

Healthy Living Grade 8

Healthy Eating Overall Expectation		
Adopt personal goals that reflect healthy eating practices		
Specific Expectations	Activities	Learning Concepts
Analyse the effects of undereating (e.g., as a result of bulimia or sports dieting) and overeating (e.g., obesity) on health and well-being.	<ol style="list-style-type: none"> 1. Defining Overeating and Undereating – What are the effects? 2. Healthy Eating Puzzle 3. Case Studies 4. Test Your Knowledge 5. Does Dieting Work? (Assessment) 6. A Positive Twist 7. Eating Plan Critic (Assessment) 	<ul style="list-style-type: none"> • Effects of overeating and undereating • Differences between Anorexia Nervosa and Bulimia Nervosa • Analyzing and providing recommendations
Identify ways to maintain a healthy body weight (e.g., physical activity).	<ol style="list-style-type: none"> 8. Healthy Body Weight Brainstorm 9. Healthy Body Weight Crossword 10. Tuning into Hunger 11. Active Living 12. Fitness Breaks & Healthy Eating Tips <p>Activities that meet more than one Specific Expectation:</p> <ol style="list-style-type: none"> 5. Does Dieting Work? (Assessment) 6. A Positive Twist 	<ul style="list-style-type: none"> • Setting goals to make behaviour changes • Identifying healthy eating practices • Recognizing challenges/successes in making dietary changes • Balancing meals
Adopt personal food plans, based on nutritional needs and personal goals, to improve or maintain their eating practices.	<ol style="list-style-type: none"> 13. Personal Food Plan 14. Journal Reflections 15. Balance Your Meal 16. Snack Nouveau 17. The Fifth Nutrition Estate <p>Activity that meets more than one Specific Expectation:</p> <ol style="list-style-type: none"> 7. Eating Plan Critic (Assessment) 	<ul style="list-style-type: none"> • Setting goals to make behaviour changes • Recognizing challenges/successes in making dietary changes • Balancing meals

Specific Expectation

Analyze the effects of undereating (e.g., as a result of bulimia or sports dieting) and overeating (e.g., obesity) on health and well-being.

1. DEFINING OVEREATING AND UNDEREATING - WHAT ARE THE EFFECTS?

Ask the students what they think overeating and undereating are all about. Avoid getting into discussions about eating disorders (see Section 5 in Background Information).

Break the class into small groups and provide each group with markers and flipchart paper. Have students define “overeating” and “undereating” in their groups. Ask the students to present their definitions to the rest of the class (see Glossary).

Ask the class to list ways that overeating and undereating affect our lives emotionally, socially and physically (see Section 5 in Background Information).

Contrast overeating and undereating with healthy eating (see Glossary). Discuss the benefits of healthy eating.

2. HEALTHY EATING PUZZLE

Divide students into groups of three or four. Ask students to create a crossword puzzle, a word search puzzle, or a word unscramble (e.g., “briteiral” for irritable) using at least ten words that apply to the effects of overeating or undereating.

Once completed, the puzzles can be photocopied and distributed to other students in the class for everyone to solve.

3. CASE STUDIES

Divide the students into groups of three or four. Distribute one *Case Study* activity sheet to each group. Ask the students to work through their case study and answer the questions as a group. Ask the class to discuss their case studies and their answers (see Sections 2-5 in Background Information).

4. TEST YOUR KNOWLEDGE

Distribute the *Test Your Knowledge* activity sheet for students to complete on their own. As a class, discuss the answers (see *Test Your Knowledge Answer Sheet*).

5. DOES DIETING WORK ? (Assessment – see rubric)

(This activity also meets the following Specific Expectation: Analyze the effects of undereating (e.g., as a result of bulimia or sports dieting) and overeating (e.g., obesity) on health and well-being.

Ask the class what they think the word “diet” means. Explain different types of diets (See Section 5 in Background Information). Be sure to highlight in the discussion that having a healthy diet is not the same thing as dieting for weight loss or weight gain (See Section 5 in Background Information). Do not encourage dieting; rather, encourage making changes to your overall lifestyle. Adopt healthy eating and physical activity habits, and a positive body image and self-esteem in order to reach or maintain a healthy weight. Distribute the *Does Dieting Work?* activity sheet for students to complete on their own.

