

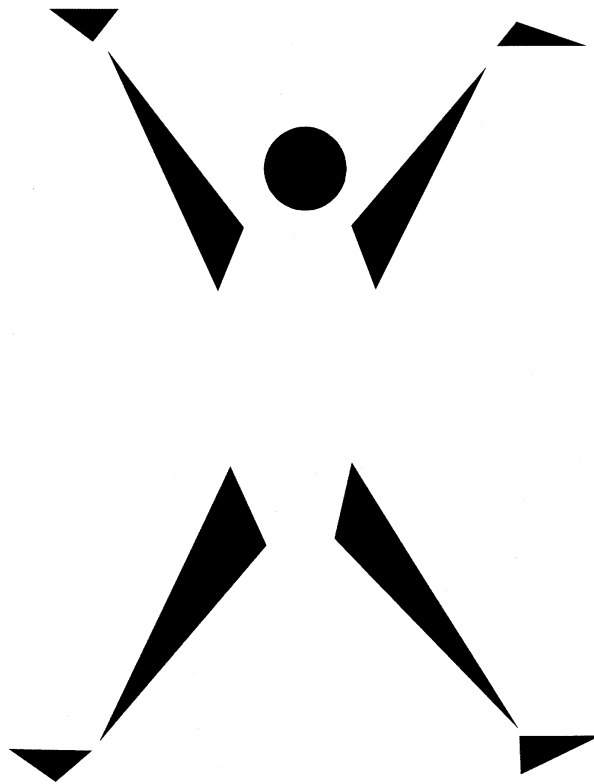
---

# Grade 8

## **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**

*Students will...*

**K.5.8.A.1 Examine positive and negative health habits of daily living for self and/or others** (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use...).

**Curricular Connections**

**ELA:**

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

**SS:**

Identity, Culture, and Community

The Land: Places and People

Global Interdependence

Economics and Resources

**SUGGESTIONS FOR INSTRUCTION**

◆ **Your Choice**

Explain to students that it is a personal choice whether to live a healthy or an unhealthy lifestyle. Have students list positive and negative daily living habits (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use). Ask them to exchange their list with that of a partner and note one result or consequence for each of the habits on the partner’s list. The partners then join and discuss all the habits and consequences.

**Variation:** Have students develop a Pros and Cons Chart for a selected health habit.

Pros and Cons Chart	
Name _____ Date _____	
Health Habit/Behaviour _____	
Pros and Cons	
+	–
1. 2. 3.	1. 2. 3.
Summary and Conclusions	

**Pros and Cons Chart:** Adapted from 5–8 ELA, Grade 8–50.

◆ **Beyond Borders**

Provide the class with examples of newspapers and magazines that include pictures and articles about other countries (e.g., *National Geographic*). Have students look for examples that show how different environments and different socio-economic conditions affect personal health. Discuss how these factors affect the health of the individuals who live in different situations (e.g., quality of drinking water, medical services, food). Ask students to determine what environmental and socio-economic factors have the greatest impact on personal health.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**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: Your Choice**

Teacher Assessment: Anecdotal Notes

Have students reflect on their own health habits. Ask them to develop a goal to turn one of their negative health habits into a more positive health habit.

**Suggested Criterion:**

Look for

- the student’s ability to examine positive and negative health habits

◆ **Journal/Learning Log: Beyond Borders**

Teacher Assessment: Anecdotal Notes

Ask students to write in their journals about the different health issues or habits of others as they relate to different environments and socio-economic conditions.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>□ K.5.8.A.2 Examine lifestyle practices</b> (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) <b>and their effects on body systems</b> (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...).</p>
<p><b>Curricular Connections</b>  <b>ELA:</b>                      GLO 3—Manage ideas and information.                      GLO 4—Enhance the clarity and artistry of communication.  <b>PE/HE:</b>                      GLO 4—Personal and Social Management (K.4.8.C.2, K.4.8.C.3, K.4.8.C.4a)  <b>SC:</b>                      Cluster 1—Cells and Systems</p>

**SUGGESTIONS FOR INSTRUCTION**

◆ **Down the Road**

Ask students to examine a variety of lifestyle practices and discuss their effects on body systems. Have them consider what will happen later in life (e.g., 20 years later) if they maintain a positive or a negative lifestyle practice.

Some lifestyle practices to examine:

- physical activity
- nutritional habits
- use of tobacco and alcohol
- rest habits
- personal hygiene
- stress management

Possible effects of negative lifestyle practices on body systems:

- coronary heart disease
- diabetes
- hypertension
- cancer
- osteoporosis
- obesity
- depression

◆ **Systems Alert**

Have students make a collage of lifestyle practices that help prevent diseases or medical conditions.

