

Grade 9

Healthy Eating & Physical Activity Learning Resource

Grade 9 | 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 9 | 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 9 | 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 9 | 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 9 | At a Glance

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
LESSON 1 Day at the Improv	Relate characteristics of a healthy lifestyle to their ability to maximize personal potential. Analyse how healthy eating habits can support a healthy lifestyle.	Students explore the characteristics of a healthy lifestyle, identify which characteristics are applicable to them and decide how to improve their eating and physical activity habits.	Students: <ul style="list-style-type: none"> • identify the characteristics of a healthy lifestyle. • classify which characteristics are applicable to healthy eating and physical activity. • relate these characteristics to their own lifestyle.
LESSON 2 Snack Facts	Analyse how healthy eating habits can support a healthy lifestyle.	Students will investigate how snacking on packaged food can contribute to or detract from a healthy lifestyle.	Students <ul style="list-style-type: none"> • analyse their snacking habits. • apply labeling information in order to make healthy packaged snack choices. • choose healthy packaged snacks.
LESSON 3 Energy Balance	Relate characteristics of a healthy lifestyle to their ability to maximize personal potential.	Students will examine how their eating and exercise choices and the timing of these choices impact their energy levels throughout the day.	Students <ul style="list-style-type: none"> • analyse how scheduling eating, physical activity and sleep impacts energy levels. • identify strategies to balance energy levels throughout the day to maximize their personal potential.
LESSON 4 The Ultimate Healthy Canadian Teen	Relate characteristics of a healthy lifestyle to their ability to maximize personal potential. Analyse how healthy eating habits can support a healthy lifestyle.	Students will synthesize their knowledge of healthy eating and physical activity and complete an application to participate in a television program called The Ultimate Healthy Canadian Teen.	Students: <ul style="list-style-type: none"> • identify the characteristics of a healthy lifestyle. • create an ideal of a healthy young person. • identify and analyze their own daily eating and physical activity habits.

Grade 9 | Lesson 1 - Day at the Improv



General Overview

In this lesson students will explore the characteristics of a healthy lifestyle, identify which characteristics are applicable to them and decide how to improve their eating and physical activity habits.

Curriculum Connections

Health and Career Education Prescribed Learning Outcomes

- Relate characteristics of a healthy lifestyle to their ability to maximize personal potential.
- Analyse how healthy eating habits can support a healthy lifestyle.

Objectives

Students will be able to:

- identify the characteristics of a healthy lifestyle.
- classify which characteristics are applicable to healthy eating and physical activity.
- analyse how healthy eating habits support a healthy lifestyle.
- relate these characteristics to their own lifestyle.

Preparation

- Copy Say-Choose-Do handout for each student.
- Copy the Reflection handout for each student.
- Copy the Characteristics of a Healthy Lifestyle Self-Assessment rubric for each student.

Engaging the Learner

Write the stem, “A healthy lifestyle includes . . .” on the board and have students brainstorm endings to it. Record all their answers. Through discussion create a definition of a healthy lifestyle.

Activities

- Put students in pairs.
- Distribute the Say-Choose-Do handout to students.
- Use the first situation as an example and then have the class work together with the teacher on the next examples.
- Have students complete the rest of the handout on their own.
- Discuss the handout and talk about the reasons why it’s a good idea to live a healthy lifestyle beginning when they are young.
- Discuss how being healthy can affect their schoolwork, their families, their choice of careers and their wellbeing.
- Put students into groups of three or four and have them create a short (two to three minute) skit demonstrating a situation in which they are tempted by unhealthy food choices, but instead choose the healthiest alternatives. Have them refer to their completed Say-Choose-Do handout for inspiration.
- Have students share their skits with the class. Discuss each skit by asking the following questions:
 1. Who was tempted?
 2. What unhealthy food choice was made?
 3. What healthy alternative was chosen?
- Discuss assessment criteria with students.
- Have students complete the Reflection Handout. Tell them to use the definition of a healthy lifestyle that they created earlier.

Assessment

Have students use the Characteristics of a Healthy Lifestyle Self-Assessment rubric.

Lesson 1 | Say - Choose - Do



Directions: Create some situations and think about what a healthy person might say, choose and do and what YOU usually say, choose and do.

SITUATION	SAY	CHOOSE	DO
School Cafeteria	Healthy Person: "I'll have a healthy lunch today."	Healthy Person: A slice of ham & pineapple pizza with whole wheat crust, a salad and a carton of milk.	Healthy Person: Take my time and eat with my friends.
	ME: "I'll have what my friends have for lunch."	ME: A hamburger, French fries and a pop.	ME: Eat quickly so I can watch the basketball game.
Community Centre	Healthy Person: "I'm going to do some strength training in the gym."	Healthy Person: I'll join a class in supervised weight training.	Healthy Person: Go to class every week.
	ME:	ME:	ME:
Fast Food Restaurant	Healthy Person:	Healthy Person:	Healthy Person:
	ME:	ME:	ME:
	Healthy Person:	Healthy Person:	Healthy Person:
	ME:	ME:	ME:

Lesson 1 | Reflection

Name: _____

Directions: Reflect on your own eating and activity habits. Complete the following according to how it relates to your current health.

A healthy lifestyle includes: _____

How would you rate your current lifestyle?

Why? _____

My number one healthy behavior is:

I will try to improve my health by:

Attaining and maintaining a healthy lifestyle will affect my future in the following ways:



Lesson 1 | Characteristics of a Healthy Lifestyle

Self-Assessment Rubric

Name: _____

I identified the characteristics of a healthy lifestyle.	8	6	4	2
I related the characteristics of a healthy lifestyle to myself.	8	6	4	2
I can distinguish between healthy and less than healthy behaviors.	8	6	4	2
I identified areas for health improvement in order to maximize my personal potential.	8	6	4	2
I analysed how healthy eating supports a healthy lifestyle.	8	6	4	2
Score: ____/40				

