

WHAT IS A HEALTHY LIFESTYLE?

Indicators

- Reads information about a healthy lifestyle.
- Critically analyzes examples of lifestyles and suggests improvements.

Teacher information

- Getting regular exercise and adequate sleep, and balancing the demands of work and school with relaxation help to provide a balanced, healthy lifestyle. More emphasis on one area while neglecting another causes stress, poor health and the inability to cope with the demands of daily life.
- Today it is increasingly common for both parents to work outside the home. Students may be aware that this situation can lead to their parents not maintaining a balanced lifestyle.
- Most experts agree that the basic requirements for sleep for specific age groups are:
 - 5 years of age..... 11 hours
 - 10 years of age..... 10 hours
 - 16 years of age..... 8.5 hours
- Read and discuss the information text with the students. They can then read the descriptions and rate the lifestyles as a partner activity.

Additional activities

- Students form small groups to discuss different aspects of the four areas of a healthy lifestyle. Students divide a large sheet of paper into four equal parts and label the sections "Diet," "Exercise," "Relaxation" and "Sleep." In each section, students record their thoughts and ideas. These may include being able to eat takeout foods in moderation, being more active rather than having to join a sports team, or suggestions for leisure-time activities. Students report to the class. Ideas can be collated to form posters.
- Students write descriptions of a very unhealthy lifestyle and a very healthy lifestyle. Share with a classmate and compare. Discuss the reality of having a totally healthy lifestyle, including such things as no television or computer, and no junk food or takeout!
- Students find articles in newspapers and magazines about people with varying lifestyles. Students critically examine and write a report of the advantages and disadvantages of two particular lifestyles.

Answers

Teacher check

What Is a Healthy Lifestyle?

Our lifestyles today are very busy. We have family, school, sports, leisure and social commitments to fit into a limited time. We need to be healthy to cope with the demands of daily life. But what does it mean to have a healthy lifestyle?

To have a healthy lifestyle, we need to:

- *eat a variety of healthy food most of the time*
- *get regular exercise*
- *have time to relax*
- *get adequate sleep to give our bodies time to recover and grow*

It is important to balance these aspects of life, rather than putting more emphasis on one than another.



1. Read the descriptions below of a normal day in the lives of two children.

Abbey gets up at 7:00 am, feeds the dog, and has cereal and a glass of juice for breakfast. She walks to school with her friend, Julia. She has a package of chips for a morning snack, drinks water from the water fountain, and has a chicken and lettuce sandwich with a banana for lunch. She likes to play soccer with her friends at lunch and morning break time. She walks home with Julia, has some crackers with cheese and fruit juice for afternoon snack and plays with the dog for a while. She plays computer games for an hour or two before dinner, then has a shower and does her homework. She watches her favorite television show for an hour, then usually goes to bed at about 9:30 pm.

Carl gets up at 8:30 am and has two slices of toast with jam with a glass of milk for breakfast. His mother drives him to school on her way to work. He eats cookies and a packaged fruit drink for morning snack and a pot pie ordered from the school cafeteria with a fruit drink for lunch. He likes to play card games with his friends at lunchtime and climb the fixed equipment at morning break time. He catches the bus home, has a cereal bar and a can of soda for afternoon snack, then watches some television. He has a shower before dinner, then plays the computer for an hour or two. He goes to bed at about 10:30 pm.

2. Use the key below to rate the different aspects of the two lifestyles, then suggest possible improvements.

1—healthy 2—could be improved 3—unhealthy

Health aspect	Abbey	Carl	Any suggested improvements?
Diet			
Sleep			
Exercise			
Relaxation			

HEALTH CHALLENGE

Record a day in your own life and complete the table above to rate your own lifestyle.



FRUITS AND VEGETABLES

Indicator

- Researches nutritional information about a fruit or vegetable.

Teacher information

- Properly defined, a fruit is the part of a flowering plant that holds its seeds. This means that foods we may consider to be vegetables (like tomatoes) are actually fruits. Most fruits are high in sugar and vitamins, but contain low levels of protein.
- Vegetables can come from a variety of plant parts—including the leaves, roots, seeds and stems. Most vegetables are a low-calorie source of vitamins and minerals, including vitamins A and C, calcium and iron.
- The students will need access to the Internet or other resources (like encyclopedias) to complete the questions. This could be done in pairs. When the questions have been completed, the answers should be shared with the class. A class “super-fruit” or “super-veggie” could be nominated!

Additional activities

- In small groups, create a television commercial that encourages people to eat fruits and vegetables.
- Plan and hold a class party that features fruit and vegetable recipes made by the students.

Answers

Answers will vary

Fruits and Vegetables

Use the Internet or other resources to investigate the qualities of a fruit or vegetable. If you are using the Internet, you can type this question into a search engine: "Why is (name of fruit or vegetable) good for us?" Use your research to complete the information below.

1. Check or write in the name of the fruit or vegetable you choose to research.

fruits: bananas apples oranges other _____
vegetables: spinach peppers eggplants other _____

2. Write a list of the nutrients this fruit or vegetable contains; e.g., types of vitamins or minerals, fiber.



3. Circle one of these nutrients. Explain some of the health benefits it gives us. 4. Write two interesting healthy facts about your fruit or vegetable.

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>• _____</p> <p>_____</p> <p>• _____</p> <p>_____</p>
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5. Describe a simple, healthy recipe for young children that features your fruit or vegetable.

