

Grade 8

Healthy Eating & Physical Activity Learning Resource

Grade 8 | Cover Letter

Dear teachers:

Welcome to the Healthy Eating and Physical Activity Learning Resource.

As a teacher, you are in a unique position to educate students about the benefits of healthy eating and physical activity. You can inspire them to make healthy choices today and assist them to build knowledge and skills that develop into healthy habits benefiting them throughout their lives.

Studies show that one out of every four B.C. children aged 2-17 is overweight or obese. The number of overweight teens has doubled in the past 25 years and cases of obesity have tripled. The good news is that we are all working together to make the healthier choice the easier choice where we live, learn, work and play.

We are pleased to provide this learning resource as part of ActNow BC — government's initiative to encourage people to make healthier lifestyle choices to be more physically active, eat healthier food, live tobacco-free and avoid alcohol use in pregnancy. This resource complements the Health and Career Education curriculum and Planning 10, and was tested by real B.C. teachers in real B.C. classrooms. We hope that you, too, find it a powerful tool that helps you help your students to live and eat well.

Thank you,



Shirley Bond
Minister of Education and Deputy Premier
(and Minister Responsible for Early Learning
and Literacy)



Gordon Hogg
Minister of State for ActNow BC

Grade 8 | Acknowledgements

Many teachers, health professionals, administrators, consultants and students throughout British Columbia have made this healthy eating and physical activity program possible. It has been carefully researched, focus-tested, reviewed and pilot-tested in classrooms. It has been guided by an Advisory Committee of Education and Health stakeholders. In particular we wish to thank the following for their assistance in the development of *Healthy Eating and Physical Activity Learning Resource*.

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Grade 8 | Introduction

Healthy Eating and Physical Activity Learning Resource, is a Kindergarten to Grade 10 grade-by-grade set of healthy eating and physical activity classroom-based lesson plans for the BC public school system. The Ministry of Health, in partnership with the Ministry of Education, developed the learning resources in consultation with students, teachers and health professionals. They are congruent with and meet minimum prescribed learning outcomes in *Health and Career Education* from Kindergarten to Grade 9 and *Planning 10*.

The lesson plans have been developed with the latest evidence in healthy eating, physical activity and social learning theory. The spiral curriculum model has been used to support students in all grades, to gain the knowledge and skills to make healthier choices and develop a life-long healthy lifestyle. The following teaching/learning strategies have been incorporated:

- inquiry
- brainstorming
- role-playing
- discussion and
- debates

These strategies encourage students to think critically, interact with their teacher and classmates and make health decisions in a fun and engaging manner.

All lessons have been focus and pilot tested in BC schools throughout the province. Teachers reported that the lessons are easy to deliver, student-focused and engaging. Although many resources exist to help educators teach healthy eating and physical activity, few exist that are Canadian and provide a developmentally appropriate program from Kindergarten to Grade Ten based on *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide to Healthy Active Living*.

The lessons form a unit of instruction, with the final lesson designed to review and culminate the learning for that grade level. Everything necessary to teach the lesson plans for each grade is provided in the resources, including an assessment component. Throughout, informational pages, called Teacher Backgrounders, are included that provide information in an easy-to-use format specific to individual lessons. Although it is preferable that each year be followed from Kindergarten to Grade 10, it is not mandatory.

Every teacher in the BC education system can use these resources.

Creating Healthy Schools in British Columbia

Schools are ideal settings for enabling students to develop life-long healthy behaviours to achieve their individual potential and contribute to a healthy society. In British Columbia, over half our youth are inactive and less than half eat sufficient fruits and vegetables for optimum health.

Under ActNow BC, government's health and wellness initiative supporting British Columbia's lead healthier lives, the Ministries of Health and Education have collaborated to support the development of this integrated and coordinated approach to assist school districts and schools to create environments that support healthy eating and physical activity. The following initiatives help schools to help students put into practice skills and knowledge gained in the classroom:

"The school setting is one of the most promising settings for helping children and youth develop healthy ways of living."

(Perry Kendall, *An Ounce of Prevention, A Public Health Rationale for the School as a Setting for Health Promotion: A Report of the BC Provincial Health Officer, 2004*)

- *The Guidelines for Sales and Food and Beverages in BC Schools* are intended to eliminate junk food in the school setting. The guidelines apply to vending machines, school sales, cafeterias and fundraising and other events and are to be fully implemented by September 2008.
- *The BC School Fruit and Vegetable Snack Program* which provides free BC produce as well as information to students is being implemented province-wide with all schools expecting to receive the program by 2010.
- *Action Schools! BC*, a best practice model, provides schools with the framework and tools to provide more opportunities for more children to make healthy choices in physical activity and healthy eating more often.
- Finally, *BC Healthy Schools Network* has been established to address a variety of academic, social and emotional concerns of students through a comprehensive school health approach. The Healthy Schools Network will enhance the ability of the education and health sectors to work more effectively in this collaborative effort to promote health through the school setting.

