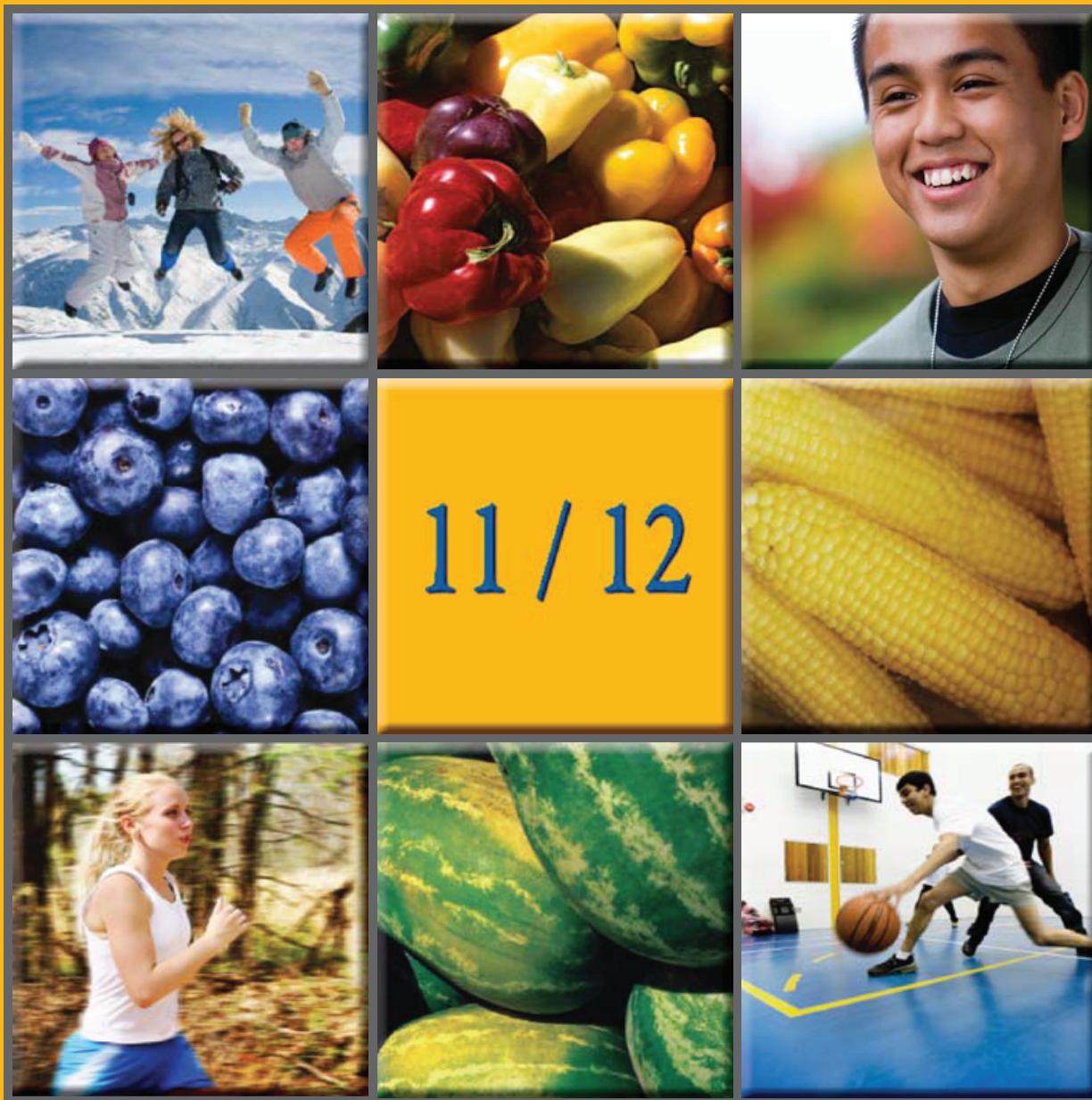


Healthy Eating & Physical Activity Learning Resource



Every move is a good move.

Grades 11 & 12

Graduation Transitions Projects

Grades 11 & 12 | Cover Letter

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.

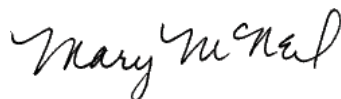
Studies show that one out of every four BC children aged 2-17 is overweight or obese. The number of overweight teens has doubled in the past 25 years and cases of obesity have tripled. The percentage of Canadian teens that are measured as either overweight or obese now approaches 30 percent. The good 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 BC teachers in real BC classrooms. We hope that you, too, find it a powerful tool that helps you, help your students to live and eat well.

Thank you,



Margaret MacDiarmid
Minister of Education



Mary McNeil
Minister of State for Olympics and ActNow BC

Grades 11 & 12 | 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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Kathy Bucci	North Surrey Secondary School
Brita Colero	North Surrey Secondary School
Aimee Parkin	North Surrey Secondary School

School District # 45 (West Vancouver)

Andrea Jenks	Sentinel Secondary School
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School District # 46 (Powell River)

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School District # 47 (Sunshine Coast)

Rita John	Oceanview Middle School
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School District # 63 (Saanich)

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Lindsay Simmonds	Stelly's Secondary School

School District # 73 (Kamloops)

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Dah Rohl	South Kamloops Secondary School
Jeff Willett	South Kamloops Secondary School
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Sheryl Giudici	Interior Health Authority
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Grades 11 & 12 | Introduction

Graduation Transitions is intended to prepare students for a successful transition to life after secondary school. To meet this goal, students are encouraged to take ownership of their own health and learning, examine and demonstrate connections between their learning and their future and create a plan for their growth and development as skilled, healthy, knowledgeable, participating citizens. Students are responsible for planning and preparing their education, career and life goals through Graduation Transitions. Teachers are responsible for assessing and providing feedback to students. Suggested evaluation grids for each project are included.

Graduation Transitions has three components:

- Personal Health
- Community Connections
- Career and Life

This Ministry of Healthy Living and Sport resource focuses only on the Personal Health component. Five student projects that meet the prescribed learning outcome for this component have been developed. The student projects may be completed as Directed Studies or as independent self-directed learning outside the classroom.

The Prescribed Learning Outcome, as stated by the BC

Ministry of Education, for all student projects in this resource is as follows:

It is expected that students will:

- demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being by:
 - o developing a long-term personal healthy living plan appropriate to their lifestyle that describes:
 - sound nutritional habits,
 - regular exercise routines,
 - emotional health management (e.g., ways to manage stress), and
 - positive health choices.

Students who complete one of the projects in this resource will meet this learning outcome.

The projects are to be given directly to the students to complete. Minimal assistance is required from the teacher, other than monitoring the progress of the projects and evaluating the results.

Project 1 | 30-Minute Health Show



General Overview

Graduation Transitions is intended to prepare you for a successful transition to life after secondary school. In order to meet this goal, this project requires that you design a 30-minute health show that addresses healthy eating, regular physical activity and emotional well-being for young people on the go.

Objectives of the 30-Minute Health Show

It is expected that you will:

- identify the health benefits of healthy eating, regular physical activity and emotional health,
- list and share effective strategies for healthy eating on the go,
- create nutritious and appetizing recipes for young people on the go
- list and share effective strategies to incorporate regular physical activity into a young person's daily routine,
- list and share effective strategies to maintain emotional health (e.g., suggest ways to manage stress),
- plan and (if possible) present a 30 minute health show with strategies for healthy eating, physical activity and stress management, and
- demonstrate time management skills.