KEY

- 8 = Excellent
- 6 = Good
- 4 = Satisfactory
- 2 = needs improvement



Lesson 1 | Characteristics of a Healthy Lifestyle

Self-Assessment Rubric

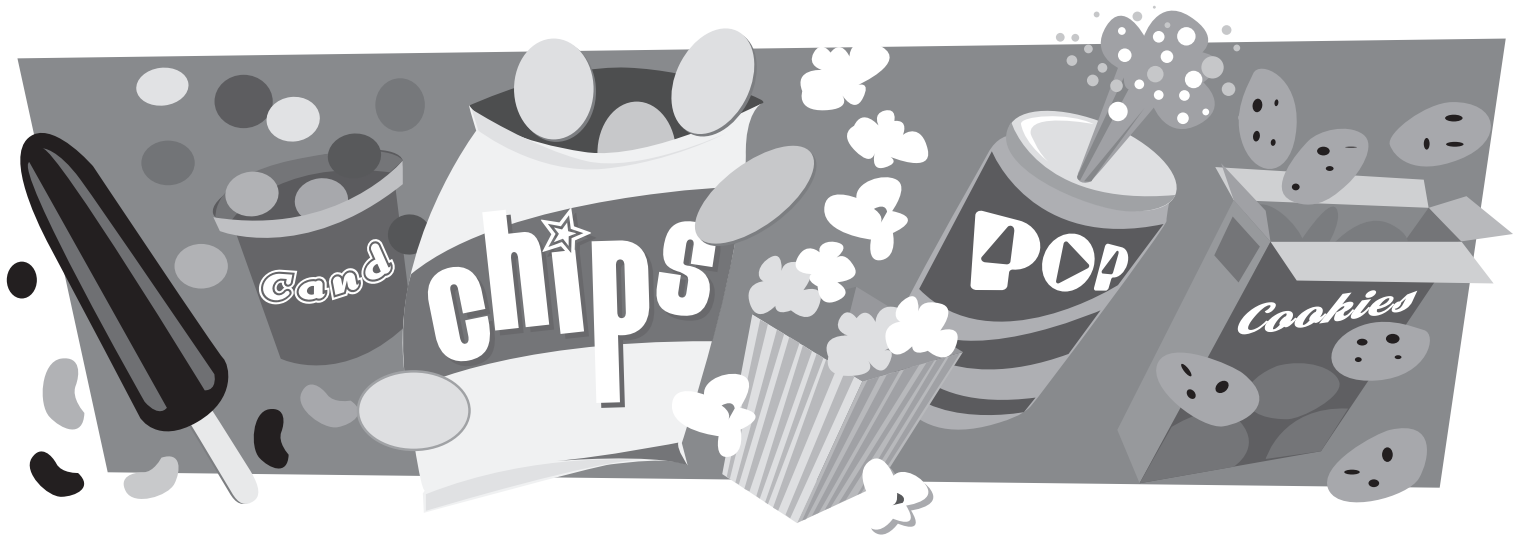
Name: _____

I identified the characteristics of a healthy lifestyle.	8	6	4	2
I related the characteristics of a healthy lifestyle to myself.	8	6	4	2
I can distinguish between healthy and less than healthy behaviors.	8	6	4	2
I identified areas for health improvement in order to maximize my personal potential.	8	6	4	2
I analysed how healthy eating supports a healthy lifestyle.	8	6	4	2
Score: ____/40				

KEY

- 8 = Excellent
- 6 = Good
- 4 = Satisfactory
- 2 = needs improvement

Grade 9 | Lesson 2 - Snack Facts



General Overview

In this lesson students will investigate how snacking on packaged food can contribute to or detracts from a healthy lifestyle.

Curriculum Connections

Health and Career Education Prescribed Learning Outcomes

- Analyse how healthy eating habits can support a healthy lifestyle.

Objectives

Students will be able to:

- analyse their snacking habits.
- apply labeling information in order to make healthy packaged snack choices.
- choose healthy packaged snacks.

Preparation

- Read Healthy Snacking Teacher Backgrounder.
- Copy Snack Facts handout for each student.
- Copy Snack Facts Self-Assessment rubric for each group.
- Post Eating Well with Canada's Food Guide for student viewing.

The Day Before...

On the day prior to this lesson, ask students to bring their favourite packaged snack to school. Bring a supply of packaged snacks for students who are not able to bring a sample. (E.G. potato chips, chocolate bars, packaged cookies, granola bars, packaged crackers with cheese or other spreads, popcorn, soft drinks, etc.)

Note

You may want to bring sugar, lard, and teaspoons to class to provide students with a visual of the amount of sugar and fat contained in common packaged snacks.

Engaging the Learner

- Provide students who do not have a snack with a sample of a packaged snack.
- Ask students why they have chosen their particular snack and where they got it.
- Allow students time to compare and discuss their chosen snacks

Activities

- Ask students to find the Nutrition Facts table on their snack package.
- Ask them to look at the amount of food in the package and the portion size on the Nutrition Facts.
 - a. Are they the same or different?
 - b. Does this affect them in terms of how much of their snack they will eat?
 - c. Do they typically use the label to make snack or other food choices?
- Have students form groups of five. Ensure that each member of the group has a different snack.
- Distribute the Snack Facts handout to each student and tell students to use the Nutrition Facts table on their snack to complete the handout. All the snacks in each group need to be recorded on the handout.
- Once students have completed their handout ask them to share their findings.
- See side note.
- You might use the Healthy Snacking Teacher Backgrounder to cue them by asking questions such as:
 - a. Which snacks would you consider the healthiest? Why?
 - b. Where did you get these snacks?
 - c. Where do you go to get a healthy snack?
 - d. Do you ever choose snacks based on nutrition label information? Why or why not?
 - e. How often and when might you have a snack?
 - f. What tips would you give a friend about choosing a healthy snack?
- Ask students what they consider to be healthy snacks. List their suggestions on the board.

Note

At this point you may want to provide students with a demonstration of the amount of sugar and fat contained in common packaged snacks by measuring out the number of teaspoons of sugar and fat for individual snacks.



Assessment:

- Have each group of students complete the Snack Facts Self-Assessment rubric. Suggest that the students bring a healthy packaged snack to school tomorrow.

Lesson 2 | Teacher Backgrounder

Healthy Snacking

Snacks can be an important part of healthy eating. Teens are growing and developing and need more energy and nutrients than do adults. Healthy snacks can provide teens with energy and nutrients beyond what they get from meals.

What is a healthy snack?

A healthy snack is one that is high in nutrients and low in fat and sugar. Try thinking of snacks as mini meals; plan them to include foods from at least two of the four food groups from *Eating Well with Canada's Food Guide*. When people are hungry between meals they are often tempted to choose foods that initially provide a quick energy boost, but foods, such as potato chips or chocolate bars, are often high in fat and sugar and low in important nutrients.

Snacking- when and how much?