◆ **Stick to Prevention**

Post a blank piece of chart paper with the heading “Prevention.” Ask students to write down lifestyle practices that prevent negative effects on body systems (e.g., diseases, medical conditions). Have students put their suggestions on self-adhesive notes and stick the notes to the chart paper.

◆ **Pamphlets**

Bring to class a variety of information pamphlets or short articles showing a variety of diseases or medical conditions. Have students look through the information and determine how to prevent the disease or condition. Ask them to turn the risk factors (e.g., smoking, drinking alcohol, stress) into positive lifestyle practices.

*(continued)*



**TEACHER NOTES**

Lifestyle practices and their effects on body systems:

- **Smoking** increases the chances of lung cancer.
- **Inactivity** increases the risk of coronary heart disease, diabetes, and obesity.
- **High stress** increases the possibility of high blood pressure and depression.
- **Proper nutritional habits** help prevent coronary heart disease, obesity, and osteoporosis.
- **Good oral hygiene** maintains healthy gums and prevents cavities and tooth decay.

Refer to pages 8.32 to 8.49 of 5–8 *Science* for additional suggestions for instruction.

Also refer to the Health Canada website: <<http://www.hc-sc.gc.ca>>.

**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 ASSESSMENT**

◆ **Paper and Pencil Task: All Activities**

Teacher Assessment: Scoring Rubric

Ask students to list lifestyle practices and indicate how each could affect the body systems.

**Suggested Criteria:**

Use the following scoring rubric to assess students’ responses.

Scoring Rubric	
Score	The student is able to
<b>3</b>	<ul style="list-style-type: none"> <li>• list lifestyle practices and accurately explain how each could affect the body systems</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• list lifestyle practices and demonstrate some knowledge of how each could affect the body systems</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• list lifestyle practices and demonstrate limited knowledge of how each could affect the body systems</li> </ul>

(continued)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> <b>K.5.8.A.2</b> <i>(continued)</i>	<i>(continued)</i> <b>◆ Research Project</b> Have students, working in groups, use various forms of research materials (e.g., videos, pamphlets, Internet resources, print texts, interviews) to obtain information about how lifestyle practices can affect the body systems (related to prevention of disorders and diseases). Ask students to report their findings in a short class presentation that incorporates visuals (e.g., a short film/video clip, pictures, audio/video clips of an interview, computer-generated presentation, pamphlets).



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

(continued)

◆ **Paper and Pencil Task: Research Project**

Peer Assessment: Rating Scale

Provide students with a rating scale for peer assessment of research report presentations.

Peer Assessment of Research Report			
Presenters _____			
Topic _____			
Peer Assessor _____			
Rating Scale			
	3 Above Expectations	2 Meets Expectations	1 Below Expectations
The speaker			
<ul style="list-style-type: none"> <li>• spoke so that everyone could hear</li> <li>• described the condition/disease/disorder</li> <li>• described factors that caused the condition</li> <li>• described possible means of prevention</li> <li>• used visuals</li> <li>• kept the interest of the group</li> </ul>			
Constructive Comments:			

**Peer Assessment of Research Report:** Adapted from 5–8 Science 8.47.



Refer to BLM G–9: Project-Assessment Rubric.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> <b>K.5.8.B.1 Identify and categorize physical activities of different intensities</b> (i.e., vigorous, moderate, light) <b>and their potential benefits</b> (i.e., health, fitness, recreation, sport performance).</p>
<p><b>Curricular Connections</b>  <b>ELA:</b>            GLO 3—Manage ideas and information.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Sort and Predict**

Provide students with a list of physical activities and ask them to categorize them by different intensities using a Sort and Predict strategy (see *Success for All Learners* 6.33 and 6.100). As well, have students sort and predict which activities best provide health benefits (e.g., walking), fitness benefits (e.g., running), recreational benefits (e.g., dance), and/or sport performance (e.g., hockey).

◆ **Intensity Indicator and Benefits Bubbles**

Using BLM 8–8, have students fill in an intensity indicator to categorize physical activities. Ask them to fill in the “benefits bubbles” to list the potential benefits of each activity.



Refer to BLM 8–8: Benefits Bubbles.

