

# **Nutrition Resource Kits**

**Grade Nine – Lesson Plans**

# Grade Nine - Lesson Plans

## Table of Contents

<b>Introduction</b>	Page 2
<b>Background Information for Teachers: Nutrition</b>	
<b>Canada’s Food Guide</b>	Page 3 – 4
<b>Discovering the Food Groups</b>	Page 5 – 7
<b>Background Information for Teachers: Physical Activity</b>	Page 19 – 21
<b>Background Information for Teachers: Body Image</b>	Page 26 – 28

### Student Activities

Program Lesson Plans	Health and Life Skills Outcome(s); W – Wellness; R – Relationship; L - Life	Page(s)
<b>Nutrition:</b>		
Nutrient Posters	W-9.5, W-9.10	8
Try Your Skill at Meal Planning	W-9.5	9 – 12
Athletic Eating	W-9.5, W-9.10	13
What’s to Eat? Towards a Healthy School Food Policy	W-9.1, W-9.5	14
Healthy Nutrition Environment Squad	W-9.1, W-9.5	15 – 16
Taking Charge	W-9.1, W-9.5	17 – 18
<b>Physical Activity:</b>		
My Health Behaviours *	W-9.1, W-9.5	22 – 25
<b>Body Image:</b>		
Being Assertive	R-9.2, R-9.4	29 – 33
Real People in the Media	W-9.4	34
<b>Other Health Topics:</b>		
Reliability Detector	W-9.10	35 – 37

(\* This Student Activity is suitable for both Nutrition and Physical Activity Lessons.)

### Optional Activity

Nutrition Jeopardy	Page 38 – 48
--------------------	--------------

## Introduction

This Nutrition Resource Kit is designed for Grade 9. 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\*

#### Students will be able to:

- W – 9.1** Use knowledge of a healthy active lifestyle to promote and encourage family/peer/community involvement.
- W – 9.4** Analyze and develop strategies to reduce the effects of stereotyping on body image.
- W – 9.5** Develop strategies that promote healthy nutritional choices for self and others; e.g. adopt goals that reflect healthy eating, encourage placement of nutritious food in vending machines.
- W – 9.10** Assess the quality and reliability of health information provided by different sources; e.g. on the internet.
- R – 9.2** Analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful.
- R – 9.4** Analyze, evaluate, and refine personal communication patterns.

---

\* Alberta Learning. (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 18 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
<b>Age 14 – 18</b>	7 (Girls)	6 (Girls)	3-4	2 (Girls)
	8 (Boys)	7 (Boys)	(Girls and Boys)	3 (Boys)

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, one cup (250 mL) of spaghetti, one pita or one hamburger bun each count as two servings of Grain Products. One cup (250 mL) of fruit is equivalent to 2 servings of Vegetables and Fruit.

## Student Activities: Nutrition

<b>Nutrient Posters</b>	
Objectives of Activity	To have students research different nutrients, their functions, best food sources and recommended requirements.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Nutrient Value of Some Common Foods <a href="http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/nutrition/nvscf-vnqau-eng.pdf">http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/nutrition/nvscf-vnqau-eng.pdf</a></li> <li>• A Consumer's Guide to Dietary Reference Intakes (Health Canada) <a href="http://www.hc-sc.gc.ca/fn-an/nutrition/reference/cons_info-guide_cons-eng.php">http://www.hc-sc.gc.ca/fn-an/nutrition/reference/cons_info-guide_cons-eng.php</a></li> <li>• General information on vitamins and minerals – Linus Pauling Institute <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>• Poster making materials – poster board, scissors, glue, food magazines, pencil crayons, markers, paints, etc.</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Divide the class into small groups.</li> <li>2. Assign each group a nutrient or group of nutrients to research and report on. Suggested nutrients to research include carbohydrate, protein, fat, water, fibre, B vitamins (group into riboflavin, niacin, and thiamin; Vitamin B6, B12, and biotin; folate), vitamin C, vitamin A, calcium, phosphorous and vitamin D, vitamin E, iron, zinc, magnesium, fluoride, and various phytonutrients. Remind students that their research is to concentrate on food sources of these nutrients, not on supplements.</li> <li>3. Ask groups to gather information such as:               <ul style="list-style-type: none"> <li>• why the body needs the nutrient</li> <li>• how much of the nutrient is needed daily</li> <li>• food sources of the nutrient</li> <li>• how much of the nutrient is supplied in those foods</li> <li>• what can happen over the long and short-term if we don't get enough of the nutrient</li> <li>• concerns with over-supplementing the nutrient(s)</li> <li>• strategies to ensure you meet this requirement</li> </ul> </li> <li>4. Ask each student group to develop a poster to represent the information that they have gathered. Tell them to keep a list of the references used to obtain their information.</li> <li>5. Have each student group present and explain their poster to the class.</li> </ol>