The amount of food for each snack and the number of snacks needed each day varies with each person as well as day to day. One day you may be hungry for two or three snacks but the next day you may not want any. Follow your appetite; eat when you are hungry; stop when you are full. Use this concept each day to guide how often you eat during the day.

The main thing to remember is that snacking is meant to tide you over to the next meal. Keep portion sizes in mind when snacking. Research shows that the size of snacks is increasing and this is where the issue of additional calories may be occurring. You can use *Eating Well with Canada's Food Guide* serving sizes to help plan reasonably sized snacks by including one food guide serving from two of the food groups. For example, one piece of fruit, such as a small banana, plus a single serving of yogurt (3/4 cup) or half a whole-wheat bagel with two tablespoons of peanut butter make nutritious snacks. Keep in mind that when you eat small amounts too frequently throughout the day or eat a snack that is the size of a meal it may cause you to overeat.

(Eating Well with Canada's Food Guide: www.healthcanada.gc.ca/foodguide)

Tips for healthy snacking

- Plan healthy snacks with foods from the four food groups.
- Take snacks with you when you are on the go.
- Keep snack sizes reasonable.
- Limit snacking to three times a day.
- Try to choose healthy snack foods most of the time.

Lesson 2 | Teacher Backgrounder

Healthy Snacking

Examples of healthy snacks

Some of the healthiest snack food choices are ones that are quick and easy. Check Eating Well with Canada's Food Guide for food guide serving size.

From Home

- cheese and crackers
- tortilla chips with salsa
- cottage cheese with fruit
- one slice bread with peanut butter

From the Vending Machine

- small granola bar
- small package of pretzels
- small cereal bar
- small package of nuts

From the Cafeteria

- half a sandwich
- cup of yogurt
- a piece of fruit
- half a bagel with jam or peanut butter
- cup of veggies with dip

From the Convenience Store

- small package of Trail mix
- small package of roasted nuts
- 2 – 3 rice cakes
- small bag of popcorn with seasoning
- 2 – 3 plain cookies

Take 5 to read the facts

Got 5 minutes? Follow these 5 easy steps to read the Nutrition Facts table.

1 Serving size

If you eat the serving size shown on the Nutrition Facts table, you will get the amount of calories and nutrients that are listed. Always compare the serving size on the package to the amount that you eat.

2 Calories

Calories tell you how much energy you get from one serving of a packaged food.

3 Percent Daily Value (% Daily Value)

% Daily Value puts nutrients on a scale from 0% to 100%. This scale tells you if there is a *little* or a *lot* of a nutrient in one serving of a packaged food.

4 Get less of these nutrients:

- Fat, saturated fat and trans fat
- Cholesterol
- Sodium

Choose packaged foods with a *low* % Daily Value of fat and sodium, especially if you are at risk for heart disease or diabetes.



5 Get more of these nutrients:

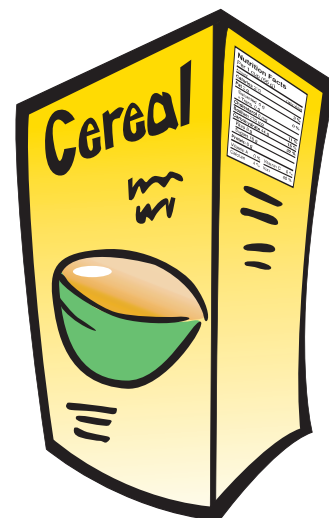
- Carbohydrate
- Fibre
- Vitamin A and Vitamin C
- Calcium
- Iron

Choose packaged foods with a *high* % Daily Value of these nutrients. If you have diabetes, watch how much carbohydrate you eat as this will affect your blood glucose levels.

Nutrition Facts	
Per 1 cup (55 g)	
Amount	% Daily Value
Calories 220	
Fat 2 g	3 %
Saturated 0 g	0 %
+ Trans 0 g	
Cholesterol 0 mg	
Sodium 270 mg	11 %
Carbohydrate 44 g	15 %
Fibre 8 g	32 %
Sugars 16 g	
Protein 6 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 4 %	Iron 40 %



Healthy Eating is in Store for You
Faites provision de saine alimentation



Fact Sheet # 3

www.healthyeatingisinstore.ca

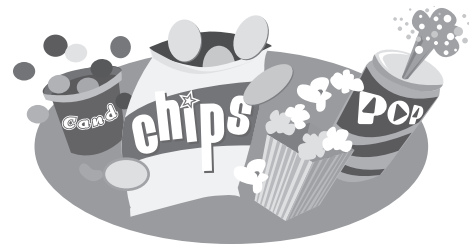


ADVISORY COMMITTEE:

- Canadian Council of Food & Nutrition
- Canadian Council of Grocery Distributors
- Canadian Home Economics Association
- Canadian Public Health Association
- Consumers' Association of Canada
- Food and Consumer Products of Canada
- Heart and Stroke Foundation of Canada - Health Check™ Program
- Kraft Canada Inc.
- Shop Smart Tours Inc.

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Lesson 2 | Snack Facts Worksheet



Directions: IN YOUR GROUP record the names of each person's snack.

Find out how much sugar and fat are in your favourite snack food. Be sure to convert your findings into teaspoons. Decide if you should choose each snack most, sometimes or least.

Are your snacks healthy? A healthy snack is high in nutrients such as calcium and iron and low in sugar and fats.

- If the packaged snack contains 5 g of fat or less and sugar is not the 1st or 2nd ingredient, this is considered a healthy snack - choose most
- If the packaged snack contains 5g to 10 g of fat and sugar is not the 1st ingredient, this is still considered a healthier snack - choose sometimes
- If the packaged snack contains more than 10 g of fat and sugar is the 1st ingredient, this is not considered to be a healthy snack - limit and/or avoid

4 grams of sugar = 1 teaspoon

5 grams of fat = 1 teaspoon

Snack	Sugar per serving in grams	Sugar per serving in teaspoons	Fat per serving in grams	Fat per serving in teaspoons	Choose most
					Choose sometimes
					Limit or avoid

Identify healthy snack alternatives from the four food groups (see *Eating Well with Canada's Food Guide*).

