Grade 6

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.
K.5.6.A.1 Outline the importance of regular hygiene practices during adolescent years (i.e., effective washing helps to control acne and body odour, use of deodorant helps to control body odour, dental hygiene helps maintain dental health, appearance, and fresh breath).

Head to Toe Hygiene
Discuss the importance of regular hygiene practices during adolescent years (i.e., effective washing helps control acne and body odour, use of deodorant helps control body odour, dental hygiene helps maintain dental health, appearance, and fresh breath). Have students list basic hygiene practices from “head to toe,” share their list with a partner, and then discuss suggestions as a large group.

Variation: Discuss the importance of regular hygiene practices after participating in physical activity.

Product Lines
Brainstorm for a list of hygiene products that adolescents might normally use and explain their importance. Bring to class a variety of product samples (e.g., deodorant, facial cleanser, mouthwash, shampoo). Discuss some of the common ingredients found in similar products. Have students work in groups and design an experiment using some of the products. For example, students could investigate which deodorant lasts the longest, which cleanser has the lowest level of pH, or what mouthwash has the best aftertaste.

Variation: Hold a Hygiene Fair at which students present their research and findings to the class.

Make Your Own
Give students a variety of recipes to make hygiene products. Set up stations around the room and have students make the products. Ensure that parents or teachers check recipes before students begin experimenting. Have students discuss the pros and cons of different hygiene practices and products.

Antiperspirant Versus Deodorant
Have students compare and contrast antiperspirants and deodorants. Discuss similarities and differences between both products. Record the responses on a Venn diagram. Have students conduct an experiment using a deodorant, an antiperspirant, and a combination of both products. Discuss the pros and cons of using deodorant or antiperspirant daily.
Treat this learning outcome with sensitivity, respecting different family and/or cultural practices and recognizing that students may feel self-conscious about their skin conditions.

The current belief is that acne is not caused by consumption of chocolate, pop, junk food, or greasy food. Acne is more often caused by physically covering the glands with hands, head gear, or hair, or by an individual’s reaction to change in hormone production. Resting hands on the face or continually rubbing the face with hair or hands leads to blocking of the glands. Using cosmetics to cover the face usually worsens the acne.

It is difficult to get rid of acne, so preventing it is the best measure.

Keeping the face clean and free of oils and dirt that irritate the skin is the best way to prevent acne.

If acne is severe, a dermatologist may need to be consulted.

**Body Odour**

Increased hormone levels during adolescence can cause enlargement and overactivity of the sweat glands. When the body sweats it is odourless, but when sweat meets the bacteria on the skin it develops an unpleasant odour. This odour is often most prevalent under the arms.

Daily washing with soap and water will help to prevent body odour. During adolescence it may be necessary to bathe or shower more than once a day to get rid of the bacteria on the skin and to rid the body of unpleasant odour.

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**Observation: All Activities**

Teacher Assessment: Inventory

Ask students to explain the importance of regular hygiene practices, such as the following, during adolescence:

- effective washing
- use of deodorant
- dental hygiene
- change of clothing
- other

**Suggested Criterion:**

Look for

☐ comments related to each hygiene practice

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**Teacher Notes (continued)**

It is also necessary to wash clothing frequently because it will pick up the smell of body odour.

Applying an antiperspirant will decrease the amount of perspiration, and applying a deodorant will help control the odour.
The History of Health

Have students research the evolution of a health policy or practice over the past 100 to 200 years. Ask them to pick one current-day practice or policy and compare it to how the issue was dealt with in a given period of history. Ask students to create a timeline to demonstrate the development of a current health-related policy or practice. For example, students may discuss the eradication of various epidemics and diseases with the development of vaccinations.

Policy and Practice

Have students list policies and practices that support healthy schools and communities in terms of the following categories: health instruction, health supports and services, and healthy environments.

Have groups of students choose one policy or practice to research further in their school/division/district (e.g., no “junk food” vending machines permitted in schools). Have each group present information about one policy or practice.

Variation: Have students write about what life would be like if school and community policies and practices were not in place. For example, if there was no school code of conduct, there might be more incidents of bullying.