## Try Your Skills at Meal Planning

Objectives of Activity	To challenge students to plan meals for three different teenagers with varying nutritional demands.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Eating Well with Canada’s Food Guide <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 <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> <li>• The Public Health Agency of Canada: www.phac-aspc.gc.ca <a href="http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php">http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php</a></li> <li>• Canadian Physical Activity Guidelines and Canadian Sedentary Behavior Guidelines (CSEP) www.csep.ca <a href="http://www.csep.ca/english/view.asp?x=804">http://www.csep.ca/english/view.asp?x=804</a></li> <li>• Dietitians of Canada – Meal Planning ideas <a href="http://www.dietitians.ca/Your-Health/Plan-Shop-Cook/Plan-Well.aspx">http://www.dietitians.ca/Your-Health/Plan-Shop-Cook/Plan-Well.aspx</a></li> <li>• Dietitians of Canada – Sports Nutrition Visit <a href="http://www.dietitians.ca/Your-Health/Nutrition-A-Z.aspx#S">http://www.dietitians.ca/Your-Health/Nutrition-A-Z.aspx#S</a> and scroll down to select ‘Sports Nutrition [Children &amp; Youth]’.</li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• Eating Well with Canada’s Food Guide</li> <li>• Canada’s Physical Activity Guidelines for Youth</li> <li>• “Try Your Skill at Meal Planning” activity sheet</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Distribute copies of Canada’s Food Guide and Canada’s Physical Activity Guidelines for Youth.</li> <li>2. Review the Teacher Background Section, in particular “Eating Well with Canada’s Food Guide: A Resource for Educators and Communicators”.</li> <li>3. Have the students complete “Try Your Skill at Meal Planning” activity sheet. Use the recommended number of servings from Canada’s Food Guide.</li> <li>4. Ask the students to keep in mind:             <ul style="list-style-type: none"> <li>• Increased activity levels increase energy (or calorie) requirements. They should choose extra energy foods that are nutrient-rich complex carbohydrates found in whole grain products, vegetables and fruit.</li> <li>• Choices higher in fat such as chips, chocolate and other snacks are not the best choice because they are generally low in nutrients. There are foods which provide healthy fats that are good choices such as: nuts, seeds,</li> </ul> </li> </ol>

peanut butter and flax; but we need to eat these foods in moderation because they are high in calories.

- Athletes do not require extra protein for extra activity or to build muscle. Adequate daily protein is provided in two servings of Meat and Alternatives.
- Canada's Food Guide recommends choosing foods and beverages lower in fat, sugar or salt. Drink water to quench thirst.
- Variety in our food choices is important.
- Vegetables and fruits, as well as whole grains, should be emphasized.
- We need to drink 2 cups (500mL) of milk a day to get the calcium our bones need.
- Foods should be appealing and taste good!

## Try Your Skills at Meal Planning

Most of us eat 3 meals a day; that's 1095 meals in one year! With so many meals, it's a good idea to practice planning delicious and healthy meals.

Plan healthy daily menus for each of these 3 teenagers. Be Creative!



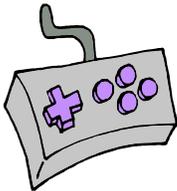
Mackenzie:

- speed swimmer
- swims 3 hours a day-5 days a week
- fourteen years old



Taylor:

- plays softball once a week
- walks 5 blocks to and from school each day
- thirteen years old



Nick:

- video game nut
- plays about 4 hours of video games every day of the week
- thirteen years old

**Meal Plans For:**

	<b>Mackenzie</b>	<b>Taylor</b>	<b>Nick</b>
<b>Breakfast</b>			
<b>AM Snack</b>			
<b>Lunch</b>			
<b>PM Snack</b>			
<b>Supper</b>			
<b>Evening Snack</b>			

## Athletic Eating

Objectives of Activity	To have students research and discuss nutrition as it relates to athletic competition.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Dietitians of Canada – Sports Nutrition</li> </ul> Visit <a href="http://www.dietitians.ca/Your-Health/Nutrition-A-Z.aspx#S">http://www.dietitians.ca/Your-Health/Nutrition-A-Z.aspx#S</a> and scroll down to select ‘Sports Nutrition [Children & Youth]’.
Material Required	N/A
Instructions	<ol style="list-style-type: none"> <li>1. Ask students to research one of the following:               <ul style="list-style-type: none"> <li>• carbohydrate loading</li> <li>• fluid replacement and replenishment</li> <li>• extra needs for energy and nutrients</li> <li>• pre-game eating</li> <li>• concerns with use of protein supplements</li> <li>• their own related topic</li> </ul> </li> <li>2. Remind students to keep a list of the references used to obtain their information.</li> <li>3. Review the Sports Nutrition Information in teacher background as a starting point for information.</li> <li>4. Have the groups share their reports with the class.</li> </ol>

