

Healthy Choices

Level 4, 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 / none

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

I circled too few for fruits and vegetables so I am going to try to have a bowl of non-sweetened apple sauce with my cereal every morning. For all the other 3 food groups I circled just right, so I am going to try to keep my diet the same and try to cut back on sometimes foods.

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

- the two activities in which you were the most vigorous

Soccer
R.D.P.A

- the two activities you enjoyed most

Soccer
Golfing

B

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

Number 1: Soccer
I want to play Soccer because I love sports, I started to play when I was 5, it is alot of fun to be on a team. I like to dream that I will be on the olympic Soccer team.

Number 2: hockey
I would want to play hockey tomorrow because I love to challenge myself, I am not the best at hockey but I try my best every time I play. When I challenge myself to do something I usually do better than my goal.

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

I can improve my physical activities by going to a soccer field 2 times a week and trying harder and harder every time I go. I can also try to get outside more, and maybe ask my sister to challenge me to do something, maybe ship for 2 minutes without stopping or something like that.

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
<p>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.):</p> <p>My Dad is tall and I am a tall girl. I have an older sister that does sports and that motivates me. Also watching the Olympic Soccer games really motivated me. I have parents that let me do anything and if I had a soccer tournament anywhere they would take me there in a heartbeat.</p>
<p>Things I'm already doing well and plan to keep the same (Healthy Eating and/or Physical Activity):</p> <p>I am doing soccer really well and I plan to keep it that way. One thing that I need to work on is eating properly. I want to work on soccer so I can make the Olympic Soccer team in 2007.</p>

D

Things I would like to improve:		
Maintain hockey Shipping	Change G.D.P.A	improve Soccer basketball <u>Golfing</u>

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 getting the ball off the green, and get the ball go higher in the air.
2. How will you know that you have accomplished it?

I will know that I have accomplished it because I will get a better score, I will also know because my Dad will tell me how well I'm doing.
3. What challenges might you have?

One challenge that I might have is that I could injure myself and that could stop me from practising and making me better.

E

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

The people in my life that can help me make that change are the teachers, they can push me harder. Also my family can tell me to go for a jog.

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

Can control:

diet
exercise
peers

Cannot control:

disability
allergy
puberty
heredity

Teacher's Notes

Understanding of Concepts

- The student demonstrates thorough understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity. The student identifies a wide variety of factors that can influence body shape and size, and categorizes them as ones that she can control (e.g., “diet”, “exercise”), and ones that she cannot control (e.g., “disability”, “puberty”, “heredity”). She provides detailed information and proposals for making changes with regard to healthy eating and physical activity (e.g., “I am going to try to keep my diet the same and try to cut back on Sometimes foods”, “skip for 2 minutes without stopping”). She also shows she understands how heredity works, relating her own size to that of her father (i.e., “My DaD is tall and I am a tall girl.”).
- The student demonstrates thorough understanding of the factors that motivate participation in physical activity. The student explicitly states what motivates her to participate in various sports (e.g., “I have an older sister that does sports and that motivates me.”, “I want to play soccer because I love sports”, “I want to work on soccer so I can make the Olympic Soccer team in 2007.”, “I love to challenge myself”).

Active Participation

- The student determines, with a high degree of accuracy, how healthy her own choices of food and physical activities are. In analysing her food choices, the student proposes specific and appropriate changes (e.g., “I circled too few for fruits and vegetables so I am going to try to have a bowl of non sweetened apple sauce with my cereal every morning.”). The student also identifies several vigorous activities (e.g., “soccer”, “hockey”, “skipping”) and suggests specific ways of improving her performance (e.g., “by going to a Soccer field 2 times a week and trying harder and harder every time I go”). However, she focuses almost entirely on physical activities in the task, and gives few details of how she plans “to work on ... eating properly”.

- The student applies a goal-setting process with a high degree of effectiveness to complete the healthy living plan. The student clearly outlines the steps for achieving her goal of improving her ability in golf. She states a specific and challenging goal (i.e., “get the ball go higher”), identifies how she will know she is improving (e.g., “I will get a better score”), and identifies a possible obstacle to reaching the goal (i.e., “I could injur myself”).

Communication of Required Knowledge

- The student makes extensive use of appropriate terminology to convey ideas. The student uses health and physical education terminology with understanding (e.g., “food groups”, “tourment” [tournament], “alergy”, “puberty”). She explains that she likes a “challenge” in order to “do better than my goal”, and describes in detail what “motivates” her.

Comments

The student presents a plan that displays thorough understanding of healthy eating practices and physical activity, and their relationship to healthy living. Numerous examples and supporting details are present in the student's explanations.

Next Steps

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

- provide more details of her plan for healthy eating;
- proofread to correct occasional errors in spelling and punctuation.