Stepping Out

Take the class to
- a water treatment plant to learn about the process of making safe drinking water
- a restaurant to learn about safe food handling and storage practices

After the activities, students could do a Focused Free-Write, telling what they learned (see Success for All Learners 6.30).
Reflection: All Activities
Teacher Assessment: Anecdotal Notes

Have students reflect on what life would be like if there were no practices or policies to support healthy schools and communities:
- What would life look like?
- What problems might we encounter?

Suggested Criterion:
Look for

☐ an understanding of the practices and policies that support healthy schools and communities

Teacher Notes
Contact local regional health authorities or a public health nurse for information on policies and practices that support healthy schools and communities.
### Prescribed Learning Outcomes

**Students will...**

- **K.5.6.B.1 Recognize the physical benefits** (e.g., reduced risk of heart disease, obesity, diabetes II, osteoporosis, colon cancer...) and the socio-emotional benefits (e.g., reduced anxiety and stress, enhanced sense of belonging, positive use of leisure time, opportunity to meet people...) of participating in daily physical activities.

### Suggested for Instruction

- **What Would It Be Like?**
  
  Post three blank pieces of paper with the following headings: Physical, Emotional, and Social. List the various responses on the appropriate sheet of paper as students imagine individuals who did no physical activity:
  - What would their life be like?
  - How would they feel physically?
  - What kind of social life would they have?
  - What kinds of feelings or emotions might they commonly experience?

- **Activity Promoters**
  
  Have pairs of students role-play a situation in which the trainer must convince the inactive person to participate in daily physical activities, emphasizing the physical, social, and emotional benefits as part of the persuasive speech. Switch partners and roles.

  **Variations:** Have students write a persuasive letter to parents or other family members on the benefits of physical activity. Ask for comments or feedback from the letter recipient on whether or not the letter was effective in delivering the message.

  Have students (individually or in pairs) take turns organizing a physical activity for recess and encourage others to participate. As a class, discuss the benefits of promoting participation in physical activities at recess or in personal leisure time.

- **A Benefits Poster**
  
  Have students make a poster of the physical, emotional, and social benefits of participating in daily physical activities.
Benefits of Participating in Physical Activities

Regular participation in physical activities can provide us with a wide variety of social, physical, mental, and moral benefits, such as the following.

<table>
<thead>
<tr>
<th>Social</th>
<th>Physical</th>
<th>Mental</th>
<th>Moral</th>
</tr>
</thead>
<tbody>
<tr>
<td>meeting people</td>
<td>developing coordination</td>
<td>feeling good</td>
<td>respecting others</td>
</tr>
<tr>
<td>making friends</td>
<td>increasing muscular strength and endurance</td>
<td>learning</td>
<td>keeping self-control</td>
</tr>
<tr>
<td>talking</td>
<td>gaining flexibility</td>
<td>solving problems</td>
<td>understanding others</td>
</tr>
<tr>
<td>listening</td>
<td>managing weight</td>
<td>making decisions</td>
<td>including everyone</td>
</tr>
<tr>
<td>getting along with others</td>
<td>developing skills</td>
<td>having fun</td>
<td>competing fairly</td>
</tr>
<tr>
<td>cooperating</td>
<td>developing speed</td>
<td>laughing</td>
<td>playing fairly</td>
</tr>
<tr>
<td>having fun</td>
<td>increasing aerobic endurance</td>
<td>relaxing</td>
<td>following rules</td>
</tr>
<tr>
<td>laughing</td>
<td>developing balance</td>
<td>building confidence</td>
<td>abiding by the official’s</td>
</tr>
<tr>
<td>helping others</td>
<td>developing agility</td>
<td></td>
<td>decisions</td>
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<tr>
<td>being included</td>
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</tbody>
</table>

Benefits of Participating in Physical Activities: Adapted from *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 3: Ages 12 to 14*. Copyright © 1994 by The Canadian Association for Health, Physical Education, Recreation and Dance and Canadian Intramural Recreation Association. Adapted by permission of CAHPERD.
**5–8 Physical Education/Health Education: A Foundation for Implementation**

### Prescribed Learning Outcomes

**K.5.6.B.2** Identify responsible decisions (e.g., play outside rather than watch television or sit at a computer, invite friends to play, play safely, participate fully in physical education class, play community sports...) that promote daily physical activity.

