

# Grade 10

## Healthy Eating & Physical Activity Learning Resource

# Grade 10 | Cover Letter

Dear teachers:

Welcome to the Healthy Eating and Physical Activity Learning Resource.

As a teacher, you are in a unique position to educate students about the benefits of healthy eating and physical activity. You can inspire them to make healthy choices today and assist them to build knowledge and skills that develop into healthy habits benefiting them throughout their lives.

Studies show that one out of every four B.C. children aged 2-17 is overweight or obese. The number of overweight teens has doubled in the past 25 years and cases of obesity have tripled. The good news is that we are all working together to make the healthier choice the easier choice where we live, learn, work and play.

We are pleased to provide this learning resource as part of ActNow BC — government's initiative to encourage people to make healthier lifestyle choices to be more physically active, eat healthier food, live tobacco-free and avoid alcohol use in pregnancy. This resource complements the Health and Career Education curriculum and Planning 10, and was tested by real B.C. teachers in real B.C. classrooms. We hope that you, too, find it a powerful tool that helps you help your students to live and eat well.

Thank you,



Shirley Bond  
Minister of Education and Deputy Premier  
(and Minister Responsible for Early Learning  
and Literacy)



Gordon Hogg  
Minister of State for ActNow BC

# Grade 10 | Acknowledgements

Many teachers, health professionals, administrators, consultants and students throughout British Columbia have made this healthy eating and physical activity program possible. It has been carefully researched, focus-tested, reviewed and pilot-tested in classrooms. It has been guided by an Advisory Committee of Education and Health stakeholders. In particular we wish to thank the following for their assistance in the development of *Healthy Eating and Physical Activity Learning Resource*.

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# Grade 10 | Introduction

*Healthy Eating and Physical Activity Learning Resource*, is a Kindergarten to Grade 10 grade-by-grade set of healthy eating and physical activity classroom-based lesson plans for the BC public school system. The Ministry of Health, in partnership with the Ministry of Education, developed the learning resources in consultation with students, teachers and health professionals. They are congruent with and meet minimum prescribed learning outcomes in *Health and Career Education* from Kindergarten to Grade 9 and *Planning 10*.

The lesson plans have been developed with the latest evidence in healthy eating, physical activity and social learning theory. The spiral curriculum model has been used to support students in all grades, to gain the knowledge and skills to make healthier choices and develop a life-long healthy lifestyle. The following teaching/learning strategies have been incorporated:

- inquiry
- brainstorming
- role-playing
- discussion and
- debates

These strategies encourage students to think critically, interact with their teacher and classmates and make health decisions in a fun and engaging manner.

All lessons have been focus and pilot tested in BC schools throughout the province. Teachers reported that the lessons are easy to deliver, student-focused and engaging. Although many resources exist to help educators teach healthy eating and physical activity, few exist that are Canadian and provide a developmentally appropriate program from Kindergarten to Grade Ten based on *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide to Healthy Active Living*.

The lessons form a unit of instruction, with the final lesson designed to review and culminate the learning for that grade level. Everything necessary to teach the lesson plans for each grade is provided in the resources, including an assessment component. Throughout, informational pages, called Teacher Backgrounders, are included that provide information in an easy-to-use format specific to individual lessons. Although it is preferable that each year be followed from Kindergarten to Grade 10, it is not mandatory.

Every teacher in the BC education system can use these resources.

## Creating Healthy Schools in British Columbia

Schools are ideal settings for enabling students to develop life-long healthy behaviours to achieve their individual potential and contribute to a healthy society. In British Columbia, over half our youth are inactive and less than half eat sufficient fruits and vegetables for optimum health.

Under ActNow BC, government's health and wellness initiative supporting British Columbia's lead healthier lives, the Ministries of Health and Education have collaborated to support the development of this integrated and coordinated approach to assist school districts and schools to create environments that support healthy eating and physical activity. The following initiatives help schools to help students put into practice skills and knowledge gained in the classroom:

**"The school setting is one of the most promising settings for helping children and youth develop healthy ways of living."**

(Perry Kendall, *An Ounce of Prevention, A Public Health Rationale for the School as a Setting for Health Promotion: A Report of the BC Provincial Health Officer, 2004*)

- *The Guidelines for Sales and Food and Beverages in BC Schools* are intended to eliminate junk food in the school setting. The guidelines apply to vending machines, school sales, cafeterias and fundraising and other events and are to be fully implemented by September 2008.
- *The BC School Fruit and Vegetable Snack Program* which provides free BC produce as well as information to students is being implemented province-wide with all schools expecting to receive the program by 2010.
- *Action Schools! BC*, a best practice model, provides schools with the framework and tools to provide more opportunities for more children to make healthy choices in physical activity and healthy eating more often.
- Finally, *BC Healthy Schools Network* has been established to address a variety of academic, social and emotional concerns of students through a comprehensive school health approach. The Healthy Schools Network will enhance the ability of the education and health sectors to work more effectively in this collaborative effort to promote health through the school setting.

# Grade 10 | Introduction

continued

## Privacy Issues

Many of the lessons invite students to share personal information, at their discretion. An atmosphere of respect for the contributions of all class members is required. If work is to be displayed, it is important that students' efforts are not publicly identified.

## Role of Food in Families, Cultures and Religion

Food provides a variety of functions in society. It nourishes, nurtures and creates social connectedness. It can be an important part of family and community celebrations, as well as having great prominence in many cultures and religions worldwide. Sensitivity on the value of food to students is important to acknowledge, as is recognizing individuality and sharing in a classroom setting to support inclusion and understanding. It is important to note that some families do have challenges in providing enough nutritious foods in the home environment.

### Note

Some lessons require student access to *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide to Healthy Active Living*. These publications can be accessed by contacting your local Health Authority, phoning 1 800 622-6232 or downloading them from [www.healthcanada.gc.ca/fooduide](http://www.healthcanada.gc.ca/fooduide) and [www.paguide.com](http://www.paguide.com).

# Grade 10 | At a Glance

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
<b>LESSON 1</b> Stress Management	Analyse factors that influence health (physical activity, nutrition & stress management).	Students will discover how good eating habits, physical activity and relaxation techniques can reduce stress and contribute to a healthier lifestyle.	Students: <ul style="list-style-type: none"> <li>determine how decision-making in one lifestyle area can impact another lifestyle area.</li> <li>make decisions to minimize stress levels.</li> <li>employ effective coping strategies when faced with stressful situations.</li> </ul>
<b>LESSON 2</b> Burning Question	Analyse health information for validity and personal relevance.	Students will research a health question that has personal relevance to them.	Students: <ul style="list-style-type: none"> <li>identify one 'burning' question that they have concerning their lifestyle.</li> <li>research the question using a minimum of three Internet sites.</li> <li>assess the validity of the answers to their questions.</li> </ul>
<b>LESSON 3</b> Socio-gram	Analyse factors that influence health (physical activity, nutrition & stress management).  Evaluate the potential effects of an individual's health-related decisions on self, family & community.	Students will visually illustrate the impact of their personal health decisions on themselves, their family and their community and vice versa.	Students: <ul style="list-style-type: none"> <li>analyse factors that influence their health, regarding healthy eating, physical activity and stress management.</li> <li>evaluate the potential effects of an individual's health-related decisions on self, family and community and vice versa.</li> </ul>
<b>LESSON 4</b> Think Tank	Analyse factors that influence health (physical activity, nutrition & stress management).  Evaluate the potential effects of an individual's health-related decisions on self, family & community.  Analyse health information for validity and personal relevance.	Students will use their evaluation, judgment and decision-making skills to answer problem scenarios related to healthy eating, physical activity and stress management.	Students: <ul style="list-style-type: none"> <li>evaluate hypothetical, yet realistic situations related to healthy eating, physical activity and stress management.</li> <li>decide on courses of action to resolve the situations and justify their decisions.</li> <li>work in pairs or groups to write a problem scenario about themselves, someone they know or an imaginary person and suggest solutions.</li> </ul>

# Grade 10 | Lesson 1 - Stress Management



## General Overview

In this lesson students will discover how good eating habits, physical activity, and relaxation techniques can reduce stress and contribute to a healthier lifestyle.

