

Healthy Choices

Level 2, 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.

I could eat more Fruits and Vegetables and not eat that many "Sometimes" Foods.

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

- the two activities in which you were the most vigorous

I went on my Bike for 2 hours because it is Fun

- the two activities you enjoyed most

going on my bike and going Swimming

B

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

Number 1: Going on my bike because I can go over big jumps,

Number 2: I would play on my Skateboard because it is Fun and it is cool,

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

I could go out more and do more activities than riding on my Bike

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 have a big, big yard and I live by a river so I could play hockey in the winter. And I have 25 acres

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

I'm outside every day and I eat at least 1 food out of each food group.

D

Things I would like to improve:

I would like to maintain how I eat but I would like to change how I eat the "Sometimes" Foods.

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 to accomplish not eating too many "Sometimes" Foods.

2. How will you know that you have accomplished it? I would tell my mom that every time she sees me eating "sometimes" food she would not let me eat it

3. What challenges might you have? A challenge that I might have is eating fruits and I do not like that many fruits.

E

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

MY
mom can help me with my
change because she always
helps me with that stuff and me,
I can help me with my change

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

Can control: I can control how I eat
and what I do for fun

Cannot control: I can not control eney
diseas if I get one.

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 provides a simple statement of healthy eating practices (e.g., “I can control how I eat”), but does not show that he or she clearly understands the benefits of physical activity (e.g., bicycle riding is “fun”) or the role of heredity (e.g., “I can not control eney diseas if I get one.”).
- The student demonstrates some understanding of the factors that motivate participation in physical activity. The student states that he or she does various physical activities because they are fun and challenging, but does not mention any health benefits of the exercise (e.g., “I would play on my skatebord because it is fun and it is cool”, “Going on my bike because I can go ouver big jomps”) and does not provide any other motivating factors.

Active Participation

- The student determines, with some accuracy, how healthy his or her own choices of food and physical activities are. The student indicates that he or she “could eat more fruits and vegetables”, for example, and makes some connection between physical activity, food choices, and healthy living (e.g., “I’m outside evry day and I eat atleast 1 food out of each food grup.”).
- The student applies a goal-setting process with some effectiveness to complete the healthy living plan. The student establishes a goal (i.e., “I would like to chonge how I eat the ‘Sometimes’ Foods”) and acknowledges that he or she may have difficulty in making some of the changes (i.e., “I do not like that meny fruits”). However, the student relies too much on help from his or her mother in the plan (e.g., “I would tell my mom that eney times she sees me eating ‘sometime’ food she would not let me eat it”).

Communication of Required Knowledge

- The student makes some use of appropriate terminology to convey ideas. The student mentions frequency as a factor in improving performance in physical activities (e.g., “I could go out more and do more activitys than rideing on my Bike”). He or she uses the term *food group* appropriately (“... 1 food out of each food grup”).

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;
- identify more clearly the role of heredity in physical development;
- edit his or her work to correct errors in spelling, grammar, and sentence structure.