Rubric to assess the *Does Dieting Work?* activity:

Category	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding Understanding the Concepts: <ul style="list-style-type: none">• Undereating• Overeating• Health• Healthy Body Weight• Eating Practices Understanding the relationship between the above concepts.	Shows understanding of few of the required concepts, with major errors or omissions	Shows understanding of some of the required concepts with several minor errors or omissions	Demonstrates an understanding of the relationship between the concepts with few errors or omissions	Demonstrates a thorough understanding of the relationship between the concepts with practically no errors or omissions
Thinking/ Inquiry Analyzes and interprets information and forms conclusions	Analyzes information and answers six or less questions correctly	Analyzes information and answers seven questions correctly	Analyzes information and answers eight questions correctly	Analyzes information and answers nine or more questions correctly
Communication Written and oral communication of required knowledge	Communicates the required knowledge (understanding of concepts) through the written or oral presentation, poorly, making many errors or omissions Rarely uses appropriate terminology	Communicates the required knowledge (understanding of concepts) through the written or oral presentation, with some clarity, making some errors or omissions Sometimes uses appropriate terminology	Communicates the required knowledge (understanding of concepts) through the written or oral presentation, clearly and precisely, making few errors or omissions Usually uses appropriate terminology	Communicates the required knowledge (understanding of concepts) through the written or oral presentation, clearly and precisely, making no or almost no errors or omissions Uses appropriate and varied terminology

6. A POSITIVE TWIST

(This activity also meets the following Specific Expectation: Analyze the effects of undereating (e.g., as a result of bulimia or sports dieting) and overeating (e.g., obesity) on health and well-being.)

As a class, brainstorm a list of negative impacts weight loss dieting has on a person's health. Some suggestions are listed below (see Section 5 in Background Information).

- Dieting doesn't work.
- Dieting doesn't make you fit.
- Dieting can make you fat.
- Dieting slows down your metabolism.
- Dieting makes you sluggish.
- Dieting can make you cranky.
- Dieting supports poor food choices.
- Dieting doesn't make you more popular or happier.
- Dieting stops you from fully enjoying life.
- Dieting lowers your self-esteem.
- Dieting can interfere with your growth.

In small groups, have students turn their list of negative impacts into positive statements about the role healthy eating and physical activity have on health and well-being. For example, change the statement "Dieting makes you sluggish" to "Healthy eating makes you energetic".

Create posters using the positive statements and post in the classroom or throughout the school for constant reinforcement of the benefits of a healthy lifestyle.

7. EATING PLAN CRITIC (Assessment – see rubric)

(This activity also meets the following Specific Expectation: Adopt personal food plans, based on nutritional needs and personal goals, to improve or maintain their eating practices)

Individually, students research the details of an eating plan (e.g., fad diet, body building diet, weight loss diet, therapeutic/clinical diet, healthy eating plan). Suggest information sources such as the local health department, dietitians, fitness centres, weight-loss clinics or programs (e.g., Weight Watchers, Jenny Craig), weight-loss books, celebrity and fad diets, magazines, or the Internet.

Students prepare a written or oral report presenting their findings (see Sections 1 and 5 in Background Information). The report will include:

- an outline of the eating plan
- the completed *Eating Plan Critic* activity sheet
- an assessment that explains the healthfulness of the eating plan (as compared to *Canada's Guidelines for Healthy Eating*; refer to the *Eating Plan Critic* activity sheet)
- an assessment that explains the effectiveness of the eating plan (based on potential long term outcome)
- an overall score of the eating plan (on a scale from one to ten, with ten being "highly recommended" and one being "not at all recommended")
- a rationale for the score

Rubric to assess the *Eating Plan Critic* activity:

Category	Level 1	Level 2	Level 3	Level 4
<p>Knowledge/Understanding</p> <p>Understanding the concepts:</p> <ul style="list-style-type: none"> • Undereating • Overeating • Health • Nutritional needs • Eating Practices <p>Understanding the relationship between the above concepts</p>	Shows understanding of few of the required concepts, with major errors or omissions	Shows understanding of some of the required concepts with several minor errors or omissions	Demonstrates an understanding of the relationship between the concepts with few minor errors or omissions	Demonstrates an understanding of the relationship between the concepts with practically no errors or omissions
<p>Thinking/Inquiry</p> <p>Analyzes and interprets information and forms conclusions</p>	Analyzes information and forms conclusions regarding an eating plan with limited effectiveness	Analyzes information and forms conclusions regarding an eating plan with moderate effectiveness	Analyzes information and forms conclusions regarding an eating plan with considerable effectiveness	Analyzes information and forms conclusions regarding an eating plan with a high degree of effectiveness
<p>Communication</p> <p>Written and oral communication of required knowledge</p>	<p>Communicates the required knowledge (understanding of concepts) through the written or oral presentation, poorly making many errors or omissions.</p> <p>Rarely uses appropriate terminology</p>	<p>Communicates the required knowledge (understanding of concepts) through the written or oral presentation, with some clarity, making some errors or omissions</p> <p>Sometimes uses appropriate terminology</p>	<p>Communicates the required knowledge (understanding of concepts) through the written or oral presentation, clearly and precisely, making few errors or omissions</p> <p>Usually uses appropriate terminology</p>	<p>Communicates the required knowledge (understanding of concepts) through the written or oral presentation, clearly and precisely, making no or almost no errors or omissions</p> <p>Uses appropriate and varied terminology</p>