◆ **Intensity Gauge**

Design a spin game with a needle that can move around in a circle. Label three areas on the game board with the headings Vigorous, Moderate, and Light to indicate intensity levels of physical activities. Ask a volunteer to spin the needle. Students must do an activity at the level indicated on the board wherever the needle stops. For example, if the needle lands on Light, students could walk around outdoors; if it lands on Moderate, they could speed walk or jog slowly; and if it lands on Vigorous, they could run sprints. The different types of activities could be predetermined or decided after a student spins the needle. When students have finished performing the desired activity, discuss the potential benefits.





## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

Individuals can estimate the general intensity of any physical activity in accordance with their own level of health and fitness by using methods such as the “talk test,” calculating target heart-rate zones, perceived exertion, or MET level (metabolic equivalent). For more information on these strategies, see page 18 of *Promoting Physical Activity* (U.S. Department of Health and Human Services *et al.*).

**Examples of Activities of Different Intensities:**

- **Vigorous**—sprinting and high-impact aerobics (benefits include cardiovascular workout, muscular strength and endurance, and increased sport performance).
- **Moderate**—jogging and in-line skating (benefits include cardiovascular workout, increased muscle tone, and stress reduction).
- **Light**—walking and golfing (benefits include increased relaxation, lower heart rate, and increased muscle tone).

When students are identifying potential benefits, note that a physical activity/sport may contribute to more than one benefit, depending on the level of play or competition.



◆ **Paper and Pencil Task: Sort and Predict**

Peer Assessment: Inventory

Have students, in pairs, identify and categorize physical activities of different intensities (vigorous, moderate, and light) and their potential benefits by completing Sort and Predict sheets. Have them share their results with other pairs of students to determine correct identification and categorization.

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**☐ K.5.8.B.2 Investigate different ways to increase physical activity in daily living as it relates to sustainable development** (e.g., using stairs, cycling/walking to school to help the environment and to contribute to the health of society...).

**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.

GLO 5—Celebrate and build community.

**SC:**

Cluster 4—Water Systems

**SS:**

The Land: Places and People

Global Interdependence

Economics and Resources

**☐ K.5.8.B.3 Determine the degree to which technology has had an impact on personal health** (e.g., personal fitness equipment/aids; prolonged exposure to technological devices and machines decreases physical activity; effect of media messages on body image...).

**Curricular Connections**

**ELA:**

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

**SC:**

Cluster 2—Optics

**SUGGESTIONS FOR INSTRUCTION**

◆ **Pro-Motion Posters**

Have students identify ways they can increase their own physical activity in their daily living as it relates to sustainable development. Have them draw, use computer-generated pictures, or cut out pictures to identify what they plan to do. Mount the pictures and display the posters.

◆ **Plan It for the Planet**

Have students work together to plan, promote, and implement a campaign to increase physical activity in an effort to help our planet (e.g., cut down on air pollution, recycle, encourage everyone to walk or use public transportation instead of driving a car). Encourage students to challenge other students or staff members to join their campaign to help the planet. For example, if the campaign focuses on reducing air pollution, students might challenge the staff to get to school using any method besides driving their own car (e.g., carpool, ride a bike, walk, take a bus, skateboard, in-line skate). Students might be encouraged to walk or cycle to as many places as possible instead of getting a ride.

**Variation:** Have students encourage their family members, friends, and community members to join the campaign.

◆ **Images of Impact**

Have students collect and display various pictures that identify ways in which technology has had an impact on personal health (e.g., effect of personal fitness equipment/aids; decrease in physical activity from prolonged exposure to technological devices and machines; effect of media messages on body image). Ask students to put their pictures in an envelope. Have them share their set of pictures with at least five other students and discuss the impact of the selected technology on personal health. Collect and create a montage (composite) of all the pictures.

◆ **Reality Check**

Bring to the classroom five examples of advertisements using teenage models. Ask students to determine what message about body image the pictures promote. Discuss the various technological tricks used to make the models look “perfect” (e.g., digital manipulation of the real image). Have students use a digital photo program to create a “real-life” picture of a teenager (e.g., realistic body size, normal skin blemishes). Turn one of the models used in the advertisements into a real-life teenager or sketch a realistic drawing of a teenager.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Other activities are available in the Active Living and the Environment section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 3* (CAHPER/ CIRA).

“**Sustainable development** is an approach to daily decisions that integrates probable consequences to the environment, the economy, and human health and well-being. It is a way of making decisions that balances the needs of today without sacrificing the ability of future generations to meet their own needs” (Manitoba Conservation, 1999).

For more information, see *Education for a Sustainable Future* (Manitoba Education and Training).