Lesson 2 | Snack Facts Group Assessment Rubric

Self-Assessment Rubric

Names: _____

We applied information from the nutrition facts table to ourselves in order to make better choices.	8	6	4	2
We analysed our own snacking habits.	8	6	4	2
We distinguished between snacks we should choose most, sometimes and least.	8	6	4	2
We identified a minimum of five benefits related to healthy snacking.	8	6	4	2
Score: ____/32				

KEY

8 = Excellent Work
 6 = Good Work
 4 = Satisfactory Work
 2 = Less than Satisfactory Work



Lesson 2 | Snack Facts Group Assessment Rubric

Self-Assessment Rubric

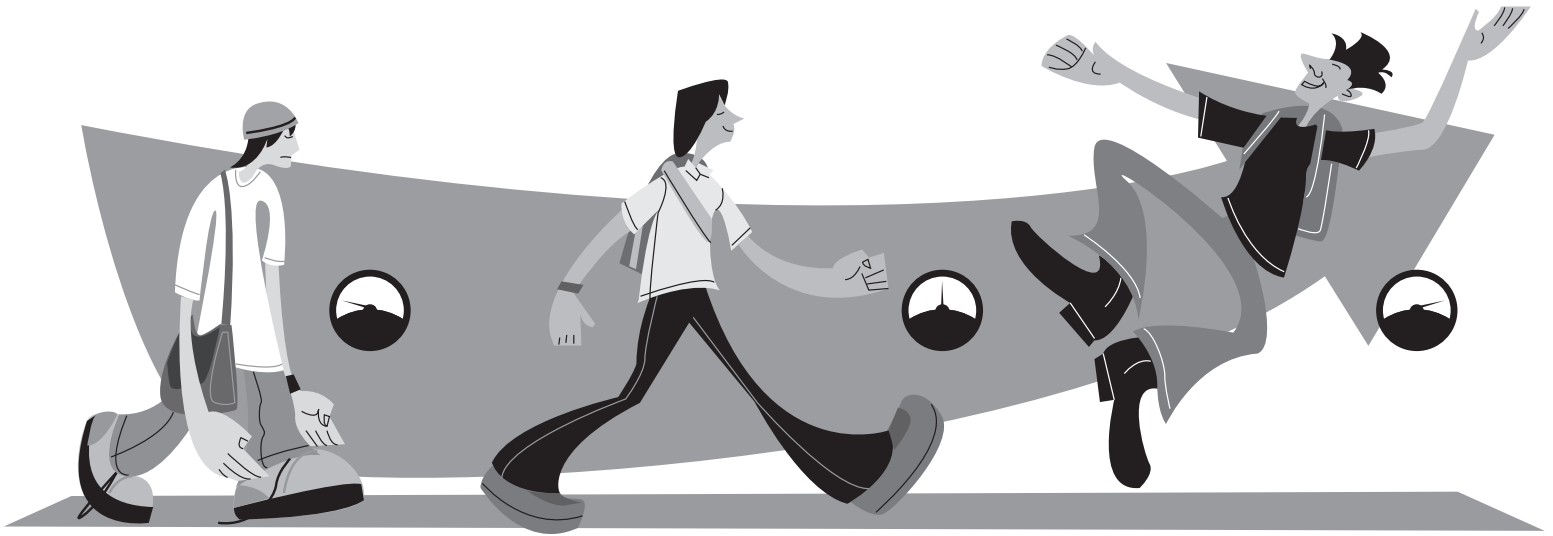
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We distinguished between snacks we should choose most, sometimes and least.	8	6	4	2
We identified a minimum of five benefits related to healthy snacking.	8	6	4	2
Score: ____/32				

KEY

8 = Excellent Work
 6 = Good Work
 4 = Satisfactory Work
 2 = Less than Satisfactory Work

Grade 9 | Lesson 3 - Energy Balance



Planning Notes

The teaching of this lesson and completion of exercises will take at least two school days, as students are required to monitor their food intake and energy levels for a continuous 24 hours.

General Overview

Students will examine how their eating and activity choices and the timing of these choices impact their energy levels throughout the day.

Curriculum Connections

Health and Career Education Prescribed Learning Outcomes

- Relate characteristics of a healthy lifestyle to their ability to maximize personal potential.

Objectives

Students will be able to:

- analyse how scheduling eating, physical activity and sleep impacts energy levels.
- identify strategies to balance energy levels throughout the day to maximize their personal potential.

Preparation

- Find chart paper and coloured markers.
- Find and read the *Teacher Backgrounder on Balancing Choices for Energy* that includes frequently asked questions.
- Find *Worst Case Scenario 24 Hour Energy Sample Timeline* handout.
- Make *Worst Case Scenario 24 Hour Energy Continuum* transparency.
- Find *Worst Case Scenario 24 Hour Energy Continuum* answer key for teacher.
- Copy the *Student 24 Hour Energy Timeline* handout for each student.
- Copy the *Student 24 Hour Energy Continuum* handout for each student.
- Copy the *Energy Balance Self Assessment* rubric for each student.

Grade 9 | Lesson 3 - Goal Setting

Engaging the Learner

- Label three pieces of chart paper – low energy, moderate energy, high energy and post in three corners of the classroom.
- Tell students to go to the corner that best describes their current energy level.
- Once all students have congregated in the appropriate area, ask them to come up with possible reasons why they think they have low, medium, or high levels of energy and record them on the chart paper. They should consider food intake, physical activity, and sleep.
- Ask each group to share their responses.
- Discuss student responses identifying any commonalities within a group. (E.G. students with high energy may have all had 8-10 hours sleep the night before or students with low energy didn't have breakfast.)

Activities

- Discuss timelines as a tool to record food consumption and physical activities to assess energy levels.
- Review and discuss the *Worst Case Scenario 24 Hour Energy Sample Timeline* handout with students.
- As a class, plot the information from the sample handout on the *Worst Case Scenario 24 Hour Energy Continuum* transparency.
- With students, identify the problems associated with both the timeline and continuum. (E.G. poor food choices, high peaks and valleys, etc.)
- Lead a discussion about the importance of healthy food choices, appropriate scheduling of food intake and physical activity and good sleeping habits and how these help to balance energy levels throughout a 24-hour period.
- Distribute and have each student complete the *Student 24 Hour Energy Timeline* handout based on yesterday.
- Distribute and have each student complete the *Student 24 Hour Energy Continuum* handout. Students will need to refer to their completed Student 24 Hour Energy Timeline handout and pay particular attention to the "How Did I Feel" column.
- Discuss the three questions listed on the *Student 24 Hour Energy Continuum* handout.
- Distribute and have students complete the *Energy Balance Self Assessment* rubric.