## Curriculum Connections

Planning 10 Prescribed Learning Outcomes

- Analyse factors that influence health (physical activity, nutrition & stress management).

## Objectives

Students will be able to:

- determine how decision-making in one lifestyle area can impact another lifestyle area.
- make decisions to minimize stress levels.
- employ effective coping strategies when faced with stressful situations.

## Preparation

- Find and copy the *Coping with Stress* handout for each student.
- Read the *Sample Advice Column Letter and Response* for the teacher.
- Copy the *Healthy Decision Making Teacher Assessment* rubric for each student.

## Engaging the Learner

- During a classroom brainstorm, ask students what it means to be “stressed out”.
- Record responses for class viewing.
- Ask students to develop a definition for stress.

## Activities

- Distribute and review with students the *Coping with Stress* handout.
- Lead a discussion about stress factors, signs of overload, and coping skills.
- Have students think about and record a stressful situation that they have recently experienced.
- Have students determine which coping strategies they should use to help alleviate their stressful situation.
- Have students take on the persona of a “stressed out teen”. Using an advice column format have students write a letter asking for advice for an *imaginary* stressful situation.
- Have students exchange their letters with a partner. They now take on the persona of an “advisor” and write a response letter that provides the stressed out teen with coping skills needed to handle the situation.

## Assessment

Use the *Healthy Decision Making Teacher Assessment* rubric.

# Lesson 1 | Coping with Stress

## Definition:

Stress is defined as the way our minds and bodies react to changes in our life.

## What can cause someone, particularly teens, to feel “stressed out”?

There are many factors that contribute to stress, but these are some of the common factors experienced by many teens:

- Academic pressures.
- Career decisions.
- Pressure to measure up to others or “fit in”.
- Pressure to try drugs and/or alcohol.
- Pressure to engage in sexual activity.
- Adapting to changes in our body.
- Conflict with family or friends.
- Coping with time schedules.
- Living in a quick fix society.
- Public speaking.
- Competition/performance anxiety.
- Depletion of natural resources.
- Financial difficulties.
- Media reports on world news.

## What are the signs of “stress overload”?

- Increased physical illness.
- Increased irritability and/or anger.
- Increased feelings of hopelessness.
- Increased feelings of worry and nervousness.
- Withdrawal.
- Emotional outbursts.
- Difficulty eating.
- Difficulty sleeping.
- Difficulty concentrating.

## What happens to my body when I experience stress?

Our body’s natural reaction to life events that we perceive as overwhelming is the “fight or flight” response, which may produce increased blood flow, a faster heart rate, shallow breathing, a sense of dread and possibly a desire to escape.

It is very important to learn how to handle stress because stress that is not handled effectively may lead to physical illness, anxiety and/or depression.

## What should I do when I feel stressed?

Every time we are faced with a stressful situation we make choices in how we deal with the stressor. First, we must decide if the stressor is within our control or beyond our control.

- a) If the stressor is within our control there are many coping strategies that we can use. Some effective coping strategies are:

### Nutrition:

- Eat healthy meals and snacks throughout the day.
- Avoid or limit foods with high sugar and/or fat content.
- Avoid overeating or skipping meals.
- Avoid or limit caffeine.
- Drink plenty of water.

### Physical Activity:

- Go for a walk, bike ride, or swim.
- Play catch or street hockey with a sibling or friend.
- Take an aerobics class.
- Go for a hike.

### Relaxation techniques:

- Take deep breaths and think about being in control.
- Engage in progressive muscle relaxation (tense/relax all major muscles).
- Practise managing feared situations (E.G. public speaking).
- Engage in stretching activities.

### Other:

- Break tasks into manageable chunks.
- Avoid participating in too many activities.
- Get enough sleep.
- Revise unrealistic expectations.
- Recognize that you are human and you don’t have to be perfect.

# Lesson 1 | Coping with Stress

Continued

b) If the stressor is beyond our control we should try to dismiss it and get on with our day. However, sometimes this is hard to do and we need to teach ourselves to respond positively to a stressor. Here are a couple of examples that demonstrate positive reactions to stressful situations:

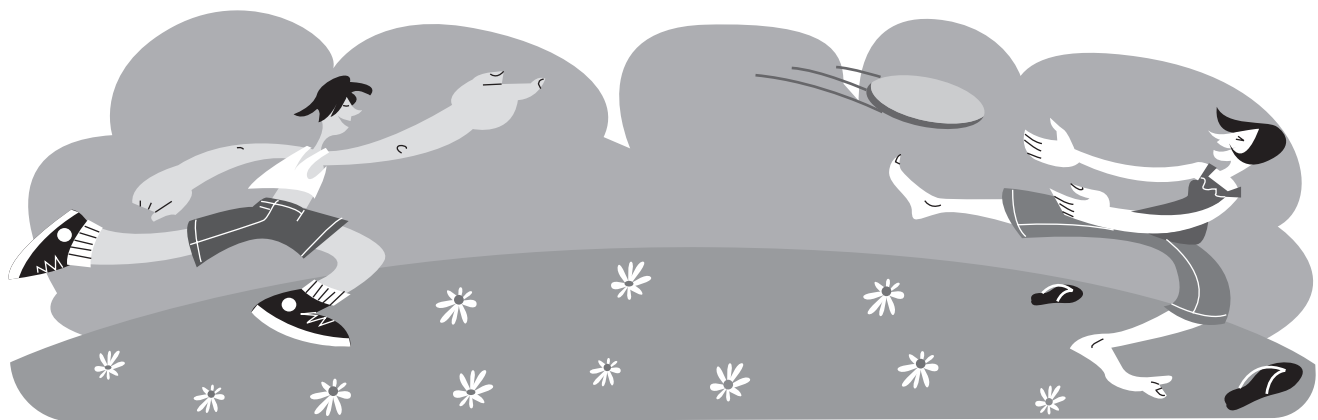
**Example 1** - Jasmine and her friends waited in line for two hours to get tickets to a popular movie. Just as she got to the front of the line, the attendant announced that all the tickets had been sold. Rather than get upset, Jasmine began thinking of other fun activities she and her friends could do for the next few hours.

**Example 2** - Tony was looking forward to a special trip with his family when suddenly his sister became ill and the trip had to be cancelled at the last minute. All of the good times he imagined having were now impossible to have. But, rather than react negatively to this stressful situation that was clearly out of his control, he decided to talk to his parents to see if there was any way the family could reschedule the trip for a later date. He then proceeded to plan some fun activities for the week with his friends and, he also made sure his sister didn't feel responsible for ruining the trip. After all, it wasn't her fault she became ill.

But sometimes, no matter how hard we try, we're just not able to dismiss a stressor or react to it in a positive way. If this is the case, we need to practice some of the coping strategies listed above in section a).

## Note

Above all, we shouldn't be afraid to ask for help. Parents, friends, school counselors, and/or teachers may not have all the answers but they can certainly help us work through stressful situations.



# Lesson 1 | Sample Advice Column Letter and Response

Dear Advisor:

What's going on? I can't seem to keep up anymore. Lately my grades have been slipping and my parents are freaking out on me. I mean really, what do they expect? I work at the local grocery store as a cashier on weekends, I attend voice class twice a week, choir twice a week and I've got a boyfriend who doesn't seem to have anyone but me in his life. On top of all that I seem to have a ton of homework every night. I'm so busy I don't even have time to sit down for dinner. I used to be able to manage my time pretty well but lately I'm so tired I'm having a hard time staying awake in class. I have to drink several cups of coffee throughout the day just to survive. Yesterday, I had a huge fight with my best friend (and we never fight). I hate feeling like this. What should I do?