◆ **Performance Task: Pro-Motion Posters**

Peer Assessment: Checklist

Have students assess the posters on display and look for evidence of ways to increase physical activity in daily living as it relates to sustainable development.

**Suggested Criterion:**

The poster displays different ways to increase physical activity in daily living as it relates to sustainable development.

- Yes
- No

Images or pictures can also be presented by using a digital camera and developing a computer slide presentation.

◆ **Questioning/Interview: Images of Impact**

Teacher Assessment: Inventory

Ask students to discuss the degree to which technology has had an impact on personal health.

**Suggested Criterion:**

Look for

- the student’s ability to list various ways technology has had an impact on personal health



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.5.8.C.1a Evaluate information related to healthy body weight and body image.</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b></p> <p><b>ELA:</b>                      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><b>SC:</b>                      Cluster 1—Cells and Systems</p> <p><b>SS:</b>                      Identity, Culture, and Community                      Historical Connections</p> </div>	<p>◆ <b>Take Inventory</b></p> <p>Have students list 10 personal characteristics they are comfortable with (e.g., hair, height, eyes, arms). Ask them to list another three things that they would most like to change and explain why. Discuss how their lives would change if they could have all the characteristics magically “fixed.”</p> <p>◆ <b>Facts and Myths</b></p> <p>Have students generate a list of facts and myths regarding body weight, weight loss, and body image.</p> <p><b>Facts:</b></p> <ul style="list-style-type: none"> <li>• Body weight can fluctuate throughout the day.</li> <li>• Being overweight can lead to cardiovascular disease.</li> <li>• Muscle weighs more than fat.</li> <li>• Losing more than one kilogram a week is not healthy.</li> <li>• Other</li> </ul> <p><b>Myths:</b></p> <ul style="list-style-type: none"> <li>• You can lose 14 kilograms in a month (30 pounds in 30 days).</li> <li>• The thinner you are, the better you feel.</li> <li>• Dieting means starving yourself.</li> <li>• Other</li> </ul> <p>◆ <b>Ask an Expert</b></p> <p>Invite a doctor, nutritionist, dietician, or nurse to speak to the class about body weight and body image. To encourage active listening, use the LAPS Frame (see <i>Success for All Learners</i> 6.54).</p> <p>◆ <b>Human Opinion Line</b></p> <p>Have students line up in the centre of the gym/room. Have one side of the room represent “Agree” and the other “Disagree.” Read various statements and have students respond by moving to the appropriate side of the room, depending on whether they agree or disagree with a given statement. If students are unsure of the answer, they could stay in the middle.</p> <p><b>Examples of Statements:</b></p> <ul style="list-style-type: none"> <li>• Being overweight is a health concern.</li> <li>• Muscle weighs more than fat.</li> <li>• Thin people are happy people.</li> </ul>

**TEACHER NOTES**

Treat this learning outcome with sensitivity.

Encourage adolescents to 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.

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

For more information or resources related to nutrition, contact local organizations such as Manitoba Milk Producers.

**Aboriginal Link:**

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

**SUGGESTIONS FOR ASSESSMENT****◆ Journal/Learning Log: All Activities**

Self-Assessment: Anecdotal Notes

Have students discuss and evaluate information related to healthy body weight and body image.

**◆ Paper and Pencil Task: Facts and Myths**

Teacher Assessment: Scoring Rubric

Have students choose a fact or myth and write an article (or a story, script, or poem) addressing this issue for an existing or mock magazine appropriate for teenagers. Use a teacher- and/or student-designed rubric to assess students' ability to present and critique the information.

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**K.5.8.C.1b Explain influences** (i.e., healthy eating, regular activity, media, healthy body image) **on growth and development during adolescence.**

**Curricular Connections**

**ELA:**

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

**SUGGESTIONS FOR INSTRUCTION**

◆ **Carousel Brainstorming**

Divide the class into four groups and have four posters displayed around the room, labelled

- Healthy Eating
- Regular Activity
- Media Influences (e.g., magazines, advertisements, movies)
- Healthy Body Image

Have students start at one poster to write down their ideas of how the specified influence (related to the title) affects growth and development. Ensure that all students have the opportunity to visit all four posters.

**Variation:** Play music and have students run laps in the gym. When the music stops, they move to a poster to brainstorm. As a cool-down activity, have students walk to each poster to read all the responses.