## What's to Eat? Towards a Healthy School Food Policy

Objectives of Activity	To have students look at the availability of nutritious food within the school and to draft a sample School Food Policy.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Alberta Nutrition Guidelines for Children and Youth <a href="http://www.albertahealthservices.ca/2929.asp">http://www.albertahealthservices.ca/2929.asp</a></li> <li>• Additional nutrition resources to support Alberta Nutrition Guidelines for Children and Youth (including the <i>Single Serving Packaged Food List</i>, a display, fundraising ideas, a snack shack manual and more) <a href="http://www.albertahealthservices.ca/2929.asp">http://www.albertahealthservices.ca/2929.asp</a></li> </ul>
Material Required	N/A
Instructions	<ol style="list-style-type: none"> <li>1. Ask students to think of where food is available in the school (vending machines, canteen, cafeteria, breakfast or snack program, milk program, etc.). List these as headings on the board.</li> <li>2. Ask students to name foods available at each of these sites. List them on the board.</li> <li>3. Ask students to identify foods from the list that fit into a food group of Canada's Food Guide. These foods would provide a good source of nutrients.</li> <li>4. Have students assess the list of foods available and identify which food groups are generally lacking. Are there times of the day when these foods are not available (e.g. during sports events, before school, etc.)?</li> <li>5. Have students brainstorm ways of improving food choices available to them. Remember that food choices have to be appealing (or they will not sell) and that many foods have a limited shelf life.</li> <li>6. Introduce the concept of a School Food Policy. They:             <ul style="list-style-type: none"> <li>• provide the basis for guidelines on the sale and availability of food items</li> <li>• support the provision of nutritious food choices</li> <li>• set the stage for developing school feeding programs (e.g. breakfast or snack programs)</li> <li>• ensure students have adequate time to eat</li> <li>• make recommendations on school fund-raising</li> <li>• set the stage for ensuring the nutritional health of students is addressed</li> <li>• address active participation and support from school boards, administration, students, staff, food service vendors, parent volunteers, and the community</li> </ul> </li> <li>7. Have students draft a proposed School Food Policy for your school. Have students identify key areas they feel are important and to try to come up with concise statements when drafting their policy. A sample nutrition policy is available in the <i>Alberta Nutrition Guidelines for Children and Youth</i>.</li> </ol>

## Healthy Nutrition Environment Squad

Objectives of Activity	Children should be encouraged to promote healthy nutritional choices for self and others. Altering their environment is one way to do this. This activity allows students to analyze and examine their environment for healthy choices.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Alberta Nutrition Guidelines for Children and Youth and supporting resources <a href="http://www.albertahealthservices.ca/2929.asp">http://www.albertahealthservices.ca/2929.asp</a></li> <li>• Additional nutrition resources to support <i>the school food</i> environment <a href="http://www.albertahealthservices.ca/2915.asp">http://www.albertahealthservices.ca/2915.asp</a></li> </ul>
Material Required	<ul style="list-style-type: none"> <li>• “Healthy Nutrition Environment Squad Worksheet”</li> <li>• Prizes (optional)</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Divide class into squads.</li> <li>2. Each squad will investigate an area of the school where food is sold (i.e. Cafeteria, canteen, vending machines, hot lunch programs, foyer areas of sports events). If there are not enough areas within the school, this could be expanded to other sites that students frequent – i.e. hockey rink, swimming pool, curling rink etc.</li> <li>3. The questions on the worksheet will help students determine if their site is a healthy nutrition environment.</li> <li>4. If chosen as a contest activity, prizes could be awarded by random draw of completed worksheets.</li> <li>5. If chosen as a classroom activity, students should report back to the entire class with their findings. Using all the information collected, students can decide if this site supports good nutrition.</li> <li>6. If it does, students could send a letter to organizers congratulating them! If it does not, students could think of solutions – including pros and cons of the possibilities. Students might choose to work with decision makers to discuss findings.</li> </ol>

## Healthy Nutrition Environment Squad Worksheet

You have been called on to investigate areas of the school where food is sold. Word has it that food choices made at school have a great influence on what students eat overall. The mission of your class squad is to find out if your school supports a healthy nutrition environment. **Are there healthy choices available?**

1. How many food choices are available at your site?
2. How many of these are healthy food choices? (Count a healthy food as one that would count as a choice from Canada's Food Guide)
3. What percentages of food choices are healthy?
4. Are any foods displayed more prominently than others? Which ones?
5. How many food advertisements or posters of food are in the area?
6. How many of these are foods from Eating Well with Canada's Food Guide?
7. Ask someone whom works at your site, which are the five most popular items, sold.
  - I.
  - II.
  - III.
  - IV.
8. In your opinion, can healthy choices be made at this site?  
 Yes       No
9. Is this site an overall healthy site?  
 Yes       No

<b>Taking Charge</b>	
Objectives of Activity	To have students discuss ways to promote healthy foods in the school.
Teacher Background Information	<ul style="list-style-type: none"> <li>• School Nutrition Handbook- Alberta Health Services  <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>
Material Required	<ul style="list-style-type: none"> <li>• “Taking Charge” activity sheet</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Distribute the activity sheet to each student.</li> <li>2. Have students work in pairs to complete the activity sheet.</li> <li>3. Once students have completed the activity, discuss the answers as a class.</li> </ol>

## Taking Charge

Jamie and Jordan have been taking a real interest in the nutrition section of their health and wellness program in school. Many other students agree they would like to increase the availability of healthy foods in the school vending machines and cafeteria. They have decided to take the initiative to do something about this. They decide to approach their school principal and he has suggested they speak with the school council.

How should they approach the school council and what could be their reasons for wanting these changes?

---

---

---

---

What could they suggest to change in the vending machines and cafeteria?

---

---

---

---

Do you feel there are opportunities for change in the food choices available in your school?

---

---

---

---

What are some ways that these changes could happen?

