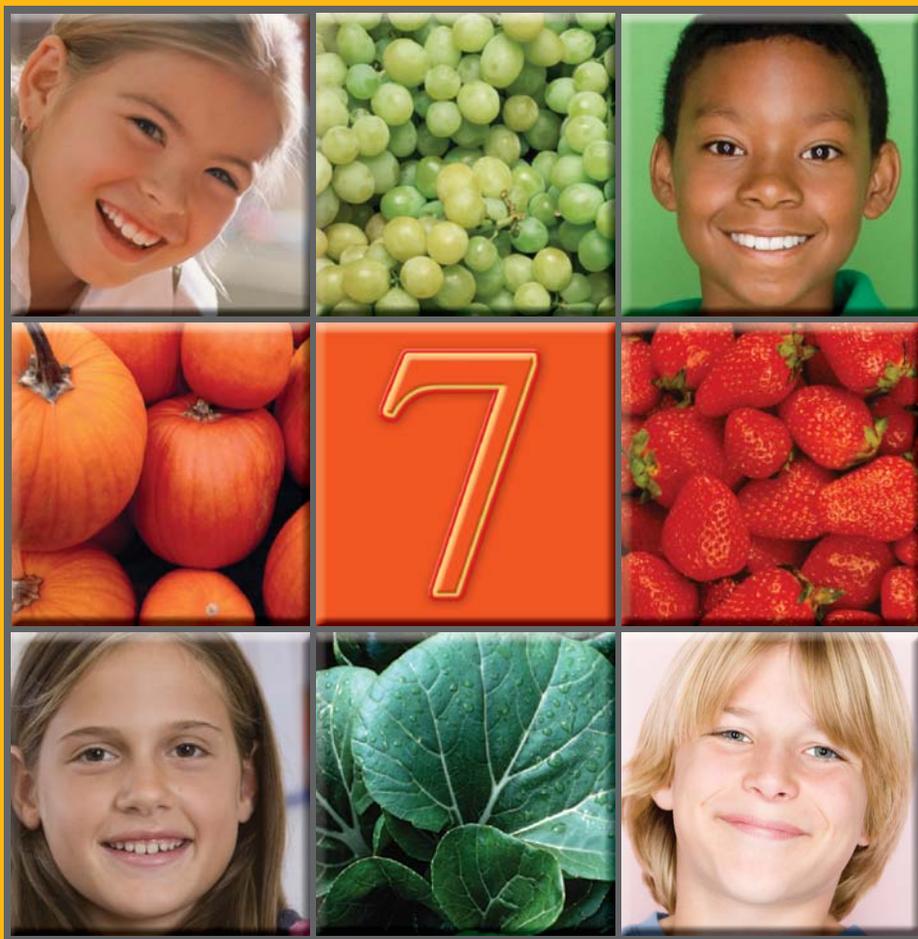


Healthy Eating & Physical Activity Learning Resource



Every move is a good move.

Grade 7

Healthy Eating & Physical Activity Learning Resource

Grade 7 | Cover Letter

Dear B.C. teachers:

Welcome to the Healthy Eating and Physical Activity Learning Resource. In British Columbia, our goal is to enable every child to have the best possible start to a lifetime of healthy living. 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 help them develop knowledge and skills that will lead to 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.

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 during pregnancy. This resource complements the Health and Career Education curriculum and Planning 10, and was piloted by B.C. teachers in local classrooms. We hope that this tool help your students to live and eat well.

Thank you for the hard work you do every day. Your energy and enthusiasm for teaching is valued.



Shirley Bond
Minister of Education



Mary Polak
Minister of Healthy Living and Sport

Grade 7 | 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 7 | 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 Healthy Living and Sport, 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 Canadian resources that provide a developmentally appropriate program from Kindergarten to Grade 10 based on *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide to Healthy Active Living* exist.

The lessons for each grade form a unit of instruction, with the final lesson designed to review and culminate the learning for that grade level. An assessment component for the unit is located in the appendices. Teacher Backgrounders and Notes to Teachers are strategically placed throughout the resource to provide teachers with the background information needed to teach the health concepts presented in each lesson. 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 leading healthier lives, the Ministries of Healthy Living and Sport 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:

"Healthy students are better learners, and better-educated individuals are healthier."

(Perry Kendall, An Ounce of Prevention Revisited, A review of health promotion and selected outcomes for children and youth in BC: Provincial Health Officer's Report 2006)

- *The Guidelines for Sales of 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 Nutritional Program* which provides free BC produce as well as information to students is being implemented province-wide.
- *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 7 | 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.

How To Use the Grade 7 Learning Resource

This learning resource forms a unit of instruction. It focuses on factors that influence personal health decisions. It begins with internal factors, proceeds to family and cultural factors and finishes with external factors such as peers and media, etc. At the end of the unit students can demonstrate their ability to solve healthy eating and physical activity challenges by role-playing given situations at the Afternoon at the Improv session. This should be a celebration of their learning; a time for them to share information with each other or with other classes or their parents.

It is suggested that students be told about the Afternoon at the Improv at the beginning of the unit so that they can think about the ways in which they will be able to respond through role-playing to healthy eating and physical activity situations.