◆ **Let's Find Out**

Have students do inquiry projects to determine the influences on growth and development of factors such as undereating, overeating, eating substantially inappropriate amounts of protein, carbohydrates, or calcium, physical inactivity, advertisements in the media, and unhealthy body image. Students can prepare brochures, create posters, or participate in a class PowerPoint presentation to make others aware of the influences.

**Variation:** Students' inquiries could also link to other times and cultures (e.g., What body images were/are valued in different societies and cultures?).



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

Treat this learning outcome with sensitivity.

**Aboriginal Link:**

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

**Community Link:**

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

◆ **Observation: Carousel Brainstorming**

Teacher Assessment: Inventory

Observe whether students are able to list a variety of influences that affect growth and development.

**Suggested Criteria:**

Look for the student's ability to

- make healthy food choices
- recognize the need to be active daily or regularly
- realize the effects of media influences
- understand the importance of having a healthy body image

◆ **Performance Task: Let's Find Out**

Self-Assessment: Scoring Rubric

Have students use a teacher- or student-designed rubric to assess their own presentation or work.



Refer to BLM G–9: Project-Assessment Rubric.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.5.8.C.2 Apply “sport nutrition principles” to a variety of physical activities.</b></p> <div data-bbox="110 464 552 640" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>ELA:</b>                      GLO 3—Manage ideas and information.                      GLO 4—Enhance the clarity and artistry of communication.</p> </div>	<p>◆ <b>“Carb Up”</b></p> <p>Have students collect pictures of foods that provide the necessary energy (e.g., carbohydrates, fluids, protein, calcium) to take part in a variety of physical activities (e.g., marathon running, light jogging, cross-country skiing, basketball tournament). Using a large piece of chart paper, cut out a shape that represents a sport theme (e.g., basketball court, racquetball) and paste the pictures onto the paper to make a sport-related collage. Students can do research, as needed.</p> <p>◆ <b>More Is Better</b></p> <p>To take part in physical activities, the body requires sufficient fuel (nutritious foods and fluids). Have students list physical activities and indicate how long they would be active for the activities. Have them guess what foods or beverages they would need in order to function at their best.</p> <p>◆ <b>Nutrition “Princi-Ball”</b></p> <p>Have students form circles of four to six people, and provide each group with a ball. The leader holds a ball, describes a “sport nutrition principle,” and then throws the ball to another person who names a sport or physical activity for which this principle is important and explains why. The ball continues to be passed until everyone has had several turns. If students have difficulty providing the answer, someone in the group can volunteer to help. The ball is passed to this person for the answer and then returned to the previous thrower. Post “sport nutrition principles” for quick reference.</p>





## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

*Canada's Food Guide to Healthy Eating* (Health Canada) is a good starting point for obtaining information on well-fuelled activity.

**Suggested “Sport Nutrition Principles”:**

- Consume the daily minimum number of servings in each food group.
- Grain products provide carbohydrates that muscles need for energy and may contain iron for hemoglobin in blood to transport oxygen.
- Vegetables and fruits provide carbohydrates that muscles need for energy. They can also be a source of fluids.
- Milk products provide protein to maintain, build, and repair muscles.
- Calcium is essential for muscle contraction.
- Carbohydrates and protein in milk help athletes recover from tiring workouts.
- Meat and alternates provide protein to maintain, build, and repair muscles.
- Well-absorbed iron is essential to maintain hemoglobin to transport oxygen to the muscles.
- Female athletes may need to increase their iron intake during the menstrual years.

For more information, refer to *Food...the Fuel for Activity* (Manitoba Milk Producers).



◆ **Paper and Pencil Task: “Carb Up”**

Teacher Assessment: Inventory

Have students list five foods that would be beneficial for taking part in physical activities and explain why.

**Suggested Criterion:**

Look for

- evidence that the student is able to apply general “sport nutrition principles”

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**☐ S.5.8.A.1 Apply personal and social management skills** (e.g., goal setting, decision making/problem solving...) **in case scenarios related to personal health practices** (e.g., sleep habits, cleanliness, nutritional practices, exercise habits...).

**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.

GLO 5—Celebrate and build community.

**PE/HE:**

GLO 5—Healthy Lifestyle Practices (S.5.6.A.1, S.5.6.A.3b)

**SUGGESTIONS FOR INSTRUCTION**

◆ **Decide and Set a Goal**

Throughout the year, have students develop goals to improve personal nutrition and daily physical activity habits. Use the DECIDE model as a problem-solving strategy.