Grade 8 | Introduction

continued

Privacy Issues

Many of the lessons invite students to share personal information, at their discretion. An atmosphere of respect for the contributions of all class members is required. If work is to be displayed, it is important that students' efforts are not publicly identified.

Role of Food in Families, Cultures and Religion

Food provides a variety of functions in society. It nourishes, nurtures and creates social connectedness. It can be an important part of family and community celebrations, as well as having great prominence in many cultures and religions worldwide. Sensitivity on the value of food to students is important to acknowledge, as is recognizing individuality and sharing in a classroom setting to support inclusion and understanding. It is important to note that some families do have challenges in providing enough nutritious foods in the home environment.

Note

Some lessons require student access to *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide to Healthy Active Living*. These publications can be accessed by contacting your local Health Authority, phoning 1 800 622-6232 or downloading them from www.healthcanada.gc.ca/fooduide and www.paguide.com.

Grade 8 | At a Glance

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
LESSON 1 Self Assessment	Set personal goals for attaining and maintaining a healthy lifestyle.	Students have the opportunity to assess their current eating and physical activity status and compare it to current Canadian guidelines in preparation for setting healthy lifestyle goals.	Students: <ul style="list-style-type: none"> • determine attributes of a healthy lifestyle. • assess personal current health status. • compare personal healthy eating and physical activity habits to current guidelines and draw conclusions. • set personal goals for improving their lifestyle.
LESSON 2 Influences	Analyse influences on eating habits (family, peers, media).	Students identify and analyse what influences their decisions regarding healthy eating.	Students: <ul style="list-style-type: none"> • identify factors that influence a person's eating habits. • identify factors that are personally relevant. • analyse the factors that influence personal eating habits.
LESSON 3 Goal Setting	Set personal goals for attaining and maintaining a healthy lifestyle.	Students set personal healthy eating and physical activity goals and develop a personal action plan to meet those goals.	Students: <ul style="list-style-type: none"> • set personal goals for attaining and maintaining a healthy lifestyle using the SMART goal-setting strategy. • create a personalized action plan to help achieve the goals set by the students.
LESSON 4 Rap Song	Analyse influences on eating habits (family, peers, media).	Students have the opportunity to review their knowledge and apply strategies needed to overcome challenges to healthy eating and physical activity.	Students: <ul style="list-style-type: none"> • identify positive and negative influences on eating habits. • recognize personal challenges they may face while working to attain and maintain a healthy lifestyle. • develop and apply the strategies needed to overcome their personal challenges by composing a rap song.

Grade 8 | Lesson 1 - Self Assessment



General Overview

In this lesson students have the opportunity to assess their current eating and physical activity status and compare it to current Canadian guidelines in preparation for setting healthy lifestyle goals.

Curriculum Connections

Health and Career Education Prescribed Learning Outcome

- Set personal goals for attaining and maintaining a healthy lifestyle.

Objectives

Students will be able to:

- determine the attributes of a healthy lifestyle.
- assess personal current health status.
- compare their personal healthy eating and physical activity habits to current guidelines and draw conclusions.
- set personal goals for improving their lifestyle.

Note

Copies of *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Healthy Active Living* can be ordered or downloaded from the following sites:
www.healthcanada.gc.ca/foodguide
www.paguide.com

Preparation

- Copy 24 Hour Recall Food Intake form for each student.
- Copy 24 Hour Recall Physical Activity form for each student.
- Copy Tickets Out the Door for each student.
- Find *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide to Healthy Active Living*. (See NOTE)

Engaging the Learner

Write the stem, “A healthy person is . . .” on the board and have students brainstorm endings to it. Record their responses. Through discussion, create a definition of a healthy person.

Activities

- Instruct students that they will be assessing their current health status by completing two assessment forms. Once the assessment forms are completed students will then compare their physical activity to Canada’s Physical Activity Guide and their food intake to Canada’s Food Guide.
- Distribute 24 Hour Recall Physical Activity Assessment form and have students complete it.
- Distribute 24 Hour Recall Food Intake Assessment form and have students complete it.
- Distribute Canada’s Food Guide and Canada’s Physical Activity Guide.
- Using the Food Guide, review the concept of serving size.
- Ask students to compare their food intake and their physical activity to the government publications. Cue them by using such questions as:
 - a. When you compare your daily eating and activity with the guidelines, how do you compare?
 - b. Do you regularly eat meals that contain all the food groups? Are you eating at least the minimum food guide servings from each food group?
 - c. What types of physical activities do you enjoy and do you participate in them enough each week to achieve health benefits?
 - d. What motivates you to eat well and be active often? etc.
- Ask students to identify one thing they are doing well and one thing they would like to improve for both their daily food intake and their daily physical activity. Remind students to be specific.
- Have each student record his/her responses on the Tickets Out the Door and hand them in prior to the end of class.

Assessment

Have students complete the Tickets Out the Door. Reassure students that their personal thoughts will be kept confidential.