<table>
<thead>
<tr>
<th>Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA:</strong></td>
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<tr>
<td>GLO 1—Explore thoughts, ideas, feelings, and experiences.</td>
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<tr>
<td>GLO 4—Enhance the clarity and artistry of communication.</td>
</tr>
<tr>
<td><strong>PE/HE:</strong></td>
</tr>
<tr>
<td>GLO 2—Fitness Management (K.2.6.C.2, S.2.6.A.3b)</td>
</tr>
</tbody>
</table>

**K.5.6.B.3** Identify the positive and negative influences of media and other sources on promoting active living (e.g., commercials, sport and special event coverage, physical activity promotions such as fundraising walkathons/runs...).

<table>
<thead>
<tr>
<th>Curricular Connections</th>
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</thead>
<tbody>
<tr>
<td><strong>ELA:</strong></td>
</tr>
<tr>
<td>GLO 1—Explore thoughts, ideas, feelings, and experiences.</td>
</tr>
<tr>
<td>GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.</td>
</tr>
<tr>
<td><strong>PE/HE:</strong></td>
</tr>
<tr>
<td>GLO 2—Fitness Management (K.2.6.C.2, S.2.6.A.3b)</td>
</tr>
</tbody>
</table>

### Suggestions for Instruction

**Promote It**

Have students write a television advertisement or jingle or create a puppet show to encourage other students their age to be more physically active. Ask each student to identify ways in which people can choose to be active and make responsible health decisions.

**Signed, Sealed, and Demonstrated**

Have students pick one responsible decision they will make for one week to promote their own or others’ daily physical activity. Their decision must be demonstrated as often as possible during the next week. Ask each student to write his or her decision on a slip of paper, sign it, put it in an envelope, and seal it. After one week, have students open their envelope and assess how well they completed their plan.

**Media Search**

Have students collect examples of positive and negative media messages regarding active living (e.g., commercials, sport and special event coverage, physical activity promotions such as fundraising walkathons/runs). Ask students to bring to class samples of the messages to discuss and display.

**Media Release**

Have students write a positive media message that a news anchor might include in a nightly newscast. Have students perform their positive media message for the rest of the class. This could be related to an actual or an imaginary event in the school or community.

**Variation:** Have students write about a sporting event in their school and then read the positive message to the rest of the school over the public address system or during an assembly.
Grade 6: Healthy Lifestyle Practices—Knowledge

**SUGGESTIONS FOR ASSESSMENT**

♦ **Performance Task: Promote It**
Teacher Assessment: Checklist
Assess students’ advertisements, jingles, or puppet shows.

**Suggested Criterion:**
Determine whether the student is able to identify practices that promote daily participation in physical activity.

- Yes
- No

♦ **Paper and Pencil Task: Media Search**
Teacher Assessment: Checklist
Have students write down positive and negative influences of the media and other sources on promoting active living.

**Suggested Criteria:**
The student is able to
- list positive influences
- list negative influences

Student messages could include daily physical activity, limiting computer and television time, eating fruits and vegetables, and limiting intake of fatty foods.

Plan an “active living theme week” with the class or for the school. Ask students to brainstorm ideas that help promote daily participation in physical activity (e.g., “no television watching for one week”).

**Community Link:**
Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

The media have an impact on students’ views of body image. People who have slim bodies are idealized and those who are overweight are discriminated against. Inform students that images in the media are deceptive and sometimes touched up using technology (e.g., airbrushing, computer-assisted drawing).

**Community Link:**
Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.
SUGGESTIONS FOR INSTRUCTION

♦ Fact or Fiction?
Have students complete BLM 6–7 and discuss the responses.

Refer to BLM 6–7: Fact or Fiction?

♦ Sort and Predict
Using the Sort and Predict strategy (see Success for All Learners 6.33), have students prepare and categorize food cards, including foods that contribute and foods that do not contribute to developing a healthy body (e.g., foods that have high calcium content and foods that have no calcium). Do the same with activity cards that contribute or do not contribute to bone development.

Variations: Have students put names of foods and physical activities/sports on self-adhesive notes and then sort and predict which contribute and which do not contribute to a healthy body. Have students participate in a scavenger hunt looking for cards hidden under pylons scattered around the gym or playing field. Record foods and physical activity examples that contribute and examples that do not contribute to bone development.

