things I find adventurous / exciting / fun:**

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| <b>My Dreams:</b>   | <b>Interests</b> | <b>Assets / Skills</b> | <b>Recreation, Fun, &amp; Adventure</b> | <b>Family Life</b> | <b>Friends</b> |
|---------------------|------------------|------------------------|---|--------------------|----------------|
| <b>Next Month:</b>  |                  |                        |   |                    |                |
| <b>Next Year:</b>   |                  |                        |   |                    |                |
| <b>In 5 Years:</b>  |                  |                        |   |                    |                |
| <b>In 10 Years:</b> |                  |                        |   |                    |                |
| <b>In 20 Years:</b> |                  |                        |   |                    |                |

## 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 youth need?

The *Canadian Physical Activity Guidelines* recommend that youth aged 12-17 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. Youth 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
- Rollerblading
- Soccer
- Swimming

### **What are strengthening activities?**

*Muscle-strengthening* activities build up the muscles. Examples of muscle-strengthening for youth include push-ups, sit-ups, wall climbing and resistance exercises with exercise bands, weight machines or hand held weights.

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

### **Combining aerobic and strengthening activities**

To achieve health benefits, youth 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 youth 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, youth aged 12-17 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 youth aged 12-17 years 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>

**Student Activities: Physical Activity**

| <b>Are You Measuring Up? – Physical Activity</b> |  |
|--|--|
| Objectives of Activity                           | To have students analyze if they are getting enough physical activity in a day to keep a healthy body.   |
| Teacher Background Information                   | <ul style="list-style-type: none"> <li>• Ordering information and PDF documents for Canadian Physical Activity Guidelines<br/><a href="http://www.csep.ca/guidelines">www.csep.ca/guidelines</a></li> </ul> <p>Scroll down for PDF documents or click on picture of ordering form and select ‘Be Active’ link for actual order form.</p> <ul style="list-style-type: none"> <li>• Benefits of Physical Activity, Physical Activity Guidelines, and Tips to Get Active<br/><a href="http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/06paap-eng.php">http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/06paap-eng.php</a></li> </ul> |
| Material Required                                | <ul style="list-style-type: none"> <li>• “Are You Measuring Up” activity sheet</li> </ul>  |
| Instructions                                     | <ol style="list-style-type: none"> <li>1. Hand out a copy of Canadian Physical Activity Guidelines for Youth to each student.</li> <li>2. Have a brief discussion about the importance of physical activity and the recommended 60 minutes of physical activity each day by the Canadian Physical Activity Guidelines for Youth.</li> <li>3. Hand out the activity sheet to all the students. Have each student complete the activity sheet on their own.</li> <li>4. Have the students compare their activity amount to the recommended 60 minutes.</li> </ol>  |
| Optional Activity                                | Active Living Quiz   |



## Are You Measuring Up? – Physical Activity

Name: \_\_\_\_\_

Log the amount of physical activity you've done in 24 hours. Make sure to circle whether it was moderate activity or vigorous activity.

| Activity:                    | Type:                      | Length:           |
|------------------------------|----------------------------|-------------------|
| <i>Ex: walking to school</i> | <i>Moderate / Vigorous</i> | <i>10 minutes</i> |
|                              | Moderate / Vigorous        |                   |
|                              | Moderate / Vigorous        |                   |
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|                              | Moderate / Vigorous        |                   |
| Total Time (minutes)         |                            |                   |
| <b>Recommended Time</b>      |                            | <b>60 minutes</b> |

- Did you meet the recommended 60 minutes? (circle one)      Yes      /      No
- If you did NOT meet the recommended time, what are 2 ways you could increase the amount of physical activity?

## Physical Activity Quiz

Name: \_\_\_\_\_

Please circle **T** for True “or” **F** for false

- |  |   |   |
|--|---|---|
| 1. Swimming and rollerblading are moderate intensity activities                      | T | F |
| 2. Youth should be involved in vigorous intensity activities at least 4 days a week  | T | F |
| 3. Active living affects the whole person – body, mind and spirit.                   | T | F |
| 4. Moderate daily physical activity may lower blood fat and cholesterol levels.      | T | F |
| 5. Vigorous physical activity is the only way to strengthen bones and muscles.       | T | F |
| 6. Being physically active is not an important part of maintaining a healthy weight. | T | F |
| 7. Physical activity helps you cope with stress and improve your health.             | T | F |
| 8. Going from no activity to moderate activity can improve your health.              | T | F |

### Physical Living Quiz – Answers

1. False Swimming and rollerblading are vigorous intensity activities
2. False Youth should be involved in vigorous intensity activities at least 3 days a week
3. True Active Living can help us feel good about ourselves and gives us the chance to be with family and friends.
4. True Physical activity can also reduce blood pressure. These benefits help prevent heart disease.
5. False Even moderate physical activity stimulates blood flow and helps maintain strength and flexibility, as we get older
6. False Healthy eating and physical activity are both essential parts of maintaining a healthy weight.
7. True Physical activity helps release tension from our mind and body.
8. True Moderate physical activity is better than no physical activity!

**Student Activities: Other Health Topics**

| <b>Who's in Charge?</b>        |  |
|--------------------------------|--|
| Objectives of Activity         | To have students self reflect and think about who is in charge of various things in their lives.   |
| Teacher Background Information | N/A  |
| Material Required              | <ul style="list-style-type: none"> <li>• “Who’s in Charge” activity sheet</li> </ul>   |
| Instructions                   | <ol style="list-style-type: none"> <li>1. Distribute the activity sheet and have students complete it independently.</li> <li>2. Have a general class discussion about things we have varying degrees of control over.               <ul style="list-style-type: none"> <li>◆ Have girls answered differently than boys?</li> <li>◆ Do answers change depending on your age?</li> <li>◆ Are there special things you would like more control over?</li> <li>◆ Are there times when you wish you had less control?</li> </ul> </li> </ol> |

# WHO'S IN CHARGE?

Who's responsible for what goes on in your life? As a teen, you probably don't feel as much in charge as you'd like to be. Some days you may feel more in charge than others.

Nobody controls everything in his or her life, but maybe you control or could control more than you think. Let's look at who's in charge of what you care about. Place a number 1 in the column for the person or persons who are most in charge of each part of your life, and a number 2 in the column for those who are in charge sometimes.

Your answers are for your eyes only, unless you decide to share them.

**Who's in Charge of:**

Me    Friends    Family    School    Other

- How I look:
  - how I wear my hair
  - how my clothes look
  - what color my eyes are
  - how tall I am
  - how big my feet are
  - the shape of my body
- What I wear to school
- How healthy I am:
  - now
  - in the future
- What/where I eat:
  - for breakfast
  - for lunch
  - for supper
  - for snacks
- How much I eat what is served
- How much exercise I get:
  - in school
  - in sports
  - on my own
- How much sleep I get
- How I feel about me:
  - how confident I am
- Who my friends are:
  - how I feel about them
  - how I treat them
  - how they feel about me
- Where I live/what my room is like
- How I spend my time:
  - at school
  - doing schoolwork
  - with friends
  - with family
  - by myself
  - in extracurricular activities
- How much TV I watch
- What music I listen to
- How late I can stay out
- How much money I spend:
  - how I spend it

| Me | Friends | Family | School | Other |
|----|---------|--------|--------|-------|
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