Lesson 1 | 24 Hour Recall - Food Intake

List all the foods and beverages that you eat over a 24 hour period. Include amounts of each. Compare your intake against Canada's Food Guide and identify how many food guide servings from each of the four food groups you have eaten. For those foods and beverages that do not fit in the food guide, place an asterisk beside these.

Time	Food or Beverages	Amount/Portion	Total # of Food Group Servings from Canada's Food Guide			
			VEGETABLES & FRUITS	GRAINS	MILK AND ALTERNATIVES	MEAT & ALTERNATIVES
TOTAL						

Total Number of Food Group Servings from Eating Well with Canada's Food Guide

www.healthcanada.gc.ca/foodguide

Place the number of food group servings for each of the four food groups you have eaten in the columns below.

Vegetables & Fruit 6 servings	Grains 6 servings	Milk Products 3—4 servings	Meat & Alternatives 1—2 servings

Lesson 1 | 24 Hour Recall - Physical Activity

List all the activities that you engage in over a 24 hour period. Use the chart to classify the type of activity and the time you spent at each activity.

Type of Activity (E.G. cardiovascular, strength, stretching, other)	Time Being Active (E.G. 20 minutes continuous, or 40 minutes stop and go)	Screen Time (E.G. time spent on the computer, cell phone or watching tv)	Effort/Intensity Of Activity (E.G. vigorous, moderate, light)

Total Number of Minutes Active in Each Effort Category

Using the chart “Total Number of Minutes Recommended” at the bottom of the page, classify the activities from the 24 hour recall into the following chart.

Light 60 min	Moderate 30 to 60 min	Vigorous 20 to 30 min	Screen Time

Total Number of Minutes Recommended

by *Canada's Physical Activity Guide to Healthy Active Living* (www.paguide.com)

Light	Moderate	Vigorous
60 minutes of activity like, light walking, volleyball, stretching, easy gardening	30 to 60 minutes of activity like, brisk walking, biking, swimming, dancing, raking leaves, water aerobics	20 to 30 minutes of activity like, aerobics, jogging, hockey, fast dancing

Lesson 1 | Ticket Out the Door

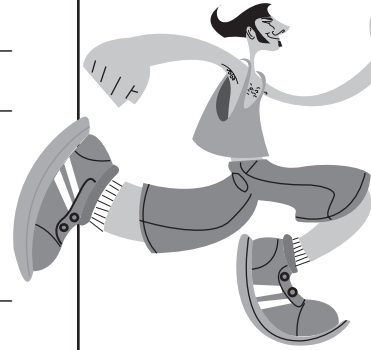
Self-assessment

Name: _____ (Please give to your teacher at the end of the class.)

Physical Activity

One thing I am doing very well is:

One thing I would like to improve is:



Food Intake

One thing I am doing very well is:

One thing I would like to improve is:



Grade 8 | Lesson 2 - Influences



General Overview

In this lesson students will identify and analyse what influences their decisions regarding healthy eating.

Curriculum Connections

Health and Career Education Prescribed Learning Outcome

- Analyse influences on eating habits (family, peers, media).

Objectives

Students will be able to:

- identify factors that influence a person's eating habits.
- identify factors that are personally relevant.
- analyse the factors that influence personal eating habits.

Preparation

- Copy Who & What Influence US? handout for each group.
- Copy Who & What Influence ME? handout for each student.
- Copy the Who & What Influence ME? Teacher Assessment rubric for each student.
- Find the Who & What Influence ME? teacher sample. This may be useful in cuing students during discussions.

Grade 8 | Lesson 2 - Influences

Engaging the Learner

During a classroom brainstorm ask students, “Who and what influences a person’s eating habits?” and record their responses for class viewing.

Activities

- Organize students into groups of four.
- Have students complete Who & What Influence US? handout. Work with students to develop one or two samples to get them started. (E.G. The influence might be how media promotes “bigger is better” in terms of food portions. Have students discuss and record whether this is a positive or negative influence and why it is positive or negative.)
- Invite each group to present their findings to the class.
- Allow time for discussion.
- Tell students they will now repeat the exercise only this time they will personalize it according to their own lives.
- Distribute a copy of Who & What Influence ME? handout to each student to complete.
- Distribute Who & What Influence ME? Teacher Assessment rubric and discuss how students will be graded on this assignment.

Assessment

Complete Who & What Influence ME? Teacher Assessment rubric.



Lesson 2 | Who and What Influence ME?



Name: _____

Directions: List who and what influence your eating habits. Explain how this influences you. Indicate if this is a positive or negative influence. Explain why it is a positive or negative influence.

Influence	How does this influence me?	Positive or negative influence?	Why is this a positive or negative influence?
Media	Always shows large portions.	Negative	I overeat because I think I'm eating a normal sized portion.

Number of positive influences? Number of negative influences?

Who or what is most influential regarding your eating habits.

Identify three strategies that will help you to overcome negative influences.

Lesson 2 | Who and What Influence ME?