Suggested Guidelines for Completion

The health show provides an opportunity to teach young people about living a healthy lifestyle. Before beginning this project familiarize yourself with the Evaluation Criteria. This will help you plan your project and complete it successfully.

Project 1 | 30-Minute Health Show

The following steps will help you develop the plan to create the 30 minute health show:

- research and document appropriate resources as background information (e.g., existing cooking shows, *Eating Well with Canada's Food Guide*, recipes, physical activity websites, stress management websites - see Suggested Health Websites), etc.,
- from the resources, identify benefits of healthy eating, physical activity and ideas for stress management, as well as strategies that would help you and your peers to eat healthier (e.g., cooking healthy recipes), be more active and effectively manage stress.
- establish a work plan and completion schedule that lists specific tasks that need to be accomplished as you develop a health show, how you would best convey the information, create timeframes and completion dates, and
- discuss your plan with your teacher/advisor and decide together how your project will be monitored and evaluated.

The following activities and points to consider will help you create and present a fun and interesting 30 minute health show:

- develop a theme or a pitch for your health show to share the strategies, information and positive health choices you have researched in an engaging way with your peers,
- consider staging and costuming requirements,
- consider using guests on different segments,
- consider using “commercial breaks” to promote specific activities or to reinforce your health messages,
- write and rehearse the dialogue and commentary for the show. Consider the following ideas:

Healthy Eating Ideas

- select or create recipes that promote healthy eating on the go,
- create a shopping list,
- step-by-step instructions for preparing recipes,
- what is appealing about each recipe,
- nutritional value of the recipes,
- relationship between the recipes and *Eating Well with Canada's Food Guide*,
- label reading if packaged foods are used,
- food safety,

Project 1 | 30-Minute Health Show

- substitutions that address budget constraints, allergies or ethnic preferences,
- interesting facts about where the recipe ingredients are grown or produced, and
- additional strategies for eating on the go.

Physical Activity Ideas:

- quick and easy ideas to fit physical activity into each day,
- identify any new trends in activity, i.e. boot camps, etc.,
- demonstrations on activity that is easy to do,
- motivational ideas to begin activity, and
- discussion about how physical activity and emotional well-being are also needed to maintain a healthy lifestyle,

Stress Management Ideas:

- promote the link between physical activity and stress management,
- importance of regular sleeping habits, and
- finding a friend to talk with.

Consider sharing your health show with your peers if the school has a kitchen and space suitable for a presentation.

Project 1 | 30-Minute Health Show Evaluation Criteria

PLO: Students will demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being by: developing a long-term personal healthy living plan appropriate to their lifestyle that describes sound nutritional habits, regular exercise routines, emotional health management, and positive health choices.

Suggested Grade Assessment	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
KNOWLEDGE				
Student can identify the benefits of healthy eating, regular physical activity and emotional health	demonstrates consistent difficulty identifying important points and helpful strategies for healthy eating on the go	identifies some points of importance and a few strategies for healthy eating on the go	identifies the importance of and gives several strategies for healthy eating on the go	identifies the importance of and gives many strategies for healthy eating on the go
Student can identify strategies for healthy eating, regular physical activity and emotional health	demonstrates consistent difficulty identifying strategies for maintaining regular physical exercise, stress management and maintaining emotional health	describes a few strategies for maintaining regular physical exercise, stress management and maintaining emotional health	describes several strategies for maintaining regular physical exercise, stress management and maintaining emotional health	describes many strategies for maintaining regular physical exercise, stress management and maintaining emotional health
Student demonstrates knowledge gained from research conducted for this project	demonstrates consistent difficulty in identifying knowledge gained from research	presents a minimal identification of knowledge gained from research	presents a comprehensive identification of knowledge gained from research	presents an extensive identification of knowledge gained from research
SKILLS				
Student demonstrates ability to apply knowledge to plan for a healthy lifestyle, including healthy eating practices, regular exercise routines, stress and emotional health management strategies	has difficulty creating a few well-balanced and nutritious recipes has difficulty describing strategies for stress management and emotional health	creates several well-balanced and nutritious recipes describes several strategies for stress management and emotional health	creates many well balanced and nutritious recipes describes many strategies for stress management and emotional health	creates a wide repertoire of nutritious recipes describes an extensive variety of strategies for emotional health
Student demonstrates ability to plan a project, provide a schedule of task completion, evaluate resources, and present knowledge in an informative and well-prepared format	information presented is unclear and disorganized demonstrates difficulty explaining their resource choices provides unclear evidence of a work plan and task completion schedule	information presented is somewhat clear and organized explains a few reasons for the resource choices referenced in the project provides some evidence of a work plan and task completion schedule	presents information in an interesting, well-prepared and organized format explains many reasons for the resource choices referenced in the project provides clear evidence of a work plan and task completion schedule	presents an extensive breadth of information in an entertaining, well-prepared, organized format explains extensive rationale for resource choices provides extensive evidence of planning

Project 1 | 30-Minute Health Show Evaluation Criteria *continued*

Suggested Grade Assessment	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
ATTITUDES				
Student reflects on past thinking and explains plans for positive habits they find beneficial to increasing their healthy lifestyle choices	needs consistent support to reflect on past actions and choices	with support reflects on past actions and choices	independently reflects on past actions and choices	spontaneously reflects on past actions and choices
What do you do to stay healthy already? What do you know now that you didn't know when we started? What do you think differently about now?	needs consistent support to identify a change in their thinking	with support recognizes changes in their thinking	independently recognizes and explains changes in their thinking; gives some rationale for attitude changes	spontaneously recognizes changes in their thinking; gives extensive rationale for attitude changes
Which positive habits do you anticipate adopting in your lifestyle? What impact will that have on your health?	needs consistent support to identify some changes they plan to make in the future	with support identifies a few changes they plan to make in the future	independently identifies and explains some changes they plan to make in the future and potential benefits to their long-term health	spontaneously identifies changes they plan to make in the future and potential benefits to their long-term health

Suggested Health Websites

Health Canada
www.hc-sc.gc.ca

Active Healthy Kids Canada
www.activehealthykids.ca

Dietitians of Canada
www.dietitians.ca/public/content/eat_well_live_well/english/index.asp