Specific Expectation

Identify ways to maintain a healthy body weight (e.g., physical activity).

8. HEALTHY BODY WEIGHT BRAINSTORM

Explain to students that there is a range of healthy body weights. No fixed number, table, or graph, can determine what a healthy weight would be for an individual. Stress that healthy habits, not a given number on the scale, are the goal (see Section 1 in Background Information).

As a class, brainstorm a list of ways people can maintain a healthy body weight. Encourage specific examples including the following:

- healthy eating practices (e.g., increase the number of servings of vegetables and fruit eaten each day)
- physical activity/active living (e.g., hockey, aerobics, dancing, walking to the grocery store, taking the stairs rather than the elevator)
- feeling good about yourself (e.g., positive body image, self-esteem)

Notes:

- There is no method to “measure” and assess the weights of children to determine whether they are healthy. Children are growing at different rates through to the end of puberty.
- A measure of healthy weight range called the Body Mass Index (BMI) is available for adults age 20-65 who have completed their linear growth. The BMI is not suitable as a tool to estimate a healthy weight range for growing children and teenagers.

9. HEALTHY BODY WEIGHT CROSSWORD

Distribute the *Healthy Body Weight Crossword* activity sheet. After the students have completed the crossword, discuss the answers (see *Healthy Body Weight Crossword* answer sheet).

10. TUNING INTO HUNGER

Explain to students that a non-dieting approach to eating involves eating when you are hungry and stopping when you are full. Explain that the stages of “hunger” can be plotted on a continuum:

satisfied → thinking of food → hungry → really hungry → starving

Make several copies of the *Hunger Scale Categories & Indicators* activity sheet. Cut the pieces along the dotted lines and place them in envelopes.

Divide students into groups of three to four. Distribute one envelope to each group. Ask students to sort the indicators into the appropriate categories (i.e., satisfied, thinking of food, hungry, really hungry, starving). While referring to the *Hunger Scale* answer sheet, have a class discussion around the following questions:

- How do you know when your body is hungry?
- What do you do when you are hungry?
- What happens when you ignore feelings of hunger?
- Do you ever eat when you are not hungry? Why?
- Are the foods you eat when you are starting to feel hungry any different than the foods you eat when you are feeling extremely hungry?

Source: Every BODY Is A Somebody, The Body Image Coalition of Peel, 1997

11. ACTIVE LIVING

Have students develop an ad that illustrates how physical activity promotes the maintenance of a healthy weight. The ads must:

- focus on non-dieting messages (e.g., “Physical activity is good for bone health.”; “Physical activity helps you sleep well.”; “Physical activity boosts your energy.”)
- not be about losing weight or about excessive body building
- include a slogan
- include eye-catching colours and graphics (if a print ad)

Display poster ads around the classroom and school or announce over the PA system.

12. FIT BREAKS & HEALTHY EATING TIPS

In small groups, have students design five simple one-minute fit breaks. Each fit break should focus on one of the following aspects of fitness:

- endurance activities (e.g., walking, dancing, jumping)
- flexibility activities (e.g., reaching, bending, stretching)
- strength activities (e.g., push-ups, stair climbing, carrying books)

Then have each group develop five simple healthy eating tips in the form of one or two sentences each (e.g., “Give your lunch a nutritional lift; pack two oranges and give one to a friend.”).

The class can introduce the concept of a daily one minute fit break and healthy eating tip to the entire school. One fit break or healthy eating tip can be read over the PA system each day. Right after the announcements, a student can lead their class in a one minute fit break. Fit break routines and healthy eating tips can be repeated throughout the school year.

For more activities that meet this Specific Expectation, please see chart on page 1 *Healthy Eating Overall Expectation.*

Specific Expectation

Adopt personal food plans, based on nutritional needs and personal goals, to improve or maintain their eating practices.

13. PERSONAL FOOD PLAN

Review *Canada's Food Guide to Healthy Eating* (food groups, serving sizes and recommended number of servings, see Section 1 in Background Information). Ask students to use the steps outlined below to develop a personal food plan.