Teacher Sample - use this sample to help cue students during discussion.

Name: _____

Directions: List who and what influence your eating habits. Explain how you are influenced. Indicate if this is a positive or negative influence. Explain why it is a positive or negative influence.

Influence	How does this influence me?	Positive or negative influence?	Why is this a positive or negative influence?
Media	Always shows large portions.	Negative	I overeat because I think I'm eating a normal sized portion.
Family	Always have a large evening meal.	Negative	I'm very full when I go to bed.
Family	Parents limit the amount of fats and sugars I eat.	Positive	Too much fat and sugar is unhealthy.
Family	There are always fruit and vegetables in the fridge.	Positive	Fruits and vegetables are high in nutrients.
Friends	Like to hang out at the doughnut shop and eat doughnuts.	Negative	Very little nutrition in a doughnut.
Friends	Bring their lunch to school.	Positive	Allows me to pack healthier lunches.
Friends	Like to eat at fast food restaurants on the weekend.	Negative	Not many nutritious food choices.
Time	Never get up in time to have breakfast.	Negative	Important to fuel my body for the morning.
Holiday	Always overeat on special occasions (my birthday!)	Negative	Not good to stuff myself. I feel tired after.
Media	Advertising stimulates my appetite and I want to snack.	Negative	I usually give in and grab unhealthy snacks such as pop and chips.

Strategies to overcome any negative influences:

- 1) When advertising makes me hungry, I'm going to try and snack on fruit and vegetables.
- 2) Set my alarm 30 minutes earlier so I will have time to eat breakfast before school.
- 3) Limit the number of doughnuts I eat from five per week to one per week.

Lesson 2 | Who and What Influence ME?

Teacher Assessment Rubric

Name: _____

Identifies factors that influence eating habits (E.G. family, peers, media).	8	6	4	2
Identifies how factors influence eating habits.	8	6	4	2
Distinguishes between positive and negative influences.	8	6	4	2
Explains why influences are positive or negative.	8	6	4	2
Identifies a minimum of three strategies to improve eating habits.	8	6	4	2
Score: ____/40				

KEY

- 8 = More than meets expectations
- 6 = Meets expectations
- 4 = Approaching expectations
- 2 = Not yet meeting expectations

Lesson 2 | Who and What Influences ME?

Teacher Assessment Rubric

Name: _____

Identifies factors that influence eating habits (E.G. family, peers, media).	8	6	4	2
Identifies how factors influence eating habits.	8	6	4	2
Distinguishes between positive and negative influences.	8	6	4	2
Explains why influences are positive or negative.	8	6	4	2
Identifies a minimum of three strategies to improve eating habits.	8	6	4	2
Score: ____/40				

KEY

- 8 = More than meets expectations
- 6 = Meets expectations
- 4 = Approaching expectations
- 2 = Not yet meeting expectations

Grade 8 | Lesson 3 - Goal Setting



General Overview

In this lesson students will set personal healthy eating and physical activity goals and develop a personal action plan to meet those goals.

Curriculum Connections

Health and Career Education Prescribed Learning Outcomes

- Set personal goals for attaining and maintaining a healthy lifestyle.

Objectives

Students will be able to:

- set personal goals for attaining and maintaining a healthy lifestyle using the SMART goal-setting strategy.
- create a personalized action plan to help achieve the goals set by the student.

Preparation

- Copy SMART Goal Setting Handout for each student.
- Copy SMART Goal Setting Worksheet for each student.
- Copy My Personal Health Action Contract for each student.
- Copy SMART Goal Setting Teacher Assessment rubric for each student.

Engaging the Learner

- Write the following sentence stems on the board and ask students to complete them in their notebooks or on paper.
 - a. "This weekend I am going to ..."
 - b. "This afternoon I have decided to ..."
 - c. "In the summer I'm planning to ..."
 - d. "During vacation time my family and I are going to ..."

Grade 8 | Lesson 3 - Goal Setting

- Underline the time phrases (E.G. this weekend, in the summer, etc.).
- Ask students to be more specific about the time. You might ask questions like, “What day of the weekend? Morning or afternoon? What specific time?”
- Tell students that one of the important strategies for setting goals is the element of using precise timelines.

Activities

- Distribute copies of the SMART Goal Setting Instruction Sheet to each student.
- Tell them that the acronym SMART can help them set goals for almost everything that they do.
- Ask students to pair with a friend and have them discuss the goal statements they completed and rewrite one of them using the SMART acronym.
- Have students share some of their revised goals with the class.
- Tell the students that today they are going to focus on setting personal goals for healthy eating and physical activity.
- Distribute SMART Goal Setting Worksheet to each student and work through the example together.
- Distribute the SMART Goal Setting Teacher Assessment rubric and discuss how students will be graded on this assignment.
- Have students complete the worksheet.
- Distribute My Personal Health Action Contract to each student and explain how to complete it.
- Collect student contracts and tell the students you will return them in a month so they can see if they have met their goals.