Assessment

- Use the *Energy Balance Self Assessment* rubric

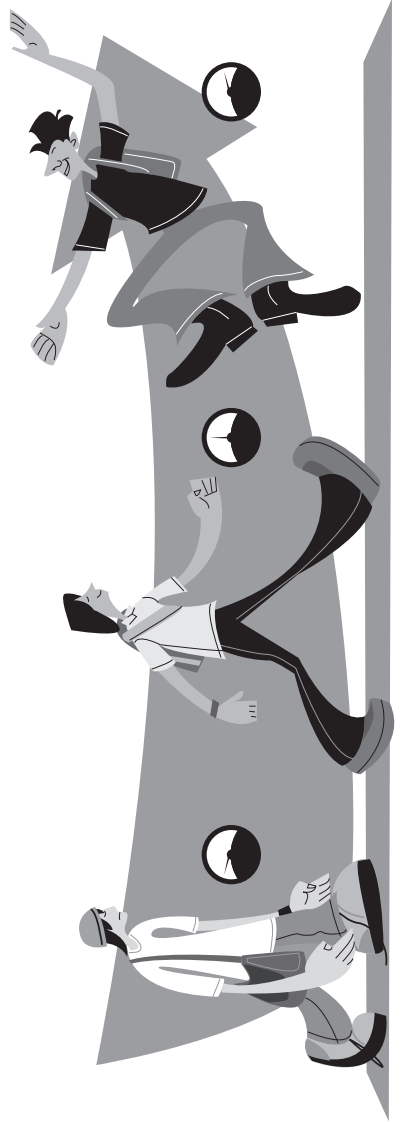
Lesson 3 | Worst Case Scenario - 24 Hour Energy Sample Timeline

Name: _____

Time	Food & Beverages (be specific)	Activity (be specific)	Sleep	How Did I Feel?
12:00 Midnight			X	
1:00 a.m.			X	
2:00 a.m.	Bag of chips and iced tea	Couldn't sleep – watched t.v.		Frustrated – couldn't sleep
3:00 a.m.			X	
4:00 a.m.			X	
5:00 a.m.			X	
6:00 a.m.			X	
7:00 a.m.		Showered and got ready for school		Tired
8:00 a.m.	Coffee	Sat on bus to school		Tired, but started to feel more energy
9:00 a.m.		Sat at desk		Coffee kicked in – felt better
10:00 a.m.		Sat at desk		Light headed and fidgety
11:00 a.m.		Sat at desk		Tired and grumpy
Noon	Chicken strips, fries & cola			Good
1:00 p.m.		Sat at desk		Good
2:00 p.m.		Sat at desk		Tired – had trouble keeping my eyes open
3:00 p.m.		Sat on bus to home		Had a headache – maybe from all the noise on the bus
4:00 p.m.	Cheese, crackers & fruit punch	Homework		Not bad – feeling more energetic
5:00 p.m.		Watched t.v.	Hard to stay awake.	Relaxed
6:00 p.m.		Watched t.v.		Tired
7:00 p.m.	Pepperoni and cheese pizza, cola, chocolate cake			Stuffed – I was so hungry I ate the whole pizza
8:00 p.m.		Played video games		Tired and bored
9:00 p.m.		Checked e-mail		Sore back
10:00 p.m.		Surfed internet		Got my second wind – found interesting web sites
11:00 p.m.	Left over chicken wings with sour cream dip & some nacho chips.	Surfed internet		Tired & full, went to bed.

Lesson 3 | Worst Case Scenario - 24 Hour Energy Continuum

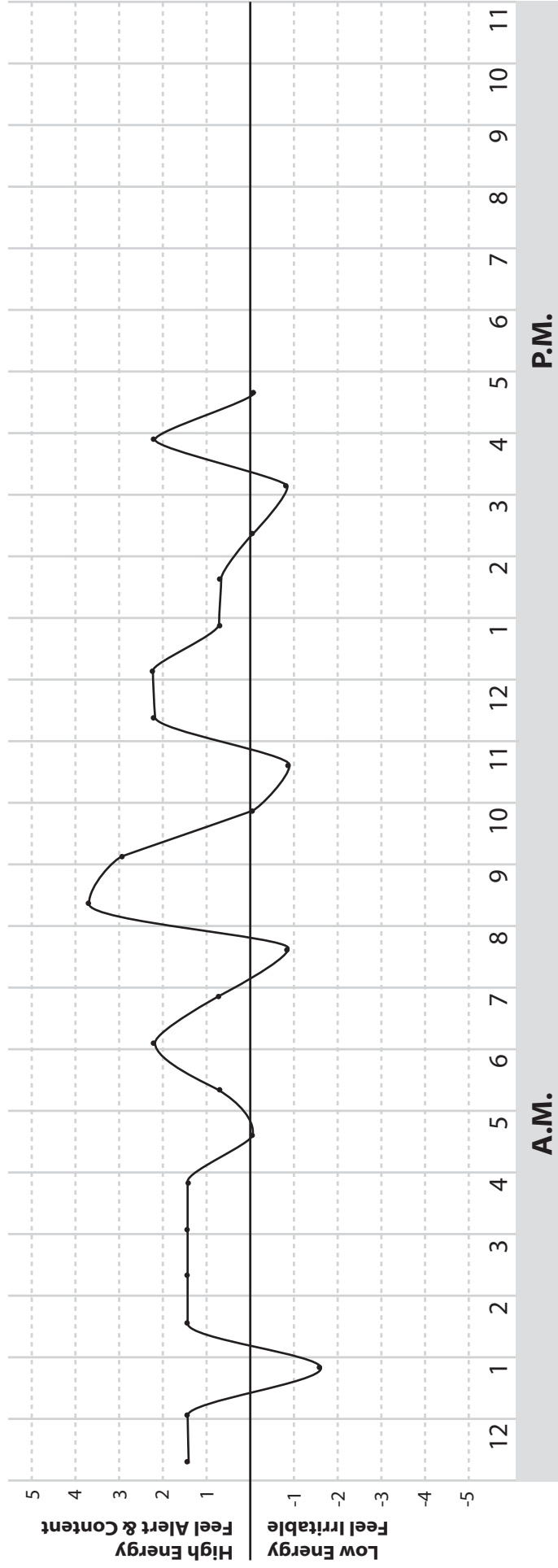
Directions: Using the Worst Case Scenario Energy Sample Timeline, plot the energy levels according to how that student felt during periods throughout the day.



