

11. Healthy Living Grade 7 Activities

Learning Activities

Note:

Teaching about body image may increase peer teasing about students' body size and shape. Before starting learning activities it's important to set some ground rules or guidelines to help students feel comfortable sharing their ideas and feelings about their bodies (i.e. respecting and listening to each other, not making negative comments or jokes about people's bodies; not judging someone based on their appearance or using the word fat as an insult).

See group guidelines at http://teachnutrition.org/Files/body_image-activity1.pdf

Many students face teasing and harassment about their weight, appearance or culture which can strongly affect their body image and self esteem.

In **Additional Resources** see the following for more on teasing and harassment

- **Video**--Gossiping, Taunting, Bullying: It's All Harassment (Gr. 5-9)
- **Teachers Kit for Gr. 7-9.** Body Image Works www.bodyimageworks.com. This kit may be available for loan from local school boards or Health Departments.

For Body Image lesson plans that reflect best practice:

- Adapt *Tuning in to Hunger* (below)
- Adapt *Body Image, Self Esteem and Eating Practices* in Grade 6 section
- Use the websites listed below

Grades 6-8

- *Mission Nutrition* www.missionnutrition.ca provides lesson plans and activities specific to self esteem and body image as well as healthy eating and physical activity. Available in French and English.
- *QuEst for Health Program* www.sheenasplace.org/index.php?page=quest contains lesson plans and activities aimed at improving body image, self-esteem and wellbeing.

Healthy Living Grade 7 Activities

<p>Healthy Eating Overall Expectation</p> <p>Relate healthy eating practices and active living to body image and self esteem</p>		
Specific Expectations	Activities	Learning Concepts
Examine the effects of healthy eating and regular physical activity on body size and shape, and on self-esteem.	<ol style="list-style-type: none"> 1. Eating Well with Canada's Food Guide 2. Healthy Living & Well-being 3. Active Living Goals 4. Active Living Reporter (Assessment) 5. Mission Possible 6. Radio Broadcast 7. Game Plan for a Healthy Lifestyle 8. Problem Solving Pathway 	<ul style="list-style-type: none"> • Healthy Eating (Canada's Food Guide) • Physical activity and active living • Self-esteem • Healthy living & wellbeing message
Describe how our body image influences our food choices.	<p>Activities that meet more than one Specific Expectation:</p> <ol style="list-style-type: none"> 7. Game Plan for a Healthy Lifestyle 	<ul style="list-style-type: none"> • Body image and self-esteem • Factors affecting food choices
Identify factors affecting healthy body weight (e.g., food intake, growth spurts, physical activity/inactivity).	<ol style="list-style-type: none"> 9. Tuning into Hunger 	<ul style="list-style-type: none"> • Factors affecting body weight
	<p>Activities that meet more than one Specific Expectation:</p> <ol style="list-style-type: none"> 1. Canada's Food Guide 3. Active Living Goals 4. Active Living Reporter (Assessment) 8. Problem Solving Pathway 	<ul style="list-style-type: none"> • Healthy Eating (Canada's Food Guide) • Physical activity and active living

Specific Expectation

Examine the effects of healthy eating and regular physical activity on body size and shape, and on self-esteem.

1. Eating Well with Canada's Food Guide

(This activity also meets the following Specific Expectation: Identify factors affecting healthy body weight)

Ask students, “What do you know about Canada’s Food Guide”? Explain that the Food Guide is a tool used to establish healthy eating habits through the daily selection of food. If students are not familiar with the Food Guide, it will be helpful to spend time reviewing some of the concepts (see section 1.1 Eating Well with Canada’s Food Guide in the Background Information).

2. Healthy Living and Well-Being

Review with the students the three positive lifestyle choices that make up healthy living and wellbeing. (see Background Information).

Discuss, as a group, the following questions:

- What does “eating well” mean to you?
What are the benefits of eating well?
What can you do to improve or maintain healthy eating habits?
- What does “enjoy being active” mean to you?
What are the benefits of active living?
What can you do to improve or maintain your activity level?
- What does “feeling good about yourself” mean to you?
What are the benefits of “feeling good about yourself”?
How do physical activity and healthy eating relate to feeling good about yourself?

Homework (or in class): In pairs, have students design a poster to promote healthy living and wellbeing. Encourage them to use some of the ideas brought up during the discussion.

3. Active Living Goals

(This activity also meets the following Specific Expectation: Identify factors affecting healthy body weight)

Review the benefits of active living (see section 3-Physical Activity and Youth in the Background Information). Have students record types and amount of time they engage in physical activity for two weeks. Have students set a personal goal for improving or maintaining their current level of activity. Ask them to discuss with a partner ways they can meet this goal.

After students have tried out their plan for one month, discuss how easy or hard it was to meet their goals (research shows that for a habit to be formed, a lifestyle change must be attempted for at least one month). What beneficial effects of being physically active have they noticed?

Note: Discuss with students that physical activity is not just sports or aerobics but also includes walking to the corner store, mowing the lawn, shoveling snow, biking, etc. Activity should be incorporated into daily life. *Canada's Physical Activity Guides for Children and Youth* recommend increasing the amount of time currently spent doing physical activity by 30 minutes per day, in periods at least 5-10 minutes long. The ultimate goal is to gradually accumulate 90 minutes of moderate to vigorous physical activity a day. Discuss the differences between regular physical activity and over-exercising. (see section 8.4 Sports Dieting in the Background Information).