Assessment

Mark the My Personal Health Action Contract out of 10 by giving students one point for each of the SMART items.



Lesson 3 | SMART Goal Setting

SMART is an acronym you can use to set realistic goals. The letters stand for the following:

- S Specific** Your goal should answer the 'who,' 'what,' 'when,' 'where' and 'why' questions so that it is very clear what you want to accomplish.
- M Measurable** You must be able to actually evaluate your goal. This helps you know if you have attained it.
- A Agreed upon** You must be totally committed to your goal and, in some cases, it is a good idea to check to see if someone else agrees that it is worthwhile.
- R Realistic** Your goal must be manageable and possible to attain.
- T Time sensitive** Your goal needs to have a deadline. You need to assign a finishing date.



Grade 8 | Lesson 3 - SMART Goal Setting Worksheet

- S**pecific
- M**easurable
- A**greed Upon
- R**ealistic
- T**ime Sensitive

Develop two goals; one goal is for healthy eating and the other goal is for physical activity. Complete each column to help you write your goals. An example has been done for you. When you have completed your worksheet you are ready to write your SMART goal on your Personal Action Contract.

		Healthy Eating Goal	Physical Activity Goal
EXAMPLE	who	<i>Me</i>	<i>Me</i>
	what	<i>eat more fruit and vegetables</i>	<i>bike to school</i>
	why	<i>good for me – Canada’s Food Guide recommends 6 servings</i>	<i>give me more energy, build up my strength</i>
	where	<i>at school</i>	<i>home to school & back</i>
	how	<i>have a salad with lunch</i>	<i>get my friend to bike with me for company</i>
	when	<i>five days a week</i>	<i>five days a week</i>

My Healthy Eating Goal: _____

My Physical Activity Goal: _____

	Healthy Eating Goal	Physical Activity Goal
who		
what		
why		
where		
how		
when		

MY PERSONAL HEALTH ACTION CONTRACT



I, _____
commit to both of the following healthy eating and physical activity actions – one of each.

My healthy eating goal is:

My physical activity goal is:



Signed: _____ Date: _____

Friend or family member who supports my decisions:

Signed: _____ Date: _____

Teacher who supports my decisions:

Signed: _____ Date: _____
Student Signature



Lesson 3 | SMART Goal Setting Assessment Rubric

Teacher Assessment Rubric



Personal Healthy Eating Goal on Action Contract is:	YES = 1	NO = 0
Specific		
Measurable		
Agreed upon		
Realistic		
Time sensitive		
TOTAL		
Personal Physical Activity Goal on Action Contract is:	YES = 1	NO = 0
Specific		
Measurable		
Agreed upon		
Realistic		
Time sensitive		
TOTAL		
Name _____ Date _____	Score: ____/10	

Lesson 3 | SMART Goal Setting Assessment Rubric

Teacher Assessment Rubric



Personal Healthy Eating Goal on Action Contract is:	YES = 1	NO = 0
Specific		
Measurable		
Agreed upon		
Realistic		
Time sensitive		
TOTAL		
Personal Physical Activity Goal on Action Contract is:	YES = 1	NO = 0
Specific		
Measurable		
Agreed upon		
Realistic		
Time sensitive		
TOTAL		
Name _____ Date _____	Score: ____/10	

Grade 8 | Lesson 4 - Rap Song



General Overview

This lesson provides students the opportunity to review their knowledge and apply strategies needed to overcome challenges to healthy eating and physical activity.

Curriculum Connections

Health and Career Education Prescribed Learning Outcomes

- Set personal goals for attaining and maintaining a healthy lifestyle.
- Analyse influences on eating habits (family, peers, media).

Objectives

Students will be able to:

- identify positive and negative influences on eating habits.
- recognize personal challenges they may face while working to attain and maintain a healthy lifestyle.
- develop and apply the strategies needed to overcome their personal challenges by composing a rap song.

Preparation

- Make overhead transparency of Sample Rap Song.
- Find Criteria for Writing a Rap Song.
- Copy Rap Song Self-Assessment rubric for each group.

Engaging the Learner

Listen to a rap song (age appropriate) and have students discuss the conventions of a rap song. You may wish to consult with the music teacher for a suitable example.

Activities

- Review, through discussion, the previous three lessons on assessing current lifestyle, determining positive and negative influences and developing strategies to overcome negative influences and goal setting.
- Put students into groups of four.
- Instruct students that they will be writing a rap song that synthesizes what they have learned about self-assessment, positive and negative influences, developing strategies for overcoming negative influences and setting goals.
- Review the Sample Rap Song with students.
- Distribute the Rap Song Self-Assessment rubric to each group and discuss how students will be graded on this assignment.
- Have students write a rap song.
- Have students perform their song for the class.

Assessment

Have each group of students complete the Rap Song Self-Assessment rubric. The focus for assessment should be on the students' ability to self assess, to determine positive and negative influences, to develop strategies for overcoming negative influences and to set goals and not on their ability to write or perform rap music.