Lesson 3 | Worst Case Scenario - 24 Hour Energy Continuum

Teacher Answer Key

The worst case scenario energy continuum should look like this sample



Lesson 3 | Student 24 Hour Energy Timeline

(based on yesterday)

Name: _____

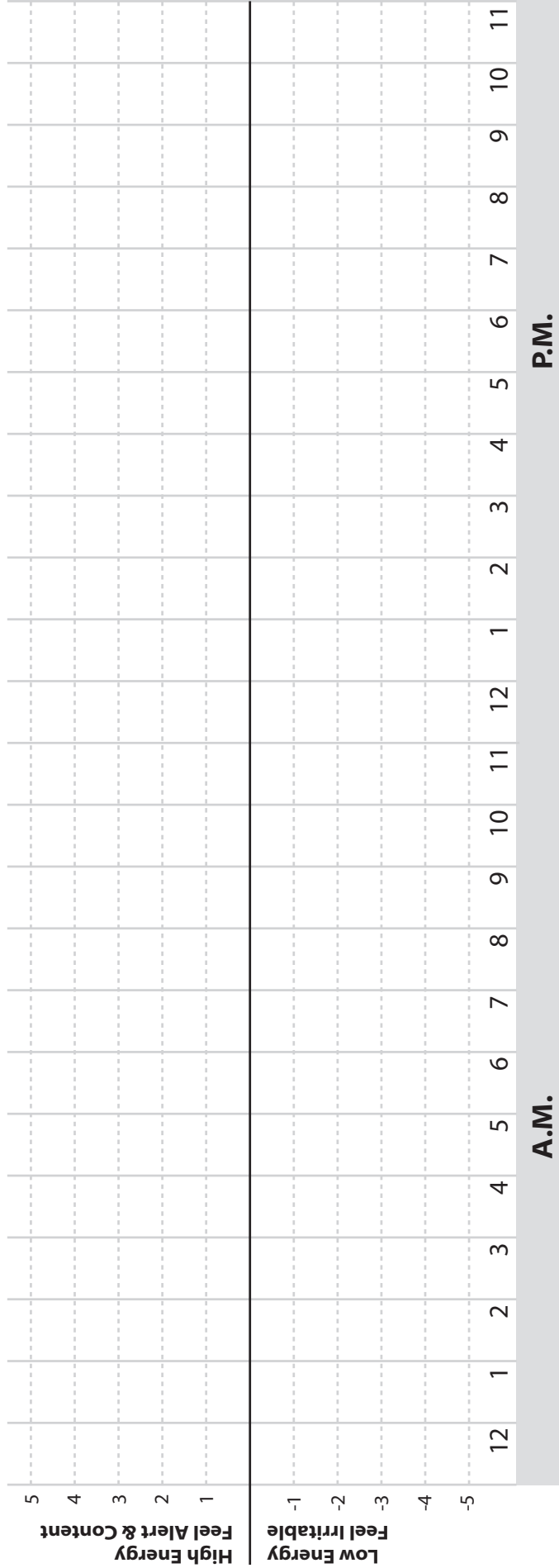
Time	Food & Beverages (be specific)	Activity (be specific)	Sleep	How do I Feel?
12:00 Midnight				
1:00 a.m.				
2:00 a.m.				
3:00 a.m.				
4:00 a.m.				
5:00 a.m.				
6:00 a.m.				
7:00 a.m.				
8:00 a.m.				
9:00 a.m.				
10:00 a.m.				
11:00 a.m.				
Noon				
1:00 p.m.				
2:00 p.m.				
3:00 p.m.				
4:00 p.m.				
5:00 p.m.				
6:00 p.m.				
7:00 p.m.				
8:00 p.m.				
9:00 p.m.				
10:00 p.m.				
11:00 p.m.				

Lesson 3 | Student My 24 Hour Energy Continuum

Name: _____

24 Hour Energy Timeline (based on yesterday)

Directions: Using the 24 Hour Energy Timeline and paying particular attention to the “How Did I Feel” column, plot your energy levels for the 24 hour period on the 24 Hour Energy continuum according to how you felt throughout the day.



- 1) How does your energy continuum compare to the “worst case scenario”?
- 2) Did you have any peaks and valleys? Explain.
- 3) List three ways you could improve your energy balance throughout the day.

Lesson 3 | Teacher Backgrounder

Balancing Choices for Energy

It is important to achieve maximal energy levels throughout each day. This is done by making good choices about nutrition, physical activity and sleep in terms of quality, quantity and time of day.

Healthy, balanced meals and snacks will provide more 'potential' energy for students. Foods should be chosen from the four food groups from Eating Well with Canada's Food Guide. Following the suggested food guide servings from all four food groups helps to ensure that students have given their body the right amount of energy from food along with good vitamins and minerals to help convert all of the food into usable energy by the body. If the choices for meals and snacks lack variety students might show symptoms of tiredness and irritability because they might not be receiving enough nutrients such as iron, calcium and potassium.

Other foods like coffee, pop, chips, chocolate bars and pop tarts that are high in caffeine and sugar and/or fat might feel like they give a quick energy boost, but they often cause an energy 'peak' followed by an energy 'low'. The student then has inadequate energy to concentrate, contribute in class, understand and process information and sit with good posture.

Physical activity (even in the form of walking, stretching or just moving around) requires some energy, but makes the students more alert and energetic. Physical activity increases blood circulation and allows more oxygen to get to the brain. It also puts the students in a better frame of mind to learn. If a student is not active, the body might start to show poor posture, lethargy and signs of being overweight.

A 24 hour energy timeline is often used to let students map out their food and activity choices in a day to see where energy levels might not be balanced. For example, if the student begins his/her day at 7 a.m. with only a cup of coffee, does not eat until 12 noon and is sitting all morning with little or no movement, he/she will experience an energy low in the morning.

Sleep also plays an important role in maximizing energy levels. When students sleep, their cells are recovering from what they put their bodies through that day. If sleep is either too short, or interrupted/shallow, then the body does not receive the rest it needs to maximize its potential the next day. On the other hand, if the student receives between 8-10 hours of sleep a day, then he or she is in a better position to use food for energy, not for body repair. Further, if he/she eats immediately before going to sleep, the digestive system is working into the first few hours of sleep while the body is supposed to be 'recovering' from the day. This may lead to a lesser quality of sleep.

Healthy eating, daily physical activity and the appropriate hours of sleep are important for overall health. In combination, these components of a healthy lifestyle moderate energy levels and give students the best opportunity to maximize their personal potential.

