

Healthy Choices

Level 3, 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	<u>Too Few</u>
Vegetables and Fruits	Too Many	<u>Just Right</u>	Too Few
Milk Products	Too Many	Just Right	<u>Too Few</u>
Meat and/or Alternatives	<u>Too Many</u>	Just Right	Too Few
"Sometimes" Foods	Too Many	<u>Just Right</u>	Too Few

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

*I eat "Just Right" I will eat the same amount of foods and "Too Few" I will try to eat them in "Just Right" and eat less food in "Too Many".*

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

- the two activities in which you were the most vigorous

*dancing and skipping.*

- the two activities you enjoyed most

*dancing and skipping.*

**B**

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

Number 1: *ride my bike, because I haven't done that in a while and it will give me lots of energy.*

Number 2: *skip, because it's fun and it gives me lots of energy and it's very rigorous.*

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

*I can skip or ride my bike faster to get my heart going. Maybe I can exercise more often also. I like those activities because they're fun, rigorous and gives me lots of energy.*

**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.):

Music gets me active and also skipping. I live in a house near a park. I'm was active as my brother and I love bike riding.

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

I skip mostly everyday and so far I'm now eating healthier.

**D**

Things I would like to improve:

I would stop being lazy and exercise, I would get on all of the junk.

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 accomplish my exercise time: I'd like to exercise more often and not be lazy.

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

I will know when I feel better and not be so bored all the time.

3. What challenges might you have?

A challenge is that forgetting about it or deciding that I don't want to.

E

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

My family can help  
be successful in  
my change.

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

1. food choices, 2. Physical  
Activity, 3. Bad habits, 4. Media  
5. Amount of food, 6. Pub-  
erty, 7. Heredity, 8. Culture  
9. Peers.

Can control: food choices, Physical,  
Activity, Bad habits, Media,  
Amount of food.

Cannot control: Puberty, Heredity,  
Culture, Peers.

## 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 identifies a variety of factors, and categorizes them as those that can be controlled (e.g., “food choices”, “Physical Activity”, “Bad habits”) and those that cannot be controlled (e.g., “Puberty”, “Heredity”). The student distinguishes correctly between “food choices” and “Amount of food”. He or she also gives details about how physical activity affects the body (e.g., “I can skip or ride my bike faster to get my heart going.”). However, he or she does not clearly state how food choices influence physical development (e.g., he or she says only “I would cut on [out] all of the junk”), and does not give any examples of how heredity can affect the body.
- The student demonstrates considerable understanding of the factors that motivate participation in physical activity. The student identifies several motivational factors that encourage physical activity (e.g., “skip, because it’s fun and it gives me lots of energy”). He or she also mentions music as an additional factor that is personally relevant (e.g., “Music gets me active”).

### Active Participation

- The student determines, with considerable accuracy, how healthy his or her own choices of food and physical activities are. The student analyses his or her food and activity choices, and explains in detail where improvements need to be made (e.g., “For ‘Just Right’ I will eat the same amount of foods and ‘Too Few’ I will try to get them in ‘Just Right’ and eat less food in ‘Too Many’.”, “I would stop being lazy and exercise”).
- The student applies a goal-setting process with considerable effectiveness to complete the healthy living plan. The student sets a clear goal, which is to exercise more often (e.g., “I’d like to exercise more often and not be lazy.”), and identifies some signs of achieving that goal (e.g., “I will know when I feel better and not be so bored all the time.”). He or she also refers to increased intensity of physical activity as a method to attain the goal (i.e., “I can skip or ride my bike faster ...”).

### Communication of Required Knowledge

- The student makes considerable use of appropriate terminology to convey ideas. The student chooses bicycle riding as a “vigorous” physical activity that would give him or her “lots of energy”. Skipping is also selected as a “very vigorous” activity. The student uses a variety of terms appropriately (e.g., “food choices”, “Bad habits”, “Amount of food”, “Puberty”, “Heredity”).

### 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 more details of the effects of healthy eating and heredity on physical development;
- edit his or her work to eliminate errors in spelling and grammar.