Make a Goal Score Card using the following headings:

- 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

◆ **Action Plan**

Have students write an action plan for practising daily personal and social management skills. Suggest that students use the following acrostic to help them in their personal action planning:

- A** Activity
- 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



Refer to BLM 6–10: ACTION Plan.

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

◆ **It's Your Life**

In small groups, have students create a short role-play that deals with making healthy decisions related to a particular health practice (e.g., personal hygiene, nutrition content of lunches at school, regular physical activity). The role-play should include

- the problem related to a health practice
- consequences of this behaviour
- possible solutions
- the best solution



**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:

- 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.
- Evaluate and revise.



Refer to BLM 8–5: DECIDE Model.

For more information, see *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 3* (CAHPER/CIRA).

Make up role-play scenario cards initially; later, students should be able to create their own.



◆ **Journal/Learning Log: Decide and Set a Goal; Action Plan**

Self-Assessment: Rating Scale

At various times throughout the year, have students self-assess practices related to improving personal nutrition and daily physical activity habits.

Rating Scale				
Criteria	4 Always	3 Frequently	2 Sometimes	1 Rarely
• I set realistic goals.				
• I use the problem-solving strategy to set priorities.				
• My goals are clearly stated.				
• I break up the goal into steps.				
• I list information, resources, and supports that help me achieve my goals.				
• I achieve my goals.				
• I reward myself for accomplishing my goals.				
• I am able to assess my progress.				

◆ **Observation: It’s Your Life**

Teacher Assessment: Checklist

Have groups perform their role-play for the class. Fill out the following checklist during each performance.

Assessment of Role-Play		
Group Names _____	_____	_____
The role-play	<b>Yes</b>	<b>No</b>
• identifies the problem related to a health practice	<input type="checkbox"/>	<input type="checkbox"/>
• presents the consequences of the behaviour	<input type="checkbox"/>	<input type="checkbox"/>
• suggests possible solutions	<input type="checkbox"/>	<input type="checkbox"/>
• highlights the best solution	<input type="checkbox"/>	<input type="checkbox"/>

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>☐ S.5.8.A.2 Use problem-solving strategies to address the barriers that may interfere with being active daily.</b></p>
<p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p><b>PE/HE:</b> GLO 2—Fitness Management (K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b) GLO 4—Personal and Social Management (K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1) GLO 5—Healthy Lifestyle Practices (S.5.8.A.1, S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)</p>

**SUGGESTIONS FOR INSTRUCTION**

◆ **Learning Outcome Connection**

Ask students to list all the factors that affected their ability to follow their personal action plans (see learning outcome S.5.8.A.1). Use a T-Chart to list what helped and what did not help them achieve their personal goals.

◆ **What If...**

Have groups of students create a list of “What if...” questions and corresponding problems. Have the groups

- list events, circumstances, or challenges that may interfere with being active daily
- switch lists so that each group has a “What if...” list from another group
- pick three “What if...” questions and use a problem-solving strategy to solve the identified problem so that the individual will continue/begin to be active

**Examples of What If... Questions/Problems:**

- What if you don’t have any time to be active?
- What if you have too much homework?
- What if you get sick?
- What if your friends are not active and you want to be with them?
- What if you can’t afford the sports equipment?
- What if you are overweight and you feel embarrassed?
- What if you are self-conscious?
- What if you do not have easy access to facilities and equipment?

◆ **Personal Fitness Record**

Each term, have students do the following:

1. Choose one or more of the health-related fitness components they want to improve.
2. Set a goal for the health-related fitness components they want to improve.
3. Using the FITT principle, develop an action plan to assist in reaching the goal.
4. Keep a daily log, recording all activities they performed in working towards the goal.
5. Identify barriers that may interfere with progress and achievement.

**Variation:** Have students, in the last term of the school year, assess all the health-related fitness components.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Tips for Getting and Staying Active:**

- Establish a minimum personal activity level.
- Discover your personal barriers and work to overcome them.
- Set a personal activity goal and strive to achieve it.
- Avoid trying to do too much too soon.
- Practise safety precautions when engaging in activities.
- Form a group and make activities more enjoyable.
- Keep yourself motivated by varying your activities.
- Make your school or work environment work for you.
- Make your home environment work for you.
- Enjoy yourself.

**Community Link:**

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



Refer to BLM 7–6: Personal Fitness Record.



◆ **Journal/Learning Log: Learning Outcome Connection**

Self-Assessment: Anecdotal Notes

Have students write a journal entry discussing some of the personal barriers that interfere with being active. How might they best apply the problem-solving strategy to their situation?