Refer to BLM 6–8: Healthy Bones Scavenger Hunt.

♦ Grocery Shopping
Suggest that students go to the grocery store (with a parent/guardian) and identify one healthy food from each food group to add to the grocery cart. Students could prepare an advertisement for one of the foods to encourage others to try it.
Suggestions for Assessment

- **Journal/Learning Log: All Activities**

  Self-Assessment: Anecdotal Notes

  Have students discuss their personal food choices and physical activity level as it relates to a healthy body (i.e., bone development).

  Have them discuss the following:
  - What am I doing well?
  - What do I need to work on?

  Based on a scale of 1 to 10, with 10 being excellent and 1 being very poor, how would they rate their current food choices and types of physical activity?

Teacher Notes (continued)

Invite an expert to talk to the class about body mass index and how to measure fat and muscle content properly.

Teachers need to help adolescent students accept their bodies as they change and develop. Helping students learn about positive lifestyle choices and how these affect their health is of utmost importance.

**Aboriginal Link:**

Discuss the influences that have caused changes in the diets of Aboriginal people and discuss the nutrient value of traditional Aboriginal diets.
K.5.6.C.1b Demonstrate an understanding of the combined benefit of daily healthy food choices and physical activity on a healthy body (i.e., for bone development during adolescence).

**Prescribed Learning Outcomes**

**Students will...**

- **Health Wise**
  Have students list 10 choices (including examples related to food and physical activities) they make each day in order to have a healthy body (i.e., for bone development during adolescence). Ask students to share their list with a partner and then discuss as a large group.

- **Week Link**
  Have students develop a chain of links to list healthy food choices and examples of physical activities. Give each student a copy of BLM 6–9: Week Links and have students note one healthy food choice and one physical activity they will practise for one week. Have them colour in a section of their link to represent successful daily completion of the goal. At the end of the week, join all the successful links (all coloured in) to form one long chain. Discuss how each link is important to developing a healthy body. Ask students who did not fully colour in their link to work on the same goal for the upcoming week so they can add their link to the display.

  Refer to BLM 6–9: Week Links.

- **News Flash**
  Have students design a poster, advertisement, or rap with a slogan to communicate the message of the combined benefit of daily healthy food choices and physical activity on a healthy body.

  Examples:
  - Calorie input = calorie output = maintenance of weight (food intake) (energy expenditure)
  - Weight-bearing physical activities + adequate consumption of calcium and vitamin D = bone-mass development
Bone-mass development is affected by calcium intake (meeting daily requirement), vitamin D, and physical activity. Weight-bearing activities and vitamin D intake are required for absorption/deposit of calcium for bone-mass development.

Calcium is necessary for bone and tooth growth and maintenance. It also plays a role in the transmission of nerve impulses, proper hormone function, blood clotting, and muscle contraction. Primary food sources include milk, milk products, sardines, broccoli, mustard, and greens.

For more information, see the U.S. Department of Health and Human Services, Centers for Disease Control, Powerful Bones website: <http://www.cdc.gov/powerfulbones>.

♦ **Journal/Reflection: Health Wise**  
Teacher Assessment: Inventory  
Ask students to write, in their journals, about their daily healthy food choices and physical activity habits. Have them discuss areas in which they currently do well and areas in which they need to improve.
SUGGESTIONS FOR INSTRUCTION

♦ Packing Up
Ask students to plan what they would need to eat and drink if they were going on a three-day hiking trip. Distribute copies of Canada's Food Guide to Healthy Eating (Health Canada) and ask students to plan three days’ worth of food and fluid intake for a person their age. Ask them to write or draw their food portions and fluid amounts for everything they would consume. Remind them that food is fuel and they will need to ensure that they are able to carry out the physical demands of hiking.

Variation: Assign groups of students different activities (e.g., participating in a day-long track event, playing in a volleyball tournament, sitting all day at a computer, shopping all day, cross-country skiing for six hours) and have them list what food and fluid they would need to keep up with the body’s demands for energy. Have them research and create graphs that show the different requirements for different activities.