Crabby

Dear Crabby:

Sounds like you've got a very busy schedule. You could be experiencing stress overload. Let me give you some suggestions so you can better deal with these stressors in your life. First and foremost you need to eat well-balanced meals throughout the day. That means no more skipping dinner. Second, replace the coffee with water and/or fruit juice; caffeine will only add to your stress. Third, you need to have some relaxation time. Also, tell your boyfriend you need one hour alone time each day when you can listen to music or do some physical activity. He'll just have to deal with being away from you. Could you be using class time more effectively so as to cut down on the amount of homework you have? It's great that you attend voice and choir classes but you also need to try some physical activities such as walking, hiking, or biking. Perhaps you should think about reducing the number of hours you work on the weekend so you can fit some physical activity into your schedule. Try these things and I'm sure you'll be feeling less crabby in no time. Let me know.

Your advisor.

# Lesson 1 | Healthy Decision Making

## Teacher Assessment Rubric

Name \_\_\_\_\_

Analyse factors that influence health such as nutrition, physical activity and stress management.	8	6	4	2
Recognize how good eating habits and regular physical activity can help manage stress.	8	6	4	2
Recognize how managing stress can lead to a healthier lifestyle.	8	6	4	2
Recognize signs of "stress overload".	8	6	4	2
Employ effective coping strategies when faced with stressful situations.	8	6	4	2
Score: ____/40				

### KEY

- 8 = excellent performance
- 6 = good performance
- 4 = satisfactory performance
- 2 = less than satisfactory performance



# Lesson 1 | Healthy Decision Making

## Teacher Assessment Rubric

Name \_\_\_\_\_

Analyse factors that influence health such as nutrition, physical activity and stress management.	8	6	4	2
Recognize how good eating habits and regular physical activity can help manage stress.	8	6	4	2
Recognize how managing stress can lead to a healthier lifestyle.	8	6	4	2
Recognize signs of "stress overload".	8	6	4	2
Employ effective coping strategies when faced with stressful situations.	8	6	4	2
Score: ____/40				

### KEY

- 8 = excellent performance
- 6 = good performance
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# Grade 10 | Lesson 2 - Burning Question



## General Overview

In this lesson students will research a health question that has personal relevance to them.

## Curriculum Connections

Planning 10 Prescribed Learning Outcomes

- Analyse health information for validity and personal relevance.

## Objectives

Students will be able to:

- identify one 'burning' question that they have concerning their lifestyle.
- research the question using a minimum of three Internet sites.
- assess the validity of the answers to their questions.

## Preparation

- Book the computer lab.
- Copy *Burning Question Handout* for each student.
- Make a transparency called *Information Validity*.
- Copy *Suggested Health Web Sites* for each student.
- Copy *Burning Question Self-Assessment* rubric for each student.

# Grade 10 | Lesson 2 - Influences

## Engaging the Learners

Ask students who they ask or where they go if they have a question about their lifestyle with regards to eating, physical activity or stressors. List the sources on the board.

## Activities

- Ask students how they decide if the information they are getting is accurate and credible. E.G.
  - Say to students: "Suppose I have some questions about healthy eating and I ask my physically-fit sister for nutrition advice. Is this a good source for me to find some help?" Discuss.
  - "What if I tell you that my sister is a registered dietitian? Does that make a difference?" Discuss.
  - "Suppose I tell you that she works for a physician. Does that make a difference about how valid her advice for me will be?" Discuss.
  - "Here's more information. She is only working part-time because she is finishing her Master's Degree in nutrition at the university. Does that improve her ability to answer my question about healthy eating?" Discuss.
- Draw students' attention to the fact that you have a lot of information about your sister and can evaluate her answers based on that information. There is a trust factor.
- Ask students how they know the information they get is true if they are reading it in a magazine or getting it from the Internet and discuss their answers.
- As a class, review and discuss the *Information Validity* transparency.
- Ask students to think of a question about their own lifestyle with regards to eating, physical activity or stressors.
- If students wish to share, write some of their questions on the board. You may wish to share one of your own questions.
- Distribute the *Burning Question* *handout* and discuss the directions with the students.
- Distribute the *Burning Question Self-Assessment* rubric and discuss it before the students begin working on their assignment.
- Refer students to *Suggested Health Web Sites* to help them find suitable sites.

## Assessment

Have students assess their own work using the *Burning Question Self-Assessment rubric*.

## Lesson 2 | Information Validity

### Criteria to Determine the Validity of Information on Internet Sites

Information on each Internet Site should be:

#### Accurate

- site lists author and/or institution that publish the page and provides a contact
- facts are supported with research

#### Credible

- site has a domain name such as edu, gov, org, or net
- author's credentials are available

#### Objective

- site has limited or no advertising
- site clearly distinguishes between fact and opinion
- site is not trying to sell products

#### Recent

- site, and any links to it, provide current information

#### Documented

- site has footnotes or links to other reliable sources



# Lesson 2 | Burning Question Handout

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Think of a question about your own eating, physical activity or stress management that you would really like an answer to. This should be a question that you have been thinking about for a long time. We call this a 'burning question'. Using a minimum of three Internet web sites, find answers to your question. Make notes on this page. Always check for validity by using the five criteria listed. Once you have the information, answer your burning question in a short paragraph. You must justify the validity of your answer.

What is your 'burning question' about healthy eating, physical activity or stress management?

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## Web Page 1

URL \_\_\_\_\_

Notes to answer my question \_\_\_\_\_

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### Check Criteria

- Accurate
- Credible
- Objective
- Recent
- Documented



# Lesson 2 | Burning Question Handout - continued

## Check Criteria

- Accurate
- Credible
- Objective
- Recent
- Documented

## Web Page 2

URL \_\_\_\_\_

Notes to answer my question

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## Check Criteria

- Accurate
- Credible
- Objective
- Recent
- Documented

## Web Page 3

URL \_\_\_\_\_

Notes to answer my question

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ANSWER to my burning question

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I know the information is reliable because

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## Lesson 2 | Suggested Health Web Sites

### Healthy Eating and Physical Activity : HANDOUT

Health Canada  
[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

Active Healthy Kids Canada  
[www.activehealthykids.ca](http://www.activehealthykids.ca)

Action Schools BC  
[www.actionschools.bc.ca](http://www.actionschools.bc.ca)

Dial-a-dietitian  
<http://www.dialadietitian.org/>

Canadian Health Network  
<http://www.canadian-health-network.ca/>

Government of Canada  
[http://www.phac-aspc.gc.ca/guide/index\\_e.html](http://www.phac-aspc.gc.ca/guide/index_e.html)

Healthy Eating is in Store for You  
<http://www.healthyeatinginstore.ca/>

Nova Scotia – Teen Health site  
<http://www.chebucto.ns.ca/Health/TeenHealth/healthyeating/home.htm>

Hospital for Sick Children  
<http://www.sickkids.ca/SFSNutritionResources/section.asp?s=Healthy+Eating&sID=14779>

Dietitians of Canada  
[http://www.dietitians.ca/public/content/eat\\_well\\_live\\_well/english/index.asp](http://www.dietitians.ca/public/content/eat_well_live_well/english/index.asp)

Canadian Fitness and Lifestyle Research Institute  
<http://www.cflri.ca/eng/statistics/surveys/pam2004.php>

2010 Olympics – Vancouver  
<http://www.vancouver2010.com>

BC Health Guide  
<http://www.bchealthguide.org/kbaltindex.asp>

World Health Organization  
<http://who.int/dietphysicalactivity/en/>

Active 2010  
<http://www.active2010.ca>

Ministry of Economic Development – Sport Branch  
<http://www.sbed.gov.bc.ca/SportBranch/>

Canadian Society for Exercise Physiology  
<http://www.csep.ca/studentpage.asp>

Coalition for Active Living  
<http://www.activeliving.ca>

The Active Living and Environment Program  
<http://www.goforgreen.ca>

Science World BC  
<http://www.scienceworld.bc.ca>

Public Health Agency of Canada  
<http://phac-aspc.gc.ca/pau-uap/paguide>

# Lesson 2 | Burning Question

## Self-Assessment Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

Assess your own work using the following criteria.

