

## **Grade 8: Taking the VITALITY Approach!**

### **What you need to know**

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Intermediate Grades
- Understand the ‘balanced diet’ and how it relates to *Eating Well with Canada’s Food Guide. A Resource for Educators and Communicators*. Available free from [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide) or from your local public health unit/department.
- Understand what is meant by the VITALITY Approach. *The VITALITY Approach: A Positive Approach to Healthy Living* available free at [www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/positive\\_approach-approche\\_sain\\_e.html](http://www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/positive_approach-approche_sain_e.html)

### **Resources required**

- *Canada’s Food Guide* (available free from [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide) or from your local public health unit/department)
- *Canada’s Physical Activity Guides* for children and youth (free from the Public Health Agency of Canada’s Physical Activity Unit at [www.phac-aspc.gc.ca/pau-uap/fitness/order.html](http://www.phac-aspc.gc.ca/pau-uap/fitness/order.html)).
- Activity: Energy Balance (provided)
- Activity: Food/Beverage Intake and Physical Activity Record (provided)
- Activity: Taking the VITALITY Approach! (provided)

### **Instructions**

#### **Option 1**

- Discuss with students *Canada’s Food Guide* – foods in each food group, number of servings in each, and nutrients that we get from each and why they are important to health.
- Discuss healthy weights with students – what factors influence a healthy weight (healthy eating, being physically active and feeling good about yourself).
- Ask students what other benefits they get, besides achieving and maintaining a healthy body weight, from eating healthy, being physically active and feeling good about themselves.
- Have students complete the Energy Balance activity (provided).

#### **Option 2**

- Have students complete the Food/Beverage Intake and Physical Activity Record activity.

#### **Option 3**

- Have students complete Taking the VITALITY Approach! activity.

# Activity: Energy Balance

Answer these questions:

1. How does following *Canada's Food Guide* contribute to energy balance?

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2. What factors influence a healthy weight?

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3. Besides achieving and maintaining a healthy body weight, what other benefits do you get from eating healthy, being physically active and feeling good about yourself?

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4. Why are vegetables and fruit important?

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5. How do vegetables and fruit contribute to health?

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# Activity: Food/Beverage Intake & Physical Activity Record

Please record your food and beverage intake including portion sizes for one day. Also record physical activities performed on the same day including time spent and whether they were moderate (m) or vigorous (v).

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

<i>Food/Beverage Intake</i>	<i>Physical Activity</i>	<i>M/V</i>	<i>Time</i>
<i>Breakfast</i>	<i>Morning</i>		
<i>Snack</i>			
<i>Lunch</i>	<i>Afternoon</i>		
<i>Snack</i>			
<i>Supper</i>	<i>Evening</i>		
<i>Snack</i>			



# Analysis: Food/Beverage Intake & Physical Activity Record

Please complete the following charts based on your one-day Food/Beverage Intake and Physical Activity Record.

<i>Food Group</i>	<i>Recommended Serving Range</i>	<i>Actual Number of Servings Consumed</i>
<i>Vegetables &amp; Fruit</i>		
<i>Grain Products</i>		
<i>Milk &amp; Alternatives</i>		
<i>Meats &amp; Alternatives</i>		

<i>Physical Activity intensity</i>	<i>Recommended Time Spent</i>	<i>Actual Time Spent</i>
<i>Moderate</i>		
<i>Vigorous</i>		



# Analysis: Food/Beverage Intake & Physical Activity Record (cont'd)

## Questions:

1. How does your one-day food record compare to *Canada's Food Guide* guidelines?

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2. How does your one-day physical activity record compare to *Canada's Physical Activity Guide for Youth* guidelines? \_\_\_\_\_

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3. How did you feel (physically and emotionally) throughout the day? \_\_\_\_\_

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4. Is there a connection between what you ate and how physically active you were? \_\_\_\_\_

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5. Record three personal goals to improve your intake of vegetables and fruit and increase your level of physical activity. \_\_\_\_\_

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6. How are you going to achieve those goals? \_\_\_\_\_

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# Activity:

## Taking the VITALITY Approach!

The following is a typical day for Mary, who is a Grade 8 student in Ontario. She is very busy with schoolwork and after-school responsibilities at home. Review her typical day and make changes so Mary takes a Balanced Approach to her day.