---

---

---

---

## 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>My Health Behaviours</b>	
Objectives of Activity	To have the students identify the components of a healthy lifestyle and make comparison to their own lifestyle. This activity encourages students to set three health goals and predict the positive effects of these health goals.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Eating Well with Canada’s Food Guide <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 <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> <li>• Canadian Physical Activity Guidelines <a href="http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/youth/index.html">http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/youth/index.html</a></li> <li>• Ordering information and PDF documents for Canadian Physical Activity Guidelines <a href="http://www.csep.ca/guidelines">www.csep.ca/guidelines</a> Scroll down for PDF documents or click on picture of ordering form and select ‘Be Active’ link for actual order form.</li> </ul> <p>Healthy Eating and Active Living for Ages 13 to 18 years <a href="http://www.healthyalberta.com/Documents/HEAL_Brochure_13to18.pdf">http://www.healthyalberta.com/Documents/HEAL_Brochure_13to18.pdf</a></p>
Material Required	<ul style="list-style-type: none"> <li>• Eating Well with Canada’s Food Guide</li> <li>• Canadian Physical Activity Guidelines for Youth</li> <li>• “My Health Behaviours” activity sheet</li> <li>• “Health Behaviours of My Family, Friends, School and Community” activity sheet</li> </ul> <p>“Setting Goals to Improve My Health” activity sheet</p>
Instructions	<ol style="list-style-type: none"> <li>1. Distribute and review Canada’s Food Guide and the Canadian Physical Activity Guidelines.</li> <li>2. Ask students to complete the activity sheets “My Health Behaviours” and “Health Behaviours of My Family, Friends, School and Community”.</li> <li>3. After completing the activity sheets, direct students to set goals for themselves by completing the “Setting Goals to Improve My Health” activity sheet. This activity sheet involves setting three goals to improve personal health. Students are asked to think about the positive effects of achieving these goals. Remind students that their goals should be realistic, achievable, and sustainable.</li> <li>4. Ask some of the students to share their goals and discuss the positive effects that these goals could have on health.</li> <li>5. You may want to obtain the booklet <i>Healthy Eating and Active Living for Ages 13 to 18 years</i> to distribute to your class</li> </ol>

## **My Health Behaviours**

Think of a weekday and a day on the weekend and write down typical meals and snacks, as well as physical activity. Use the back of this sheet to write down your general routines.

**Eating Habits** - Do your eating habits reflect guidelines set by *Canada's Food Guide*? If not, how could they be improved so that requirements are met?

**Activity Level** - Is your activity level balanced and adequate to meet the guidelines set by the *Canadian Physical Activity Guidelines for Youth*? If not, what can you do to meet the guidelines?

**Fueling Yourself for More Physical Activity** - On the days that you do more physical activity, do you eat more food? What are examples of foods and snacks that you could eat to meet your increased energy requirements?

### **My Healthy Behaviours:**

What do you do that positively affects your health (relaxing, sleep habits, hobbies, eating habits, exercise, using a diary or journal, doing art, music, socializing, volunteering, etc.)?

### **My "Not So" Healthy Behaviours:**

What activities are you participating in that could negatively affect your health?

## **Health Behaviours of My Family, Friends, School and Community**

Think of others with whom you work or play and identify similarities in health behaviours. Write your observations below. Examples of health behaviours could include eating patterns, favourite foods, physical activities, interests, hobbies, sleep habits, values, risk-taking, etc.

### **Family:**

---

---

---

### **Friends:**

---

---

---

### **School Community:**

---

---

---

### **Community as a Whole:**

---

---

---

## Setting Goals to Improve My Health

Identify three goals to improve your health. Remember to keep your goals realistic, specific and achievable. Include timelines and checkpoints to keep you on track.

### **Goal 1:**

Your goal:

Positive effects of achieving this goal:

Timelines to help keep you on track:

### **Goal 2:**

Your goal:

Positive effects of achieving this goal:

Timelines to help keep you on track:

### **Goal 3:**

Your goal:

Positive effects of achieving this goal:

Timelines to help keep you on track:

## Background Information for Teacher's: 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.

### **Media and Body Image**

Media stereotypes are inevitable, especially in the advertising, entertainment and news industries, which need as wide an audience as possible to quickly understand information. Stereotypes act like codes that give audiences a quick, common understanding of a person or group of people—usually relating to their class, ethnicity or race, gender, sexual orientation, social role or occupation.

But stereotypes can be problematic. They can:

- reduce a wide range of differences in people to simplistic categorizations
- transform assumptions about particular groups of people into “realities”
- be used to justify the position of those in power
- perpetuate social prejudice and inequality

Media can also be used to portray unrealistic body image and lifestyle choices, especially for teens and young adults.

The following is information from the Media Awareness Network: [www.media-awareness.ca](http://www.media-awareness.ca)

### **1. Females and Body Image:**

- a. Perhaps most disturbing is the fact that media images of female beauty are unattainable for all but a very small number of women. Researchers generating a computer model of a woman with Barbie-doll proportions, for example, found that her back would be too weak to support the weight of her upper body, and her body would be too narrow to contain more than half a liver and a few centimeters of bowel. A real woman built that way would suffer from chronic diarrhea and eventually die from malnutrition.
- b. Researchers report that women’s magazines have ten and one-half times more ads and articles promoting weight loss than men’s magazines do, and over three-quarters of the covers of women’s magazines include at least one message about how to change a woman’s bodily appearance—by diet, exercise or cosmetic surgery.
- c. The barrage of messages about thinness, dieting and beauty tells "ordinary" women that they are always in need of adjustment—and that the female body is an object to be perfected.

