



Journey TO YOUR GOOD HEALTH

The Journey to Good Health for Life

9-12 Package **1**



Grades 9 - 12

The Journey to Good Health for Life

The positive impact of good nutrition and fitness for lifelong health, and the consequences of poor nutrition and fitness choices will be considered in this package.

Introduction

This package is designed to meet the curriculum expectations from grades 9 - 12. Curriculum expectations from family studies, health and physical education and science are highlighted with each activity. Literacy strategies will be used to support student learning.

Family Studies	Common themes -big ideas	Health and Physical Education	Science
<p>Food and Nutrition HFN9/10 -analyse the responsibilities involved in maintaining nutritional health and well-being</p> <p>Food and Nutrition Sciences HFA4M summarize food-related issues that arise throughout the life cycle determine the relationship among nutrition, lifestyle, health, and disease</p>	<ul style="list-style-type: none"> - health and wellness - lifelong wellness 	<p>Healthy Active Living Education PPL10 -participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation; - demonstrate improvement in personal health-related physical fitness -use appropriate decision-making skills to achieve goals related to personal health</p> <p>Healthy Active Living Education PPL20 -participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation; -demonstrate personal health-related physical fitness; -explain strategies to promote positive lifestyle choices and relationships with others -explain how healthy eating fits into a healthy lifestyle -identify ways of taking appropriate action in new situations based on knowledge of positive decisions related to healthy active living</p> <p>Healthy Active Living Education PPL30 -participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation -use decision-making and goal-setting skills to promote healthy active living</p> <p>Health for Life PPZ30 -analyse the role of individual responsibility in enhancing personal health; - analyse the social factors that influence personal health demonstrate an -understanding of concepts and approaches related to health promotion and disease prevention -use strategies to promote the <i>Vitality</i> concept</p> <p>Healthy Active Living Education PPL40 -participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation; -develop personal health-related physical fitness -use decision-making and goal-setting skills to enhance their daily lives</p> <p>Recreation and Fitness Leadership PLF4C -demonstrate an ability to help others develop and implement personal health-related fitness plans - demonstrate an ability to help others understand how physical activity, nutrition, and positive self-image contribute to well-being</p>	<p>SBI3U -evaluate the impact of personal lifestyle decisions on the health of humans, and analyse how societal concern for maintaining human health has advanced the development of technologies related to the regulation of internal systems - demonstrate an understanding of the connections among health, preventive measures, and treatment, and of their social and economic implications</p> <p>SNC3M - explain how personal and societal factors affect eating behaviours, and evaluate the social and economic impact of the use of non-nutrient food additives</p>

The Journey to Good Health for Life

This package will be broken down into three activities; the first one will provide students with an introduction to the topic and background information. This activity will be completed prior to the visit to the Royal Agricultural Winter Fair's, Journey to Your Good Health exhibit. The second activity will be for the day of the visit to the fair; this activity is designed to work in conjunction with the stage performance that students will be seeing during their visit to the Royal Agricultural Winter Fair. The final activity is designed as a culminating activity to pull together what students have learned from both the pre -visit and the visit.

PRE-VISIT

Activity

This activity will introduce students to concepts related to life long health habits. Students will work in small groups

PLANNING NOTES

- Make copies of BLM 1
- Ensure access to computers in order for students to conduct research

Teaching and Learning Strategies

1. Divide the class into small groups; provide each group with a piece of chart paper with the phrase life long health in the center. Students will brainstorm what lifelong health means.
2. Each group will present their work and the teacher will compile a master list.
3. From the master list the class will create a list of factors that contribute to life long health including:
 - healthy eating
 - healthy activity
 - healthy lifestyle choices
 - healthy environment
 - heredity and its impact on future health (risk factors)
4. Each group will investigate a different factor, using the websites listed below:
 - a. Heart and Stroke Foundation
 - b. Canadian Cancer Society
 - c. Canadian Lung Association
 - d. Canadian Diabetes Association
 - e. Dietitians of Canada
 - f. Health Canada

5. Each group will present their findings to the class, as each group presents the class will complete BLM 1, Factors Contributing to Lifelong Health.