Dietitian Services at HealthLink BC, dial 811
www.dialdietitian.org/

Canadian Health Network
www.canadian-health-network.ca/

Government of Canada
www.phac-aspc.gc.ca/guide/index_e.html

Healthy Eating is in Store for You
www.healthyeatingisinstore.ca/

Project 1 | 30-Minute Health Show

BC Health Guide

www.bchealthguide.org/kbaltindex.asp

Nova Scotia – Teen Health site

www.chebucto.ns.ca/Health/TeenHealth/healthyeating/home.htm

Hospital for Sick Children

<http://www.sickkids.ca/search/search.aspx>

World Health Organization

who.int/dietphysicalactivity/en/

Public Health Agency of Canada

www.phac-aspc.gc.ca/pau-uap/paguide

Canadian Fitness and Lifestyle Research institute

www.cflri.ca/eng/statistics/surveys/pam2004.php

2010 Olympics – Vancouver

www.vancouver2010.com

Active 2010

www.active2010.ca

Ministry of Economic Development – Sport Branch

www.sbed.gov.bc.ca/SportBranch/

Canadian Society for Exercise Physiology

<http://www.csep.ca>

Coalition for Active Living

www.activeliving.ca

Science World BC

www.scienceworld.bc.ca

BC Dairy Foundation

www.bcdf.ca

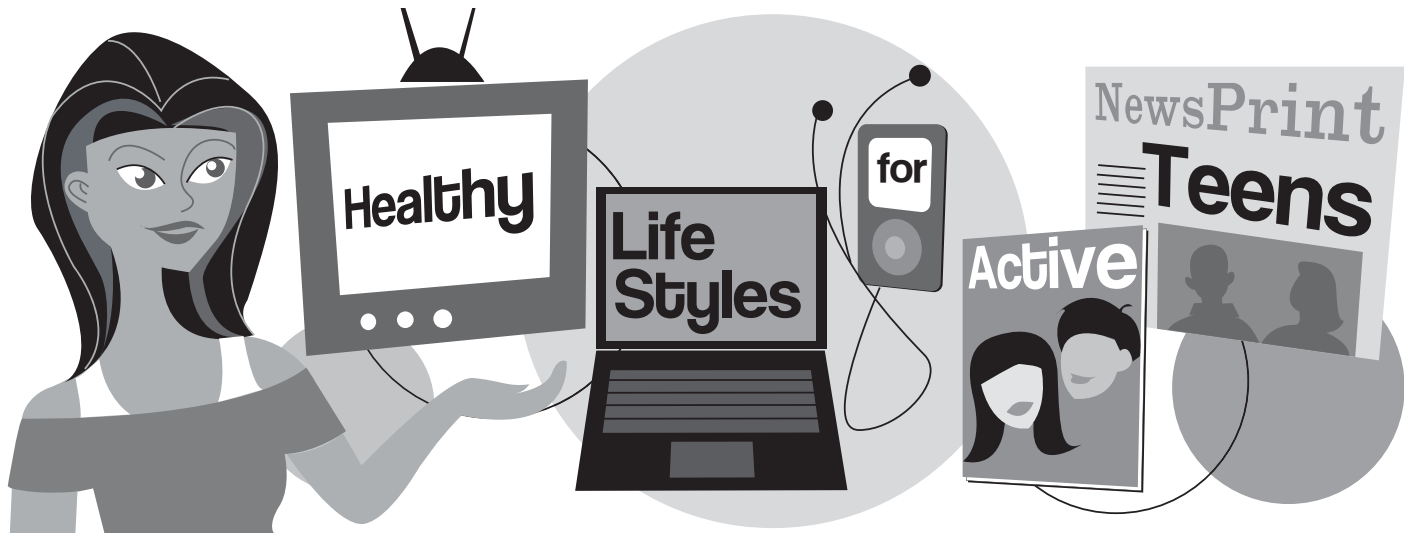
Act Now BC

www.actnowbc.ca

Heart and Stroke Foundation of Canada

www.heartandstroke.com

Project 2 | Marketing a Healthy Lifestyle



General Overview

Graduation Transitions is intended to prepare you for a successful transition to life after secondary school. In order to meet this goal, this project requires that you develop a marketing plan using effective media strategies to promote healthy eating, physical activity and emotional well-being for people on the go.

Objectives of Marketing a Healthy Lifestyle

It is expected that you will:

- identify the health benefits of healthy eating, regular physical activity and emotional health,
- list and share effective strategies for healthy eating , engaging in regular physical activity and maintaining emotional health,
- create and present a marketing plan directed at young people on the go that effectively promotes a healthy lifestyle that includes healthy eating, regular physical activity and emotional health,
- recognize and include effective media strategies,
- demonstrate ability to plan, and
- demonstrate time management skills.

Suggested Guidelines for Completion

Developing a marketing plan provides you with an opportunity to teach young

Project 2 | Marketing a Healthy Lifestyle

people how to achieve and maintain a healthy lifestyle. Although your marketing plan will focus mainly on healthy eating, it must also contain information about the benefits of regular physical activity and emotional health. Before beginning this project familiarize yourself with the Evaluation Criteria. This will help you plan your project and complete it successfully.

The first things you must do are:

- research and document appropriate resources (*Eating Well with Canada's Food Guide*, *Canada's Physical Activity Guide for Youth*, websites (see Suggested Health Websites), etc.)
- establish a work plan/completion schedule that lists specific tasks, timeframes and completion dates, and
- discuss your plan with your teacher/advisor and decide together how your project will be monitored and evaluated.

The following guidelines will assist you to complete this project:

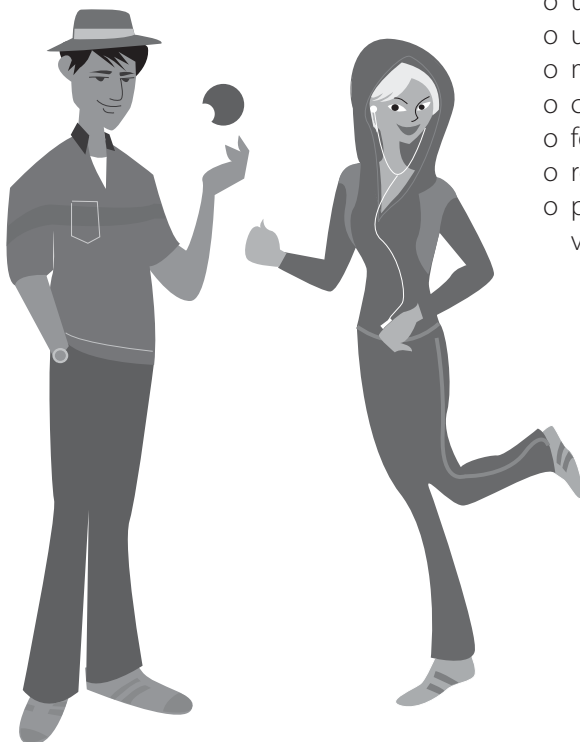
- consider extending your research by:
 - o interviewing a dietitian or a Home Economics teacher to learn about strategies for healthy eating everyday, (e.g., eating healthy snacks, importance of eating breakfast, avoiding fast food that is high in fat, salt and sugar, etc.),
 - o interviewing a Physical Education teacher or fitness expert, such as a trainer at the Community Centre, to learn about strategies for engaging in regular physical activity, (e.g., types of physical activity, duration of physical activity, etc.), and
 - o interviewing a counselor to learn about strategies for maintaining emotional health, (e.g., setting realistic goals, managing time, achieving balance, maintaining positive relationships, dealing with peer pressure, relaxation techniques, etc.)
- consider the format and components you will use to implement your marketing plan (e.g., commercial, magazine advertisement, written proposal, internet, radio spots, etc.),
- consider the lifestyle of today's youth (e.g., time constraints, money constraints, peer pressure, etc.)
- list and share the benefits of healthy eating, engaging in physical activity and maintaining emotional health,
- list a variety of strategies that youth can use to:
 - o eat healthy foods,
 - o be physically active, and
 - o maintain emotional health.
- become media savvy:
 - o interview family and friends to determine what they buy to maintain a

Note

A marketing plan outlines specific actions required to sell an idea or product to a target audience. A plan can include a variety of media choices such as television, radio, internet, magazines, etc. and strategies such as product placement, slogans, celebrity endorsement, etc. that are designed to attract the attention of the targeted consumers.

Project 2 | Marketing a Healthy Lifestyle

- o healthy lifestyle (e.g., food and physical activity choices),
 - o visit stores and observe shoppers,
 - o contact a successful marketing company and request an interview to familiarize yourself with effective marketing strategies,
 - o observe/listen to television and theatre commercials, billboards, magazine advertisements, jingles and catch phrases,
 - o consider the effectiveness of current marketing trends directed at youth, and
 - o consider your own purchasing habits and those of your friends.
- determine the marketing strategies and media choices that will best sell your product (remember you are selling a healthy lifestyle that includes healthy eating, regular physical activity and emotional health):
 - » Media Choices
 - o media venues such as radio, television, internet, magazine ads, newspaper, billboards, bus ads, etc.),
 - » Marketing Strategies
 - o product placement,
 - o packaging design,
 - o displays,
 - o catch phrases and jingles and/or music,
 - o free samples and coupons,
 - o athletic sponsorship,
 - o use of statistics,
 - o use of scientific research,
 - o use of scientific language designed to instill consumer confidence,
 - o medical endorsement (e.g., doctor, dietitian, health professionals, etc.)
 - o celebrity endorsement,
 - o fear mongering,
 - o repetition,
 - o promise of a better life (e.g., coolness, sexiness, popularity, superiority, vigor, happiness, etc.)