### **2. Males and Body Image:**

- a. Families, friends, teachers, and community leaders all play a role in helping boys define what it means to be a man. Mainstream media representations also play a role in reinforcing ideas about what it means to be a "real" man in our society. In most media portrayals, male characters are rewarded for self-control and the control of others, aggression and violence, financial independence, and physical desirability.
- b. The portrayal and acceptance of men by the media as socially powerful and physically violent serve to reinforce assumptions about how men and boys should act in society, how they should treat each other, as well as how they should treat women and children.

## Student Activities: Body Image

<b>Being Assertive</b>	
Objectives of Activity	To have students discuss methods of communicating emotions and work on assertiveness skills.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> <li>• “Being Assertive Quiz” (one per student)</li> <li>• “Body Language: What our Body Says” handout (one per group)</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Distribute copies of the quiz. Have students complete this quiz. When done, have students score themselves to determine their style of communication.</li> <li>2. Discuss the three different types of communication styles. (Assertive, Passive, Aggressive)</li> <li>3. There are several good reasons to choose assertiveness as a communication style for dealing with and expressing both positive and negative emotions. First, it is usually beneficial to both parties. With this method of communication, a person is able to give and receive respect, to ask for fair play and negotiate “win-win” situations, and to leave room for compromise when the needs and rights of two people conflict. Second, when you are assertive, people are more likely to want to work with you and not against you because they know you will respect their feelings and be honest with them. This makes it easier to get satisfactory outcomes, which will in turn result in greater confidence in oneself and others.</li> <li>4. Some of the reasons why people might not be assertive include lack of skills, fear, or they think it is easier not to directly discuss the situation. Non-assertive expression of emotion (or suppression of emotions such as anger) often internalizes the emotion. Internalizing or suppressing emotions is strongly associated with feelings of depression, anxiety, lack of control and hostility. When we let things build up inside, we are likely to explode (or break down) rather than deal with things rationally.</li> <li>5. Assertiveness is a skill that needs to be learned and practiced. Three important tips for choosing your words when you are being assertive are:               <ul style="list-style-type: none"> <li>• Use “I” statements rather than “You” statements to express thoughts, feelings, and opinions that reflect ownership</li> <li>• Use facts to describe the situation rather than judgments or exaggerations. This will give more credibility</li> <li>• Be clear when you want others to do something for you rather than hinting, being indirect or presuming</li> </ul> </li> <li>6. <b>Role Playing:</b> Have students work in groups and role play being passive, aggressive, or assertive in one of the following situations. Tell students to</li> </ol>

refer to the “Body Language: What our Body Says” handout for examples of body language when role playing. Provide feedback to each group to ensure that they understand each of the communication styles.

**Situation 1:** Your friends are going to a movie, however, you have a big assignment due in the morning that you need to do well on. How do you respond when they try to insist that you to go to the movie?

**Situation 2:** You come home from school to find your parent upset at you because they think you broke the television. How do you respond to their accusations?

**Situation 3:** You love playing soccer so you decided to join the team. You play the first game but for the next two games the coach makes you sit out. You feel upset and want to know why you are not playing. What do you do?

## Being Assertive Quiz

- 1. You are in a restaurant and order a chicken sandwich without mayonnaise, but it is served to you with mayonnaise. You would:**
  - a. Accept it anyway
  - b. Throw a temper tantrum, refuse the sandwich and complain to your parents about how much you dislike that restaurant
  - c. Call the waiter and indicate you ordered your sandwich without mayo and ask to have your order corrected
- 2. You are in a line waiting to get an autograph signed by a celebrity. Suddenly, another person about your age steps in line ahead of you. You would:**
  - a. Let the person be ahead of you
  - b. Tell the person that you are in line and point out the end of the line
  - c. Pull the person out of line and make him/her go to the back
- 3. After walking out of a store where you purchased some items you discover you were short-changed. You would:**
  - a. Go to the manager and indicate how you were cheated by the clerk, then demand the proper change
  - b. Return to the clerk and inform him/her of the error
  - c. Let it go since you are already out of the store and have no proof you were short-changed
- 4. A friend drops in to say “hello”, but stays too long, preventing you from finishing your homework. You would:**
  - a. Explain your need to finish your work and request he/she visit another time
  - b. Tell the person to stop bothering you and to get out
  - c. Let the person stay, then finish your homework another time
- 5. You suspect someone has a grudge against you, but you don't know why. You would:**
  - a. Ignore it hoping it will resolve itself
  - b. Get even with the person somehow so he/she will learn not to hold grudges
  - c. Ask the person if something is bothering them about you, then try to work out a solution
- 6. You invite a friend to your house for a movie, but your friend doesn't show up and doesn't call to apologize and say he/she is not coming. You would:**
  - a. Ignore it, but manage to not show up next time that friend invites you to a party
  - b. Call your friend to find out what happened
  - c. Never speak to the person again and end the friendship

## Being Assertive Quiz: Scoring Yourself

#1. A= 1, B= 3, C= 2

#2. A= 1, B= 2, C= 3

#3. A= 3, B= 2, C= 1

#4. A= 2, B= 3, C= 1

#5. A= 1, B= 3, C= 2

#6. A= 1, B= 2, C= 3

What score did you get most often? \_\_\_\_\_

In general there are three broad styles of interpersonal behaviour: passive, assertive and aggressive.