I chose a question that has personal relevance to me.	4	3	2	1
I chose three valid Internet sites that had answers to my question.	4	3	2	1
I checked out each site using the <i>Criteria to Determine the Validity of Information on Internet Sites</i> .	4	3	2	1
The paragraph I wrote fully and truthfully answers my question.	4	3	2	1
I have justified my answer.	4	3	2	1
Score: ____/20				

KEY
4 = absolutely
3 = mostly
2 = somewhat
1 = not really

# Lesson 2 | Burning Question

## Self-Assessment Rubric

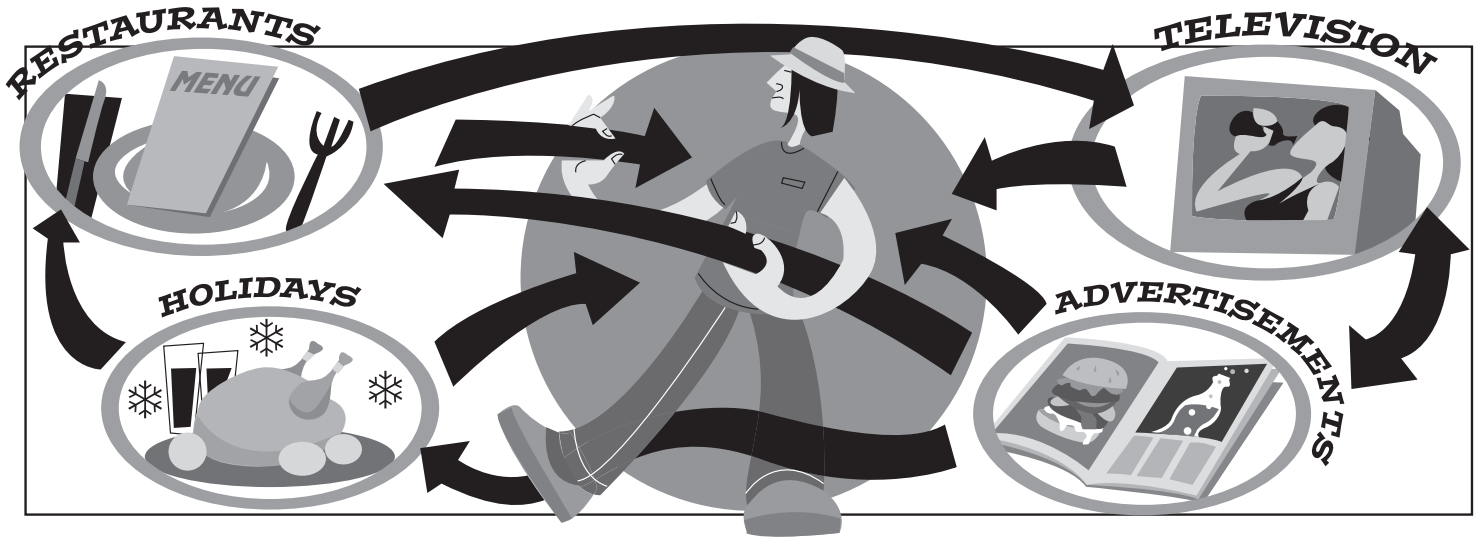
Name \_\_\_\_\_ Date \_\_\_\_\_

Assess your own work using the following criteria.

I chose a question that has personal relevance to me.	4	3	2	1
I chose three valid Internet sites that had answers to my question.	4	3	2	1
I checked out each site using the <i>Criteria to Determine the Validity of Information on Internet Sites</i> .	4	3	2	1
The paragraph I wrote fully and truthfully answers my question.	4	3	2	1
I have justified my answer.	4	3	2	1
Score: ____/20				

KEY
4 = absolutely
3 = mostly
2 = somewhat
1 = not really

# Grade 10 | Lesson 3 - Socio-gram



## General Overview

In this lesson students will visually illustrate the impact of their personal health decisions on themselves, their family and their community and vice versa.

## Curriculum Connections

Planning 10 Prescribed Learning Outcomes

- Analyse factors that influence health (physical activity, nutrition & stress management).
- Evaluate the potential effects of an individual's health-related decisions on self, family & community.

## Objectives

Students will be able to:

- analyse factors that influence their health, regarding healthy eating, physical activity and stress management.
- evaluate the potential effects of an individual's health-related decisions on self, family and community and vice versa.

## Preparation

- Gather large sheets of white drawing paper for each student.
- Gather coloured marking pens for each student.
- Find and read *Health Decisions Socio-gram* instructions.
- Find and read *Health Decisions Sample Student Responses*.
- Find *Health Decisions* handout and transparency.
- Copy *Health Decisions* handout for each student

# Grade 10 | Lesson 3 - Socio-gram

- Find the fold-out sample of a completed *Health Decisions Socio-gram* for the teacher.
- Find and copy *Health Decisions Socio-gram Self/Teacher Assessment* rubric for each student.

## Engaging the Learner

- Ask students to consider who or what influenced their most recent meal and/or their most recent physical activity.
- Ask students to consider what impact their most recent meal and/or physical activity had on themselves, their family and their community. (See handouts for suggestions.)
- Lead a discussion about the far-reaching effects of one's health decisions on self, family and community and vice versa.

## Activities

- Distribute and ask students to complete the *Health Decisions handout*. Students should consider how family, friends, and community affect their health decisions and conversely, how their health decisions affect family, friends and community. See *Health Decisions Sample Student Responses*.
- Share and record responses for class viewing.
- Carefully review the *Health Decisions Socio-gram instructions* with students.
- Have students illustrate the interconnectedness between their personal health decisions and family, friends and community using the socio-gram learning strategy.
- Ask students to record a minimum of two areas where they would like to improve their relationship between themselves and family, friends and/or community on the back of their socio-gram.
- Have students present and explain their *Health Decisions Socio-gram* in groups of three or four.
- Ask students for permission to post their socio-grams for class viewing.

### Note to teacher

A completed sample socio-gram is included for your information.

## Assessment

Use the *Health Decisions Socio-gram Self/Teacher Assessment* rubric to evaluate students' work.

# Lesson 3 | Health Decisions Handout

## Who or what impacts my health decisions?

<i>Advertising</i>			
		<i>Friends</i>	

## My health decisions impact who or what?

	<i>Ability to learn</i>		
			<i>Career Choices</i>

# Lesson 3 | Health Decisions

Sample Student Responses

## Who or what impacts my health decisions?

<i>Advertising</i>	<i>Dining Out</i>	<i>Cravings</i>	<i>Social Outings</i>
<i>Portions</i>	<i>Time Constraints</i>	<i>Friends</i>	<i>Television</i>
<i>Government Laws</i>	<i>Family</i>	<i>Celebrations</i>	<i>Availability</i>