Project 2 | Marketing a Healthy Lifestyle Evaluation Criteria

PLO: Students will demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being by: developing a long-term personal healthy living plan appropriate to their lifestyle that describes sound nutritional habits, regular exercise routines, emotional health management, and positive health choices.

Suggested Grade Assessment	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
KNOWLEDGE				
Student can identify the benefits of healthy eating, regular physical activity and emotional health	demonstrates consistent difficulty in identifying benefits of healthy eating, regular exercise routines and emotional health practices	identifies a few benefits of healthy eating, regular exercise routines and emotional health practices	identifies some benefits of healthy eating, regular exercise routines and emotional health practices	identifies and extensively explains many benefits of healthy eating, regular exercise routines and emotional health practices
Student can identify strategies for healthy eating, regular physical activity and emotional health	demonstrates consistent difficulty identifying strategies for healthy eating, maintaining regular physical exercise, and emotional health	describes a few strategies for healthy eating, maintaining regular physical exercise, and emotional health	describes several strategies for healthy eating, maintaining regular physical exercise, and emotional health	describes many strategies for healthy eating, maintaining regular physical exercise, and emotional health
Student demonstrates knowledge gained from research conducted for this project	demonstrates consistent difficulty in identifying knowledge gained from research	presents minimal knowledge gained from research	presents comprehensive knowledge gained from research	presents extensive knowledge gained from research
SKILLS				
Student demonstrates ability to apply knowledge to develop a marketing plan promoting a healthy lifestyle to young people on the go that meets project requirements, and to provide a schedule of task completion	needs consistent support to develop a market-specific plan, including elements of healthy eating, regular exercise and emotional health practices provides unclear evidence of a work plan and task completion schedule	creates a market-specific plan that includes elements of healthy eating, regular exercise and emotional health practices with some assistance provides some evidence of a work plan and task completion schedule	creates a market-specific plan that includes elements of healthy eating, regular exercise and emotional health practices provides clear evidence of a work plan and task completion schedule	creates a market-specific plan that includes many elements of healthy eating, regular exercise and emotional health practices provides extensive evidence of a work plan and task completion schedule
Student demonstrates ability to conduct research by using and evaluating a wide variety of resources, and to present knowledge in an informative and well prepared format	uses limited resource methods and has difficulty explaining resource choices information presented is unclear and disorganized	uses a limited variety of resources and has some rationale for the resource choices referenced in the project presents appropriate information, shows some evidence of preparation and organization	uses a variety of resources and has a rationale for the resource choices referenced in the project presents information in an interesting, well-prepared and organized format	uses an extensive variety of resources and has a rationale for the resource choices referenced in the project presents an extensive breadth of information in an entertaining, well-prepared, organized format

Project 2 | Marketing a Healthy Lifestyle Evaluation Criteria *continued*

Suggested Grade Assessment	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
ATTITUDES				
Student reflects on past thinking and explains plans for positive habits they find beneficial to increasing their healthy lifestyle choices	needs consistent support to reflect on past actions and choices	with support reflects on past actions and choices	independently reflects on past actions and choices	spontaneously reflects on past actions and choices
What do you do to stay healthy already? What do you know now that you didn't know when we started? What do you think differently about now?	needs consistent support to identify a change in their thinking	with support recognizes changes in their thinking	independently recognizes and explains changes in their thinking; gives some rationale for attitude changes	spontaneously recognizes changes in their thinking; gives extensive rationale for attitude changes
Which positive habits do you anticipate adopting in your lifestyle? What impact will that have on your health?	needs consistent support to identify some changes they plan to make in the future	with support identifies a few changes they plan to make in the future	independently identifies and explains some changes they plan to make in the future and potential benefits to their long-term health	spontaneously identifies changes they plan to make in the future and potential benefits to their long-term health

Suggested Health Websites

Health Canada
www.hc-sc.gc.ca

Active Healthy Kids Canada
www.activehealthykids.ca

Dietitians of Canada
www.dietitians.ca/public/content/eat_well_live_well/english/index.asp

Dietitian Services at HealthLink BC, dial 811
www.dialdietitian.org/

Canadian Health Network
www.canadian-health-network.ca/

Government of Canada
www.phac-aspc.gc.ca/guide/index_e.html

Healthy Eating is in Store for You
www.healthyeatingisinstore.ca/

Project 2 | Marketing a Healthy Lifestyle

BC Health Guide
www.bchealthguide.org/kbaltindex.asp

Nova Scotia – Teen Health site
www.chebucto.ns.ca/Health/TeenHealth/healthyeating/home.htm

Hospital for Sick Children
<http://www.sickkids.ca/search/search.aspx>

World Health Organization
who.int/dietphysicalactivity/en/

Public Health Agency of Canada
www.phac-aspc.gc.ca/pau-uap/paguide

Canadian Fitness and Lifestyle Research institute
www.cflri.ca/eng/statistics/surveys/pam2004.php

2010 Olympics – Vancouver
www.vancouver2010.com

Active 2010
www.active2010.ca

Ministry of Economic Development – Sport Branch
www.sbed.gov.bc.ca/SportBranch/

Canadian Society for Exercise Physiology
www.csep.ca

Coalition for Active Living
www.activeliving.ca

Science World BC
www.scienceworld.bc.ca

BC Dairy Foundation
www.bcdf.ca

Act Now BC
www.actnowbc.ca

Heart and Stroke Foundation of Canada
www.heartandstroke.com

Project 3 | 30-Minute Lesson for Elementary Students



General Overview

Graduation Transitions is intended to prepare you for a successful transition to life after secondary school. By teaching key concepts of *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Youth*, you will increase your knowledge about the benefits of healthy eating, regular physical activity and emotional health.

Objectives of the Lesson for Elementary Students

It is expected that you will:

- identify the health benefits of healthy eating, regular physical activity and emotional health,
- list and share effective strategies for healthy eating, engaging in regular physical activity and maintaining emotional health,
- create a 30 minute lesson that teaches elementary students the basic concepts of healthy eating, regular physical activity and emotional health,
- demonstrate ability to plan and execute a 30 minute lesson for elementary students that is informative, professional and engaging, and
- demonstrate time management skills.

Suggested Guidelines for Completion

The 30-minute lesson for elementary students is an opportunity to teach young people about living a healthy lifestyle. Although your lesson will focus mainly on healthy eating, it must also address the benefits of regular physical activity and emotional health. Before beginning this project familiarize yourself with the Evaluation Criteria. This will help you plan your project and complete it successfully.

Project 3 | 30-Minute Lesson for Elementary Students

The first things you must do are:

- research and document appropriate resources, (*Eating Well with Canada's Food Guide*, *Canada's Activity Guide for Youth*, websites (see Suggested Health Websites, etc.),
- ensure a thorough comprehension of *Eating Well with Canada's Food Guide* and *Canada's Guide to Physical Activity for Children or Youth*,
- establish a work plan/completion schedule that lists specific tasks, timeframes and completion dates, and
- discuss your plan with your teacher/advisor and decide together how your project will be monitored and evaluated.