♦ Human Opinion Line
Ask students questions about how food and fluid intake needs to be adjusted according to the intensity or type of physical activity. Have students line up in the middle of the classroom or gym. If students agree with a statement, they run or walk to the side of the room designated as “Agree.” If they disagree, they run or walk to the side of the room designated as “Disagree.” If they do not know, they stay in the middle.

Sample Statements for Opinion Line:
I should…
• consume two or three servings of milk or milk products (alternatives) daily. (agree)
• eat two or three servings of fruits and vegetables daily. (disagree)
• eat five to twelve servings of grain products daily. (agree)
• increase fluid intake for more vigorous activities such as soccer, basketball, and running. (agree)
• decrease fluid intake when participating in outdoor activities. (disagree)
• increase consumption of foods high in carbohydrates for endurance-type activities. (agree)
• eat a big meal before going on a long-distance run. (disagree)

Variation: Have students write some of their own questions for this learning activity.
Fluid Intake:
- To prevent dehydration, encourage students to drink liquids before, during, and after exercise.
- Don’t rely on thirst to indicate the need for fluid.
- Water is the best and least expensive fluid for your body.
- Dehydration can cause heat injuries such as cramps, heat exhaustion, and heatstroke.
- Drink a minimum of six to eight glasses of water daily.
- A symptom of dehydration is irritability and headaches.

Parents have decisive influence over how their children eat, and should be as involved as possible in activities related to good eating habits. *Canada’s Food Guide to Healthy Eating* (Health Canada) is a basic educational tool for Canadian consumers. The new version of the guide is based on the latest research in nutrition, eating, and health.

The following guides are available on the Health Canada website at <http://www.hc-sc.gc.ca>:
- *Canada’s Food Guide to Healthy Eating: For People Four Years and Over*
- *Canada’s Physical Activity Guide to Healthy Active Living*
- *Canada’s Physical Activity Guide for Children*
- *Canada’s Physical Activity Guide for Youth*

Food guides are also available from: Publications Health Canada
Telephone: 613-954-5995

Suggestions for Assessment

- **Paper and Pencil Task: Packing Up**
  Teacher Assessment or Self-Assessment: Checklist/Scoring Rubric
  Use a checklist or teacher/student-generated scoring rubric (depending on the task) to assess the accuracy of each student’s plan/graph.

- **Questioning/Interview: Human Opinion Line**
  Teacher Assessment: Inventory
  Observe students’ ability to identify the nutrition habits and fluid practices to support healthy participation in physical activities when responding to the selected statements/questions.

Teacher Notes (continued)

See also the Manitoba Health, Food and Nutrition website: <http://www.gov.mb.ca/health/nutrition/index.html>.

Aboriginal Link:
Discuss the influences that have caused changes in the diets of Aboriginal people and discuss the nutrient value of traditional Aboriginal diets.

For diabetes prevention and Aboriginal focus activities, see the Diabetes Prevention Project for Children website: <http://www.mts.net/~srussell>.
S.5.6.A.1 Develop a personal action plan for daily personal health practices during the adolescent years.

Curricular Connections
ELA:
GLO 1—Explore thoughts, ideas, feelings, and experiences.
PE/HE:
GLO 2—Fitness Management
GLO 5—Healthy Lifestyle Practices (K.5.6.A.1, K.5.6.B.2, K.5.6.C.1a, K.5.6.C.2)

♦ Action Plan


Refer to BLM 6–10: ACTION Plan.

Have students keep an ongoing record of all their action plans throughout the year. Encourage students to reflect on their progress and continually evaluate and assess their individual goals and plans.

Suggest that students use the following acrostic to help them in their action planning:

A Activity or action
C Category (physical activity, hygiene, social-emotional, nutrition)
T Time (when and for how long)
I Implemented, incomplete, or in progress
O Observations (feelings, behaviours, thoughts)
N Next step or new plans

♦ Stick to It

Using their action plans from learning outcome S.5.6.A.1, students ensure that they include a personal and practical action plan for daily active living. Discuss ways to adhere to the plan (e.g., personal rewards, buddy system). Have students put each of their ideas on a self-adhesive note and then display it on a large piece of chart paper (use a large picture of a badge or medal to make the display more appealing). Have students list all the ideas at the back of their goal planner or journal.