### **If you scored mostly ones - Passive**

Being passive often indicates not standing up for your rights, and not openly expressing your needs, wants and opinions. It may mean that you expect others to look out for you, feel sorry for you, and look out for your needs. Needs, wants and opinions are not expressed in a straight-forward honest way. This allows the needs and wants of others to appear more important than your own, casting you into the role of the victim.

### **If you scored mostly twos - Assertive**

Assertiveness is behaviour that enables you to stand up for your rights without violating the rights of others. Assertiveness means respecting your own wishes and the wishes of others. It is a method of communicating your opinions, beliefs, feelings and wants in a direct, honest, and appropriate way.

### **If you scored mostly threes - Aggressive**

Aggressiveness is an act against others that minimizes their worth as people. It is a situation in which you enhance yourself at the expense of another person. When a person is aggressive they regard their own wants, needs and rights as more important than the wants and needs of others. In essence they “win” at the expense of others. Aggressive behaviour often results in lack of respect from others and can indicate a lack of self esteem.

## Body Language: What our Body Says

	Passive	Assertive	Aggressive
<b>Posture</b>	<ul style="list-style-type: none"> <li>• Slumped</li> <li>• Shoulders forward</li> <li>• Shifting often</li> <li>• Chin down</li> <li>• Sitting: Legs entwined</li> </ul>	<ul style="list-style-type: none"> <li>• Erect but relaxed</li> <li>• Shoulders straight</li> <li>• Few shifts</li> <li>• Comfortable</li> <li>• Head straight or slight tilt</li> <li>• Sitting legs together or crossed</li> </ul>	<ul style="list-style-type: none"> <li>• Erect, tense, rigid</li> <li>• Shoulder back</li> <li>• Jerky shifts or planted in place</li> <li>• Chin up or thrust forward</li> <li>• Sitting: heels on desk, hands behind head or tensely leaning forward</li> </ul>
<b>Gestures</b>	<ul style="list-style-type: none"> <li>• Fluttering hands</li> <li>• Twisting motions</li> <li>• Shoulder shrugs</li> <li>• Frequent head nodding</li> </ul>	<ul style="list-style-type: none"> <li>• Casual hand movements</li> <li>• Relaxed hands</li> <li>• Hands open, palms out</li> <li>• Occasional head nodding</li> </ul>	<ul style="list-style-type: none"> <li>• Chopping or jabbing with hands</li> <li>• Clenched hands or pointing sweeping arms</li> <li>• Sharp, quick nods</li> </ul>
<b>Facial Expression</b>	<ul style="list-style-type: none"> <li>• Lifted eyebrows, pleading look, wide eyed, rapid blinking</li> <li>• Nervous or guilty smile</li> <li>• Chewing lower lip</li> <li>• Shows anger with averted eyes, blushing guilty look</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxed thoughtful, caring or concerned look</li> <li>• Few blinks</li> <li>• Genuine smile</li> <li>• Relaxed mouth</li> <li>• Shows anger with flashing eyes, serious look, slight flush of colour</li> </ul>	<ul style="list-style-type: none"> <li>• Furrowed brow</li> <li>• Tight jaw</li> <li>• Tense look, unblinking stare</li> <li>• Patronizing or sarcastic smile</li> <li>• Tight lips</li> <li>• Shows anger with disapproving scowl, very firm mouth or bared teeth, extreme flush</li> </ul>
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Quiet, soft, higher pitch “uhs”, “ahs”, hesitations</li> <li>• Stopping in “midstream”</li> <li>• Nervous laugh</li> <li>• Statements are like questions with voice tone rising at the end</li> </ul>	<ul style="list-style-type: none"> <li>• Resonant, firm, pleasant, smooth, even-flowing</li> <li>• Comfortable delivery</li> <li>• Laughter only with humor</li> <li>• Voice tone stays even when making a statement</li> </ul>	<ul style="list-style-type: none"> <li>• Steely quiet or loud</li> <li>• Harsh “biting off” words</li> <li>• Precise measures delivery</li> <li>• Sarcastic laughter</li> <li>• Statements sound like orders</li> <li>• Pronouncements</li> </ul>

Adapted From: Lloyd, S.R. (1995). *Developing positive assertiveness: Practical Techniques for personal success*. Menlo, CA: Crisp

## Real People in the Media

Objectives of Activity	To help students appreciate diversity and critically analyze unrealistic and unhealthy body images in the media.
Teacher Background Information	<ul style="list-style-type: none"> <li>• Media Awareness Network <a href="http://www.media-awareness.ca">http://www.media-awareness.ca</a> Click on “For Teachers”</li> <li>• Media and Children and Teens (American Academy of Pediatrics) <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>• Magazines that can be used to cut out examples of various ads</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Brainstorm media influences on body image. Ask students to think about their friends, family, and people in the community and about their diversity in culture, personal qualities, talents, abilities, interests, sizes, and shapes. How are the people they know different from the people they see on television, in movies, and in magazine advertising?</li> <li>2. Based on the class discussion, challenge students to find and cut out pictures from magazines of people that look like the people they know. Note that this may not be an easy task.</li> <li>3. Ask students if it was easy to find pictures of realistic images compared to unrealistic images. Discuss how these media images might affect their own body image.</li> <li>4. Encourage students to critically analyze unrealistic images and discuss photography techniques used in magazine production and in the film industry. (See Teacher Background)</li> <li>5. Have students describe the ads using “real people” and what they like about them.</li> <li>6. As a class, make a “real people” collage using the realistic images they’ve found.</li> <li>7. As an optional homework assignment, encourage students to take action by writing to a magazine editor or TV station expressing their concern about unrealistic images being portrayed and challenging them to depict more “real people”.</li> </ol> <p style="text-align: center; font-size: small;">Adapted from: <i>Mission Nutrition</i>, Kellogg Canada Inc. See Website: <a href="http://www.missionnutrition.ca">www.missionnutrition.ca</a> for “a new and unique nutrition education resource designed for teachers of grades 6 to 8”.</p>