The following guidelines will assist you to complete this project:

- consider extending your research by:
 - interviewing a dietitian or Home Economics teacher to learn about strategies for a healthy breakfast, avoiding fast food that is high in fat, salt and sugar, etc.),
 - interviewing a Physical Education teacher or fitness expert, such as a trainer at the Community Centre, to learn about strategies for engaging in regular physical activity, (e.g., types of physical activity, duration of physical activity, etc.), and
 - interviewing a counselor to learn about strategies for maintaining emotional health, (e.g., setting realistic goals, managing time, achieving balance, maintaining positive relationships, dealing with peer pressure, relaxation techniques, etc.)
- choose an appropriate grade level and contact the necessary personnel at an elementary school for permission to teach your 30 minute lesson,
- visit the classroom prior to delivering your lesson to determine the number of students, special layout of the classroom, logistics for grouping students, chalk board or white board, supplies, etc.,
- list the benefits of healthy eating, regular physical activity and emotional health (be sure to incorporate this information into your lesson),
- talk with the teacher to determine what the students already know about living a healthy lifestyle and what they should know regarding healthy eating, physical activity and emotional health (e.g., categorization of foods into food groups, recommended serving sizes, types of physical activity, importance of having positive relationships, etc.),
- ensure concepts are grade level appropriate; check with the teacher,
- ask the teacher to remain in the classroom during your presentation so they can deal with any behaviour issues that may arise,
- interview teachers whom you admire to discuss teaching styles and teaching strategies,
- secure necessary equipment and materials (e.g., overhead projector, handouts,

Project 3 | 30-Minute Lesson for Elementary Students

quizzes, writing utensils, copies of *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Youth*, etc.),

- provide your sponsor teacher with the date and time of the lesson so s/he can evaluate your lesson,
- consider an activity that will get the students excited about the lesson. This could be an open ended question, a game, a T/F activity, etc.,
- consider your presentation style (e.g., lecture, group activity, discussion, game, etc.)
- consider how you will assess student learning (e.g., student participation, oral responses, quiz, written assignment, etc.),
- develop a step-by-step lesson plan (See Lesson Template),
- rehearse your lesson several times prior to teaching, and
- ask the classroom teacher and the students for feedback on your performance.

Lesson Plan Template

Goals

Always beginning your planning by stating what the learners will be able to do after you have finished teaching the lesson. These become the goals of your lesson and are usually stated as follows:

Participants will be able to:

-
-
-

Motivation

After the goals are established think about a way that the participants can be motivated to want to learn the material. This may be done through asking a question, playing a short game, giving a short quiz, showing interesting material, etc.

Activities

Make a list of activities that the participants can do in order to meet the lesson goals. The list may include talking with a partner, searching the Internet, answering a series of questions, creating a chart listing the things they want to know, making a mindmap or web showing what they know and what they have learned, etc. These activities have to be done in a logical order in order to guide the participant to actually learn and meet the goals.

Closing

The lesson needs to close in a way that participants get to show what they have learned. This could be making a list of all the things they now know and sharing them. If they have made something visual like a poster or diorama, these can be explained to the group. They may even participate in a short quiz.

Project 3 | 30-Minute Lesson for Elementary Students

Evaluation Criteria

PLO: Students will demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being by: developing a long-term personal healthy living plan appropriate to their lifestyle that describes sound nutritional habits, regular exercise routines, emotional health management, and positive health choices.

Suggested Grade Assessment	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
KNOWLEDGE				
Student can identify the benefits of healthy eating, regular physical activity and emotional health	demonstrates consistent difficulty in identifying benefits of healthy eating, regular exercise routines and emotional health practices	identifies a few benefits of healthy eating, regular exercise routines and emotional health practices	identifies some benefits of healthy eating, regular exercise routines and emotional health practices	identifies and extensively explains many benefits of healthy eating, regular exercise routines and emotional health practices
Student can identify strategies for healthy eating, regular physical activity and emotional health	demonstrates consistent difficulty identifying strategies for healthy eating, maintaining regular physical exercise, and emotional health	describes a few strategies for healthy eating, maintaining regular physical exercise, and emotional health	describes several strategies for healthy eating, maintaining regular physical exercise, and emotional health	describes many strategies for healthy eating, maintaining regular physical exercise, and emotional health
Student demonstrates knowledge gained from research conducted for this project	demonstrates consistent difficulty in identifying knowledge gained from research	presents minimal knowledge gained from research	presents comprehensive knowledge gained from research	presents extensive knowledge gained from research
SKILLS				
Student demonstrates ability to apply knowledge to create and teach a lesson plan to elementary school children promoting healthy lifestyle choices	needs consistent support to develop a lesson plan, including elements of healthy eating, regular exercise and emotional health practices	creates a lesson plan that includes elements of healthy eating, regular exercise and emotional health practices with some assistance	creates a lesson plan that includes elements of healthy eating, regular exercise and emotional health practices	creates a thoughtful lesson plan that includes many elements of healthy eating, regular exercise and emotional health practices
Student demonstrates ability to conduct research by understanding and using appropriate resources	provides unclear evidence of a work plan and task completion schedule uses limited resource methods and has difficulty explaining their resource choices	provides some evidence of a work plan and task completion schedule uses a few resources and has some rationale for the resource choices referenced in the project	provides clear evidence of a work plan and task completion schedule	provides extensive evidence of a work plan and task completion schedule
Student demonstrates ability to communicate clearly by presenting knowledge in an age-appropriate, informative and well prepared format	information presented is unclear and disorganized	presents appropriate information, shows some evidence of preparation and organization	presents information in an interesting, well-prepared and organized format	presents an extensive breadth of information in an entertaining, well-prepared, organized format

Project 3 | 30-Minute Lesson for Elementary Students

Suggested Grade Assessment	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
ATTITUDES				
Student reflects on past thinking and explains plans for positive habits they find beneficial to increasing their healthy lifestyle choices	needs consistent support to reflect on past actions and choices	with support reflects on past actions and choices	independently reflects on past actions and choices	spontaneously reflects on past actions and choices
What do you do to stay healthy already? What do you know now that you didn't know when we started? What do you think differently about now?	needs consistent support to identify a change in their thinking	with support recognizes changes in their thinking	independently recognizes and explains changes in their thinking; gives some rationale for attitude changes	spontaneously recognizes changes in their thinking; gives extensive rationale for attitude changes
Which positive habits do you anticipate adopting in your lifestyle? What impact will that have on your health?	needs consistent support to identify some changes they plan to make in the future	with support identifies a few changes they plan to make in the future	independently identifies and explains some changes they plan to make in the future and potential benefits to their long-term health	spontaneously identifies changes they plan to make in the future and potential benefits to their long-term health

Suggested Health Websites

Health Canada
www.hc-sc.gc.ca

Active Healthy Kids Canada
www.activehealthykids.ca/

Dietitians of Canada
www.dietitians.ca/public/content/eat_well_live_well/english/index.asp

Dietitian Services at HealthLink BC, dial 811
www.dialdietitian.org/

Canadian Health Network
www.canadian-health-network.ca/

Government of Canada
www.phac-aspc.gc.ca/guide/index_e.html

Healthy Eating is in Store for You
www.healthyeatingisinstore.ca/

BC Health Guide
www.bchealthguide.org/kbaltindex.asp

Project 3 | 30-Minute Lesson for Elementary Students

Nova Scotia – Teen Health site
www.chebucto.ns.ca/Health/TeenHealth/healthyeating/home.htm