## My health decisions impact who or what?

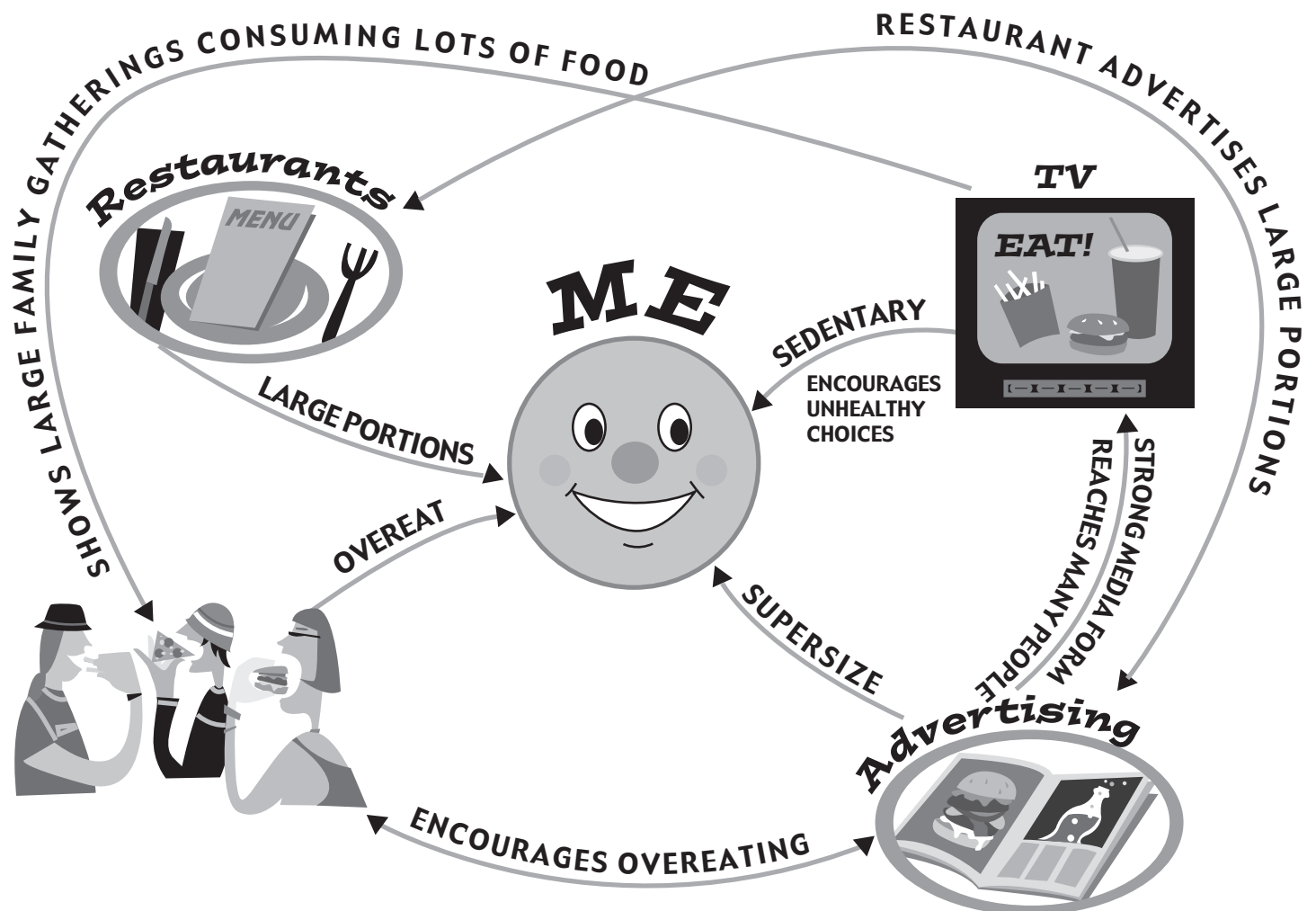
<i>Physical Health</i>	<i>Ability to learn</i>	<i>Self Esteem</i>	<i>Environment</i>
<i>Friends</i>	<i>Family</i>	<i>Government Funding</i>	<i>Social Life</i>
<i>Emotional Health</i>	<i>Mental Health</i>	<i>Advertising</i>	<i>Career Choices</i>

# Lesson 3 | Health Decisions Socio-gram Instructions

Think about the interconnectedness between your health decisions and the world around you. How do your family, friends and community influence the health decisions that you make? Conversely, how do your health decisions impact family, friends and/or community?

- 1) In the middle of a large blank sheet of paper enclose your name in a circle so that it can have arrows drawn to and from it.
- 2) Record items (graphics or text) that impact your health decisions (E.G., friends, restaurants, etc.) and what things your health decisions impact (E.G., career, self-esteem, etc.). The distance between items and their position on the page all indicate how important they are to you. (E.G. If friends have the greatest influence on your decisions, FRIENDS would be written close to your name.)

## Health Decisions sample socio-gram



## Lesson 3 | Health Decisions Socio-gram Instructions - continued

- 3) In any order, use labeled arrows going from one item to another to indicate relationship.

For example, an arrow from a symbol of a restaurant to you reveals that restaurants influence your health decision. Perhaps they serve large portions and you overeat. Simply write "large portions" along the arrows.

You may also want to draw a two-way arrow between restaurants and advertising suggesting that advertisers promote large portions at the request of the restaurant.

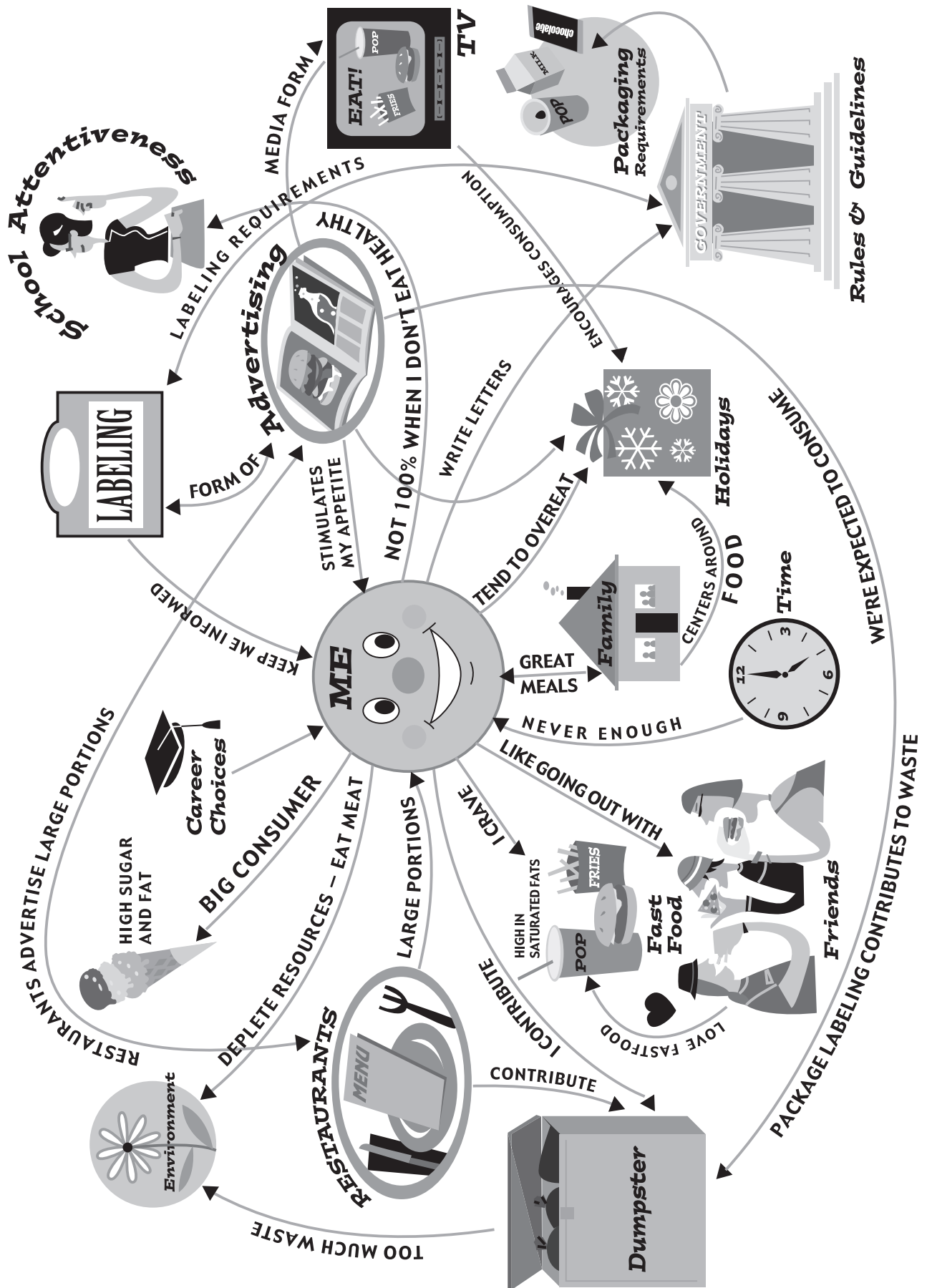
Consequently, the advertisers also influence you by promoting large portions. So you could also draw a one-way arrow from the advertisers to you and label this one "super-size".

Now, refer to the sample socio-gram to see how holidays and television influence you both directly and indirectly.

- 4) Think of as many relationships indicating motivation, action, feelings, beliefs, or attitudes between each item and yourself and between items. Should the arrow be one-way or two-way? A full and interesting socio-gram will have many lines running between items. Think of how a plate of spaghetti looks.
- 5) You may also use color and symbolic graphics to enhance the meaning of your socio-gram.