4. Active Living Reporter (Assessment – see rubric)

(This activity also meets the following Specific Expectation: Identify factors affecting healthy body weight)

Interview a person (e.g., friend, family member, local celebrity) who engages in regular physical activity and write about this person's experiences. Encourage students to come up with a list of questions to assist them in learning about physical activity. Sample interview questions include:

- What types of activities do you do? How often?
- Have you always been physically active?
- If not, when did you decide to start being physically active?
- How long did it take to start feeling the benefits?
- How do you stay motivated to remain physically active?

Is the person interviewed practicing healthy behaviours? (i.e., being physically active, eating according to Canada's Food Guide, etc.; not weight loss dieting or over-exercising). How are these behaviours helping them achieve or maintain a healthy body weight and a positive self-esteem? What else can this person do to reach their goals? Have students communicate the results as an oral or written presentation or poster which includes a brief analysis of their findings.

Rubric to assess the *Active Living Reporter* activity:

Category	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding Understanding the Concepts: <ul style="list-style-type: none"> • Physical Activity • Healthy Eating • Self-esteem • Healthy Body Weight Understanding the relationship between the above concepts	Shows understanding of few of the required concepts, with major errors or omissions	Shows understanding of some of the required concepts with several minor errors or omissions	Demonstrates an understanding of the relationship between the concepts with few errors or omissions	Demonstrates a thorough understanding of the relationship between the concepts with practically no errors or omissions
Thinking/ Inquiry Analyzes and interprets information and forms conclusions	Analyzes information and forms conclusions regarding the practice of healthy behaviours with limited effectiveness	Analyzes information and forms conclusions regarding the practice of healthy behaviours with moderate effectiveness	Analyzes information and forms conclusions regarding the practice of healthy behaviours with considerable effectiveness	Analyzes information and forms conclusions regarding the practice of healthy behaviours with a high degree of effectiveness
Communication Written, oral or visual communication of required knowledge	Communicates the required knowledge (understanding of concepts) through the poster, written or oral presentation, poorly, making many errors or omissions Rarely uses appropriate terminology	Communicates the required knowledge (understanding of concepts) through the poster, written or oral presentation, with some clarity, making some errors or omissions Sometimes uses appropriate terminology	Communicates the required knowledge (understanding of concepts) through the poster, written or oral presentation, clearly and precisely, making few errors or omissions Usually uses appropriate terminology	Communicates the required knowledge (understanding of concepts) through the poster, written or oral presentation, clearly and precisely, making no or almost no errors or omissions Uses appropriate and varied terminology

5. Mission Possible

Read or write the following assignment on the board for students:

You are an agent with the FBI (Food/Fitness Bureau of Investigation). Investigate how healthy eating and regular physical activity affect health and self-esteem (see Glossary and Sections 1-4 in Background Information). To gather material you can interview friends and family, look in books or on the Internet. Write a report to summarize your findings.

Variation: The class can be divided into two groups, with one focusing on healthy eating and the other on physical activity. Although the two groups are working separately, stress to students that physical activity and healthy eating are interrelated.

6. Radio Broadcast

Using the healthy eating and physical activity concepts learned in this unit, have pairs of students write 30-60 second Public Service Announcements (P.S.A.) that promote healthy eating and/or physical activity and their positive effects on health and wellbeing or self-esteem. Use the messages on the school announcements (see Sections 1-4 in Background Information).

7. Game Plan for a Healthy Lifestyle

(This activity also meets the following Specific Expectation: Describe how our body image influences our food choices)

Ask students the following questions:

- What is healthy eating? What tool can be used to help plan meals for healthy eating? (see Section 1 in Background Information)
- What is regular physical activity? Why is it important? How does someone maintain their activity level? (see Section 1 in Background Information)
- What are the effects of these two activities on health and self-esteem? (Sections 1-4 in Background Information)

In small groups of four to five, have students work through the scenarios on the *Game Plan for a Healthy Lifestyle: Scenarios* activity sheet about the effects of healthy eating and regular physical activity on health and self-esteem. You may have more than one group working on the same scenario.

Optional: To make the activity more visual and fun, put together envelopes with pictures related to the food or activities of the character. Provide each group with a scenario as well as the supporting envelopes.

Envelope contents:

- | | |
|-----------------------|---|
| Scenario 1 (Tom) | - breakfast |
| | - lunch |
| | - dinner |
| | - activities (e.g., hockey, volleyball, tennis and other) |
| Scenario 2 (Omar) | - dinner |
| | - snacks |
| | - activities (e.g., computer games, swimming) |
| Scenario 3 (Angelina) | - breakfast |
| | - lunch |
| | - activities (e.g., exercise activities) |

After the small groups have discussed answers to the questions, regroup and discuss answers with the whole class.

8. Problem-Solving Pathway

(This activity also meets the following Specific Expectation: Identify factors affecting healthy body weight)

Divide the class into four groups assigning them the A, B, C and D case studies from the *Problem Solving Pathway* activity sheets. Begin this activity with each group completing box #1 (What is the Problem?) for their assigned problem. After describing the problem in box #1, have the students pass their sheets on to the next group (group A will pass to group B as group B passes to group C, etc.). Each group will then complete box #2. The group will then pass their sheets to the next group (e.g., group A will pass group D's sheet to group B, etc.). There will be four passes to complete the pathway. Box #5 (What did I learn?) will be completed on the fourth and final pass when each of the four groups have their original sheets returned to them.

Ask each group to present their case studies. As a class, discuss how the pathway process helped or hindered their problem solving.

9. Tuning Into Hunger

Please see the Region of Peel Public Health website for more activities for this section:

www.peelregion.ca/health/baew/lesson-plans/healthy-eating/lpth/intermediate/lplans/hunger.htm