

# Culminating Task #2

## Culminating Task #2: Adopting a Healthy Living Plan

### Introduction

The student will use the concepts from The Lifestyle Journey and the information from The Back-to-Basics Healthy Eating Guide to set and track their own health goals, and to analyse any changes to their self-image at the end of this time. The student will make use of the writing skills they have used in previous journaling assignments, and these skills will be evaluated by the teacher. The parents' involvement will be encouraged during the tracking period, in order to help the student succeed in meeting his/her goals.

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### Specific Outcomes which may be assessed:

#### English Language Arts\*

Grade 7

1.1.3, 1.2.1

2.2.6

3.4.1

Grade 8

1.1.3, 1.2.1, 1.2.3

#### Health & Life Skills

Grade 7

7.1

Grade 8

8.4, 8.5

\*There are many English Language Arts Outcomes in the sections of 4.1 and 4.2 that can be addressed in the "Reflection" portion of this assignment. BLM22 "A Reflection on my Healthy Living Plan" provides excellent opportunities to evaluate the student's skills at organizing and communicating ideas, as well as their use of writing conventions (e.g. vocabulary, grammar, punctuation, etc.). The choice of these expectations is left up to the teacher, and space for their assessment is provided on the Evaluation sheet, BLM 10 "Culminating Task 2: 'Adopting a Healthy Living Plan' Evaluation". (See Evaluation)

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## Teaching/Learning Warm-up

1. Have the students look back to the questionnaire BLM15 :“How Strong is Your Foundation?”, which they completed after reading Chapter 4, to review for themselves the areas of their personal health that they felt were healthy, and unhealthy.
2. Review the 7 Foundations Strategies from The Back-to-Basics guide together briefly.  
*Teacher tip: Have the students use their "H.E.L.P." poster to refresh their memories!*

## Adopting a Healthy Living Plan - Assignment

1. Hand out copies of BLM21: “Setting My Goals for a Healthy Living Plan” (Note: there are two pages). Have the students choose three Foundations Strategies that they feel are areas of weakness for them, and fill them in in the appropriate section of BLM21.  
*Teacher Tip: Have the students look back in their Health Journals to the questionnaire they filled out - BLM 18 "How Strong is Your Foundation?" - to review the lifestyle areas that they felt needed improvement.*
2. Next, model the completion the Decision-Making section of the page together on the blackboard.  
(e.g. Foundation 1: Choose Calcium Every Day  
Facts - Why does your body need calcium? What foods contain calcium? How much does your body require every day? Etc.  
Pros - How will your body benefit from getting the required amount of calcium? How might this affect your self-image/body image? Which calcium-rich foods do you like? Which ones are regularly available in your home?  
Cons - Which calcium-rich foods do you not enjoy? Are there enough sources of calcium-rich foods in your household? If not, who will buy them? Why might it be difficult for you to change your eating habits to include more calcium in your diet?  
Decision - This should be worded as a statement of intent, such as, “I will include more calcium in my diet by...” and should address any obstacles in the “Cons” section.)
3. Give students time to complete the Decision-Making section of the page on their own.

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*Teaching Tip:* Students may need to brainstorm ideas with a partner for the completion of this section of the assignment. This should be encouraged, for the most part. The teacher should circulate as the students are working, and share good ideas that he/she finds the students writing, as further modeling. "Hey! Listen to one of the "Pros" that Andy has included for "Eat your Fruits and Veggies": He's going to make a strawberry-banana milkshake for breakfast! That will also be perfect for increasing his calcium, and eating a healthy breakfast!"

4. Next, examine The 20-Day Healthy Habit System together, and discuss how to fill the tracking sheets in. It is up to the teacher to determine how many days they wish the students to track; although there are 20 days on each sheet, you may choose to shorten the time period to suit your own needs. Explain that they will need to fill them in each day for the set period of time, and have them signed by a parent or guardian each day.
5. Distribute copies of BLM2: "A Letter to Parents about the Healthy Living Plan", and instruct the students that it is important that their parents/guardians read it.
6. During the days which you have set for the completion and tracking of the students' Healthy Living Plan, set aside a few minutes of the day to discuss their progress, either in a large group, or in small groups, or possibly by meeting with students on an individual basis.
7. After the tracking period, have the students complete BLM22 "A Reflection on My Healthy Living Plan". Set any requirements you may have about the form or mechanics of the writing, and explain how it will be evaluated. (See Evaluation) Set a due date for the completion of this final section of the assignment.
8. Collect and evaluate all sections of the assignment. (See Evaluation)

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### Evaluation

See BLM10: "Culminating Task #2: Adopting a Healthy Living Plan: Evaluation" Resources

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### Resources

- Copies of The 20-Day Healthy Habit System for each student
- BLM21: "Setting my Goals for a Healthy Living Plan"
- BLM2: "A Letter to Parents about the Healthy Living Plan"
- BLM22: "A Reflection on my Healthy Living Plan"
- BLM10: "Culminating Task #2: Adopting a Healthy Living Plan: Evaluation" for teacher use
- BLM1 Parent Communication
- A Letter to Parents about the "Healthy Living" Unit