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 7 | At a Glance

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
LESSON 1 Hunger, Fullness and Triggers	Analyze factors that influence personal health decisions.	Students examine how internal and external cues can affect eating choices and how this affects their short and long-term health.	Students: <ul style="list-style-type: none"> • identify what influences their personal health decisions regarding healthy eating, • identify physiological and psychological reasons for eating, and • examine what triggers their desire to eat.
LESSON 2 Food, Activities and Celebrations	Analyze factors that influence personal health decisions.	Students explore how families and cultures influence their eating habits and physical activities.	Students: <ul style="list-style-type: none"> • discover and explore how a person's culture and traditions affect their eating and physical activity choices, and create a family Logo representing the food and activities associated with their favourite tradition or celebration.
LESSON 3 It's All a Matter of Choice	Analyze factors that influence personal health decisions.	Students identify factors that influence their healthy eating and physical activity choices, demonstrate how these can be positive or negative influences and determine how the negative influences can be overcome.	Students: <ul style="list-style-type: none"> • describe a range of factors that affect personal healthy eating choices and personal physical activity choices, • demonstrate clear and informed reasoning in analyzing positive and negative influences on personal healthy eating and physical activity choices, and • assess personal attitudes related to healthy eating and physical activity.
LESSON 4 Afternoon at the Improv!	Analyze factors that influence personal health decisions.	This lesson uses an improvisational theatre format to allow students to demonstrate what they have learned throughout the unit.	Students: <ul style="list-style-type: none"> • demonstrate the ways in which their personal health decisions are influenced, and • demonstrate strategies that can be used to make positive personal health decisions.

Grade 7 | Lesson 1 - Hunger, Fullness and Triggers



General Overview

In this lesson students examine how internal and external cues can affect eating choices and how this affects their short and long-term health.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Analyse factors that influence personal health decisions.

Visual Arts K to 7

Objectives

Students will be able to:

- identify what influences their personal health decisions regarding healthy eating,
- identify physiological and psychological reasons for eating, and
- examine what triggers their desire to eat.

Note

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

Preparation

- Read Hunger and Fullness – Teacher Notes
- Copy Hunger, Fullness and Me Scenarios – Student Handout for each student.

Engaging the Learner

- Tell students that they will be having a series of lessons about healthy eating and physical activity leading to their performance at 'An Afternoon at the Improv!' Explain that this culminating activity will give them the opportunity to celebrate what they have learned and help other students develop a healthy lifestyle.

- Tell them that in today's lesson they will be exploring what food means to them and what internal and external cues lead to eating

Activities

- Tell students that we are born knowing when we are hungry and when we have had enough to eat. Tell students that most often we eat because we are hungry; however, there are times when we eat even though we're not hungry.
- Explain physiological hunger and psychological hunger (see Hunger and Fullness – Teacher Notes).
- Use the Hunger and Fullness – Teacher Notes to explain the concept of why we eat even when we are not hungry and how this can impact health over the long term.
- Ask students to discuss what factors or cues make them either want, or not want to eat. List them on the board.

o Some of the reasons we choose to eat are as follows:

- emotions such as boredom, anger, happiness, etc.,
- scheduled eating times such as lunch or recess,
- celebrations and social events,
- the effects of marketing/advertising,
- to make other people happy such as family or friends,
- it is our favourite food, and
- the most important, feelings of hunger.

o Some of the reasons we choose not to eat are as follows:

- emotions such as frustration, stress, unhappiness etc.,
- dislike of the food, and
- feelings of fullness.

Note

Consistently ignoring hunger and fullness can lead to overeating or under-eating. Listening and responding to our bodies' hunger and fullness cues helps to ensure that we get the energy and nutrients that our bodies need and helps us be healthy, look good and feel good about ourselves.

- Distribute the Hunger, Fullness and Me Scenarios – Student Handout and have students complete.
- Have the students pair and share the scenarios they've created and the strategies they used to keep from overeating in particular situations.

Assessment

- Have students share their strategies with the class, recording them on a chart for all to view. Student examples may include:
 - o listen to your body and politely refuse unwanted food,
 - o choose to leave the situation,
 - o relax, eat slowly and enjoy the flavours of your food,
 - o pay attention to what you're eating at every meal and snack. Eat at the table, not in front of the TV or computer,
 - o think about and examine the food advertisements that you see before going to the fridge, corner store or fast food restaurant,
 - o talk about your feelings with a trusted adult or friend and work out other ways to deal with emotions, and
 - o take a smaller amount of food in your bowl or plate and add more if you are still hungry after you ate the first portion.

Hunger and Fullness - Teacher Notes

Physiological Hunger

True hunger is based on a physiological need for food or drink. The feeling of hunger usually begins 2-3 hours after eating and can often become quite uncomfortable. Hunger sensations disappear after the consumption of food.

Children are born knowing when they are hungry and when they have had enough to eat or when they are full. It is important to encourage children to listen and respond to their hunger and fullness cues.

Psychological Hunger

Sometimes we eat when we are not hungry and do not stop when we feel full. The following factors interfere with our body's natural ability to listen to signals of hunger and fullness and to eat accordingly:

- Emotions: for example, boredom, stress, anger, depression, happiness, and anxiety can sometimes cause people to either overeat or under eat;
- Learned behaviours: for example, eating at scheduled eating times;
- Special events and celebrations: social gatherings at celebrations often trigger people to eat more than their bodies need;
- Marketing and advertising: food companies often promote large portions of high fat, high sugar and salt foods.