**Student Activities: Other Health Topics**

<b>Reliability Detector</b>	
Objectives of Activity	To have students review different health claims or statements and determine if they are reliable or not.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> <li>• “Reliability Detector” activity sheet</li> <li>• “Reliability Detector” answer sheet (for teacher use)</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Distribute the “Reliability Detector” activity sheet to students.</li> <li>2. Ask students to complete the activity sheet by indicating whether they feel each statement or claim is reliable or unreliable. If a claim is unreliable, direct students to identify which of the “5 Red Alert Questions” apply to the statement or claim.</li> <li>3. Once all have completed the activity sheet, discuss answers as a class.</li> <li>4. As a homework assignment, have each student bring in an example of an unreliable add and a reliable add. Share examples with the class.</li> </ol> <p style="text-align: center; margin-top: 20px;">Adapted from: <i>The Best You Can Be</i>, Red Deer Community Health Centre</p>

## Reliability Detector

It's a jungle out there! A nutrition information jungle that is. From books and magazines to TV and the internet, there is something on just about every food and nutrition topic. Who and what can you believe?

### 5 Red Alert Questions

The next time you read or hear nutrition news, ask yourself these five questions:

1. Are there any promises made for a quick fix or instant cure?
2. Does the claim sound too good to be true?
3. Do you have to buy any special products?
4. Is the recommendation based on personal success stories or testimonials?
5. Does the advice contradict Canada's Food Guide?

If you answered *yes* to any of these questions, chances are the information is not trustworthy. Miraculous promises and claims about special products are just too good to be true. Sometimes advertising may be disguised as information.

**Test the reliability of these statements by completing the table below:**

Statement or Claim	Reliable (R) or Unreliable (UR)	Write #(s) of Red Alert Question(s) that were answered “yes”
Adequate vitamin C in the diet helps keep gums healthy.		
<i>Power Tabs</i> give you all the vitamins and minerals missing in today's food supply.		
You can lose weight while you sleep with the special <i>Weight Away Capsule!</i> A package of 30 for only \$42.95.		
If your diet is lacking in vitamin A, you may have trouble seeing in dim light.		
Vitamin X gives you extra energy, prevents baldness, and builds muscle.		
Vita Formula 99, with its secret formula, makes up for the nutrients you are missing if you do not like vegetables.		
These terrific diet tablets have helped thousands of people lose weight painlessly. " <i>Shrink Tabs</i> changed my life! I went from a size 22 to a size 8, and I was never hungry."		
Research suggests a link between a low fibre diet and cancer. To avoid cancer forever, all you need is <i>Fibreall</i> .		
Try tomato juice with your lunch. It is a good source of vitamin C and tastes great.		
Regular physical activity and healthy eating can help you maintain a healthy weight.		

## Reliability Detector – Answer Sheet

**Test the Reliability of These Statements by Completing the Table Below:**

Statement or Claim	Reliable (R) or Unreliable (UR)	Write #(s) of Red Alert Question(s) that were answered “yes”
Adequate vitamin C in the diet helps keep gums healthy.	R	
<i>Power Tabs</i> give you all the vitamins and minerals missing in today's food supply.	UR	1, 2, 3, 5
You can lose weight while you sleep with the special <i>Weight Away Capsule!</i> A package of 30 for only \$42.95.	UR	1, 2, 3, 5
If your diet is lacking in vitamin A, you may have trouble seeing in dim light.	R	
Vitamin X gives you extra energy, prevents baldness, and builds muscle.	UR	1, 2, 3
Vita Formula 99, with its secret formula, makes up for the nutrients you are missing if you do not like vegetables.	UR	1, 2, 3, 5
These terrific diet tablets have helped thousands of people lose weight painlessly. " <i>Shrink Tabs</i> changed my life! I went from a size 22 to a size 8, and I was never hungry."	UR	1, 2, 3, 4
Research suggests a link between a low fibre diet and cancer. To avoid cancer forever, all you need is <i>Fibreall</i> .	UR	1, 2, 3
Try tomato juice with your lunch. It is a good source of vitamin C and tastes great.	R	
Increasing physical activity and healthy eating can help you maintain a healthy weight.	R	

## Optional Activity

### Nutrition Jeopardy for Grade 9

Materials:

- Jeopardy questions
  - Jeopardy categories and point cards. Make four copies of each point level.
1. This activity can be used as a follow-up to test the knowledge of the students or as an introduction to explain various topics related to nutrition.
  2. Set up the game on the blackboard or tack board, as below:

Nutrition Jeopardy			
Vitamins and Minerals	Be a Wise Food Consumer	I'm Hungry	Canada's Food Guide
10	10	10	10
20	20	20	20
30	30	30	30
40	40	40	40

3. Divide the class into teams of four to six students.
4. Teams take turns answering questions that they select based on point level and category.
5. Explain that the questions get more difficult as the point level increases. If a team is unable to answer a question correctly after a preset time (e.g. 30 seconds), the question goes to the next team. If teams have difficulty answering a question, you may have to give hints.
6. Take the time to explain each answer thoroughly as you go through the game.
7. Teams are awarded the assigned points as they answer the questions correctly.
8. Count up the points for both teams to determine the winning team.