Hospital for Sick Children
<http://www.sickkids.ca/search/search.aspx>

World Health Organization
who.int/dietphysicalactivity/en/

Public Health Agency of Canada
www.phac-aspc.gc.ca/pau-uap/paguide

Canadian Fitness and Lifestyle Research institute
www.cflri.ca/eng/statistics/surveys/pam2004.php

2010 Olympics – Vancouver
www.vancouver2010.com

Active 2010
www.active2010.ca

Ministry of Economic Development – Sport Branch
www.sbed.gov.bc.ca/SportBranch/

Canadian Society for Exercise Physiology
www.csep.ca

Coalition for Active Living
www.activeliving.ca

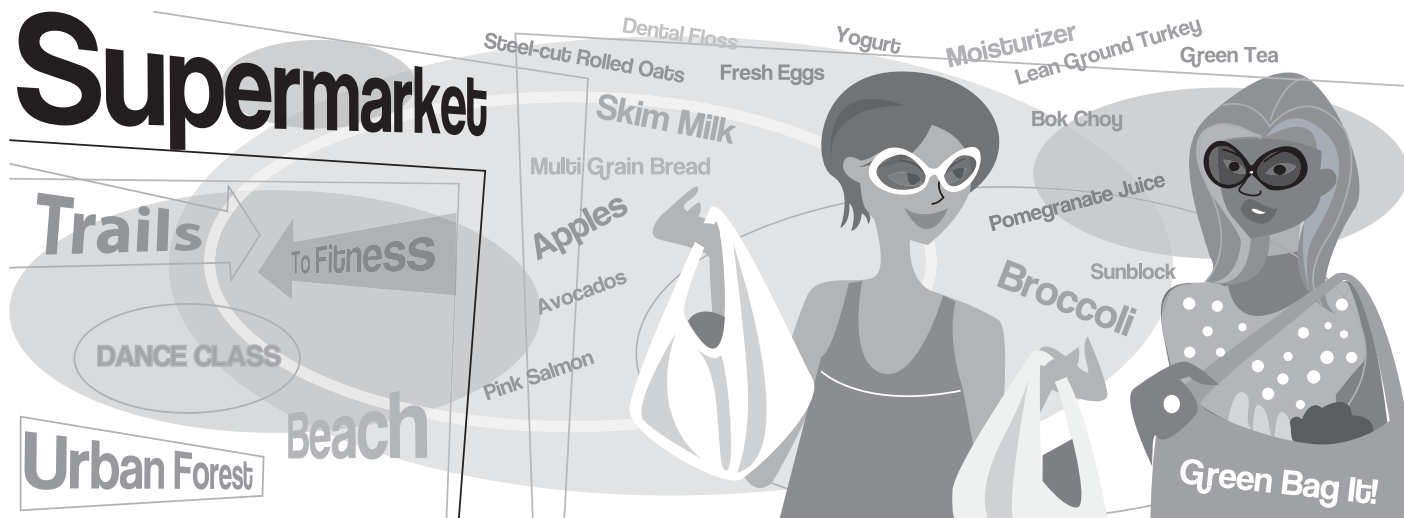
Science World BC
www.scienceworld.bc.ca

BC Dairy Foundation
www.bcdf.ca

Act Now BC
www.actnowbc.ca

Heart and Stroke Foundation of Canada
www.heartandstroke.com

Project 4 | A Guide to Healthy Living on Your Own



General Overview

Graduation Transitions is intended to prepare you for a successful transition to life after secondary school. In order to meet this goal, this project requires that you design a guide to healthy living for young people living on their own.

Objectives of the Guide to Healthy Living

It is expected that you will:

- identify the health benefits of healthy eating, regular physical activity and emotional health,
- list and share effective strategies for healthy eating, engaging in regular physical activity and maintaining emotional health,
- create a guide for young people that helps them achieve and maintain a healthy lifestyle when living on their own,
- demonstrate ability to plan, and
- demonstrate time management skills.

Suggested Guidelines for Completion

The guide for healthy living provides an opportunity to teach young people about living a healthy lifestyle while living on their own. Although the guide focuses mainly on healthy eating, it must also contain information about daily physical activity and emotional health. Before beginning this project familiarize yourself with the Evaluation Criteria. This will help you plan your project and complete it successfully.

The first things you must do are:

- research and document appropriate resources such as *Eating Well with Canada's Food Guide*, *Canada's Physical Activity Guide for Youth*, websites (see Suggested Health Websites), etc.

Project 4 | A Guide to Healthy Living on Your Own

- establish a work plan/completion schedule that lists specific tasks, timeframes and completion dates, and
- discuss your plan with your teacher/advisor and decide together how your project will be monitored.

The following guidelines will assist you to complete this project:

- consider extending your research by:
 - interviewing a dietitian or a Home Economics teacher to learn about strategies needed for healthy eating everyday, (e.g., eating healthy snacks, importance of eating breakfast, avoiding fast food that is high in fat, salt and sugar, etc.),
 - interviewing a Physical Education teacher or fitness expert, such as a trainer at the Community Centre, to learn about strategies for engaging in regular physical activity, (e.g., types of physical activity, duration of physical activity, etc.), and
 - interviewing a counselor to learn about strategies for maintaining emotional health, (e.g., setting realistic goals, time management skills, achieving balance, maintaining positive relationships, dealing with peer pressure, relaxation techniques, etc.)
- choose a format for the presentation of your guide (booklet, pamphlet, DVD or video, power point, web page, talk show, etc.)
- consider the organization of your guide. If written or recorded, you may want to divide it into chapters or sections with specific headings. Suggested headings could include:
 - Introduction to Living on Your Own
 - Table of Contents
 - Healthy Eating
 - Physical Activity
 - Emotional Health
 - Community Facilities and Contacts
 - Helpful Websites
 - Bibliography, etc.
- consider the following ideas for healthy eating:
 - benefits of healthy eating
 - strategies for healthy eating everyday
 - the where and how of shopping
 - buying locally grown foods
 - processed foods vs. fresh foods
 - reading labels
 - buying bulk
 - using flyers, coupons and loyalty cards
 - stocking the fridge and cupboards with basics
 - portion control
 - using spices and condiments

Project 4 | A Guide to Healthy Living on Your Own

- o strategies for healthy eating when eating out
- o healthy eating on a budget
- o importance of eating breakfast
- o cooking courses for young people
- consider the following ideas for regular physical activity
 - o benefits of physical activity
 - o strategies to engage in physical activity everyday
 - o duration of physical activity
 - o types of physical activity (cardio, stretch, strength)
 - o making physical activity a regular part of your day
 - o making physical activity a social event
 - o being physically active on a budget
 - o community supports for being physically active
- consider the following ideas for emotional health:
 - o benefits of maintaining emotional health
 - o strategies to maintain emotional health
 - o dealing with peer pressure
 - o dealing with stress
 - o setting boundaries
 - o balancing social life with work life
 - o importance of positive relationships
 - o self esteem/confidence
 - o relaxation techniques



Project 4 | A Guide to Healthy Living on Your Own

Evaluation Criteria

PLO: Students will demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being by: developing a long-term personal healthy living plan appropriate to their lifestyle that describes sound nutritional habits, regular exercise routines, emotional health management, and positive health choices.