**Suggested Criterion:**

Look for

- the student’s ability to apply the problem-solving strategy to a variety of situations

◆ **Paper and Pencil Task: What If...**

Group Assessment: Checklist

Have group members check three of the “What if...” solutions from another group to determine whether they correctly applied the problem-solving strategy.

Group Assessment: “What If...” Solutions		
Group Members _____		
_____		
Indicate whether the group applied the problem-solving strategy <b>correctly</b> or <b>incorrectly</b> in each solution to a “What if...” problem.	<b>Applied Correctly</b>	<b>Applied Incorrectly</b>
<b>Example 1:</b>		
<b>Example 2:</b>		
<b>Example 3:</b>		
Assessed by _____		

◆ **Journal/Learning Log: Personal Fitness Record**


Self-Assessment: Checklist

After completing the reassessment of the health-related fitness components, have students reflect in their journals about any obstacles they faced in trying to follow their action plans.

**Suggested Criteria:**

Students are able to

- set goals for the health-related fitness components
- write an action plan using the FITT principle for the health-related fitness components
- keep a daily activity log to identify barriers

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ S.5.8.A.3a</b> Develop a personal plan that includes daily health practices (e.g., physical activity participation, healthy food choices, positive thinking...) to maintain a healthy body.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p> <p><b>PE/HE:</b> GLO 2—Fitness Management (K.2.8.A.1, S.2.8.A.3a, S.2.8.A.3b) GLO 4—Personal and Social Management (S.4.8.A.1, S.4.8.A.2)</p> <p><b>SC:</b> Cluster 1—Cells and Systems</p> </div>	<p>◆ <b>There’s Always Room for Improvement</b></p> <p>Throughout the year, have students develop goals to improve their daily health practices (e.g., participation in physical activity, healthy food choices, positive thinking) to maintain a healthy body.</p> <p>Have students use the following headings in setting a goal:</p> <ul style="list-style-type: none"> <li>• Goal</li> <li>• Steps to take</li> <li>• Information, resources, or support I need</li> <li>• How I will know that I have achieved my goal</li> <li>• Ways that I can reward myself</li> <li>• How well I did</li> </ul> <p>◆ <b>Eat, Think, and Do</b></p> <p>Have students develop a personal plan to follow for the next two weeks and keep track of all the foods they consume during that time. Include the following three categories:</p> <ul style="list-style-type: none"> <li>• <b>Eat:</b> What will you eat? What healthy food choices will you make?</li> <li>• <b>Think:</b> How will you practise positive thinking?</li> <li>• <b>Do:</b> What physical activities will you participate in?</li> </ul> <p>Use the Eat, Think, and Do format to record the information on an index card.</p> <p>◆ <b>Personal Fitness Record</b></p> <p>Each term, have students do the following:</p> <ol style="list-style-type: none"> <li>1. Choose one or more health-related fitness components they want to improve.</li> <li>2. Set a goal for the health-related fitness components they want to improve.</li> <li>3. Using the FITT principle, develop an action plan to assist in reaching the goal.</li> <li>4. Keep a daily log, recording all activities they performed in working towards their goal.</li> <li>5. Identify barriers that may interfere with progress and achievement.</li> </ol> <p><b>Variation:</b> Have students, in the last term of the school year, assess all the health-related fitness components.</p> <div style="text-align: right; margin-top: 20px;">  <p>Refer to BLM 7–6: Personal Fitness Record.</p> </div>



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

Have students develop a complete personal plan that incorporates their personal fitness plan, as indicated in the specific learning outcomes of GLO 2—Fitness Management.

Guides such as *Canada's Food Guide to Healthy Eating* and *Canada's Physical Activity Guide for Youth* are available online at the Health Canada website:  
<<http://www.hc-sc.gc.ca>>.

Encourage students to do the following:

- Eat a variety of foods.
- Eat foods from each food group daily.
- Know which foods are “sometimes” foods and which are “everyday” foods.
- Choose foods that are low in fat (i.e., unsaturated fat, saturated fat, cholesterol).
- Eat plenty of fruits and vegetables to meet daily requirements.
- Monitor sugar intake.
- Use salt in moderation.
- Balance input (what you eat) and output (how active you are).
- Respect and follow special diets required for certain medical conditions, including allergies.

To record participation in physical activities, refer to



BLM G–14: Active Living Calendar and  
BLM G–15: Active Living Log.



### ◆ Journal/Learning Log: There's Always Room for Improvement

Self-Assessment: Rating Scale

At various times throughout the year, have students self-assess practices related to improving personal nutrition and daily physical activity habits.