Name of recipe:

Ingredients:

Method:

HEALTH CHALLENGE

If you don't enjoy eating vegetables very much, find some healthy recipes that make them more tasty. There are loads of these on the Internet!



WHAT ARE THE BENEFITS OF EXERCISE?

Indicators

- Learns what happens to the body during exercise.
- Recognizes the body parts affected during exercise.

Teacher information

- In addition to the physical benefits described on the worksheet, there are other reasons why exercise is good for you. The feeling of well-being created cannot be underestimated.
- For students to gain the greatest confidence in their achievements, their personal goals and expectations must be realistic, the atmosphere must be positive and supportive, and the emphasis must be on enjoyment.
- If all these factors are present, students are more likely to continue with exercise for a healthy lifestyle.
- Read and discuss the information text and diagram with the students before asking them to complete the tasks independently.

Additional activities

- With a partner, sketch an outline of a body. Research the location of the main muscle groups. Draw and label them on the body. Write a list of activities which exercise each muscle group. Attach this list to each muscle group. Display body pictures.
- Make a list of six of the main muscle groups in the body and where they are located; e.g., biceps/upper arm (front), triceps/upper arm (back), gastrocnemius/lower leg (back), gluteus maximas/bottom, deltoids/shoulders, trapezius/head, shoulders. Make up 12 playing cards with the name of a muscle group or body part on each. Shuffle them well and play games such as Snap and Concentration, matching the muscle group with the correct body part.
- With a partner, plan activities that could be enjoyed by both families spending an afternoon at the beach or park. Plan for about two hours. List any equipment needed. Estimate how long each activity might take. (Not everyone has to be included in all activities.)

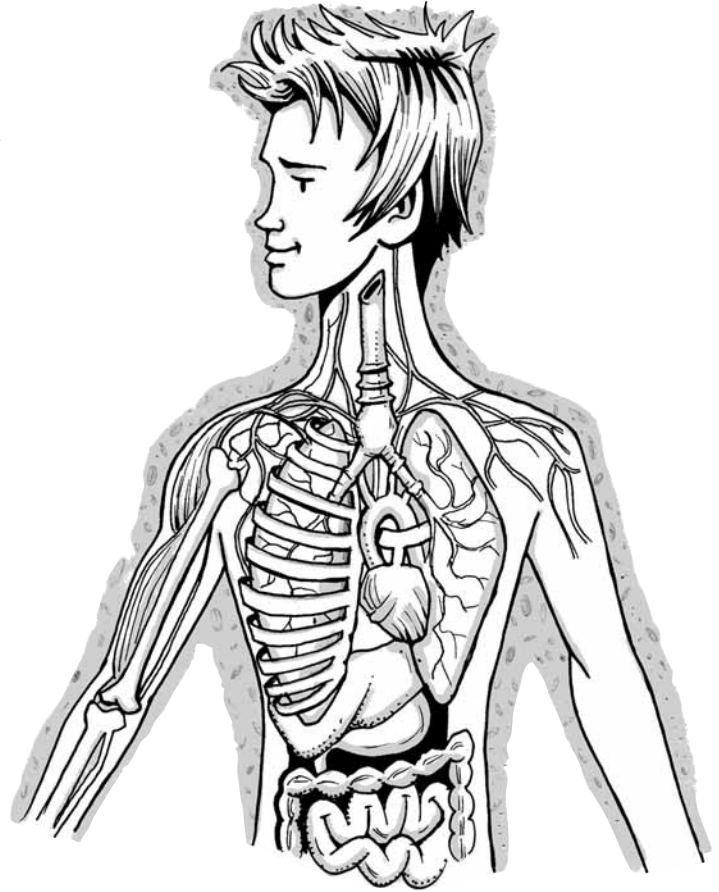
Answers

1. Teacher check
2. (a) false (b) true (c) false (d) true (e) true

What Are the Benefits of Exercise?

Exercise improves the body in many ways.

- The lungs take in more air, giving us more oxygen.
- The heart works harder to get more blood and oxygen to the parts of the body that are working.
- The heart and muscles become larger, stronger and fitter.
- Weight-bearing exercises like running, skipping and hopping help to develop strong bones.
- Food is processed more efficiently and waste products are more quickly removed, leaving the body feeling more comfortable.
- The skin, hair and eyes look better because the "inside" is healthy.
- Improved muscle tone gives the body a better shape and posture.
- Chemicals are released into the brain which make us feel happy. These are called endorphins. They make us feel more confident and improve our self-esteem.
- We sleep better.
- Strength, stamina and suppleness are improved.



heart, muscles, bones, stomach, intestines, skin, hair, eyes, lungs, blood vessels

Complete these activities.

1. Label the diagram of the body using words from the word bank.
2. Circle true or false.

- (a) The body needs less oxygen when we exercise.
- (b) Endorphins make us feel good.
- (c) Muscles become smaller when exercised.
- (d) Weight-bearing exercise develops strong bones.
- (e) The digestive system improves with exercise.

TRUE	FALSE
TRUE	FALSE
TRUE	FALSE
TRUE	FALSE
TRUE	FALSE

HEALTH CHALLENGE

With a small group of friends, plan six fun activities for a 30-minute exercise session. Do them as a circuit, with each person starting on a different one. Every three minutes, move to the next one. Keep going until the 30 minutes is up.

