

Healthy Choices

Level 1, Sample 1

A

Reflection Page

1a) Referring to your Healthy Eating Tally Sheet, consider whether you ate the recommended number of servings in each of the food groups. Circle "Too Many", "Just Right", or "Too Few", based on your findings.

Grain Products	Too Many	Just Right	Too Few
Vegetables and Fruits	<u>Too Many</u>	Just Right	Too Few
Milk Products	<u>Too Many</u>	Just Right	Too Few
Meat and/or Alternatives	<u>Too Many</u>	Just Right	Too Few
"Sometimes" Foods	Too Many	Just Right	<u>Too Few</u>

1b) Using this information, explain how you could improve or maintain your healthy food choices. Provide at least one specific example.

I will change 5 other to 2 a day

2a) Referring to your Physical Activity Tally Sheet, record:

- the two activities in which you were the most vigorous

• a hockey game

• a soccer game

- the two activities you enjoyed most.

• Soccer practice

• hockey

B

2b) If you could choose any two activities to do tomorrow, which two would you choose? Explain why.

Number 1:

I would want to go on a bike ride because it is good for you

Number 2:

Soccer because you run and get exercise

2c) Explain how you could improve or maintain your physical activity choices. Provide at least one specific example.

I will race every sun and go to soccer 2 a week

C**Active Healthy Living Plan**

Analyze and reflect on your food and physical activity selections and use the information to develop an Active Healthy Living Plan. In your plan, include how heredity, diet, and exercise relate to your body shape and size. Your plan should include at least three changes that you would make.

My Active Healthy Living Plan

Things about me (heredity factors, things that motivate me, other factors that affect my plan - e.g., I live in an apartment close to a park.):

I live in a home near a big empty place
I will go every week with a friend

Things I'm already doing well and plan to keep the same (Healthy Eating and/or Physical Activity):

When my brother has a game I will
run a lap

D

Things I would like to improve:

I would run a lap of my brother's field

Select ONE from the above list that you would like to change within the month. Circle it. Answer the following about your choice and explain:

1. What do you want to accomplish?

run a lap

2. How will you know that you have accomplished it?

by running I will be fit

3. What challenges might you have?

I will improve the laps
every game.

E

4. Who or what can help you be successful with your change?

my mom can help me

5. List the factors that you can control and cannot control that affect body shape and size.

*- your hunger
- your running*

Can control: *if you run alot or not*

Cannot control: *you can't control your heredity*

Teacher's Notes

Understanding of Concepts

- The student demonstrates limited understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity. The student identifies “running”, “hunger”, and heredity as factors, and gives a few examples of factors that can be controlled (e.g., “if you run allot or not”) and that cannot be controlled (e.g., “you can’t control your heredily [heredity]”). However, he or she only offers a brief explanation of the influence of physical activity on the body (e.g., “by running I will be fit”), and gives no explanation of the influence of food or heredity on the body.
- The student demonstrates limited understanding of factors that motivate participation in physical activity. The student does not isolate and explain motivational factors for exercising, but only states that “I live in a home near a big empty place I will go every week with a freind”. The student states that bike riding is “good for you” but does not explain why. Also, he or she does not provide any other reasons for participating in physical activities.

Active Participation

- The student determines, with limited accuracy, how healthy his or her own choices of food and physical activities are. The student indicates that he or she has frequently circled the “too many” category regarding number of servings. However, he or she does not provide a clear indication of how he or she could improve (i.e., “I will change 5 other to 2 a day”). The student also gives only a few details on how he or she could improve in the area of physical activity choices (e.g., “I will race every sun and go to soccer 2 a week”).
- The student applies a goal-setting process with limited effectiveness to complete the healthy living plan. The student states only a simple goal (i.e., to “run a lap”). Although there is evidence of a broader plan to improve his or her running ability and fitness (e.g., “I will improve the laps every game”, “by running I will be fit”), the actual plan lacks focus and also lacks detail on how the goal will be attained.

Communication of Required Knowledge

- The student makes limited use of appropriate terminology to convey ideas. The student uses only simple terminology and provides only brief explanations (e.g., “I would want to go on a bike ride because it is good for you”, “Soccer because you run and get exercise”).

Comments

The student demonstrates a limited understanding of healthy eating practices and physical activity, and their relationship to healthy living. He or she gives only simple responses, which lack supporting details and explanations.

Next Steps

In order to improve his or her performance, the student needs to:

- include more information on healthy eating practices, physical activity, and heredity, and explain their influence on physical development;
- develop a more focused and detailed plan;
- edit work to correct errors in spelling, grammar, and sentence structure.