Variation: Students could prepare a bulletin board on the topic: How we plan to stay healthy. Each goal could be represented appropriately with illustrations.
For more information about developing personal action plans for daily personal health practices, consult *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 3* (CAHPER/CIRA).

Encourage involvement of parents and families in personal action planning.

People are motivated to adhere to an action plan by different reasons. Ask students to determine what would help them stay motivated and committed to following a plan.

Ideas for adhering to a daily active living plan could include building on rewards, such as:
- taking a day off from being active
- watching a movie
- doing a favourite activity or craft
- reading a book or magazine
- spending time with friends
- receiving money

Make connections with learning outcomes requiring students to be responsible for developing personal fitness plans.

**Questioning/Interview: Action Plan**

Teacher Assessment: Inventory

Ask students to discuss their progress on their plans throughout the school year with a teacher and/or parent/guardian.

Refer to BLM 6–10: ACTION Plan.

**Questioning/Interview: Stick to It**

Teacher Assessment: Inventory

Ask students to discuss their progress on their plans throughout the school year with a teacher and/or parent/guardian.

Refer to BLM 6–10: ACTION Plan.
Students will...

☐ **S.5.6.A.3a** Assess personal food intake and activity for a period of one to three days, based on daily recommended requirements.

<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
<th>Suggested for Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td>Log It All</td>
</tr>
</tbody>
</table>
| ☐ **S.5.6.A.3a** Assess personal food intake and activity for a period of one to three days, based on daily recommended requirements. | Have students keep a log of their food intake and activity for a period of three days (including one weekend day). Distribute copies of *Canada’s Food Guide to Healthy Eating* and *Canada’s Physical Activity Guide for Youth* (Health Canada) and have students strive to achieve the daily recommended requirements. Repeat this process throughout the year to have students continually assess their lifestyle practices. Use information gathered to set realistic goals for upcoming weeks and/or months.

For examples of logs, refer to BLM 4–9 and BLM 4–10 in *K–4 PE/HE*. Thumbprint versions are reproduced in the suggestions for assessment column. These BLMs are also available online at [http://www.edu.gov.mb.ca/ks4/cur/physhlth](http://www.edu.gov.mb.ca/ks4/cur/physhlth).

| Curricular Connections | Week Link
|------------------------|--------------------------|
| ELA:                   | Have students develop a chain of links to list healthy food choices and examples of physical activities.
| GLO 1—Explore thoughts, ideas, feelings, and experiences. | Refer to BLM 6–9: Week Links.
| GLO 3—Manage ideas and information. | Give each student a copy of BLM 6–9: Week Links and have students list one healthy food choice and one physical activity they will practise for one week. Have them colour in a section of their links to represent successful daily completion of the goal.
| GLO 4—Enhance the clarity and artistry of communication. | At the end of the week, join all the successful links (all coloured in) to form one long chain. Discuss how each link is important to developing a healthy body.
| GLO 5—Celebrate and build community. | Ask students who did not fully colour in their link to work on the same goal for the upcoming week so that they can add their link to the display.
| MA: Statistics and Probability | **Health Party**
| Number | Have everyone contribute one healthy food to an activity day, a special lunch, or an outdoor education expedition.

PE/HE:
GLO 5—Healthy Lifestyle Practices (K.5.6.B.1, K.5.6.B.2, K.5.6.B.3, K.5.6.C.1a, K.5.6.C.1b, K.5.6.C.2)
Parents have decisive influence over how their children eat, and should be as involved as possible in activities related to good eating habits.

Have students assess personal food intake and activity as part of a school-initiated camp experience.

*Canada’s Food Guide to Healthy Eating* (Health Canada) is a basic educational tool for Canadian consumers. The new version of the guide is based on the latest research in nutrition, eating, and health.

The following guides are available on the Health Canada website at <http://www.hc-sc.gc.ca>:

- *Canada’s Food Guide to Healthy Eating: For People Four Years and Over*
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**Observation: Log It All**

Teacher Assessment: Inventory

Observe whether students can accurately assess their personal food intake and activity for a period of three days, based on daily recommended requirements.