Fullness

The feeling of fullness is the body's way of telling you that it is satiated and does not require any more food. When we eat slowly and listen to our hunger and fullness cues, we naturally stop eating when we are full. When we listen and respond to the body's fullness cues, we also eat the right amount for our bodies which helps us to have a healthy body weight and feel good about ourselves.

Lesson 1 | Hunger, Fullness, Triggers and Me Scenarios

Directions: After each scenario circle either physiological or psychological to label the reason for the hunger external or internal cue trigger.

Scenario 1 My best friend and I have had a big fight. I'm making myself an ice-cream sundae.	Physiological	Psychological
Scenario 2 I've had eight hours of sleep and I'm ready for breakfast.	Physiological	Psychological
Scenario 3 No one is asking me to dance. I think I'll have some French fries.	Physiological	Psychological
Scenario 4 There's only one more slice of birthday cake left. I think I'll eat it now.	Physiological	Psychological
Scenario 5 I smell fresh muffins baking. I'm starved!	Physiological	Psychological
Scenario 6 Dinner is on the table and I haven't had anything to eat since after school today.	Physiological	Psychological

Write two scenarios – one describing physiological hunger and one describing psychological hunger.

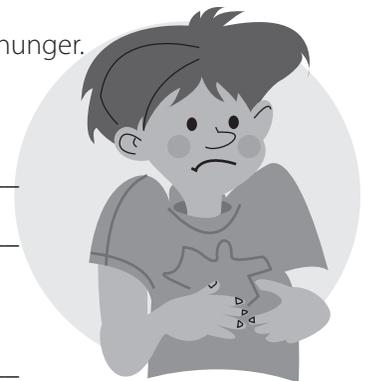
Physiological

Psychological

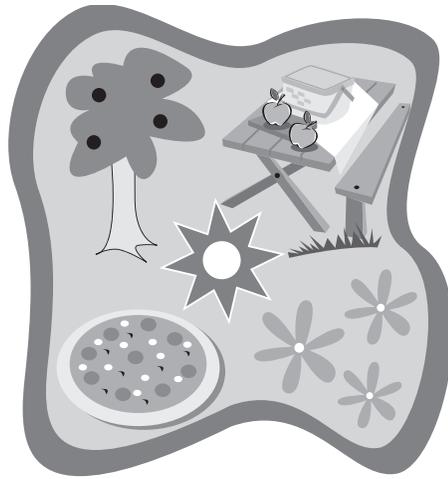
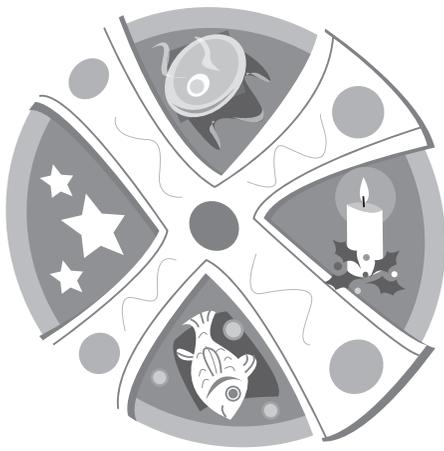
What are some of your 'triggers' for eating when you're not really physiologically hungry?

What can you do about it?

Why do you think it is important for a healthy lifestyle to know what triggers your own hunger?



Grade 7 | Lesson 2 - Food, Activities and Celebrations



General Overview

In this lesson students explore how families and cultures influence their eating habits and physical activities.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Analyse factors that influence personal health decisions.

Social Studies K to 7

English Language Arts K to 7

Fine Arts K to 7

Objectives

Students will be able to:

- discover and explore how a person's culture and traditions affect their eating and physical activity choices, and create a family logo representing the food and activities associated with their favourite tradition or celebration.

Preparation

- Find large sheets of chart paper and coloured pens.

Engaging the Learner

- Ask students to think of a time when their families eat special food or engage in specific activities to celebrate a holiday or special event.
- Have students pair and share this information.
- You may wish to share one of your own traditions with the class.

Note

This lesson provides an opportunity to celebrate the cultural diversity we enjoy in Canada. As an extension, you may wish to involve parents in sharing their traditional foods and activities with the students.

Note

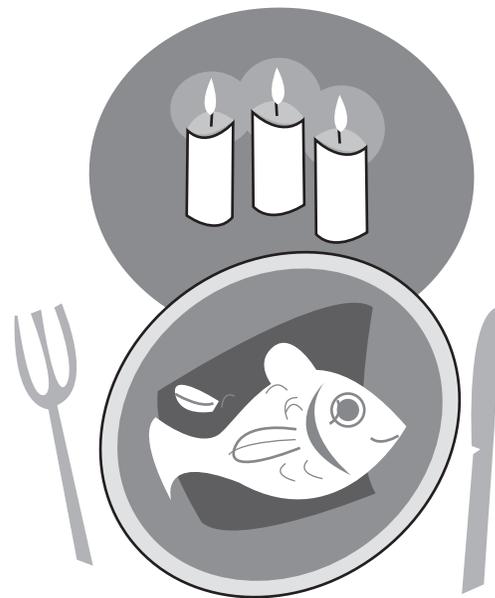
A *logo* is a picture or drawing that is usually used by a person, group, or company to identify who they are. In this case, students will create a logo that identifies their own family's eating and physical activity celebrations.

