

Healthy Choices

Level 1, Sample 2

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	Too Many	Just Right	Too Few
Milk Products	Too Many	Just Right	Too Few
Meat and/or Alternatives	Too Many	Just Right	Too Few
"Sometimes" Foods	Too Many	Just Right	Too Few

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

In stead of eating other foods I could start eat fruit, vegetables, meat and grain foods.

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

- the two activities in which you were the most vigorous

The two activities were bike riding and running.

- the two activities you enjoyed most

I enjoyed hockey and basketball

B

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

Number 1: I would choose hockey because it fun and healthy.

Number 2:
I would choose running because its exercise

2c) Explain how you could improve or maintain your physical activity choices.

Provide at least one specific example. I would improve on running exercise every day.

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.):

- plays baseball
- Park near me
- listens to music
- likes tv

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

- bike rides every day
- doesn't always watch tv

D

Things I would like to improve:

- I would like to improve on exercising
- I would like to improve on eating vegetables

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?

eating more vegetables

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

I would feel a lot more
Healthier than normal

3. What challenges might you have?

- Running

E

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

I could run faster and maybe not have headaches

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

Can control:

- hunger
- exercise

Cannot control:

- hair
- eyes
- height

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 hockey and running as physical activities, but gives little evidence of how they might benefit the body (e.g., “I would choose hockey because it fun and healthy.”). The student lists a few factors that he or she can control (i.e., “hunger”, “exercise”) and cannot control (e.g., “height”), but does not explain the influence of these factors.
- The student demonstrates limited understanding of factors that motivate participation in physical activity. The student states that running is exercise but does not expand on why running is good or why it is good to exercise. The student makes no connection between the proximity of his or her house to the park and an increase in physical activity.

Active Participation

- The student determines, with limited accuracy, how healthy his or her own choices of food and physical activities are. The student identifies the need to eat more vegetables and fruits but does not mention “milk products” for which “too few” servings was also circled. He or she mentions various activities but gives few details about participation in them (e.g., “bike rides every day”).
- The student applies a goal-setting process with limited effectiveness to complete the healthy living plan. The student states two goals (e.g., “to improve on exercising”, “to improve on eating vegetables”), but fails to select only one of them for the goal-setting process, as was required by the task. He or she also provides very little detail throughout the plan (e.g., “running” is cited as a challenge, but there is no explanation of how it might pose difficulties).

Communication of Required Knowledge

- The student makes limited use of appropriate terminology to convey ideas. The student uses only a few terms and provides only brief and simple explanations (e.g., “hockey because it fun and healthy”, “running because its exercise”).

Comments

The student demonstrates a limited understanding of healthy eating practices and physical activity, and their relationship to healthy living. The student's explanations are too simple and lack supporting detail.

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 plan that focuses on one goal, as required in the task, and provide more details in the plan;
- edit work to correct errors in spelling, grammar, and sentence structure.