Have fun!

# Lesson 3 | Sample Health Decisions Socio-gram



# Lesson 3 | Healthy Decisions Socio-gram

Self/Teacher Assessment Rubric

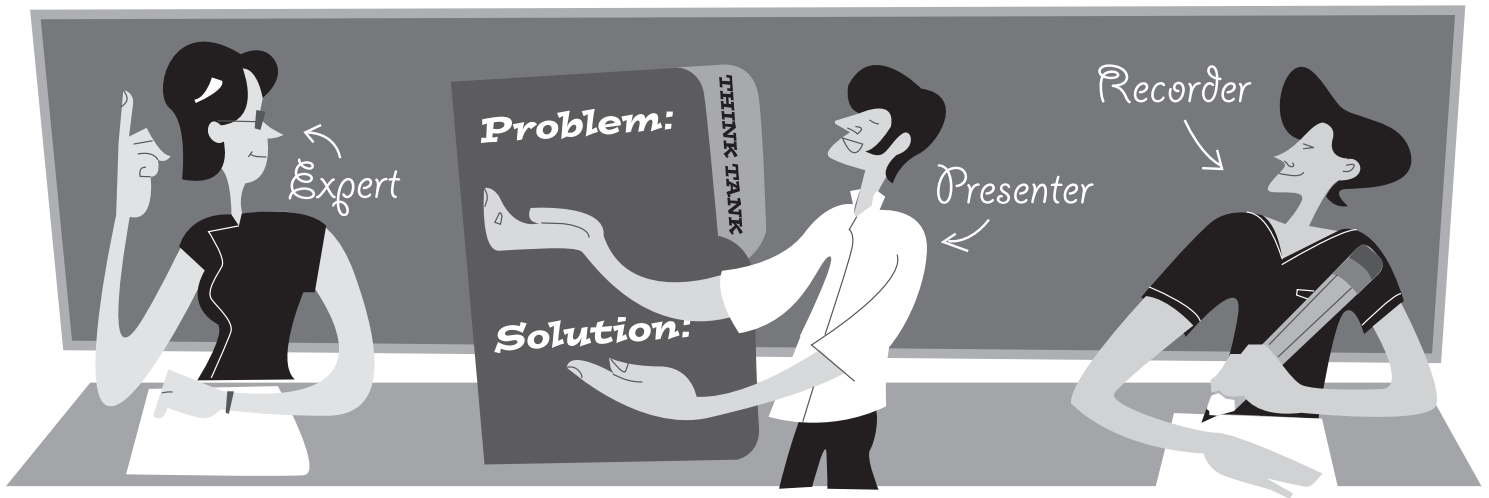
Student Name \_\_\_\_\_

Student Assessment				
I identified a minimum of ten relationships between self, family, friends and community.	8	6	4	2
I recognize how health decisions impact self, family and community.	8	6	4	2
I recognize how family, friends and community impact health decisions.	8	6	4	2
I recognize the degree of influence between personal health decisions and outside influences.	8	6	4	2
Teacher Assessment				
Recognized a minimum of two areas where relationships between self and family and/or community can improve.	8	6	4	2
Explained and justified the relationships between self, family and community to other students.	4	3	2	1
				Score: ____/44

### KEY

- 8 (4) = excellent performance
- 6 (3) = good performance
- 4 (2) = satisfactory performance
- 2 (1) = less than satisfactory performance

# Grade 10 | Lesson 4 - Think Tank



## General Overview

In this lesson students will use their evaluation, judgment and decision-making skills to answer problem scenarios related to healthy eating, physical activity and stress management.

## Curriculum Connections

Planning 10 Prescribed Learning Outcomes

- Analyse factors that influence health (physical activity, nutrition & stress management).
- Evaluate the potential effects of an individual's health-related decisions on self, family & community.
- Analyse health information for validity and personal relevance.

## Objectives

Students will be able to:

- evaluate hypothetical, yet realistic situations related to healthy eating, physical activity and stress management.
- decide on courses of action to resolve the situations and justify their decisions.
- work in pairs or groups to write a problem scenario about themselves, someone they know or an imaginary person and suggest solutions.

## Preparation

- Copy each problem/question/scenario for each group of five or six students and put them into folders.
- Copy the *Problem & Solution Self/Teacher Assessment* rubric for each student.
- Find transparencies and transparency pens for each group of five or six students.

### Note

A Think Tank is a group of experts advising on important issues pertinent to society. In this case the Think Tank will be searching for ways to give good advice on issues pertaining to healthy eating, physical activity and/or stress management.

## Engaging the Learners

Tell students that today they are going to be taking on the roles of health experts who are part of a Teen Health Think Tank traveling throughout Canada helping teens solve their problems about healthy eating, physical activity and stress management. Discuss what a Think Tank is.

## Activities

- Put the students into five groups; have them appoint a leader, a recorder and a presenter.
- Give each leader a folder containing a problem/question.
- Give each recorder several transparencies and a transparency pen.
- Have students read and discuss the contents of the folder and prepare suitable solutions to the problem presented.
- Convene the class as a whole group and have each presenter sit at the front as part of a Think Tank Panel. Each presenter synthesizes the problem and uses the transparency to share his/her group's solution.
- You may wish to ask if members of other groups have alternate solutions and discuss them.
- When the panel has concluded, have individual students think of a problem that they, someone they know or an imaginary person might have.
- Have students formulate the problem and then write a solution to it. If time does not permit this, assign it for homework.

## Assessment

Use the *Problem and Solution Self/Teacher Assessment* rubrics to evaluate students' work. Have the groups assess the Think Tank group work.

## Lesson 4 | Teen Think Tank - Group One

Joni is very interested in becoming an astronaut. She has a collection of photos of all the space shuttles and astronauts in her bedroom. She thinks about her dream and makes plans for the day she will go into space, work on the space station and become famous. On the mirror in her bedroom she has written I AM GOING TO BE AN ASTRONAUT in red felt pen.

Joni is what her mother calls a 'picky eater'. She dislikes most vegetables and eats very few fruits. She won't eat any fish or eggs but she loves pizza and hamburgers and often visits fast food outlets with her friends. She snacks on pepperoni sticks and Parmesan popcorn and drinks large quantities of diet soda.

She stays up late studying because she knows she has to get really good grades in order to be accepted into university and realize her dream. Because of this she gets up late and skips breakfast. She works at a coffee shop on the weekends where her breakfast there is a large, double shot, double cream vanilla flavored espresso drink. Sometimes she has the same for lunch. Dinner is usually a large order of French fries and a double patty hamburger with cheese.

Joni likes to go out with her friends on Saturday night and they usually go to a movie and then hang out at the coffee shop where she works, drinking coffee until closing time. After about five hours sleep, Joni is back at the shop working for the day.

Because Joni is so busy going to school and working she has little time for physical activity. She hates having to take physical education class and often has a note that excuses her from the class. Although she lives within two blocks of the school, she asks her friends to pick her up in their cars and drive her home or to work.

**Please comment on Joni's lifestyle and her dreams for her future. If she wants to realize her dream of becoming an astronaut, what should she be doing now about her eating and physical activity habits?**

## Lesson 4 | Teen Think Tank - Group Two

Deepak has been assigned to do a research project comparing breakfast foods from fast food restaurants for their nutrient content and general healthiness. He began by looking at several web sites of fast food restaurants and comparing breakfasts that he and his friends from school might eat.

He gathered the following information.

Breakfast	%DV Fat	%DV Saturated +Trans Fat	%DV Sodium	%DV Fibre	%DV Calcium
Restaurant A • Medium orange juice • Bacon, egg & cheese grilled sandwich • Hashbrowns	40	65	66	16	20
Restaurant B • 250mL 2% Milk • Egg, cheese & ham on a croissant • Hashbrowns	71	126	90	20	47
Restaurant C • Vanilla cappuccino • Large bagel with cream cheese	37	86	36	16	20

Remember that % Daily Value puts nutrients on a scale from 0-100%. A lower number means that there is less of that nutrient in the food whereas a higher number means there is more of that nutrient.

Now Deepak is asking you to evaluate these breakfast menus for overall health and nutrient content.