Typical Day	Taking the VITALITY Approach!
<p><b>Breakfast</b>  <b>2 Pop Tarts</b>  <i>Mary was up late studying for a test. She woke up late and did not have enough time to make herself breakfast before she had to catch her bus. She grabbed these on her way out.</i></p>	<p><b>Breakfast</b></p>
<p><b>Morning Break</b>  <b>1 500 mL bottle of cola</b>  <i>Mary needs a little more time to study, so she buys a large bottle of cola from the vending machine and sits on the steps at recess to review her notes.</i></p>	<p><b>Morning Break</b></p>
<p><b>Lunch</b>  <b>Large fries with gravy</b>  <b>1 500 mL bottle of cola</b>  <b>Chocolate bar</b>  <i>Because Mary was up late studying, she did not make her lunch last night, and did not have time to make it this morning, either. She uses \$10 she earned from babysitting last weekend to buy lunch at school.</i></p>	<p><b>Lunch</b></p>
<p><b>Afternoon Break</b>  <b>Nothing</b>  <i>Mary wrote her test after lunch. She had a hard time concentrating and could not remember all of the answers. She didn't think she did as well as she could have. Mary was also very tired and not in the mood to play with her friends in the playground.</i></p>	<p><b>Afternoon Break</b></p>

Adapted from OSNPPH, Call to Action: Creating a Healthy School Nutrition Environment, 2004



Paint Your Plate! Create a Masterpiece  
Vegetables and Fruit Action Guide for Schools  
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# Sample Answer Sheet: Taking the VITALITY Approach!

The following is a typical day for Mary, who is a Grade 8 student in Ontario. She is very busy with schoolwork and after-school responsibilities at home. Review her typical day and make changes so Mary takes a Balanced Approach to her day.

Typical Day	Taking the VITALITY Approach!
<p><b>Breakfast</b>  <b>2 Pop Tarts</b>  <i>Mary was up late studying for a test. She woke up late and did not have enough time to make herself breakfast before she had to catch her bus. She grabbed these on her way out.</i></p>	<p><b>Breakfast</b>  <b>1 Banana</b>  <b>1 Cereal bar</b>  <b>1 Cheese string</b>  <i>Mary was up late studying for a test. She woke up late and did not have enough time to make herself breakfast before she had to catch her bus. She grabbed this on her way out.</i></p>
<p><b>Morning Break</b>  <b>1 500 mL bottle of cola</b>  <i>Mary needs a little more time to study, so she buys a large bottle of cola from the vending machine and sits on the steps at recess to review her notes.</i></p>	<p><b>Morning Break</b>  <b>1 250 mL carton of chocolate milk</b>  <i>Mary purchased this from the school vending machine.</i>  <b>1 can of diced peaches</b>  <i>Mary always makes sure she has one in the bottom of her knapsack just in case she runs out of time to make a lunch. She eats it and goes outside to play with her friends.</i></p>
<p><b>Lunch</b>  <b>Large fries with gravy</b>  <b>1 500 mL bottle of cola</b>  <b>Chocolate bar</b>  <i>Because Mary was up late studying, she did not make her lunch last night, and did not have time to make it this morning, either. She uses \$10 she earned from babysitting last weekend to buy lunch at school.</i></p>	<p><b>Lunch</b>  <b>1 toasted whole grain bagel with cheese</b>  <b>1 250 mL carton of white milk</b>  <b>1/2 cup cut up broccoli and 1/2 cup carrots with dip</b>  <i>Mary still has to buy her lunch, but she makes healthy choices based on Canada's Food Guide and is sure to include a vegetable or fruit. She also made an effort to include a Food Guide serving of a dark green vegetable and an orange vegetable</i></p>
<p><b>Afternoon Break</b>  <b>Nothing</b>  <i>Mary wrote her test after lunch. She had a hard time concentrating and could not remember all of the answers. She didn't think she did as well as she could have. Mary was also very tired and not in the mood to play with her friends in the playground.</i></p>	<p><b>Afternoon Break</b>  <b>1 Apple</b>  <b>1 Cheese string</b>  <i>Mary also threw a snack in her knapsack on her way out the door this morning. Mary plays a game of soccer with her friends on a new line.</i></p>

Adapted from OSNPPH, Call to Action: Creating a Healthy School Nutrition Environment, 2004