Lesson 3 | Teacher Backgrounder - cont'd

Balancing Choices for Energy

Frequently asked questions:



How do I know when my energy is low?



Some symptoms of low energy are lethargy (tiredness), heavy legs, poor concentration, lightheadedness and moodiness or irritability.



I work late at night and I find that I have to eat when I get home before I go to sleep. Is this a problem?



It is better to try and eat at least a few hours before going to sleep to allow for the food to be digested, but if you must eat something try to choose a food that is quick to digest and doesn't contain a lot of fat (E.G. pretzels or toast and jam with a glass of milk or a bowl of cereal with milk). It should be noted that students with illnesses such as diabetes may actually require a snack in the evening.



I have too much on my mind when I go to bed, so I have trouble sleeping. What should I do?



Try to take your mind off things by listening to music, reading a book, stretching or taking a bath before bedtime. All of these relaxation techniques could help you relax, put things into perspective for you and lead to a better night's sleep.



I don't understand how physical activity at noon hour can boost my energy levels throughout the afternoon.



Physical activity helps to increase blood circulation and it helps the heart beat faster. When the blood circulates better to different parts of the body, it delivers more oxygen. More oxygen in cells leads to feelings of being more alert and energetic.

Lesson 3 | Energy Balance

Self Assessment Rubric

I developed a personal timeline that recorded my food intake, physical activity and sleep throughout the day.	8	6	4	2
I analysed my energy levels based on food consumption, physical activity and sleep at various times throughout the day.	8	6	4	2
I was able to plot my energy levels on a 24 hour energy continuum.	8	6	4	2
I made connections between food choices, physical activity, sleep and energy levels.	8	6	4	2
I identified strategies to balance energy levels throughout the day in order to maximize my personal potential.	8	6	4	2
I completed all components of this assignment thoughtfully and thoroughly.	4	3	2	1

KEY

8 (4) = excellent performance
 6 (3) = good performance
 4 (2) = satisfactory performance
 2 (1) = less than satisfactory performance

Score: ____/44



Lesson 3 | Energy Balance

Self Assessment Rubric

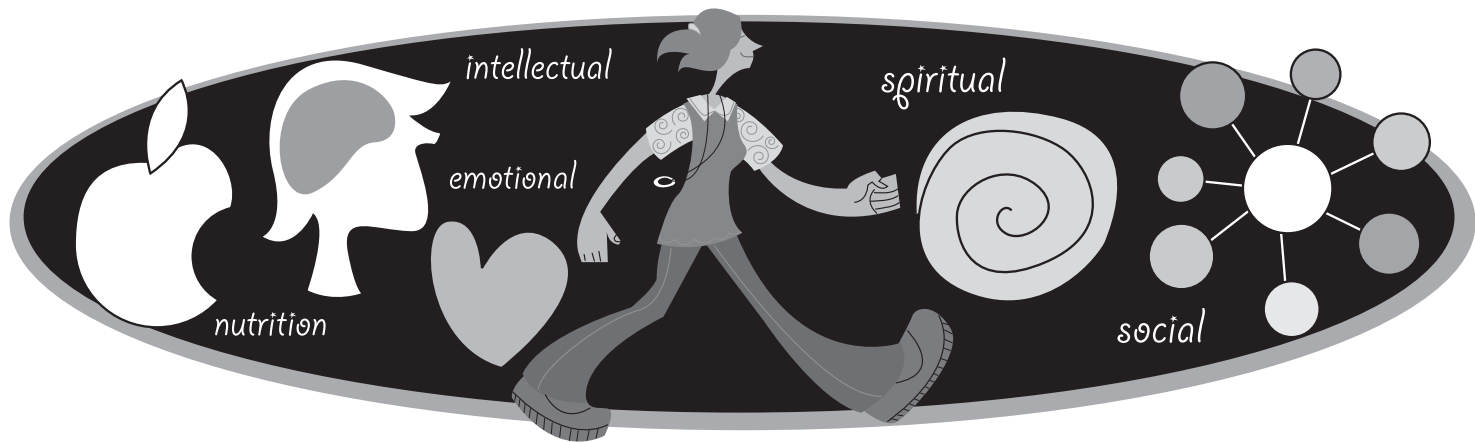
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I completed all components of this assignment thoughtfully and thoroughly.	4	3	2	1

KEY

8 (4) = excellent performance
 6 (3) = good performance
 4 (2) = satisfactory performance
 2 (1) = less than satisfactory performance

Score: ____/44

Grade 9 | Lesson 4 - The Ultimate Healthy Canadian Teen



Note to Teachers

This lesson is not confined to JUST healthy eating and physical activity, although these topics should receive the greatest focus.

General Overview

In this lesson students will synthesize their knowledge of healthy eating and physical activity and complete an application to participate in a television program called *The Ultimate Healthy Canadian Teen*.

Curriculum Connections

Health and Career Education Prescribed Learning Outcomes

- Relate characteristics of a healthy lifestyle to their ability to maximize personal potential.
- Analyse how healthy eating habits can support a healthy lifestyle.

Objectives

Students will be able to:

- identify the characteristics of a healthy lifestyle.
- create an ideal of a healthy young person.
- identify and analyse their own daily eating and physical activity habits.

Preparation

- Read The Ultimate Healthy Canadian Teen Teacher Background.
- Copy The Ultimate Healthy Canadian Teen Application Form for each student.
- Copy The Ultimate Healthy Canadian Teen Self-Assessment rubric.

Engaging the Learners

- Lead a discussion on how program executives of TV talent shows such as Canadian Idol conduct a search for talented individuals.

Activities

- Tell students that today they will be marketing executives doing a search for contestants for a program called *The Ultimate Healthy Canadian Teen*.
- Distribute The Ultimate Healthy Canadian Teen Self-Assessment rubric and discuss.
- Tell students to form groups of four and brainstorm criteria for the ultimate healthy teen.
- Convene as a class and list their ideas on the board. Add any ideas they have missed, using *The Ultimate Healthy Canadian Teen* Teacher Backgrounder.
- Tell students that they are to apply to be a contestant on *The Ultimate Healthy Canadian Teen*. Although they may comment on all areas of their lifestyle, they should concentrate most on their healthy eating and physical activity habits.
- Distribute the application form to the students and have them complete it.
- Have students form groups of five and share their applications with each other.
- Each group of students selects the best applicant in their group.
- Each group winner is given two minutes to tell the entire class why he/she should be the Ultimate Healthy Canadian Teen.
- The class chooses the Ultimate Healthy Canadian Teen. It is suggested that students vote by secret ballot.
- The teacher presents the *Ultimate Healthy Canadian Teen* certificate to the winner.