Rating Scale				
Criteria	4 Always	3 Frequently	2 Sometimes	1 Rarely
• I set realistic goals.				
• I use the problem-solving strategy to set priorities.				
• My goals are clearly stated.				
• I break up the goal into steps.				
• I list information, resources, and supports that help me achieve my goals.				
• I achieve my goals.				
• I reward myself for accomplishing my goals.				
• I am able to assess my progress.				

### ◆ Learning Log: Eat, Think, and Do

Self-Assessment: Inventory

Have students

- assess their eating habits for the week by comparing their log to the guidelines identified in *Canada's Food Guide to Healthy Eating* (Health Canada)
- write a journal entry reflecting on their eating habits
- set a goal towards improving their eating habits

### ◆ Journal/Learning Log: Personal Fitness Report

Self-Assessment: Checklist

After completing the reassessment of the health-related fitness components, have students reflect in their journals about any obstacles they faced in trying to follow their action plan.

#### Suggested Criteria:

Students are able to

- set goals for the health-related fitness components
- write an action plan using the FITT principle for the health-related fitness components
- keep a daily activity log

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>S.5.8.A.3b Implement and evaluate a personal plan for healthy eating and activity.</b></p> <div data-bbox="110 464 553 772" style="border: 1px solid black; padding: 5px;"><p><b>Curricular Connections</b></p><p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p><p><b>PE/HE:</b> GLO 4—Personal and Social Management (S.4.8.A.1, S.4.8.A.2)</p><p><b>SC:</b> Cluster 1—Cells and Systems</p></div>	<p><b>◆ Personal Plan Portfolio</b></p> <p>Throughout the year, meet with students individually to ensure that they are implementing a personal plan for healthy eating and activity participation. Have students keep all their problem-solving/decision-making, goal-setting, and action plans in a portfolio to share during the conference.</p> <p>Ask students to collect samples of work, pictures, log books, agenda books, daily plans, monthly records, and any other resources that show they are implementing and evaluating their personal plans.</p>





## TEACHER NOTES

Treat this learning outcome with sensitivity, showing consideration for factors such as culture, religion, availability of foods, cost, and body size.

**Aboriginal Link:**

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

To help students set goals for and record their physical activity participation, refer to



BLM G–14: Active Living Calender and  
BLM G–15: Active Living Log.



## SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Personal Plan Portfolio**

Self-Assessment: Checklist

Have students assess their personal plan using the following checklist.

**Suggested Criteria:**

The student

- implemented the plan
- evaluated personal progress
- included a healthy eating component
- included a physical activity component

Confer with students throughout the year to determine how well they are implementing and evaluating their personal plans for healthy eating and activity.

## Healthy Lifestyle Practices Outcomes: Grade 8

### Knowledge

- K.5.8.A.1 Examine positive and negative health habits of daily living for self and/or others** (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use...).
- K.5.8.A.2 Examine lifestyle practices** (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) **and their effects on body systems** (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...).
- K.5.8.B.1 Identify and categorize physical activities of different intensities** (i.e., vigorous, moderate, light) **and their potential benefits** (i.e., health, fitness, recreation, sport performance).
- K.5.8.B.2 Investigate different ways to increase physical activity in daily living as it relates to sustainable development** (e.g., using stairs, cycling/walking to school to help the environment and to contribute to the health of society...).
- K.5.8.B.3 Determine the degree to which technology has had an impact on personal health** (e.g., personal fitness equipment/aids; prolonged exposure to technological devices and machines decreases physical activity; effect of media messages on body image...).
- K.5.8.C.1a Evaluate information related to healthy body weight and body image.**
- K.5.8.C.1b Explain influences** (i.e., healthy eating, regular activity, media, healthy body image) **on growth and development during adolescence.**
- K.5.8.C.2 Apply “sport nutrition principles” to a variety of physical activities.**

### Skills

- S.5.8.A.1 Apply personal and social management skills** (e.g., goal setting, decision making/problem solving...) **in case scenarios related to personal health practices** (e.g., sleep habits, cleanliness, nutritional practices, exercise habits...).
- S.5.8.A.2 Use problem-solving strategies to address the barriers that may interfere with being active daily.**
- S.5.8.A.3a Develop a personal plan that includes daily health practices** (e.g., physical activity participation, healthy food choices, positive thinking...) **to maintain a healthy body.**
- S.5.8.A.3b Implement and evaluate a personal plan for healthy eating and activity.**

### 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.