Activities

- Discuss how family traditions and cultural backgrounds centre on food and activity (e.g., desserts, music, games, etc.).
- Make a list on chart paper of each holiday or special event that the students celebrate and the food or physical activity that is associated with it.
- Distribute large sheets of chart paper and coloured felt pens and tell students that they are going to create a logo that represents their favourite family tradition or celebration. On the back of the logo they are to explain how their family traditions or celebrations affect their eating and physical activity.
- Please note: Some students may not have a cultural tradition that they wish to share. In this case, they can choose one that they would like to represent.

Assessment

- Invite students to share their logos and explain how their cultural backgrounds affect their personal eating and/or physical activity decisions.
- If time permits, and if they know, have a few students explain how a specific food or activity became identified with specific traditions.



Grade 7 | Lesson 3 - It's All a Matter of Choice



General Overview

In this lesson students will identify factors that influence their healthy eating and physical activity choices, demonstrate how these can be positive or negative influences and determine how the negative influences can be overcome.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Analyse factors that influence personal health decisions.

Note

Prior to teaching this lesson, students are to keep a Food & Activity Record. See page 16.

Objectives

Students will be able to:

- describe a range of factors that affect personal healthy eating choices and personal physical activity choices,
- demonstrate clear and informed reasoning in analyzing positive and negative influences on personal healthy eating and physical activity choices, and
- assess personal attitudes related to healthy eating and physical activity.

Preparation

- Copy My Food & Activity Record – Student Handout and have students keep this record for three days leading up to this lesson.
- Cut strips of drawing paper suitable for making cartoon strips.

Engaging the Learner

- Ask students to take out their Food & Activity Record – Student Handout.
- Have students form small groups, and using their journals as a source, make a

list of all the factors that influenced them to eat or to engage in physical activities.

Activities

- Reconvene as a class and ask students to share their findings. List them on the board for all to view.
- Through questioning, ensure that the factors that influence eating and physical activity are included. See callout, Factors that Influence Eating and Physical Activity.
- Ask students to identify both positive and negative influences. Have them give examples (e.g., TV advertising high fat or high sugar snacks or friends that only want to play computer games for recreation).
- Have students read through their journals and assess their choices by putting a plus sign or a negative sign beside each factor that influenced their eating or physical activity decisions.
- Tell students that in order to have a healthy lifestyle they need to make good choices about healthy eating and physical activity and that being aware of what influences them will help them make positive choices.
- Tell students that they will be using their knowledge to develop a cartoon strip regarding healthy eating and physical activity.
- Have students develop a cartoon strip that demonstrates a range of factors (minimum of three) that affect their personal healthy eating and physical activity choices and how they will deal with each of the factors in a positive, healthy manner.

Factors that Influence Eating and Physical Activity

- Media
- Family
- Other adults
- Peers
- Culture
- Religion
- Taste
- Allergies
- Availability
- Fads
- Energy
- Money
- Hunger and/or feelings of fullness

Assessment

- Have students share their cartoon strips and discuss the factors they chose to illustrate and the way in which they decided to deal with them in a positive, healthy manner.



Grade 7 | Lesson 4 - An Afternoon at the Improv!



General Overview

This lesson uses an improvisational theatre format to allow students to demonstrate what they have learned throughout the unit.

Curriculum Connections

Health and Career Education K to 7 Prescribed Learning Outcomes

- Analyse factors that influence personal health decisions.

Objectives

Students will be able to:

- demonstrate the ways in which their personal health decisions are influenced, and
- demonstrate strategies that can be used to make positive personal health decisions.

Preparation

- Invite other classes and/or parents to attend An Afternoon at the Improv! (Optional)
- Make one copy of the Improv Cards – Student Handout.
- Read the Sample Improv – Teacher Notes.

Engaging the Learner

- Ask students to give a definition of Improvisational Theatre and discuss any experiences they may have had with it.

Improvisational Theatre

From: *Wikipedia, the free encyclopedia*

Improvisational theatre (also known as **improv** or **impro**) is a form of theatre in which the actors use improvisational acting techniques to perform spontaneously. Actors typically use audience suggestions to guide the performance as they create dialogue, setting, and plot on the spot.

Activities

- Lead a discussion reviewing the factors regarding healthy eating and physical activity that influence their personal health decisions.
 - Internal and external hunger cues
 - Influence of family and culture
 - Influence of peers
 - Influence of media
- Tell students that they will be participating in an Afternoon at the Improv! that focuses on the ways in which these factors influence personal health decisions. Let them know that they will work in groups and that you will distribute improv situations to them and allow them time to prepare their role-plays.
- Discuss Improv objectives and ensure that students understand what has to be included in their improvisations and how they will be evaluated.
- On the day of An Afternoon at the Improv! put students into groups of two to four. Distribute the Improv Cards to each group. Give them a short time to decide on their improvisation. Tell students that they must decide upon the factor that is influencing the unhealthy behaviour and to include that information in the improv.

Lesson 4 | SAMPLE IMPROV TEACHER NOTES

Situation: You are at a movie. One of your friends decides to super-size all his/her snacks. You make a healthier choice and must try to persuade your friend to do the same.

Characters: A main character and a friend

Setting: Main character and friend are standing at the snack counter in the lobby of the local theatre.

