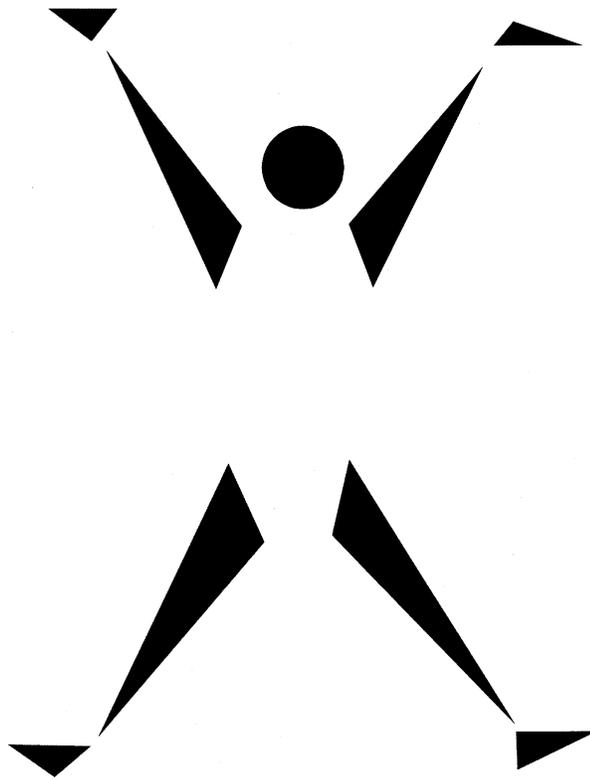

Grade 6

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.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| <p><i>Students will...</i></p> | |
| <p>☐ 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).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> </div> | <p>◆ Head to Toe Hygiene</p> <p>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.</p> <p>Variation: Discuss the importance of regular hygiene practices after participating in physical activity.</p> <p>◆ Product Lines</p> <p>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.</p> <p>Variation: Hold a Hygiene Fair at which students present their research and findings to the class.</p> <p>◆ Make Your Own</p> <p>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.</p> <p>◆ Antiperspirant Versus Deodorant</p> <p>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.</p> |



TEACHER NOTES

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.



SUGGESTIONS FOR ASSESSMENT

◆ 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

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.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|--|
| <p><i>Students will...</i></p> | |
| <p>☐ 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...).</p> <div data-bbox="115 674 550 951" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. SS: Economics and Resources</p> </div> | <p>◆ The History of Health</p> <p>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.</p> <p>◆ Policy and Practice</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>◆ Stepping Out</p> <p>Take the class to</p> <ul style="list-style-type: none"> • 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 <p>After the activities, students could do a Focused Free-Write, telling what they learned (see <i>Success for All Learners</i> 6.30).</p> |



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Contact local regional health authorities or a public health nurse for information on policies and practices that support healthy schools and communities.

◆ **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



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|--|
| <p><i>Students will...</i></p> | |
| <p>☐ 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.</p> | <p>◆ What Would It Be Like?</p> <p>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:</p> <ul style="list-style-type: none"> • 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? |
| <div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div> | <p>◆ Activity Promoters</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| | <p>◆ A Benefits Poster</p> <p>Have students make a poster of the physical, emotional, and social benefits of participating in daily physical activities.</p> |



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Performance Task: Activity Promoters**

Peer Assessment: Checklist

Have students assess the role-play and look for evidence of the following benefits of physical activities:

- physical
- emotional
- social

◆ **Paper and Pencil Task: A Benefits Poster**

Peer Assessment: Scoring Rubric

Use teacher-made or student-made scoring rubrics to assess writing and representing tasks.

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.

| Social | Physical | Mental | Moral |
|--|--|---|---|
| <ul style="list-style-type: none"> • meeting people • making friends • talking • listening • getting along with others • cooperating • having fun • laughing • helping others • being included | <ul style="list-style-type: none"> • developing coordination • increasing muscular strength and endurance • gaining flexibility • managing weight • developing skills • developing speed • increasing aerobic endurance • developing balance • developing agility | <ul style="list-style-type: none"> • feeling good • learning • solving problems • making decisions • having fun • laughing • relaxing • building confidence | <ul style="list-style-type: none"> • respecting others • keeping self-control • understanding others • including everyone • competing fairly • playing fairly • following rules • abiding by the official's decisions |

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.

| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|--|--|
| <p><i>Students will...</i></p> <p><input type="checkbox"/> 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.</p> <div data-bbox="115 642 550 947" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.6.C.2, S.2.6.A.3b)</p> </div> | <p>◆ Promote It</p> <p>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.</p> <p>◆ Signed, Sealed, and Demonstrated</p> <p>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.</p> |
| <p><input type="checkbox"/> 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...).</p> <div data-bbox="115 1325 550 1612" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.6.C.2, S.2.6.A.3b)</p> </div> | <p>◆ Media Search</p> <p>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.</p> <p>◆ Media Release</p> <p>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.</p> <p>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.</p> |



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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.

◆ **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

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.

◆ **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 | Yes | No |
|----------------------------|--------------------------|--------------------------|
| • list positive influences | <input type="checkbox"/> | <input type="checkbox"/> |
| • list negative influences | <input type="checkbox"/> | <input type="checkbox"/> |



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| <p><i>Students will...</i></p> | |
| <p><input type="checkbox"/> K.5.6.C.1a Identify food choices and types of physical activity for a healthy body (i.e., for bone development).</p> | <p>◆ Fact or Fiction? Have students complete BLM 6–7 and discuss the responses.</p> |
| <div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.6.C.1a, K.2.6.C.1b)</p> </div> | <p> Refer to BLM 6–7: Fact or Fiction?</p> |
| | <p>◆ Sort and Predict Using the Sort and Predict strategy (see <i>Success for All Learners</i> 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.</p> <p>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.</p> <p> Refer to BLM 6–8: Healthy Bones Scavenger Hunt.</p> <p>◆ 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.</p> |



TEACHER NOTES

For information on *Canada's Food Guide to Healthy Eating*, refer to the Health Canada website:

<<http://www.hc-sc.gc.ca/hppb/nutrition/pubefoodguid/index.html>>.