### Consider the following questions:

- Do these breakfasts include foods from the four food groups of Eating Well with Canada's Food Guide?
- When you consider that these are the nutrients provided in one meal of the day, are these breakfasts too high in certain components? Which ones?
- Do these meals provide a good amount of fibre and calcium? If no, what could you do to add more fibre and calcium to these meals?
- If you did want to eat one of these breakfasts, what would you consider when planning meals and snacks for the rest of your day in order to make sure that you get the nutrients you need?

### Suggest an alternative healthy breakfast.

## Lesson 4 | Teen Think Tank - Group Three

Jin stays up late at night playing computer games. He sets his alarm but when it goes off in the morning, he continually presses the snooze button. When he does finally get up, he only has about fifteen minutes to shower, get dressed, grab his schoolbooks and get to the bus stop. He never has time for breakfast.

When Jin gets to school, he's hungry and he immediately starts in on his lunch. By 10 a.m. he has eaten everything. During the lunch break Jin plays intramural sports because he's already finished his lunch and the school doesn't have a cafeteria. Sometimes he gets a cola from the vending machine. When the school day ends, Jin is famished so he stops at the local grocery store to buy a chocolate bar and a bag of chips to tide him over before dinner.

Jin's not really hungry when dinner is served so he doesn't always finish the nutritious meal that has been prepared; however, he usually snacks when playing his computer games until late at night.

**What advice can you give Jin so that he learns to eat in a healthy way?**

**What suggestions do you have for his general lifestyle?**

**What could help Jin support healthy eating and physical activity in terms of his environment?**

## Lesson 4 | Teen Think Tank - Group Four

Collette and her twin sister, Vivienne, are finishing Grade 10 at the same school. Collette manages to get good grades without doing a lot of extra studying because she is a conceptual learner and also retains information easily. Heading into final exams she is able to balance her time between studying, playing on the volleyball team and going out with her friends.

Vivienne, on the other hand, feels anxious and stressed out most of the time. From the time she gets up in the morning until the time she goes to bed there is always something to worry about.

Vivienne does not find school 'easy'. She tries to keep up with her sister and perform well in class but she learns differently from her sister and also gets very nervous before writing exams. She doesn't get as high grades as Collette and worries that she is disappointing her family.

Vivienne feels she is always being compared to her sister on an academic and athletic level. She has no interest in sports but plays on the soccer team even though it takes times away from her studies. Collette tries to help her, but the harder Vivienne tries the more frustrated she gets.

Vivienne enjoys playing music and is talented, but never feels she has the time to enjoy it outside of her long hours of studying just to 'get by' in school. Vivienne worries that she is not good enough in school, feels anxious because the soccer coach is always yelling at her to work harder and feels badly that her music teacher wants her to practice more so that she can enter some of the musical festivals. She has trouble sleeping and is constantly tired and often irritable.

**Please comment on the healthy aspects of each sister's lifestyle and offer suggestions to help Vivienne manage her stress level.**

## Lesson 4 | Teen Think Tank - Group Five

Juan and Julio are best friends. Recently they have joined a strength-training club at the Community Centre. Juan has been buying bodybuilding magazines and wants to have abs like the photos he admires so much. He read a short article about one of his heroes that suggested he eat large quantities of protein; his hero even recommended a specific brand of protein powder that could be purchased at a health food store.

Julio was very influenced by an advertisement in the same magazine suggesting that he take a variety of special vitamin and mineral supplements for teens to help him build up his muscles. He and Juan have had arguments about who is doing the best thing and they have become very competitive at the gym.

After working out, the boys are starving so they go to a fast food restaurant where they order double patty hamburgers and super-size colas. Juan adds some of his protein powder to his cola and Julio uses his cola to down some of his supplements. They think this is funny and joke with their other friends about their actions.

**Please comment about the boys' attempts to build up their strength and their muscles.**

**What are your thoughts about taking advice contained in popular magazines or on body building web sites?**

**What do you think the boys' coach might say about what they are doing?**

**How do you think the boys' friends might react to their behaviour?**

**What information and advice would you give the boys?**

# Lesson 4 | Problem and Solution

Self/Teacher Assessment

## Think Tank – Self-Assessment

Accurately identified factors that influence health.	8	6	4	2
Accurately interpreted and evaluated the effects of health-related decisions on self, family and community.	8	6	4	2
Analysed the information given for validity.	8	6	4	2
Offered opinions based on knowledge of the health issues.	8	6	4	2
Justified assumptions and gave reasons for opinions.	8	6	4	2
Prepared reasoned and knowledgeable health advice in terms of deciding the appropriate actions which would resolve the situations.	8	6	4	2
Score: ____/48				

## Problem and Solution – Teacher Assessment

Created a realistic teen health problem that was personally relevant.	8	6	4	2
Identified and analysed the problem in order to create a possible solution.	8	6	4	2
Drew warranted conclusions and presented them clearly and concisely.	8	6	4	2
Score: ____/24				



### KEY

- 8 = Excellent
- 6 = Good
- 4 = Satisfactory
- 2 = needs improvement

# Grade 10 | Further Resources and Contacts

Following, in alphabetical order, is a list of sites that teachers can access to learn more about healthy eating and physical activity and get further resources to use in the classroom.

## Action Schools! BC

[www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)

Action Schools! BC is a best practices model designed to assist schools in creating individualized action plans to promote healthy living. It is designed to involve the entire school community and provide children with a healthy eating and physical activity program.

Registered schools benefit from accessing Classroom Action Bins containing equipment and teaching resources. Teacher in-services and the ongoing support of the Action Schools! BC Support Team are available.

The Action Pages! document is a user-friendly resource to link teachers, youth coaches, and community instructors with the multitude of resources available across Canada to support healthy and active school communities.

## Act Now BC

<http://www.actnowbc.gov.bc.ca>

This BC government-sponsored site has information for teachers and students on healthy eating, physical activity and tobacco. It provides links to a number of credible health-related sites on these topics. Teachers, families and students can access information and find practical tips on physical activity and healthy eating for children and youth.

Specific to healthy schools, this site links to health and safety school programs including Action Schools! BC, School Fruit and Vegetable Snack Program, Kick the Nic and Way to Go!

Information and links are also provided for Making It Happen: Healthy Eating at School and Directorate of Agencies for School Health. These partnership sites provide further resources for schools to aid in the development of healthy school environments focused on healthy eating and physical activity as part of the Comprehensive School Health model.

## BC Healthy Living Alliance

<http://www.bchealthyliving.ca/>

The BC Healthy Living Alliance (BCHLA) is a provincial coalition of organizations working together to improve the

health of British Columbians by promoting physical activity, healthy eating and living smoke-free. The website contains information, reports and links to other health related organizations.

## BC Dairy Foundation

[www.bcdairyfoundation.ca](http://www.bcdairyfoundation.ca)

The BC Dairy Foundation is a not-for-profit organization that offers innovative nutrition education programs for the BC school system. Teacher workshops, provided to elementary, middle and secondary school teachers across BC, give hands-on experience with BC Dairy Foundation nutrition education programs and information to assist teachers in bringing healthy eating education to the classroom.

The site also provides order forms for healthy eating resources and information on the BC Dairy Foundation School Milk Program. There are some free downloadable activities that promote fun and healthy eating for students.

## BC Ministry of Education – Healthy Schools

<http://www.bced.gov.bc.ca/health/>

This BC Ministry of Education site has a variety of resources that can be used by schools and by teachers in the classroom to enhance the concept of a healthy lifestyle for children and youth.

The site provides access to a series of four booklets on Healthy Living for Families that provide information specific to children and youth of different ages and stages. These booklets provide information and practical strategies on healthy eating and physical activity including information on healthy behaviours at school.

The BC Healthy Schools Network promotes and supports Comprehensive School Health focusing on three areas: teaching and learning, the school environment and community partnerships. Network newsletters and resources for schools are also available.

## Canadian Health Network

<http://www.canadian-health-network.ca/>

This Canadian Health Network site promotes healthy choices. It provides information on the many influences that affect our health from social and environmental factors to everyday choices about healthy eating and physical

# Grade 10 | Further Resources and Contacts

continued

activity. A wealth of resources, tools and links on healthy eating and physical activity are also provided.