Friend: "What a deal! For \$10 I can get a large popcorn with butter, large pop and a jumbo chocolate bar!"

Main Character: "Hey, I wouldn't mind some popcorn and pop. Why don't we just split the popcorn and get a small pop each? All that sugar isn't good for you anyway. Remember that experiment we did the other day that showed how many sugar cubes were in a large pop?"

Friend: "Well, I don't mind sharing my popcorn with you but I'm gonna keep the large pop. But seeing it has so much sugar, I'll save the chocolate bar for tomorrow."



Lesson 4 | An Afternoon at the Improv!



Improv Cards

Situation: You are at a movie. One of your friends decides to super-size all his/her snacks. You make a healthier choice and must try to persuade your friend to do the same.

Situation: Your new school has a fitness facility that is available from 7:30 a.m. until 7:30 p.m. Call one of your old friends and tell him/her about the facility and how you are going to use it.

Situation: Your little brother is making a fuss at the grocery store because you won't buy the sugary cereal he saw on TV last night. Persuade him that the nutritional product you are buying is a better choice.

Situation: You are a mom/dad talking with your children about what to order for dinner at a fast food restaurant. Your task is to ensure that the food consumed is the healthiest choice.

Situation: Your twin likes to sleep in so she/he never eats breakfast. Your task is to let your twin know how unhealthy this is and make suggestions about how s/he can improve his/her lifestyle.

Situation: You would like to be active at lunchtime but your friends think it's cool to just sit on the steps and talk. Your task is to persuade your friends to engage in a fun physical activity.

Situation: You have a fight with your friend and she tells you that she doesn't want you to come to her birthday party. You feel like having a banana split sundae right now. Your task is to talk to yourself and convince yourself of a healthier way to manage this disappointment.

Situation: You have a free evening. One friend wants you to go to the arcade to play games. Another friend wants you to come over to his/her place to shoot some baskets. Talk to each friend on the schoolyard to make your healthy choice.

Situation: Your best friend is trying out a new fad diet that was advertised in a teen magazine. You can tell that s/he won't be getting enough nutrition or calories from this eating program. Have a conversation with him/her about this.

Situation: At a traditional winter holiday you always eat too much and feel sick afterwards. Tell your friend about this and develop a plan so you don't eat too much.

Situation: You always watch the noon-hour games from the sidelines with some friends. Now you'd like to participate but would like some company. Your task is to persuade your friends to join in the games with you.

Situation: You and your friends have been asked to contribute some healthy snacks for the kindergarten class. Discuss what kinds of snacks you will make and what you think they will enjoy.

Situation: You will have to eat your lunch at school this year but there is no cafeteria. Your task is to talk with your folks about what kind of healthy food you will eat and how it can be packed safely.

Situation: You and your friends are having dinner at a buffet restaurant featuring 40 items. Your task is to talk with your friends about a healthy way to enjoy this dinner without over-eating.

Grade 7 | Healthy Living Culminating Unit Assessment

This assessment can be completed using journal responses, observations of student responses during lessons, lesson products, or student conferences

PLO: Analyze factors that influence personal health decisions	Not Yet Within Expectations	Minimally Meeting Expectations	Fully Meeting Expectations	Exceeding Expectations
KNOWLEDGE Student can recall ideas and information shared in the lessons:				
Factors that influence our eating and activity choices (7+)	needs consistent assistance to identify factors that influence our eating and activity choices	identifies 2-4 factors that influence our eating and activity choices	identifies 5-7 factors that influence our eating and activity choices	identifies all factors mentioned in lesson content and mentions additional influences
Physiological/psychological triggers (13+ examples)	needs consistent assistance to distinguish between physiological and psychological triggers	explains physiological and psychological triggers and gives a few (2-6) examples.	explains the difference between physiological and psychological triggers and gives many (7-12) examples	gives a thorough explanation of physiology and psychology, explains the relative importance of each, gives several examples for each type of influence
Positive strategies for overcoming negative influences (9+)	needs consistent assistance to give examples of positive strategies	needs some assistance to explain a positive strategy	explains a positive strategy to overcome each psychological trigger	gives many suggestions for overcoming each negative influence

COMPREHENSION Student can answer the following questions:				
Why is that important?	needs consistent assistance to describe how knowledge helps us make healthier choices	with some support describes how knowledge helps us make healthier choices	describes how knowledge helps us make healthier choices	draws a reasoned conclusion that behaviours are affected by attitudes, attitudes are affected by knowledge
How are you influenced? How does that affect your healthy eating choices?	needs consistent support to give examples of their personal influences and the behaviours they demonstrate as a result	gives a few examples of their personal influences and the behaviours they demonstrate as a result	gives many examples of their personal influences and the behaviours they demonstrate as a result	spontaneously recognizes many examples of their personal influences and the behaviours they demonstrate as a result
Assesses own attitudes	needs consistent support to describe their attitude towards eating/physical activity	describes their attitude towards eating/physical activity when asked leading questions	independently describes their attitude towards eating and physical activity	spontaneously recognizes their own attitudes and changes they wish to make based on their new knowledge

