

## Healthy Choices

## Level 2, 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	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.

I could improve my Healthy Food choice by eating just right grains and eating more meat and alternatives. And eating not as much sometimes food.

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

- the two activities in which you were the most vigorous

Playing out side

- the two activities you enjoyed most

When I went to church and playing out side

**B**

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

Number 1: Riding my bike  
I would like to ride my bike because my bike is at my nanas.

Number 2: roller blading  
I would want to roller blade because I haven't roller blade for a long long long time

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

I think I could improve my physical activity by walking more often. Also by running more often.

**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 know that my mom and my Dad are tall so when I grow up I will be tall. I know if I walk to school every day I will be fitter. I also know if I ride my bike I can get good muscles. Also I got my eyes from my mom and my Dad.

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

I will keep rollerblading often. Also I will eat healthy food every day and not to much sometimes food.

**D**

Things I would like to improve:

I would maintain rollerblading every day.  
~~I would change not eating to much sometimes food.~~  
 I would improve my exercise.

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?

I would like change not eating to much sometimes food.

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

I will know that I accomplished it by making a chart and checking it off every day.

3. What challenges might you have?

I will have challenges with not eating to much sometimes food.

E

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

My mommy can help  
me change my  
sometime food diet.

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

I can control my  
attitude

Can control: I can control  
my diet

Cannot control: I cannot control  
my heredity

I cannot control

my hygiene

I cannot control my genes

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates some understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity. The student shows some understanding of good food choices (e.g., “eating not as much sometimes food”), but makes only a vague connection between food intake and the body (i.e., “I can control my diet”). He or she gives some attention to the importance of physical activity and to the effect of exercise on the body (e.g., bicycle riding results in “good muscles”). He or she shows some understanding of the role of heredity (e.g., “my mom and my Dad are tall so when I grow up I will be tall”, “I cannot control my heredity”). However, he or she confuses “genes” and “hygiene” (i.e., “I cannot control my hygiene”).
- The student demonstrates some understanding of the factors that motivate participation in physical activity. Being healthy and developing muscles are given as motivating factors (e.g., “if I walk to school every day I will be healthy [healthy]”, “if I ride my bike [bike] I can get good muscles”). However, he or she does not describe any other motivational factors.

### Active Participation

- The student determines, with some accuracy, how healthy his or her own choices of foods and physical activities are. The student shows some understanding of how to improve his or her diet by adjusting the number of servings eaten in certain food groups (e.g., “eating more Meat and Alternatives”). He or she identifies walking and running as good physical activities, but only provides vague ideas for improvement (e.g., “walking more often”, “running more often”).
- The student applies a goal-setting process with some effectiveness to complete the healthy living plan. The student establishes some goals for improving his or her physical fitness and selection of foods, although the plan lacks details (e.g., “I will keep rollerblading often. Also I will eat Healthy food every day and not too much sometimes food.”). The student also includes a plan to track his or her progress (e.g., “I will know that I accomplished it by making a chart [chart] and checking it off every day.”), but he or she does not provide details explaining how it would work.

### Communication of Required Knowledge

- The student makes some use of appropriate terminology to convey ideas. The student mentions time as a factor when he or she explains how to improve physical activities (e.g., “I could improve my Physical activity by walking more often”). He or she also uses some discipline-specific terms (e.g., “diet”, “muscles”, “genes”) but not always appropriately (e.g., “I cannot control my hygiene”).

### Comments

The student demonstrates some understanding of healthy eating practices and physical activity, and their relationship to healthy living. He or she analyses personal eating habits and physical activities, and develops a somewhat effective plan for healthy living.

### Next Steps

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

- include a variety of factors that motivate participation in physical activities;
- make clearer connections between healthy living and the need for physical activity and good food choices;
- edit his or her work to correct errors in spelling, grammar, and sentence structure, and to reduce repetition.