



PHYSICAL FITNESS AND WELL-BEING

CHAPTER 10 VITALITY, HEALTH, AND WEIGHT MANAGEMENT

Learning Expectations

C2.1 describe how healthier choices related to physical activity, healthy eating, and other aspects of everyday living contribute to better physical, mental, and social health and greater personal well-being

CONTENTS

Teacher's Guide Topics	Student Workbook Activities
1. The Vitality Message	1. Did You Get the Message?
2. Goal Setting Using Body Fat Percentage	2. Goal Setting Using Body Fat Percentage
3. Get Active!	3. Get Active! Analyze Your Activity Level

INSTRUCTION GUIDELINES

Instructors must be aware at all times that students learn best in an environment that is physically and emotionally safe. Health topics in this unit have implications for students' personal health and well-being. Therefore, it is critical that teachers provide an emotionally safe environment for learning by emphasizing the importance of being sensitive to individual differences, following all board safety guidelines, and providing an inclusive learning environment that recognizes and respects the diversity of all students and accommodates individual needs and interests.





Chapter Instruction Guiding Principles

This unit describes how to help students make healthier choices related to physical activity, healthy eating, and other aspects of everyday living by:

- selecting and using a variety of appraisal methods and resources to assess personal physical activity levels, fitness, and eating patterns;
- interpreting appraisal results and using the information to make changes in their daily lives that are related to physical activity, fitness, healthy eating, and other factors that affect overall health;
- designing and following a personal healthy active living plan that includes some sensitive topics. Topics such as body image, disordered eating, weight management, and fitness levels “need to be approached with additional sensitivity, care and awareness because of their personal nature and their connection to family values, religious beliefs or other social or cultural norms.”

It is important to ensure that the learning environment is physically and emotionally safe for students, especially when discussing sensitive issues such as disordered eating, body image, and body composition. You should always be mindful of your own personal views, opinions, and outlooks with regard to these sensitive topics. Stressing self-confidence in individuality, body awareness, and good choices in healthy eating and exercise can greatly improve a student’s self-confidence and positive thinking.

Connections to home are also important. Students bring their learning home to their families, and they have variable amounts of control over the food they eat at home and the food they bring to school. Teachers need to consider these realities.

Encourage students to pursue their personal fitness and lifestyle goals, ensuring their goals are both attainable and achievable. Engage students through classroom discussions, and investigate case studies of real-life situations where students can research, interpret, and evaluate body image, disordered eating, and body composition.

It is important that both teacher and learners be comfortable with these topics so that information can be discussed openly, honestly, and in an atmosphere of mutual respect. Give students an opportunity to explore all sides of these issues to promote understanding. Facts should be presented objectively and students given the information they need to make informed decisions. Set ground rules so that discussion takes place in a setting that is accepting, inclusive, and respectful of all.

Using a flexible and balanced approach and avoiding rigidity regarding food rules and guidelines can reduce potential triggers to body image and eating concerns. Sensitivity about weight and shape and personal values regarding “what is healthy” are important when considering instruction. What can always be stressed, however, is that healthy eating and regular physical activity are essential requirements for maintaining good health over the long term.

Current thinking views health as a holistic phenomenon. Encourage students to make connections between various aspects of their well-being, including physical, cognitive, emotional, spiritual, and social aspects. Health professionals also recognize that an emphasis on health promotion will pay greater dividends over the long run than an emphasis on disease treatment alone. For that reason there is a significant focus in the curriculum on learning about the connections between healthy choices, active living, and chronic disease prevention.



TOPIC 1 The Vitality Message

Objective

Students will review the main messages of the chapter.

Action Plan

1. Assign the reading of Chapter 10 and completion of Activity 1 for homework.
2. Discuss the answers.

What is the vitality message?

- Be physically active.
- Eat healthy.
- Be positive about your body.

What is metabolic health?

- Normal blood pressure
- Normal range of blood sugar and blood fats (HDL, LDL, triglycerides)

How are metabolic health and vitality related?

Normal levels can be achieved and maintained with adequate exercise and a healthy diet.

What are the hazards of dieting?

- Decreased self-esteem related to failure to keep weight off
- Malnourishment and deficiency disorders
- Lack of energy
- Eating disorders
- Cost
- Poor complexion
- Loss of muscle
- Erratic menstrual cycle

What are the hazards of obesity?

- Diabetes
- Heart disease
- Joint problems
- Cancer
- Decreased self-esteem
- Sleep apnea and snoring
- Falls





TOPIC 2 Goal Setting Using Body Fat Percentage

Objectives

1. Students will use a number of assessment tools for body fatness.
2. Students will compute necessary weight loss or gain to modify a person's body fat percentage.

Action Plan

1. Students will assess an adult (e.g., teacher, parent) using the guidelines in the workbook.
2. Students will record the values in the chart provided.
3. Students will calculate desired fat loss in the examples.
4. Students will set personal goals for fat loss or muscle gain.

NOTE

As adolescents' bodies are still developing, the teacher must emphasize that healthy bodies come in a wide range of sizes, shapes, and weights. Therefore, it is not recommended that fitness assessments completed in the class setting include the measurement of body composition of the students themselves. Although Health Canada's Canadian Guidelines for Body Weight Classification in Adults contain useful information about the health risks associated with being overweight or underweight, they are not a reliable guide to measuring or interpreting the body mass index of young people under 18. These guidelines do not account for variability due to factors such as growth spurts, race, or athletic pursuits. Proper training and experience are required to conduct accurate assessments and to interpret data. Therefore, discussions with students about body composition should be approached with sensitivity.



TOPIC 3 Get Active!

Objectives

1. Students will use an assessment tool for their own activity level in preparation for counselling another person.
2. Students will produce strategies for changing energy output.

Action Plan

1. Students will refer to their five-day vitality record (completed in Chapter 9) to calculate their total hours of physical activity over five days. They will calculate their average time spent being active each day.
2. Students will select strategies to increase their own energy output.