Grade 7 | Healthy Living Culminating Unit Assessment - continued

PLO: Analyze factors that influence personal health decisions	Not Yet Within Expectations	Minimally Meeting Expectations	Fully Meeting Expectations	Exceeding Expectations
METACOGNITION Student reflects on past thinking and plans for change where necessary:				
What did you do in that situation? What do you think about that?	needs consistent support to reflect on past thinking and make a connection to their resulting decisions and behaviours about eating and activity	reflects on past thinking and makes a connection to their resulting decisions and behaviours about eating and activity when asked leading questions	reflects on past thinking and makes clear connections to (gives a reason for) their resulting decisions and behaviours	spontaneously reflects on past thinking and makes insightful connections to their resulting decisions and behaviours
What do you know now that you didn't know when we started?	needs consistent support to evaluate their attitudes/ behaviours as positive or negative and gives reasons	evaluates their attitudes/ behaviours as positive or negative and gives reasons	evaluates their attitudes/ behaviours as positive or negative and gives reasons	recognizes patterns in their attitudes and behaviours
What do you think differently about now?	needs consistent support to recognize changes in their thinking/attitudes	recognizes changes in their thinking/attitudes	recognizes changes in their thinking/attitudes	recognizes changes in their thinking/attitudes
How will that affect your future decisions?	needs consistent support to identify some changes they plan to make in the future	identifies some changes they plan to make in the future	identifies some changes they plan to make in the future	identifies some changes they plan to make in the future



Backgrounder – Principles and Benefits of Healthy Eating

A healthy diet provides the building blocks or nutrients that contribute to the development of strong bones, blood, muscles and teeth and play an important role in our ability to fight disease and illness. Healthy eating helps us grow, learn, play and feel good about ourselves. It is important for our overall health and well-being.

Although we come in all different shapes and sizes and have different food requirements to stay healthy, there are basic principles of healthy eating that apply to everyone regardless of age or stage of life.

Principles

What are the principles of healthy eating?

- Eat regular meals and snacks that include different kinds of foods in the right amounts for all of our individual body shapes and sizes.
- Choose foods that are high in nutrients, with lots of color that are needed to grow, learn and play and to prevent disease and illness.
- Choose foods lower in fat, sugar and salt. *Eating Well with Canada's Food Guide* provides guidance on healthier food choices.
- Keep our bodies well hydrated by drinking healthy beverages like water and milk regularly throughout the day. Drinks such as pop and other sweetened beverages can fill up stomachs and provide empty calories that growing bodies do not need.
- Listen and respond to our hunger and fullness cues so we eat the right amount of food for our individual body shapes and sizes, maintain healthy body weights and feel good about ourselves.
- Start the day with a healthy breakfast to provide the energy needed to play, learn and grow. Eating a healthy breakfast is especially important for young people to satisfy their small stomachs until the next snack or meal time.
- Eat healthy snacks 2-3 times a day to provide energy and nutrients for learning and playing and satisfying small stomachs. A healthy snack includes foods from at least two of the four food groups.
- Eat meals together to improve food and nutrient intake, improve communication and connectedness and create traditions around food and meals.
- *Eating Well with Canada's Food Guide* recommends five Food Guide Servings of vegetables and fruit for children aged 4 to 8, and six Food Guide Servings of vegetables and fruit for youth aged 9 to 13 every day. The Food Guide also recommends eating a variety of colourful vegetables and fruit, including at least one serving of dark green vegetables and at least one serving of orange vegetables every day. Eating a variety of vegetables and fruit which contain vitamins, minerals, fibre and antioxidants everyday is important for good health.



