

Do You Think You're Healthy?

Overview

This lesson defines health and identifies factors affecting health, including nutrition. It also reviews factors influencing adolescents' food choices. It fits in the Health & Career Education curriculum, specifically in the Health organizer.

Estimated time: 30-40 minutes.

Learning Outcomes

Please refer to the Prescribed Learning Outcomes handout for a list of outcomes addressed in each grade.

Key Concepts

- The World Health Organization (WHO) defines health as a state of complete physical, social and mental well-being and not merely the absence of diseases or infirmity.
- Several factors affect our health. Some of these factors are the lifestyle choices we make, the environment we live in, our physical activity level and our food choices.
- Some of the factors influencing food choices are taste, availability, cost, family, religion, emotions, society, and media (articles, advertisements)...

Materials

- Case Studies Master (Who is Healthy?)
- Case Study Worksheet
- Case Studies Discussion Key for teachers
- Student Master
- Teacher Backgrounder "Do You Think You're Healthy?"
- Super Size Me Discussion Guide

Procedure

Learning Activity 1: What affects health?

- a. Begin by asking the class: Do you worry about your health? Why or why not?
- b. Divide the class into six groups. Give each group a case study worksheet; assign a case study to each group. Students will use the guidelines provided in the worksheet to discuss the case as a group. Students can present the case to the rest of the class by either reading it or role-playing it and assess whether the person described in the case study is healthy and why.

This activity allows the students to share their different opinions about health with their classmates. (Please refer to Case Studies Master and Case Study Worksheet)

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- c. Use the answers to the case studies to make a list of factors affecting health on the student master provided. Ask students to add to the list. Refer to the section "Factors Affecting Health" in your teacher backgrounder for a more extensive list of factors. Emphasize nutrition as one important factor for achieving and maintaining health. (Please refer to Case Studies Discussion Key and Teacher Backgrounder)
- d. Summarize the activity by reading the WHO definition of health (Please refer to Key Concepts section)

Learning Activity 2: What influences your food choices?

- a. Ask students to think about what they eat and drink at home, at school, or when they go out. Then ask them about the factors that influenced their food choices.
- b. Have them list these factors in the student masters provided.

The purpose of this activity is to help students become aware of all these factors in order to make realistic plans for change in their food choices. Refer to the section "Determinants of Healthy Eating in Youth" in your teacher backgrounder for additional factors. (Please refer to Student Master and Teacher Backgrounder)

Extension Activities

1. Prepare a written report or presentation on the following topics or a health topic of your choice:
 - Is healthy food more expensive? Research the cost of foods at school cafeteria, farmers' market, grocery stores or convenience stores.
 - Healthy foods don't taste good. Do you agree or disagree and why? Give specific examples supporting your opinion.
 - Use personal experience to support the WHO definition of health.
 - Survey/ map your community's access to food. How easy is it for people to get the foods they need to meet their daily needs?
2. Select a food or beverage advertising from TV, or a magazine. Prepare a critical analysis of the ad.
3. After watching as a class group "Super Size Me", discuss critically the documentary with your teacher.

A discussion guide with discussion questions and research ideas is provided for the "Super Size Me" activity.
4. Prepare a survey of local foods available in your grocery store. Explore the BC Agriculture in the Classroom website: <http://www.aipc.ca/bc> and refer to Grow BC (available from AIPC) as a resource.