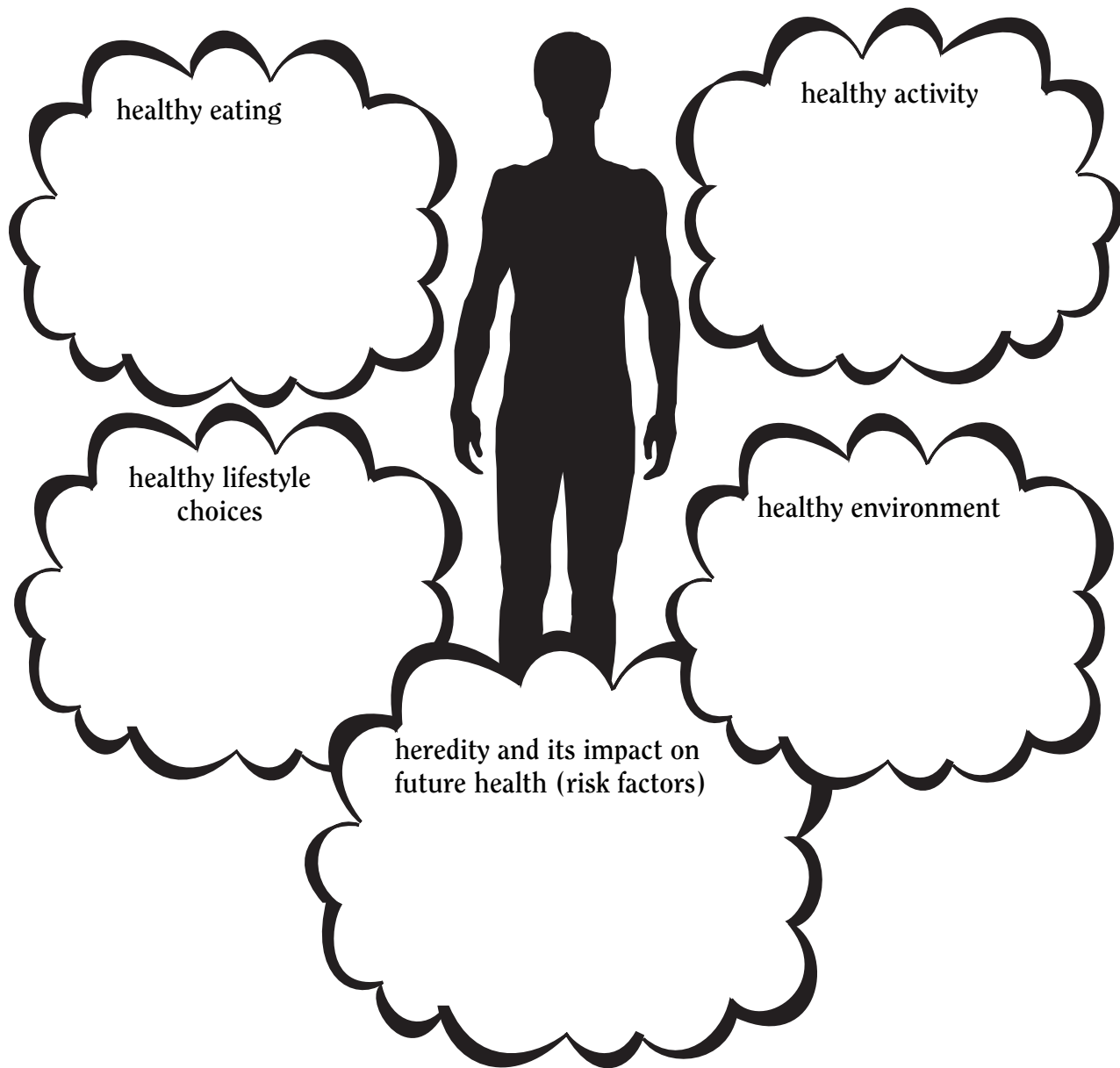
Assessment and Evaluation Strategies

1. BLM 1 will be checked for completion

Extension Suggestions

1. Guest speakers can be invited into the class from any of the associations listed with the websites.

Factors that Contribute to Lifelong Health



VISIT

Activity

This activity will take place at the Royal Agricultural Winter Fair, students will learn more about the factors that contribute to lifelong health by watching the stage show at the Journey To Good Health exhibit. Students will record information to use to complete a culminating activity upon return to school.