Lesson 4 | Sample Rap Song

Favourite show's on and I feel like a slouch
Wanna get movin' but I'm glued to the couch

Commercials advertisin' burgers and fries
Tellin' me it's better to "supersize"

I'm a gamin' fiend and my thumbs they be fit
But my heart, lungs and arteries are takin' a hit

Get rides to school to and fro each day
That don't give no time for after school play

But I've had enough 'cause I can't breathe
These bad habits I got to leave

A Canada's Food Guide I got to get me
I'm gonna eat foods from each category

I'm off the couch and I'm walking to school
Lifestyle disease ain't gettin' this fool



Lesson 4 | Criteria for Writing a Rap Song

Rap Songs:

- tell a story.
- are spoken rather than sung.
- have a heavy beat.
- usually consist of a series of rhyming couplets (aabbcc etc.).

The Topic

- Healthy Eating and Physical Activity

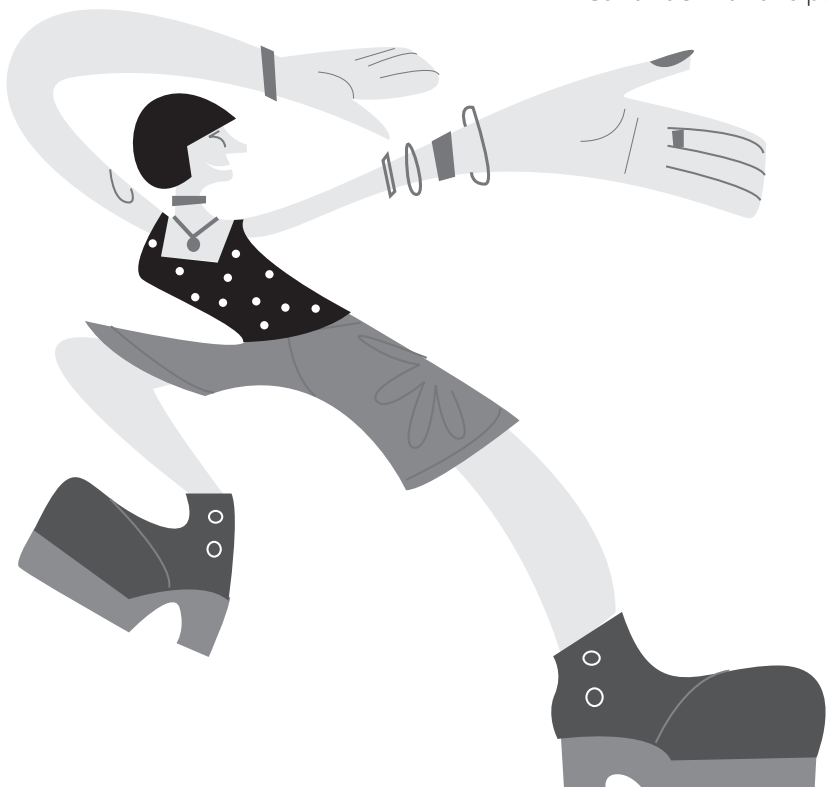
The Story

Identify:

- current health status.
- positive and/or negative influences.
- strategies to overcome negative influences.
- goals for attaining and maintaining a healthy lifestyle.

Getting Started

- Begin your song with a line that has a strong beat and a strong rhythm.
- The next line should have the same beat or rhythm and the end word should rhyme with the end word of the previous line.
- Continue with this pattern until you have completed the story.



Lesson 4 | Rap Song

Self-Assessment Rubric

Group Names: _____

Criteria						
Song addresses self assessment	Clearly Stated	8	6	4	2	Not Stated
Song addresses influences	Clearly Stated	8	6	4	2	Not Stated
Song addresses strategies to resist negative influences	Clearly Stated	8	6	4	2	Not Stated
Song addresses decision making	Clearly Stated	8	6	4	2	Not Stated
Group Involvement	Active	4	3	2	1	Passive
Presentation	Engaging	4	3	2	1	Uninteresting
Conventions of a rap song are evident	Always	4	3	2	1	Seldom

Group Score:
_____/44



Grade 8 | Further Resources and Contacts

Following, in alphabetical order, is a list of sites that teachers can access to learn more about healthy eating and physical activity and get further resources to use in the classroom.

Action Schools! BC

www.actionschoolsbc.ca

Action Schools! BC is a best practices model designed to assist schools in creating individualized action plans to promote healthy living. It is designed to involve the entire school community and provide children with a healthy eating and physical activity program.

Registered schools benefit from accessing Classroom Action Bins containing equipment and teaching resources. Teacher in-services and the ongoing support of the Action Schools! BC Support Team are available.

The Action Pages! document is a user-friendly resource to link teachers, youth coaches, and community instructors with the multitude of resources available across Canada to support healthy and active school communities.