- Individually, students identify and record one personal goal to improve or maintain their eating habits.
- In pairs, students help each other develop a personal food plan for the following day using the *Personal Food Plan* activity sheet. This plan should incorporate their personal goal(s) and meet the recommendations in *Canada's Food Guide*. Ask students to use the *Canada's Food Guide to Healthy Eating Check List* activity sheet to make the comparison.
- Students list challenges and corresponding solutions to achieving their goal.

For example:

Personal goal - To include more milk in my diet.

Personal food plan - Include milk on cereal for breakfast and have a glass of milk for supper.

Challenge - Family drinks water or pop at supper.

Solution - Put milk jug on the table.

- Students try to meet their goal for one month.
- Students keep a record of challenges that made it difficult to meet their goal(s) with corresponding solutions as well as other things that helped them meet their goal(s).

Have a follow-up discussion on the challenges and solutions the students experienced in meeting or not meeting their goal. Ask students to discuss how they overcame the challenges (e.g., how they persuaded their family to change or how they coped with friends suggesting they have pop instead of milk).

14. JOURNAL REFLECTIONS

Ask students to devote ten minutes a day to record reflections about healthy lifestyles, healthy eating, and active living. Ask them to reflect on things they want to continue, things they want to change, what they did yesterday to eat healthy and keep active, what they will do today, and what they can do tomorrow. Have students set personal goals and record the difficulties/successes in achieving those goals.

This journal activity can be done over several weeks. Please respect students' privacy regarding journal entries. Offer to meet with students on an individual basis to discuss personal issues that are triggered by journal writing.

15. BALANCE YOUR MEAL

Ask the students to bring in a favourite entree recipe. Using the *Balance Your Meal* activity sheet, have the students form pairs and complete the activity sheet focusing on:

- which food groups already exist in the recipes?
- which food groups should be added to balance their meals?
- what adaptations could be made to make the recipes healthier (e.g., use half the amount of oil, milk instead of water, whole wheat bread instead of white bread)?

Ask the students to try the adapted recipes with their family and to discuss the results with the class. Did it still taste good? If not, why not, and could something be done differently?

16. SNACK NOUVEAU

As a class, have the students brainstorm and list their favourite snacks that can be purchased from grocery stores, convenience stores, fast food outlets, cafeterias or restaurants. Discuss the concepts of “everyday” and “sometimes” foods. Classify the snacks into “everyday” snacks and “sometimes” snacks (see Grade 1-3 Background Information). Have a discussion about what influences snack choices (e.g., peers, taste, advertising, cost and convenience).

Ask the students the next time that they purchase a snack to choose one of the “everyday” snacks on their class list.

At a follow-up class have the students identify where and how easy or difficult it was to find these snacks and whether they would continue to buy them. If it was difficult to find the snack, what would make it easier (e.g., having a vending machine with milk or yogourt)? What could they do to improve the availability of “everyday” snacks in their school and community? For example, students could write letters to their principal to ask for healthy choices in their school vending machines.

17. THE FIFTH NUTRITION ESTATE

Have each student interview one person about their eating habits. Encourage students to interview people with different eating styles (e.g., vegetarian, kosher) and/or from different ethno-cultural groups (e.g., South Asian, Italian). Some sample questions follow:

- How many meals did you eat yesterday?
- How many snacks did you eat yesterday?
- How many servings of Grain Products did you eat yesterday?
- What types of Grains Products did you eat yesterday?
- Did you eat any servings of whole wheat or other whole grain foods?
- How many servings of Vegetables & Fruit did you eat yesterday?
- How many servings of dark green or orange vegetables or fruit did you eat yesterday?
- What types of Vegetables & Fruit did you eat yesterday?
- How many servings of Milk Products did you eat yesterday?

- How many of your Milk Products servings were low fat?
- How many servings of Meat & Alternatives did you eat yesterday?
- Did you eat any beans, tofu, lentils, or other meat alternatives?
- What types of cooking methods were used?
- Did you get overly hungry during the day?
- If so, what did you eat when you were very hungry?
- Would you say that yesterday was a typical day?

Ask the students to write a report summarizing the person's one-day eating pattern. Have students make recommendations for improving the person's eating pattern. Remind students that one day does not determine whether a person's eating pattern is healthy or not.

Ask students to try one new food or cooking method they learned from the person they interviewed, if possible.

For more activities that meet this Specific Expectation, please see chart on page 1 *Healthy Eating Overall Expectation.*