

## Healthy Choices

## Level 3, 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 eat some more meat and alternatives, I could not eat so much unhealthy foods. And I could keep eating good in the Grain Products, the Milk Products and the Vegetables and Fruits.

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

- the two activities in which you were the most vigorous
  - biking
  - play soccer
- the two activities you enjoyed most
  - playing floor hockey
  - biking

B

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

Number 1: biking because I go really fast, it builds up my muscles, it is really fun and I get to play with my friends.

Number 2: swimming because I am a great swimmer, I love swimming and because it builds up my muscles.

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

I could improve swimming by doing it more often, by swimming longer and by swimming a little bit faster.

I could improve biking by biking longer and by biking a little bit faster.

**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.):

My parents love to go on long walks and now I always go with them. I live on a street where there are hardly any cars so I can go for bike rides more often. I am really like my dad and I get my eyes from my mom.

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

I am eating well in my Milk Products, my Grain Products and my Vegetables and Fruits.

I am doing good with physical activities because I bike almost everyday and I don't watch T.V. very often.

**D**

Things I would like to improve:

I would like to keep on eating good and healthy and I would like to improve my eating habits with junk food. I would like to keep on exercising good but I should slow down.

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 want to stop my eating habits with junk food.

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

I know I will accomplish my habits with eating junk food by eating more healthy foods.

3. What challenges might you have?

I might be tempted to buy some junk food and I might get tired of eating some healthy foods.

**E**

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

My family can help me with my eating habits with junk food by encouraging me and by giving me more healthy foods.

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

- I get my blue eyes from my grampa.
- I get my blond hair from my nanny.
- I get my size from my dad.
- good eating habits
- exercise good

Can control: I can control my eating habits and exercising.

Cannot control: I can not control my eyes, my hair or my size.

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates considerable understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity. The student refers to food choices, physical activity, and heredity, and indicates ways in which these factors influence physical development (e.g., “I can control my eating habits and exerciseing.”, “I could improve swiming by doing it more oftin”, “I get my size from my dad.”).
- The student demonstrates considerable understanding of the factors that motivate participation in physical activity. The student explains how a variety of factors play a part in increasing the desire to participate in physical activity (e.g., “biking ... it bilds up my musuls, it is realy fun and I get to play with my friends.”).

### Active Participation

- The student determines, with considerable accuracy, how healthy his or her own choices of food and physical activities are. The student clearly identifies which food choices are healthy and where improvements are needed (e.g., “I could eat some more meat and Alternatives.”). He or she also identifies various physical activities and their benefits (e.g., “swimming ... bilds up my musuls”) and outlines possible methods of improvement (e.g., “swimming longer, ... swimming a little bit faster”).
- The student applies a goal-setting process with considerable effectiveness to complete the healthy living plan. The student sets as a goal “to improve my eating habits with junk food”. He or she outlines a reasonable plan, making allowances for obstacles (e.g., “I know I will accomplish my habits with eating junk food by eating more helthy foods.”, “I might be tempted to buy some junk food”). However, the student does not provide specific examples of healthy foods that he or she plans to include or specific details of his or her intended course of action in the plan.

### Communication of Required Knowledge

- The student makes considerable use of appropriate terminology to convey ideas. The student explains that he or she would choose swimming as a vigorous activity “because ... it bilds up my musuls”. He or she includes frequency, time, and intensity as factors in the improvement of one’s ability in a physical activity (i.e., “more oftin ... longer ... a little bit faster”).

### Comments

The student demonstrates considerable understanding of healthy eating practices and physical activity, and their relationship to healthy living. The student provides relevant information and considerable detail in his or her healthy living plan.

### Next Steps

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

- provide additional details regarding food choices;
- elaborate on his or her goal setting to provide a more detailed plan for change;
- edit his or her work to eliminate errors in sentence structure, spelling, and grammar.