Act Now BC

<http://www.actnowbc.gov.bc.ca>

This BC government-sponsored site has information for teachers and students on healthy eating, physical activity and tobacco. It provides links to a number of credible health-related sites on these topics. Teachers, families and students can access information and find practical tips on physical activity and healthy eating for children and youth.

Specific to healthy schools, this site links to health and safety school programs including Action Schools! BC, School Fruit and Vegetable Snack Program, Kick the Nic and Way to Go!

Information and links are also provided for Making It Happen: Healthy Eating at School and Directorate of Agencies for School Health. These partnership sites provide further resources for schools to aid in the development of healthy school environments focused on healthy eating and physical activity as part of the Comprehensive School Health model.

BC Healthy Living Alliance

<http://www.bchealthyliving.ca/>

The BC Healthy Living Alliance (BCHLA) is a provincial coalition of organizations working together to improve the

health of British Columbians by promoting physical activity, healthy eating and living smoke-free. The website contains information, reports and links to other health related organizations.

BC Dairy Foundation

www.bcdairyfoundation.ca

The BC Dairy Foundation is a not-for-profit organization that offers innovative nutrition education programs for the BC school system. Teacher workshops, provided to elementary, middle and secondary school teachers across BC, give hands-on experience with BC Dairy Foundation nutrition education programs and information to assist teachers in bringing healthy eating education to the classroom.

The site also provides order forms for healthy eating resources and information on the BC Dairy Foundation School Milk Program. There are some free downloadable activities that promote fun and healthy eating for students.

BC Ministry of Education – Healthy Schools

<http://www.bced.gov.bc.ca/health/>

This BC Ministry of Education site has a variety of resources that can be used by schools and by teachers in the classroom to enhance the concept of a healthy lifestyle for children and youth.

The site provides access to a series of four booklets on Healthy Living for Families that provide information specific to children and youth of different ages and stages. These booklets provide information and practical strategies on healthy eating and physical activity including information on healthy behaviours at school.

The BC Healthy Schools Network promotes and supports Comprehensive School Health focusing on three areas: teaching and learning, the school environment and community partnerships. Network newsletters and resources for schools are also available.

Canadian Health Network

<http://www.canadian-health-network.ca/>

This Canadian Health Network site promotes healthy choices. It provides information on the many influences that affect our health from social and environmental factors to everyday choices about healthy eating and physical

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activity. A wealth of resources, tools and links on healthy eating and physical activity are also provided.

Healthy Lunches to Go is an interactive tool that can be used by teachers, parents and children to learn more about packing healthy lunches, get new recipe ideas and get tips on food safety for meals on the go. There are also links to other interactive websites that provide healthy eating information in the form of games and quizzes.

Canadian Paediatric Society, Caring for Kids

www.caringforkids.cps.ca

This site provides information on a variety of child health topics including healthy eating, safety and behaviour and development. Specific information on teen health is provided including targeted messages for parents, teachers and coaches.

How to promote healthy eating for children, avoiding food poisoning, vitamin and mineral supplements, food allergies and intolerances are some of the healthy eating topics covered on this site. Tips on active living for families, the benefits of physical activity and when to put children in sports are a few of the active living themes.

This site also offers a free e-newsletter that comes out monthly and a listing of links to many reputable Canadian websites on children's health.

DASH BC

www.dashbc.org

This site is sponsored by the Directorate of Agencies for School Health (DASH), a network representing a broad range of local regional and provincial organizations and individuals acting as advocates for activities that "enable students to develop to their fullest potential". DASH uses a Health Promoting School (HPS) approach and works to create and maintain networks, share information on health-promoting schools and support strategies that enable healthy school environments.

Resources include reports, tools and activity ideas for schools and school communities on supporting healthy school environments which include school meal programs, strengthening school community links and supporting student achievement and health. DASH is involved in Breakfast for Learning, CommunityLINK, School Food and Nutrition in

BC, and Moving Food Policy Forward, among other projects.

Background information and resources on Healthy Schools and Comprehensive School Health are available and DASH also provides e-newsletters and forums.

Dial-A-Dietitian

<http://www.dialadietitian.org>

Dial-A-Dietitian is a free nutrition information telephone service (1-800-667-3438) for all BC residents and is funded by the BC Ministry of Health. Dietitians provide nutrition consultation and referral. Dial-A-Dietitian has translation services in over 130 languages. An allergy dietitian is available from Wednesday to Friday.

The Dial-A-Dietitian web site offers quality nutrition information and resources based on current scientific research. Teachers and schools can access this information and can also link to local community nutritionists and nutrition services in their community.

Dietitians of Canada

http://www.dietitians.ca/public/content/eat_well_live_well/english/index.asp

This site provides reliable information on nutrition and healthy eating. There are many interactive tools, resources and games that can be used by teachers and students.

One of the interactive tools is EATracker which allows you to track food and physical activity for the day and compare it to Health Canada's guidelines. The Let's Make a Meal tool guides you in building daily menus that follow Canada's Food Guide. There are also nutrition challenges which include a quiz, crossword puzzle and scavenger hunt, all focused on healthy eating. The site provides all of the information, resources and tools for National Nutrition Month.