Suggested Grade Assessment	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
KNOWLEDGE				
Student can identify the benefits of healthy eating, regular physical activity and emotional health	demonstrates consistent difficulty in identifying benefits of healthy eating, regular exercise routines and emotional health practices	identifies a few benefits of healthy eating, regular exercise routines and emotional health practices	identifies some benefits of healthy eating, regular exercise routines and emotional health practices	identifies and extensively explains many benefits of healthy eating, regular exercise routines and emotional health practices
Student can identify strategies for healthy eating, regular physical activity and emotional health	demonstrates consistent difficulty identifying strategies for healthy eating, maintaining regular physical exercise, and emotional health	describes a few strategies for healthy eating, maintaining regular physical exercise, and emotional health	describes several strategies for healthy eating, maintaining regular physical exercise, and emotional health	describes many strategies for healthy eating, maintaining regular physical exercise, and emotional health
Student demonstrates knowledge gained from research conducted for this project	demonstrates consistent difficulty in identifying knowledge gained from research	presents minimal knowledge gained from research	presents comprehensive knowledge gained from research	presents extensive knowledge gained from research
SKILLS				
Student demonstrates ability to apply knowledge to create a healthy living guide for young people	needs consistent support to create a healthy living guide, including elements of healthy eating, regular exercise and emotional health practices	creates a healthy living guide that includes elements of healthy eating, regular exercise and emotional health practices with some assistance	creates a healthy living guide that includes elements of healthy eating, regular exercise and emotional health practices	creates a thoughtful healthy living guide that includes many elements of healthy eating, regular exercise and emotional health practices
Student demonstrates ability to conduct research and document a variety of appropriate resources	provides unclear evidence of a work plan and task completion schedule uses limited resource methods and has difficulty explaining resource choices	provides some evidence of a work plan and task completion schedule uses a few resources and has some rationale for the resource choices referenced in the project	provides clear evidence of a work plan and task completion schedule uses a variety of resources and has a rationale for the resource choices referenced in the project	provides extensive evidence of a work plan and task completion schedule Uses an extensive variety of resources and has a rationale for the resource choices referenced in the project
Student demonstrates ability to communicate clearly by presenting knowledge in an informative and well-prepared format	information presented is unclear and disorganized	presents appropriate information, shows some evidence of preparation and organization	presents information in an interesting, well-prepared and organized format	presents an extensive breadth of information in an entertaining, well-prepared, organized format

Project 4 | A Guide to Healthy Living on Your Own

Suggested Grade Assessment	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
ATTITUDES				
Student reflects on past thinking and explains plans for positive habits they find beneficial to increasing their healthy lifestyle choices	needs consistent support to reflect on past actions and choices	with support reflects on past actions and choices	independently reflects on past actions and choices	spontaneously reflects on past actions and choices
What do you do to stay healthy already? What do you know now that you didn't know when we started? What do you think differently about now?	needs consistent support to identify a change in their thinking	with support recognizes changes in their thinking	independently recognizes and explains changes in their thinking; gives some rationale for attitude changes	spontaneously recognizes changes in their thinking; gives extensive rationale for attitude changes
Which positive habits do you anticipate adopting in your lifestyle? What impact will that have on your health?	needs consistent support to identify some changes they plan to make in the future	with support identifies a few changes they plan to make in the future	independently identifies and explains some changes they plan to make in the future and potential benefits to their long-term health	spontaneously identifies changes they plan to make in the future and potential benefits to their long-term health

Suggested Health Websites

Health Canada
www.hc-sc.gc.ca

Active Healthy Kids Canada
www.activehealthykids.ca

Dietitians of Canada
www.dietitians.ca/public/content/eat_well_live_well/english/index.asp

Dietitian Services at HealthLink BC, dial 811
www.dialdietitian.org/

Canadian Health Network
www.canadian-health-network.ca/

Government of Canada
www.phac-aspc.gc.ca/guide/index_e.html

Healthy Eating is in Store for You
www.healthyeatingisinstore.ca/

BC Health Guide

Project 4 | A Guide to Healthy Living on Your Own

www.bchealthguide.org/kbaltindex.asp

Nova Scotia – Teen Health site

www.chebucto.ns.ca/Health/TeenHealth/healthyeating/home.htm

Hospital for Sick Children

<http://www.sickkids.ca/search/search.aspx>

World Health Organization

who.int/dietphysicalactivity/en/

Public Health Agency of Canada

www.phac-aspc.gc.ca/pau-uap/paguide

Canadian Fitness and Lifestyle Research institute

www.cflri.ca/eng/statistics/surveys/pam2004.php

2010 Olympics – Vancouver

www.vancouver2010.com

Active 2010

www.active2010.ca

Ministry of Economic Development – Sport Branch

www.sbed.gov.bc.ca/SportBranch/

Canadian Society for Exercise Physiology

www.csep.ca

Coalition for Active Living

www.activeliving.ca

Science World BC

www.scienceworld.bc.ca

BC Dairy Foundation

www.bcdf.ca

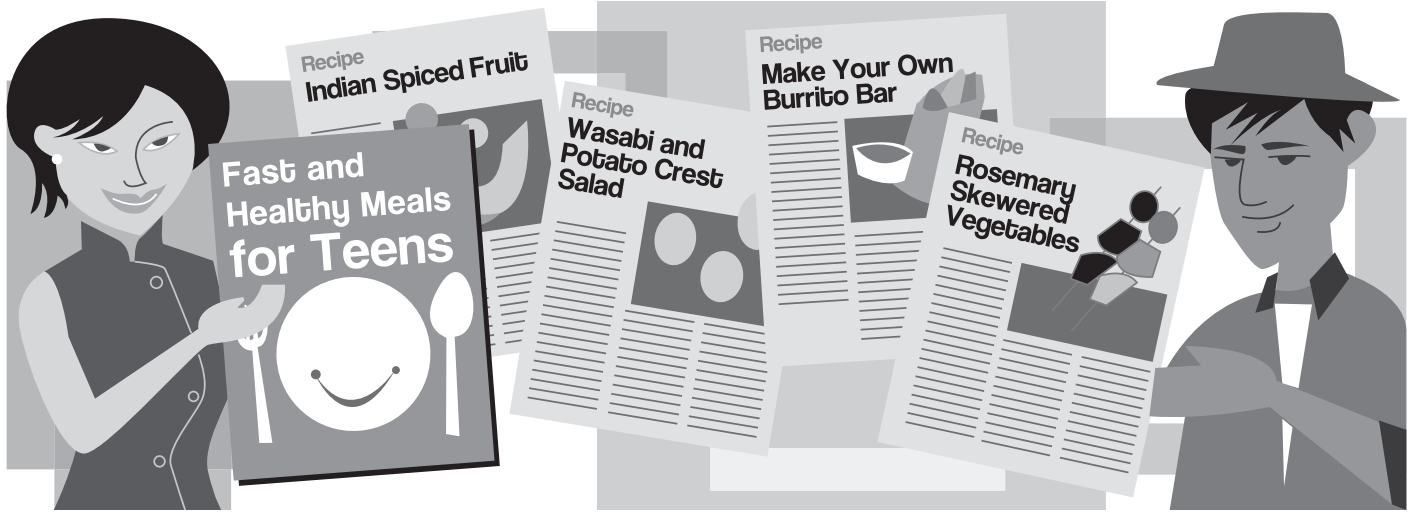
Act Now BC

www.actnowbc.ca

Heart and Stroke Foundation of Canada

www.heartandstroke.com

Lesson 5 | Cookbook: Fast and Healthy Meals for Teens



General Overview

Graduation Transitions is intended to prepare you for a successful transition to life after secondary school. In order to meet this goal, this project requires that you design a cookbook that addresses healthy fast food, regular physical activity and emotional well being for teens.

Objectives of the Fast and Healthy Cookbook for Teens

It is expected that you will:

- identify the health benefits of healthy eating, regular physical activity and emotional health,
- list and share strategies for healthy eating , engaging in physical activity and maintaining emotional health,
- create a cookbook that provides teens with healthier alternatives to commercially prepared fast foods and provides teens with effective strategies for healthy eating, engaging in regular physical activity and maintaining emotional health,
- demonstrate ability to plan and present a Fast and Healthy Meals Cookbook for Teens, and
- demonstrate time management skills.