**PLANNING
NOTES**

- Make copies of BLM 2.

Teaching and Learning Strategies

1. Distribute maps of the Royal Agricultural Winter Fair and point out areas where students will be able to find information for their task.
2. Distribute BLM 2, Achieving Lifelong Health; go over the assignment with students to ensure understanding.
3. Ensure students understand meeting places and times. Arrange to meet students at the Journey to Your Good Health Stage in time for the stage show.

Assessment and Evaluation Strategies

1. BLM 2 will be checked for completion.

Extension Suggestions

n/a

Achieving Lifelong Health

While you are at the Royal Agricultural Winter Fair you will visit different exhibits, as well as, the stage show on the Journey to Your Good Health Stage. Complete the following chart with the information that you gain from your visit.

Factor	Strategies for lifelong health
Healthy eating	
Healthy activity	
Healthy lifestyle choices	
Healthy environments	
Heredity - risk factors	

POST-VISIT

Activity

This culminating activity will have students consider the factors that contribute to their lifelong health. Students will make a plan to follow for lifelong health. They will consider 10 year intervals and the strategies they need to take to maintain their health over time.

**PLANNING
NOTES**

- Make copies of BLM 3 and 4

Teaching and Learning Strategies

1. As a class, compile a list of factors that impact on lifelong health.
2. Have students relate what they learned at the Royal Agricultural Winter Fair to what they learned in the first lesson.
3. Distribute the culminating activity and the rubric and go over it with the students. Allow class time to work on the assignment.

Assessment and Evaluation Strategies

1. Students' plans for lifelong health will be evaluated using the rubric provided.

Extension Suggestions

1. Students can make plans for another person.

Culminating Activity

Planning for Lifelong Health

Now that you have visited the Royal Agricultural Winter Fair and learned more strategies you will create a product that will be a plan for lifelong health.

Your choice of products includes:

- a booklet
- a story
- a speech
- a skit
- a powerpoint presentation
- a poster
- a brochure

Your product must include the following

- your plan will look at strategies for lifelong health in the following categories
 - healthy eating
 - healthy activity
 - healthy environments
 - healthy lifestyle choices
 - heredity and its impact on future health
- the plan will include three distinct parts
 - an analysis of how the above factors do and will contribute to your lifelong health
 - your current strategies to achieve lifelong health
 - future planning, at 10 year intervals, of strategies that you plan on using to achieve lifelong health

Name: _____

Rubric

Health For Life

Criteria	Level 1	Level 2	Level 3	Level 4
Demonstrates an understanding of factors that contribute to good health for a lifetime	Demonstrates an understanding of factors that contribute to good health for a lifetime with limited effectiveness	Demonstrates an understanding of factors that contribute to good health for a lifetime with some effectiveness	Demonstrates an understanding of factors that contribute to good health for a lifetime with considerable effectiveness	Demonstrates an understanding of factors that contribute to good health for a lifetime with a high degree of effectiveness
Uses appropriate decision-making skills to achieve goals related to personal health	Uses appropriate decision-making skills to achieve goals related to personal health with limited effectiveness	Uses appropriate decision-making skills to achieve goals related to personal health with some effectiveness	Uses appropriate decision-making skills to achieve goals related to personal health with considerable effectiveness	Uses appropriate decision-making skills to achieve goals related to personal health with a high degree of effectiveness
Makes connections within and between various contexts	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness
Expresses and organizes ideas for different audiences	Expresses and organizes ideas for different audiences with limited effectiveness	Expresses and organizes ideas for different audiences with some effectiveness	Expresses and organizes ideas for different audiences with considerable effectiveness	Expresses and organizes ideas for different audiences with a high degree of effectiveness

Comments