Note that all physical activity contributes to a healthy body; however, different types of physical activities can be more beneficial than others. Examples of different types of physical activities are: light, moderate, vigorous, weight-bearing, and non-weight-bearing.

Weight-bearing exercises contribute to bone development. Impact exercises such as running, jumping, gymnastics, push-ups, volleyball, and tennis are best for bone development. Non-weight-bearing exercises such as swimming, skateboarding, and cycling do not count as bone-building activities.

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

Although weight should fall within an acceptable range for body height, it is more important to stress that we need to accept our body shape and size and feel good about who we are on the inside. Comparing ourselves to a chart is not an effective way to measure our health, and it is often a misused tool among teens and adults. If students feel that they have a weight problem and they want help, they should consult a physician.



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.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|--|---|
| <p><i>Students will...</i></p> | |
| <p><input type="checkbox"/> 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).</p> | |
| <div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication.</p> </div> | |
| | <p>◆ Health Wise</p> <p>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.</p> |
| | <p>◆ Week Link</p> <p>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.</p> <p>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.</p> |
| | <p style="text-align: center;">  Refer to BLM 6–9: Week Links. </p> |
| | <p>◆ News Flash</p> <p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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 |



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|--|---|
| <p><i>Students will...</i></p> | |
| <p>☐ K.5.6.C.2 Identify daily nutrition habits and fluid intake practices to support healthy participation in various types of physical activities.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 5—Celebrate and build community. MA: Statistics and Probability Shape and Space Number</p> </div> | <p>◆ Packing Up</p> <p>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 <i>Canada’s Food Guide to Healthy Eating</i> (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.</p> <p>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.</p> <p>◆ Human Opinion Line</p> <p>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.</p> <p>Sample Statements for Opinion Line:</p> <p>I should...</p> <ul style="list-style-type: none"> • 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) <p>Variation: Have students write some of their own questions for this learning activity.</p> |


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Fluid Intake:

- To prevent dehydration, encourage student 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


◆ 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>>.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|--|
| <p><i>Students will...</i></p> <p>□ S.5.6.A.1 Develop a personal action plan for daily personal health practices during the adolescent years.</p> <div data-bbox="110 499 548 821" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>PE/HE: GLO 2—Fitness Management GLO 4—Personal and Social Management (K.4.6.A.2a, K.4.6.A.2b, K.4.6.A.3) 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)</p> </div> | <p>◆ Action Plan</p> <p>Refer to strategies suggested for learning outcomes K.5.6.A.1, K.5.6.B.2, K.5.6.C.1a, and K.5.6.C.2. Have students write a personal action plan for daily personal health practices.</p> <div data-bbox="651 506 756 615" style="text-align: center;">  </div> <p style="text-align: center;">Refer to BLM 6–10: ACTION Plan.</p> <p>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.</p> <p>Suggest that students use the following acrostic to help them in their action planning:</p> <ul style="list-style-type: none"> 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 |
| <p>□ S.5.6.A.2 Develop a personal action plan for daily active living, including ways to adhere to the plan.</p> <div data-bbox="110 1388 548 1709" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.6.C.2, S.2.6.A.3a, S.2.6.A.3b) GLO 5—Healthy Lifestyle Practices (S.5.6.A.1)</p> </div> | <p>◆ Stick to It</p> <p>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.</p> <p>Variation: Students could prepare a bulletin board on the topic: How we plan to stay healthy. Each goal could be represented appropriately with illustrations.</p> |



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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.

◆ **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.

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: 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.

| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|--|---|
| <p><i>Students will...</i></p> | |
| <p>☐ S.5.6.A.3a Assess personal food intake and activity for a period of one to three days, based on daily recommended requirements.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>MA: Statistics and Probability Number</p> <p>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)</p> </div> | <p>◆ Log It All</p> <p>Have students keep a log of their food intake and activity for a period of three days (including one weekend day). Distribute copies of <i>Canada’s Food Guide to Healthy Eating</i> and <i>Canada’s Physical Activity Guide for Youth</i> (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.</p> <p>For examples of logs, refer to BLM 4–9 and BLM 4–10 in <i>K–4 PE/HE</i>. 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.</p> <p>◆ Week Link</p> <p>Have students develop a chain of links to list healthy food choices and examples of physical activities.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Refer to BLM 6–9: Week Links.</p> <p>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. 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.</p> <p>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.</p> <p>◆ Health Party</p> <p>Have everyone contribute one healthy food to an activity day, a special lunch, or an outdoor education expedition.</p> |

| PRESCRIBED LEARNING OUTCOMES |
|---|
| <i>Students will...</i> |
| <p><input type="checkbox"/> 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).</p> |
| <div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.6.C.2, S.2.6.A.3a, S.2.6.A.3b)</p> </div> |

SUGGESTIONS FOR INSTRUCTION

◆ **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.


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT

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:

- **D**efine the topic or issues.
- **E**xplore alternatives or options.
- **C**heck alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- **I**dentify possible solutions.
- **D**ecide and take action (Goal Score Card).
- **E**valuate 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).

Knowledge (continued)

- 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

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