**Examples of Logs:**

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**Activity Chart**

<table>
<thead>
<tr>
<th>Date and/or Time of Day</th>
<th>Activity</th>
<th>Amount of Time Spent in Activity</th>
<th>Active/Inactive</th>
<th>Home/School</th>
<th>Community/Individual/ With Others</th>
<th>Why I Chose This Activity</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Total Active Time

Total Inactive Time

Key:
- A Active
- I Inactive
- H Home
- S School
- O Outdoor
- C Community
- O Indoor
- V Individual
- # With Others

**Daily Nutrition Log**

<table>
<thead>
<tr>
<th>Date</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Snacks</th>
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<td>Day 3</td>
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</tbody>
</table>

**Activity Chart and Daily Nutrition Log:** Adapted from *K–4 PE/HE*, BLM 4–9 and BLM 4–10.
There’s Always Room for Improvement

Throughout the year, have students develop goals to improve personal nutrition and daily physical activity habits specifically related to bone development. Use the DECIDE model as a problem-solving strategy and make a Goal Score Card using the following headings to keep track of individual goals:

- Goal
- Steps to take
- Information, resources, or support I need
- How I will know that I have achieved my goal
- Ways that I can reward myself
- How well I did

Refer to BLM 5–11: Goal Setting and BLM 8–5: DECIDE Model.
Many different problem-solving and decision-making models exist. The following DECIDE model (described on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- Define the topic or issues.
- Explore alternatives or options.
- Check alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- Identify possible solutions.
- Decide and take action (Goal Score Card).
- Evaluate and revise.

**Community Link:**

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

**Journal/Learning Log: There’s Always Room for Improvement**

Self-Assessment: Rating Scale

At various times throughout the year, have students fill out a self-assessment form related to improving personal nutrition and daily physical activity habits.

Refer to BLM G–12: Self-Assessment of Personal Improvement Plan.
### Healthy Lifestyle Practices Outcomes: Grade 6

#### Knowledge

- **K.5.6.A.1** Outline the importance of regular hygiene practices during adolescent years (i.e., effective washing helps to control acne and body odour, use of deodorant helps to control body odour, dental hygiene for maintaining dental health, appearance, and fresh breath).

- **K.5.6.A.2** Identify practices and policies that support healthy schools and communities (e.g., school code of conduct, adequate supervision, school and community activities, labelling of hazardous products, evacuation procedures, fluoride treatment of drinking water, public health services...).

- **K.5.6.B.1** Recognize the physical benefits (e.g., reduced risk of heart disease, obesity, diabetes II, osteoporosis, colon cancer...) and the socio-emotional benefits (e.g., reduced anxiety and stress, enhanced sense of belonging, positive use of leisure time, opportunity to meet people...) of participating in daily physical activities.

- **K.5.6.B.2** Identify responsible decisions (e.g., play outside rather than watch television or sit at a computer, invite friends to play, play safely, participate fully in physical education class, play community sports...) that promote daily physical activity.

- **K.5.6.B.3** Identify the positive and negative influences of media and other sources on promoting active living (e.g., commercials, sport and special event coverage, physical activity promotions such as fundraising walkathons/runs...).

- **K.5.6.C.1a** Identify food choices and types of physical activity for a healthy body (i.e., for bone development).

- **K.5.6.C.1b** Demonstrate an understanding of the combined benefit of daily healthy food choices and physical activity on a healthy body (i.e., for bone development during adolescence).

- **K.5.6.C.2** Identify daily nutrition habits and fluid intake practices to support healthy participation in various types of physical activities.

#### Skills

- **S.5.6.A.1** Develop a personal action plan for daily personal health practices during the adolescent years.

- **S.5.6.A.2** Develop a personal action plan for daily active living, including ways to adhere to the plan.

- **S.5.6.A.3a** Assess personal food intake and activity for a period of one to three days, based on daily recommended requirements.

- **S.5.6.A.3b** Use problem-solving strategies to improve personal nutrition and daily physical activity habits for a healthy body (i.e., bone development).

#### Attitude Indicators

1. Appreciate and value the benefits of healthy lifestyle practices for a healthy body.
2. Appreciate the importance of making health-enhancing decisions in daily living.
3. Appreciate the responsibilities and commitment associated with developing healthy relationships.