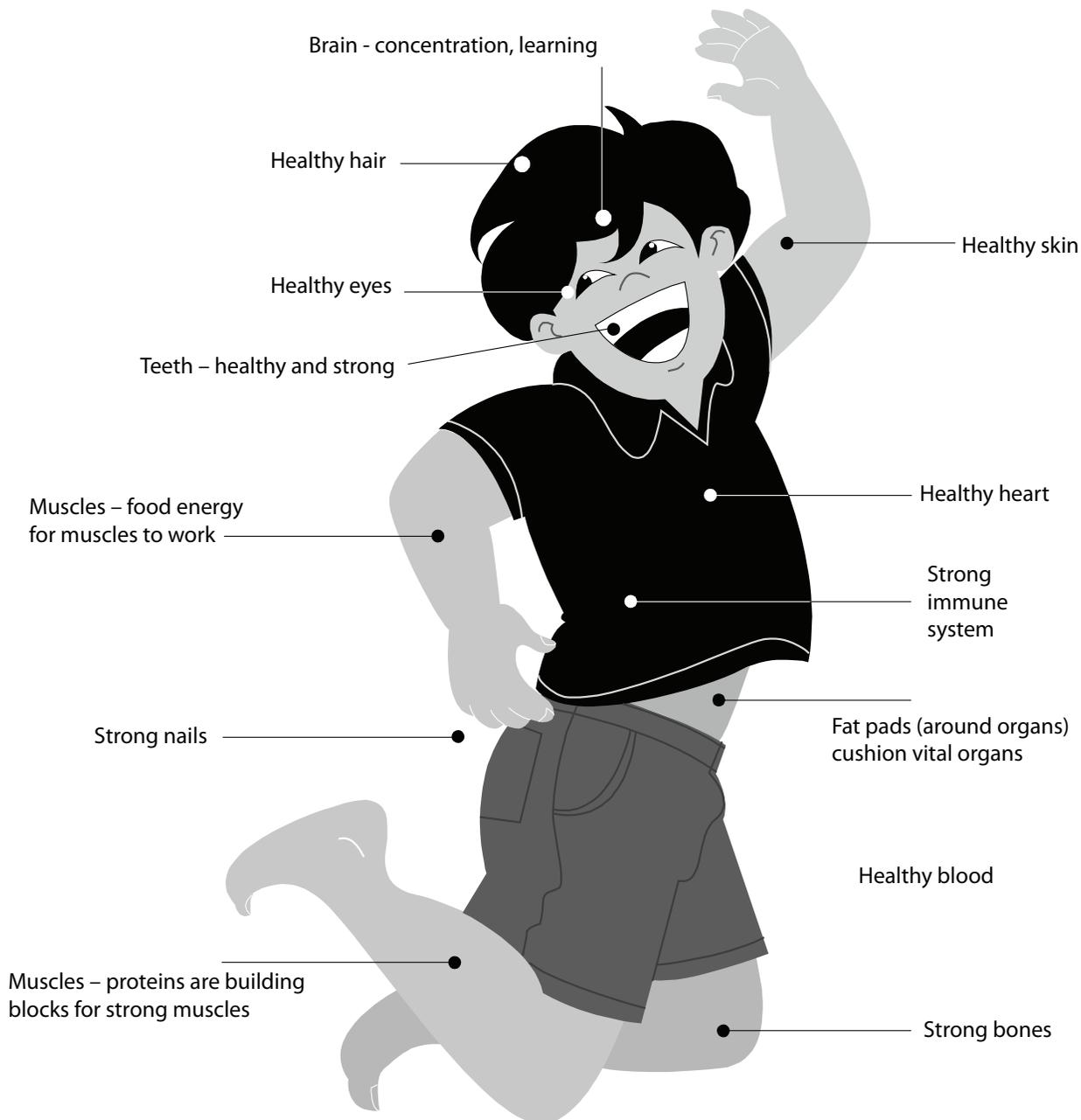
Benefits

Why is the food we choose so important?

It is important to choose a variety of healthy foods every day to make sure we receive all the necessary nutrients for a healthy body (see figure below). Nutrients are the components of foods and beverages that provide the nourishment that allows us to grow, learn and play. Nutrients are classified into six main categories: carbohydrates, protein, fat, vitamins, minerals and water. Children need more than 40 essential nutrients in different amounts. Some nutrients are used as building blocks for healthy bones, teeth, muscles, hair and nails. Other nutrients provide the energy for all daily activities such as regulating our body temperature, learning and playing. Eating regularly will also help us maintain positive moods and behaviour, cope with stress and have healthy sleep patterns.

Healthy eating provides the energy and nutrients needed to grow, learn, play and feel good about ourselves.

The following figure shows the benefits of healthy eating for the body:



Backgrounder – Principles and Benefits of Physical Activity

Canada's Physical Activity Guides for Children and Youth recommend increasing time currently spent on physical activity, starting with 30 minutes more per day with a goal of achieving 90 minutes of moderate to vigorous physical activity daily.

Principles

There are three types of physical activities: endurance, flexibility and strength.

- **Endurance** – continuous activities that strengthen the heart and lungs
- **Flexibility** – reaching, bending and stretching activities that increase range of motion and promote relaxed muscles
- **Strength** – activities against resistance that build strong muscles and bones

For the greatest health benefits, participate in all three types of activities every day and **make it fun!** Children are more likely to be physically active every day if it is fun.

Fun **endurance** activities

- Playground games, such as tag, four-square and playground circuits
- Riding a bike, scooter or skateboard
- Hiking and orienteering
- Soccer, basketball, hockey
- Skating (ice or in-line), swimming, x-country or downhill skiing
- Dancing
- Jumping, bouncing and skipping

Fun **flexibility** activities

- Dancing
- Gymnastics
- Yoga
- Martial Arts

Fun **strength** activities

- Climbing on playground equipment
- Swinging on the monkey bars
- Jumping, bouncing and skipping
- Hopscotch or hopping on one foot



- Canoeing and kayaking
- Exercise band routines

Many fun physical activities can be categorized in more than one category. For example, skipping rope is both an endurance and a strength activity.

Benefits



Being physically active every day is both fun and healthy. There are many benefits to daily physical activity, such as contributing to the development of healthy bones, a healthy heart, healthy muscles and a healthy self.

Healthy Bones – Strong bones are built during childhood and adolescence. Jumping, weight-bearing, and strength training activities build strong skeletons, and decrease the risk of osteoporotic fractures later in life.

Healthy Heart – Cardiovascular disease is the second leading cause of death in Canada. Physical inactivity is considered to be a major modifiable risk factor for heart disease. Regular participation in active games, individual pursuits, and running or walking will contribute to students' heart health.

Healthy Muscles – Muscle strength and flexibility enhance functional ability and support life-long active living. Weight bearing and strength training activities strengthen bones and exert forces on the bones contributing to healthy bone development. Stretching increases range of motion and contributes to muscle development.

Healthy Self – Healthy living contributes to the development of self-esteem, decreases tobacco use, supports proper nutrition, maintains healthy weight, and enhances academic performance.

Other benefits of regular physical activity include: increased energy, reduced stress, improved concentration, improved posture and balance, and opportunities to meet new friends.