Tips, frequently asked questions and fact sheets are available on a wide range of nutrition topics including many related to children's health and basic healthy eating. This website aims to provide accurate nutrition information in fun, interactive ways.

Go for Green

www.goforgreen.ca

Go for Green is a national not-for-profit, charitable organization that encourages Canadians to pursue healthy,

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outdoor physical activities that protect, enhance or restore the environment. The website includes many resources to inform Canadians about healthy, active lifestyle choices and programs that encourage outdoor activity that is also supportive of environmental sustainability.

One program of Go for Green is Active & Safe Routes to School, a national program that encourages human movement as a means to get to and from school. International Walk to School Month is October and schools can register online and receive a toolkit and the chance to win prizes. The Walking/Cycling School Bus program encourages communities to walk or cycle to school together and learn the importance of safety at the same time.

Health Canada – Physical Activity Guides for Children and Youth

www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/index.html

This website contains Canada's Physical Activity Guides for Children and Youth, teacher's guides, magazines for children and youth, family guides, activity chart and stickers and an interactive game. Hard copies of all of the materials can be ordered directly online <http://www.phac-aspc.gc.ca/pau-uap/fitness/order.html>.

Canada's Physical Activity Guide for Children, ages 6-9 outlines the benefits of regular physical activity and the different types of physical activity. It provides guidelines on increasing activity to 90 minutes a day and for reducing time spent in sitting activities such as watching television. Canada's Physical Activity Guide for Youth ages 10-14 is similar to the children's guide but with different graphics and content to appeal to teens.

The Teacher's Guide provides information that teachers can use in talking with students about "being active, having fun and feeling good about themselves". Activity ideas, ways to motivate students to be active and stories from other teachers are all included.

The Family Guides and magazines provide further information, tips and guidance for families and children and youth.

Health Canada – Eating Well with Canada's Food Guide

www.healthcanada.gc.ca/foodguide

This site provides a myriad of information on food and nutrition based on *Eating Well with Canada's Food Guide*. *Eating Well with Canada's Food Guide* can be downloaded from this site or hard copies can be ordered for free. The guide is available in French and there is also a *Food Guide for First Nations, Inuit and Métis*. There is a separate booklet for educators and communicators that provides further detailed information on nutrition and food and how to communicate the messages of the food guide.

The "My Food Guide" tool can be used to create individual guides based on individual food and activity preferences. This tool can be used by teachers to encourage students to personalize the guide to their own needs.

This website elaborates on the information presented in *Eating Well with Canada's Food Guide* and gives guidance on using the food guide, choosing healthy foods and maintaining healthy habits.

Healthy Eating is in Store for You

<http://www.healthyeatingisinstore.ca/>

Sponsored by the Canadian Diabetes Association and Dietitians of Canada, this site has a variety of information on healthy eating, focusing specifically on nutrition label reading.

It has a Virtual Grocery Store that allows students to learn how to use the nutrition information on the label of packaged foods to make healthy choices. This game takes you on a virtual shopping tour through the isles of a grocery store giving the tools and information necessary to make wise food choices.

There are many resources available for download on the site that can be used by teachers and students. The Healthy Eating is in Store for You handouts and tools give information and activities to increase knowledge and use of nutrition labels.

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Heart and Stroke Foundation of Canada

www.heartandstroke.ca

The Heart and Stroke Foundation provides information on heart disease and stroke based on the best research available. This site provides valuable health promotion materials and access to research on healthy eating and physical activity.

The site has a section, For Our Kids, that provides information and resources for teachers, parents and kids. Resources for teachers include activities, lesson plans, posters and a handbook, all available free for download. You may also order free of charge, class sets of fact sheets on a variety of health topics. Information on Heart and Stroke programs Hoops for Heart and Jump Rope for Heart can be accessed.

Heart and Stroke Foundation of B.C. and Yukon

<http://ww2.heartandstroke.ca/Page.asp?PageID=740&RecordID=2822&Src=news&Language=English&CategoryID=15&From=Feature>

From this site you may access information on the *HeartSmart Kids* program, grades K through 6. The HeartSmart Kids program is curriculum based and focuses on heart health, healthy eating, physical activity and being smoke-free. This resource is free for teachers after attending a one-hour interactive workshop.

Making it Happen: Healthy Eating at School

<http://www.knowledgenetwork.ca/makingithappen/>

This Knowledge Network site has a multitude of opportunities to explore nutrition environments within the home and school community. It provides background information, tools and resources in order to develop a school environment that supports healthy eating.

This site encourages schools to learn more about creating healthy school food environments, assess their own school environment using the School Healthy Eating Assessment Tool and gather ideas for action.

Menu topics include healthy school fundraising, nutrition education, food services in schools, school nutrition policy

and healthy school environments. On each of these topics there is background information, tools and resources and ideas for action as well as testimonials from health and education professionals.