Assessment

Students complete the *Ultimate Healthy Canadian Teen* Self-Assessment rubric.

Lesson 4 | Teacher Backgrounder

The Ultimate Healthy Canadian Teen

The World Health Organization defines health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” This definition clarifies that health is not only about one’s physical health but also mental, emotional, spiritual, and social well-being. Students may identify examples of behaviours or characteristics from any of these areas of health in order to categorize someone as a healthy teen.

Physical Health

Physical health includes healthy eating and physical activity. The size of a person’s muscles or the shape of their body does not necessarily indicate physical fitness. A teen does not have to be involved in organized sports in order to be healthy. Physical activity can include any activity that gets youth moving, using their muscles or working on their flexibility.

Mental Health

Mental health is seen in how one deals with ups and downs in life. Teens can face many of the same challenges as adults such as stress, family problems, depression, and anxiety. They are mentally fit if they show resilience, ask for help when necessary and maintain a balance that enables them to get enjoyment out of life.

Emotional Health

Teens go through a range of emotions as they grow and develop. No one can be happy all of the time but it is important for teens to recognize and deal with normal shifts in emotions such as happiness, sadness, frustration and anger. Knowing how to deal with their own emotions without taking it out on those around them is learning what is necessary to be emotionally healthy.

Spiritual Health

Spiritual health does not necessarily mean religion although that can be a part of one’s spirituality. Many teens may be in the experimental stage of their spirituality while some may have not even considered it. Spirituality can be very personal and may not be exhibited in someone’s behaviors.

Social Health

Teens can go through many social challenges but those who learn how to form healthy relationships and maintain a strong social network are socially healthy. This does not mean that only the “popular” teens are healthy. Popularity is a high school phenomenon and does not indicate overall social health that will continue into adulthood.

Reference

World Health Organization
<http://www.who.int/about/en/index.html>

Lesson 4 | The Ultimate Healthy Canadian Teen

Application Form

Name _____

Address _____

Phone Number _____

Date _____

I would like to be considered as a contestant in the Ultimate Healthy Canadian Program because (20 words or less) _____

As a rule, my breakfast includes _____

For lunch I usually eat _____

Dinner always includes _____

My favourite snack is _____

The physical activity I most enjoy is _____

Three ways I handle stress are _____

Five things I practice regarding healthy eating.

1. _____

2. _____

3. _____

4. _____

5. _____

Five things I practice regarding physical activity.

1. _____

2. _____

3. _____

4. _____

5. _____

The best decision I ever made about my lifestyle was _____



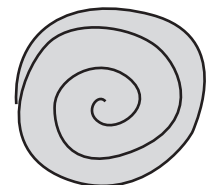
intellectual



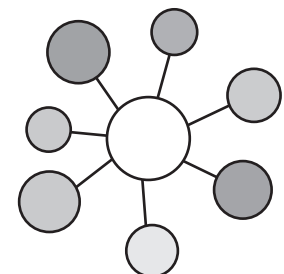
emotional



spiritual



social



CONGRATULATIONS!

(NAME)

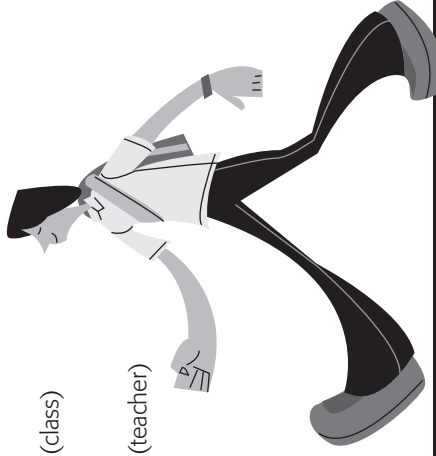
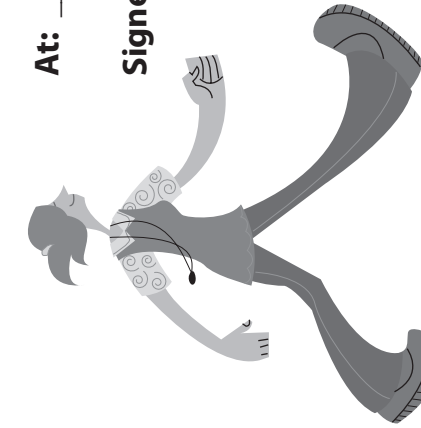
You are the Ultimate Healthy Canadian Teen



Presented on: _____ (date)

At: _____ (class)

Signed: _____ (teacher)



Lesson 4 | The Ultimate Healthy Canadian Teen

Self-Assessment

Name: _____

Grade yourself on a scale of 1 to 5 for each criterion with 5 being the highest mark.

CRITERIA	RATING
I can identify the characteristics of a healthy lifestyle.	extensively 5 4 3 2 1 superficially
I understand how a healthy lifestyle can affect my ability to maximize my personal potential.	completely 5 4 3 2 1 not at all
I can analyse my own daily eating and physical activity habits and decide the healthiest course of action.	easily 5 4 3 2 1 with difficulty
I understand the effect of being physically, mentally, emotionally, spiritually and socially healthy on my ability to maximize my personal potential.	totally 5 4 3 2 1 somewhat
	Total ____/20



Lesson 4 | The Ultimate Healthy Canadian Teen

Self-Assessment

Name: _____

Grade yourself on a scale of 1 to 5 for each criterion with 5 being the highest mark.

CRITERIA	RATING
I can identify the characteristics of a healthy lifestyle.	extensively 5 4 3 2 1 superficially
I understand how a healthy lifestyle can affect my ability to maximize my personal potential.	completely 5 4 3 2 1 not at all
I can analyse my own daily eating and physical activity habits and decide the healthiest course of action.	easily 5 4 3 2 1 with difficulty
I understand the effect of being physically, mentally, emotionally, spiritually and socially healthy on my ability to maximize my personal potential.	totally 5 4 3 2 1 somewhat
	Total ____/20

Grade 9 | 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

Grade 9 | Further Resources and Contacts

continued

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,

Grade 9 | Further Resources and Contacts

continued

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.

Grade 9 | Further Resources and Contacts

continued

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.