Suggested Guidelines for Completion

The Fast and Healthy Meals Cookbook for Teens provides an opportunity to teach young people how to prepare healthy fast food. Although it focuses mainly on healthy eating, it must also contain information about the benefits of regular physical activity and emotional health. Before beginning this project familiarize yourself

Lesson 5 | Cookbook: Fast and Healthy Meals for Teens

with the Evaluation Criteria. This will help you plan your project and complete it successfully.

The first things you must do are:

- research and document appropriate resources (cook books, fast food menus, cooking terms, *Eating Well with Canada's Food Guide*, websites (see Suggested Health Websites), *Canada's Physical Activity Guide for Youth*, etc.)
- establish a work plan/completion schedule that lists specific tasks, timeframes and completion dates, and
- discuss your plan with your teacher/advisor and decide together how your project will be monitored.

The following guidelines will assist you to complete this project:

- consider extending your research by:
 - o interviewing a dietitian or Home Economics teacher to learn about strategies needed for healthy eating everyday, (e.g., eating healthy snacks, importance of eating breakfast, avoiding fast food that is high in fat, salt and sugar, etc.),
 - o interviewing a Physical Education teacher or fitness expert, such as a trainer at the Community Centre, to learn about strategies for engaging in regular physical activity, (e.g., types of physical activity, duration of physical activity, etc.), and
 - o interviewing a counselor to learn about strategies for maintaining emotional health, (e.g., setting realistic goals, managing time, achieving balance, maintaining positive relationships, dealing with peer pressure, relaxation techniques, etc.)
- determine what is unhealthy about some fast food meals (e.g., high fat , salt, and/or sugar content, etc.),
- investigate cooking methods used in fast food restaurants,
- investigate alternative cooking methods that can be used to make similar foods (e.g., baking or grilling instead of frying),
- familiarize yourself with the general layout of cookbooks and the layout of a recipe,
- try to keep prep time of recipes to 30 minutes or less to ensure that teens will try the recipes,
- write an introduction to your cookbook that addresses:
 - o the importance of this kind of cookbook for teens,
 - o the pitfalls of consuming too much commercially prepared fast food,
 - o the benefits of healthy eating, regular physical activity and emotional well being,
- organize the cookbook. Consider the following organizational headings:
 - o by meal times (e.g., breakfast, lunch, dinner, snacks, beverages)

Lesson 5 | Cookbook: Fast and Healthy Meals for Teens

- o by types of meals (e.g., salads and soups, main dishes, side dishes, desserts, beverages)
- o by *Eating Well with Canada's Food Guide* food groups (e.g., vegetables and fruit, grain products, milk and alternatives, meat and alternatives),
- consider ethnicity, cultures and/or allergies when creating your recipes,
- ask family members and friends to contribute their favourite healthy and fast recipes,
- address the benefits of healthy eating, engaging in regular physical activity and maintaining emotional health,
- provide strategies for healthy eating, engaging in regular physical activity and maintaining emotional health,
- create catchy and interesting names for your recipes, and
- create an eye-catching cover for your cookbook.

Lesson 5 | Cookbook: Fast and Healthy Meals for Teens

Evaluation Criteria

PLO: Students will demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being by: developing a long-term personal healthy living plan appropriate to their lifestyle that describes sound nutritional habits, regular exercise routines, emotional health management, and positive health choices.

Suggested Grade Assessment	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
KNOWLEDGE				
Student can identify the benefits of healthy eating, regular physical activity and emotional health	demonstrates consistent difficulty in identifying benefits of healthy eating, regular exercise routines and emotional health practices	identifies a few benefits of healthy eating, regular exercise routines and emotional health practices	identifies some benefits of healthy eating, regular exercise routines and emotional health practices	identifies and extensively explains many benefits of healthy eating, regular exercise routines and emotional health practices
Student can identify strategies for healthy eating, regular physical activity and emotional health	demonstrates consistent difficulty identifying strategies for healthy eating, maintaining regular physical exercise, and emotional health	describes a few strategies for healthy eating, maintaining regular physical exercise, and emotional health	describes several strategies for healthy eating, maintaining regular physical exercise, and emotional health	describes many strategies for healthy eating, maintaining regular physical exercise, and emotional health
Student demonstrates knowledge gained from research conducted for this project	demonstrates consistent difficulty in identifying knowledge gained from research	presents minimal knowledge gained from research	presents comprehensive knowledge gained from research	presents extensive knowledge gained from research
SKILLS				
Student demonstrates ability to conduct research using a variety of sources appropriate to the task, create a work plan and time management schedule	needs consistent support to create a cookbook, including a variety of strategies for healthy eating, regular exercise and emotional health practices	creates a cookbook that includes some strategies for healthy eating, regular exercise and emotional health practices with some assistance	creates a cookbook that includes a variety of strategies for healthy eating, regular exercise and emotional health practices	creates a thoughtful cookbook that includes an extensive variety of strategies for healthy eating, regular exercise and emotional health practices
Student demonstrates ability to apply knowledge to create a cookbook of fast and healthy meals for teens, including effective strategies for engaging in regular physical activity and maintaining emotional health	provides unclear evidence of a work plan and task completion schedule uses limited resource methods and has difficulty explaining resource choices	provides some evidence of a work plan and task completion schedule uses a few resources and has some rationale for the resource choices referenced in the project	provides clear evidence of a work plan and task completion schedule uses a variety of resources and has a rationale for the resource choices referenced in the project	provides extensive evidence of a work plan and task completion schedule uses an extensive variety of resources and has a rationale for the resource choices referenced in the project
Student demonstrates ability to communicate clearly by presenting knowledge in an informative and well-prepared format	information presented is unclear and disorganized	presents appropriate information, shows some evidence of preparation and organization	presents information in an interesting, well-prepared and organized format	presents an extensive breadth of information in an entertaining, well-prepared, organized format

Lesson 5 | Cookbook: Fast and Healthy Meals for Teens

Suggested Grade Assessment	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
ATTITUDES				
Student reflects on past thinking and explains plans for positive habits they find beneficial to increasing their healthy lifestyle choices	needs consistent support to reflect on past actions and choices	with support reflects on past actions and choices	independently reflects on past actions and choices	spontaneously reflects on past actions and choices
What do you do to stay healthy already? What do you know now that you didn't know when we started? What do you think differently about now?	needs consistent support to identify a change in their thinking	with support recognizes changes in their thinking	independently recognizes and explains changes in their thinking; gives some rationale for attitude changes	spontaneously recognizes changes in their thinking; gives extensive rationale for attitude changes
Which positive habits do you anticipate adopting in your lifestyle? What impact will that have on your health?	needs consistent support to identify some changes they plan to make in the future	with support identifies a few changes they plan to make in the future	independently identifies and explains some changes they plan to make in the future and potential benefits to their long-term health	spontaneously identifies changes they plan to make in the future and potential benefits to their long-term health

Suggested Health Websites

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Active Healthy Kids Canada
www.activehealthykids.ca

Dietitians of Canada
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Canadian Health Network
www.canadian-health-network.ca/

Government of Canada
www.phac-aspc.gc.ca/guide/index_e.html

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BC Health Guide
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Lesson 5 | Cookbook: Fast and Healthy Meals for Teens

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Hospital for Sick Children
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who.int/dietphysicalactivity/en/

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Act Now BC
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Heart and Stroke Foundation of Canada
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