Healthy Lunches to Go is an interactive tool that can be used by teachers, parents and children to learn more about packing healthy lunches, get new recipe ideas and get tips on food safety for meals on the go. There are also links to other interactive websites that provide healthy eating information in the form of games and quizzes.

## Canadian Paediatric Society, Caring for Kids

[www.caringforkids.cps.ca](http://www.caringforkids.cps.ca)

This site provides information on a variety of child health topics including healthy eating, safety and behaviour and development. Specific information on teen health is provided including targeted messages for parents, teachers and coaches.

How to promote healthy eating for children, avoiding food poisoning, vitamin and mineral supplements, food allergies and intolerances are some of the healthy eating topics covered on this site. Tips on active living for families, the benefits of physical activity and when to put children in sports are a few of the active living themes.

This site also offers a free e-newsletter that comes out monthly and a listing of links to many reputable Canadian websites on children's health.

## DASH BC

[www.dashbc.org](http://www.dashbc.org)

This site is sponsored by the Directorate of Agencies for School Health (DASH), a network representing a broad range of local regional and provincial organizations and individuals acting as advocates for activities that "enable students to develop to their fullest potential". DASH uses a Health Promoting School (HPS) approach and works to create and maintain networks, share information on health-promoting schools and support strategies that enable healthy school environments.

Resources include reports, tools and activity ideas for schools and school communities on supporting healthy school environments which include school meal programs, strengthening school community links and supporting student achievement and health. DASH is involved in Breakfast for Learning, CommunityLINK, School Food and Nutrition in

BC, and Moving Food Policy Forward, among other projects.

Background information and resources on Healthy Schools and Comprehensive School Health are available and DASH also provides e-newsletters and forums.

## Dial-A-Dietitian

<http://www.dialadietitian.org>

Dial-A-Dietitian is a free nutrition information telephone service (1-800-667-3438) for all BC residents and is funded by the BC Ministry of Health. Dietitians provide nutrition consultation and referral. Dial-A-Dietitian has translation services in over 130 languages. An allergy dietitian is available from Wednesday to Friday.

The Dial-A-Dietitian web site offers quality nutrition information and resources based on current scientific research. Teachers and schools can access this information and can also link to local community nutritionists and nutrition services in their community.

## Dietitians of Canada

[http://www.dietitians.ca/public/content/eat\\_well\\_live\\_well/english/index.asp](http://www.dietitians.ca/public/content/eat_well_live_well/english/index.asp)

This site provides reliable information on nutrition and healthy eating. There are many interactive tools, resources and games that can be used by teachers and students.

One of the interactive tools is EATracker which allows you to track food and physical activity for the day and compare it to Health Canada's guidelines. The Let's Make a Meal tool guides you in building daily menus that follow Canada's Food Guide. There are also nutrition challenges which include a quiz, crossword puzzle and scavenger hunt, all focused on healthy eating. The site provides all of the information, resources and tools for National Nutrition Month.

Tips, frequently asked questions and fact sheets are available on a wide range of nutrition topics including many related to children's health and basic healthy eating. This website aims to provide accurate nutrition information in fun, interactive ways.

## Go for Green

[www.goforgreen.ca](http://www.goforgreen.ca)

Go for Green is a national not-for-profit, charitable organization that encourages Canadians to pursue healthy,

# Grade 10 | Further Resources and Contacts

continued

outdoor physical activities that protect, enhance or restore the environment. The website includes many resources to inform Canadians about healthy, active lifestyle choices and programs that encourage outdoor activity that is also supportive of environmental sustainability.

One program of Go for Green is Active & Safe Routes to School, a national program that encourages human movement as a means to get to and from school. International Walk to School Month is October and schools can register online and receive a toolkit and the chance to win prizes. The Walking/Cycling School Bus program encourages communities to walk or cycle to school together and learn the importance of safety at the same time.

## Health Canada – Physical Activity Guides for Children and Youth

[www.phac-aspc.gc.ca/pau-uap/paguide/child\\_youth/index.html](http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/index.html)

This website contains Canada's Physical Activity Guides for Children and Youth, teacher's guides, magazines for children and youth, family guides, activity chart and stickers and an interactive game. Hard copies of all of the materials can be ordered directly online <http://www.phac-aspc.gc.ca/pau-uap/fitness/order.html>.

Canada's Physical Activity Guide for Children, ages 6-9 outlines the benefits of regular physical activity and the different types of physical activity. It provides guidelines on increasing activity to 90 minutes a day and for reducing time spent in sitting activities such as watching television. Canada's Physical Activity Guide for Youth ages 10-14 is similar to the children's guide but with different graphics and content to appeal to teens.

The Teacher's Guide provides information that teachers can use in talking with students about "being active, having fun and feeling good about themselves". Activity ideas, ways to motivate students to be active and stories from other teachers are all included.

The Family Guides and magazines provide further information, tips and guidance for families and children and youth.

## Health Canada – Eating Well with Canada's Food Guide

[www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)

This site provides a myriad of information on food and nutrition based on *Eating Well with Canada's Food Guide*. *Eating Well with Canada's Food Guide* can be downloaded from this site or hard copies can be ordered for free. The guide is available in French and there is also a *Food Guide for First Nations, Inuit and Métis*. There is a separate booklet for educators and communicators that provides further detailed information on nutrition and food and how to communicate the messages of the food guide.

The "My Food Guide" tool can be used to create individual guides based on individual food and activity preferences. This tool can be used by teachers to encourage students to personalize the guide to their own needs.

This website elaborates on the information presented in *Eating Well with Canada's Food Guide* and gives guidance on using the food guide, choosing healthy foods and maintaining healthy habits.

## Healthy Eating is in Store for You

<http://www.healthyeatingisinstore.ca/>

Sponsored by the Canadian Diabetes Association and Dietitians of Canada, this site has a variety of information on healthy eating, focusing specifically on nutrition label reading.

It has a Virtual Grocery Store that allows students to learn how to use the nutrition information on the label of packaged foods to make healthy choices. This game takes you on a virtual shopping tour through the isles of a grocery store giving the tools and information necessary to make wise food choices.

There are many resources available for download on the site that can be used by teachers and students. The Healthy Eating is in Store for You handouts and tools give information and activities to increase knowledge and use of nutrition labels.

# Grade 10 | Further Resources and Contacts

continued

## Heart and Stroke Foundation of Canada

[www.heartandstroke.ca](http://www.heartandstroke.ca)

The Heart and Stroke Foundation provides information on heart disease and stroke based on the best research available. This site provides valuable health promotion materials and access to research on healthy eating and physical activity.

The site has a section, For Our Kids, that provides information and resources for teachers, parents and kids. Resources for teachers include activities, lesson plans, posters and a handbook, all available free for download. You may also order free of charge, class sets of fact sheets on a variety of health topics. Information on Heart and Stroke programs Hoops for Heart and Jump Rope for Heart can be accessed.

## Heart and Stroke Foundation of B.C. and Yukon

<http://ww2.heartandstroke.ca/Page.asp?PageID=740&RecordID=2822&Src=news&Language=English&CategoryID=15&From=Feature>

From this site you may access information on the *HeartSmart Kids* program, grades K through 6. The HeartSmart Kids program is curriculum based and focuses on heart health, healthy eating, physical activity and being smoke-free. This resource is free for teachers after attending a one-hour interactive workshop.

## Making it Happen: Healthy Eating at School

<http://www.knowledgenetwork.ca/makingithappen/>

This Knowledge Network site has a multitude of opportunities to explore nutrition environments within the home and school community. It provides background information, tools and resources in order to develop a school environment that supports healthy eating.

This site encourages schools to learn more about creating healthy school food environments, assess their own school environment using the School Healthy Eating Assessment Tool and gather ideas for action.

Menu topics include healthy school fundraising, nutrition education, food services in schools, school nutrition policy

and healthy school environments. On each of these topics there is background information, tools and resources and ideas for action as well as testimonials from health and education professionals.