## Nutrition Jeopardy Questions and Answers

### Vitamins and Minerals:

- 10 Eating habits during adolescence can have a lifelong impact on bone health. What mineral and what vitamin are especially important to bone strength?**

**Answer:** Calcium (best source is dairy products) and Vitamin D (found in fortified fluid milk)

- 20 A lack of this mineral can cause tiredness, an inability to concentrate, and anemia. What is it and name an excellent food source.**

**Answer:** Iron – Best food sources are meat and alternatives (e.g. beef, chicken, pork, turkey, oysters, beans, lentils etc.). Iron is also found in enriched grain products (e.g. cream of wheat, oatmeal, cold cereals, quinoa, pasta).

- 30 Vegetables and fruit contain many needed nutrients. Name at least 3 nutrients they provide.**

**Possible Answers:** Fibre, Vitamin A, Vitamin C, Phytonutrients, B Vitamins, Potassium, calcium, antioxidants.

- 40 This vitamin is needed in periods of rapid growth and cell division. It is important to all girls and women of child-bearing age because it reduces the risk of certain birth defects (neural tube defects). It is important to keep your heart healthy. What is the vitamin and what are the best food sources?**

**Answer:** Folate or Folic Acid; Think “foliage” – found in plant sources such as dark green leafy vegetables (spinach, romaine lettuce), oranges, pineapple, dried beans, lentils, seeds, sprouts, melon, berries, enriched cereals and pastas.

### Be a Wise Food Consumer:

- 10 Name two reasons why eating breakfast is important.**

**Answer:** Improved concentration (especially by late morning), starts your metabolism in the morning, provides energy, helps you meet daily nutrient requirements

- 20 Describe two healthy breakfasts that provide at least 3 food groups.**

**Answer:** Numerous possible answers and combinations (use Canada’s Food Guide as reference)

- 30 Name two different healthy lunches that you could buy at a fast food outlet that contain all four food groups.**

**Answer:** Numerous possible answers and combinations (use Canada’s Food Guide as reference)

- 40 Grocery stores use various techniques to get consumers to buy products that they had no intention of purchasing. Describe at least three of these techniques.**

**Answer:** Hitch-hiking (placing items on display with a feature item, such as cake beside strawberries), end of aisle displays, eye level displays, taste-testing/food demos, coupons,

items at the checkouts (magazines, gum, chocolate and candy), bulk pricing (buy 3 of one item and get a deal).

### **I'm Hungry:**

**10 What dietary habits help you to keep your skin healthy?**

**Answer:** Eat vegetables and fruits, follow Canada's Food Guide and drink plenty of water

**20 Athletes need food to fuel their muscles and brain. Name 3 healthy foods that provide plenty of energy.**

**Answer:** Whole grains such as pastas, cereals, rice or bread. Milk and Alternatives such as low-fat milk, cheese or yogurt. Whole vegetables and fruit, or low fat Meat and Alternatives such as beans, lentils, low-fat meat, tofu or nuts.

**30 Many TV commercials and magazine ads can affect the way we feel about food. Choose an ad and explain how it can effect our food choices. .**

**Answer:** E.g.) Sugary cereal commercials during children's cartoons, fast food and unhealthy snack commercials around dinner time, brands using popular cartoon characters to promote their product etc.

**40. Name two examples of a nutrition claim that you might see on a label.**

**Answer:** E.g. Low in trans fat- heart healthy, high in calcium-good for bone health, high in fibre-lowers cholesterol etc.

### **Canada's Food Guide:**

**10 Foods are grouped according to the nutrients they provide. Name the four food groups.**

**Answer:** Vegetables and Fruit, Grain Products, Milk and Alternatives, Meat and Alternatives.

**20 Canada's Food Guide tells us to have vegetables that are these two colours everyday. Name the colours and tell why these vegetables are encouraged.**

**Answer:** Dark Green & Orange – These vegetables are generally rich in vitamin A and contain other phytonutrients – “phyto” meaning “plant” that offer protective health benefits. e.g.) Spinach, squash, carrots, broccoli etc.

**30 Some foods do not fit into a food group category because they are low in nutrients and/or high in fat or sugar, therefore often called “empty calories”. Name eight foods that do not fit into a food group category.**

**Answer:** Chips, pop, jam, candy, chocolate, salad dressings, butter or margarine, fruit gummies, alcoholic beverages, kool-aid, syrup, honey, sugar, cake, cookies, pie, mayonnaise, sports drinks, etc.

**40 Name two key nutrients that Meat and Alternatives provide and then name at least 5 meat alternatives.**

**Answer:** Key nutrients: protein, iron, zinc, B vitamins e.g.) eggs, lentils, legumes, baked beans, kidney beans, refried beans, dried peas, tofu, nuts, seeds, peanut butter, etc.

# Vitamins & Minerals

# Be a Wise Food Consumer

# I'm Hungry

# Canada's Food Guide

10

20

30

# 40