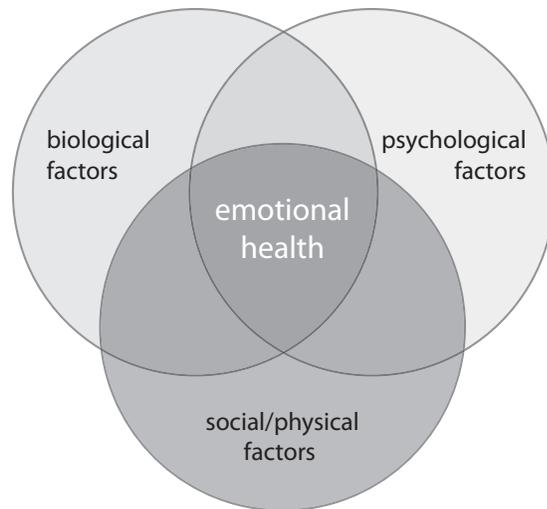
Action Schools! BC (2006)
www.actionschoolsbc.ca

Backgrounder - Emotional Health

What is emotional health?

Emotional health is difficult to define in a precise, definitive way. It is often described as feeling good about oneself (having positive self-esteem) and having the confidence and skills to deal effectively with problems or challenges in life.

Children's emotional health is determined by a complex interplay of factors including biology, psychology (the child's temperament) and the social and physical environment.



Children with good mental and emotional health generally:

- Have good self-esteem and a solid sense of who they are;
- Are able to understand and express emotion appropriately;
- Are able to “bounce back” from difficult experiences;
- Perceive themselves as capable and competent;
- Have positive family and peer relationships;
- Are able to spend time by themselves; and
- Have the capacity to tackle developmental challenges successfully.

What is the link between healthy eating, physical activity and emotional health for children?

When students are physically and mentally healthy, they learn better and interact appropriately in the classroom. Stress, hunger, anxiety, depression, and an inability to concentrate can all interfere with learning. Poor school performance can increase feelings of frustration and anxiety in children, further interfering with learning and success.

The relationship between physical activity and emotional health is pretty clear.



Being physically active promotes psychological well-being and reduces feelings of depression and anxiety. Children who are physically active show:

- increased levels of self-efficacy and higher self-esteem,
- improved academic and cognitive performance, and
- positive improvements in attitudes, discipline, behaviour and creativity.



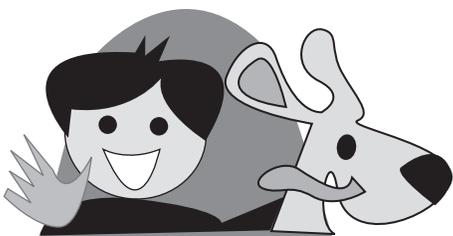
The relationship between nutrition and emotional health is starting to emerge through research. So far we know that:

- blood sugar levels which are directly related to the types of foods and how often a child eats can create lows and highs in children's mood and behaviour,
- children living in poverty and experiencing lack of food in the household, experience difficulty with school performance,
- a lack of certain nutrients may be associated with a range of mental and behavioural disorders including ADHD, depression, learning disorders, impulsivity and aggression,
- food allergies and food sensitivities may also trigger emotional and behavioural reactions in children,
- caffeine intake can cause increased arousal, irritability, nervousness or anxiety in children.

Although research is emerging, we do know that eating a healthy diet and being active daily contributes positively to both physical and emotional health in children.

Children's emotional wellbeing can be supported by:

- helping them to understand and develop knowledge and skills in healthy eating,
- helping them to understand, and develop knowledge and skills, as well as providing opportunities to engage in daily physical activity,
- helping them to understand the importance of a healthy sleep pattern,
- providing opportunities for the child to experience successes,
- creating a safe environment for the child by establishing routines, setting clear expectations, and providing rewards for positive behaviour,
- teaching communication and problem solving skills,
- teaching children to identify and understand their own feelings and the feelings of others, and
- addressing learning needs that could interfere with school success.



Backgrounder - Hand Washing Tips for Teachers

Effective and frequent hand washing prevents the spread of disease. This will decrease the number of sick days and lead to better academic performance.

Wash hands before and after coming into contact with germs (e.g., bacteria), such as using the washroom, blowing your nose, playing, or touching food and/or animals.

What are the steps to washing your hands correctly?

1. Wet your hands under warm running water.
2. Scrub all parts of your hands with soap and water for at least 15-20 seconds (i.e., the time it takes to sing Happy Birthday twice). Make sure you create a good lather, and scrub fingertips and under the nails.
3. Rinse hands under warm running water to remove the lather.
4. Use a paper towel to pat dry your hands, to turn off the tap, and to open the bathroom door.

Additional information on hand washing for use in the classroom:

Here is a link to BC HealthFiles explaining hand washing in more detail:

<http://www.bchealthguide.org/healthfiles/hfile85.stm>

Here is a link to the *Do Bugs Need Drugs* campaign that offers detailed lesson plans on hand washing:

<http://www.dobugsneeddrugs.org/>

Here is a link to a cartoon that teaches hand washing:

http://www.henrythehand.com/pages/content/sub_d.html

Developed by Fraser Health Authority



Grade 7 | 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.

ActNow 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 7 | 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 7 | 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 aisles of a grocery store giving the tools and information necessary to make wise food choices.

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

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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.