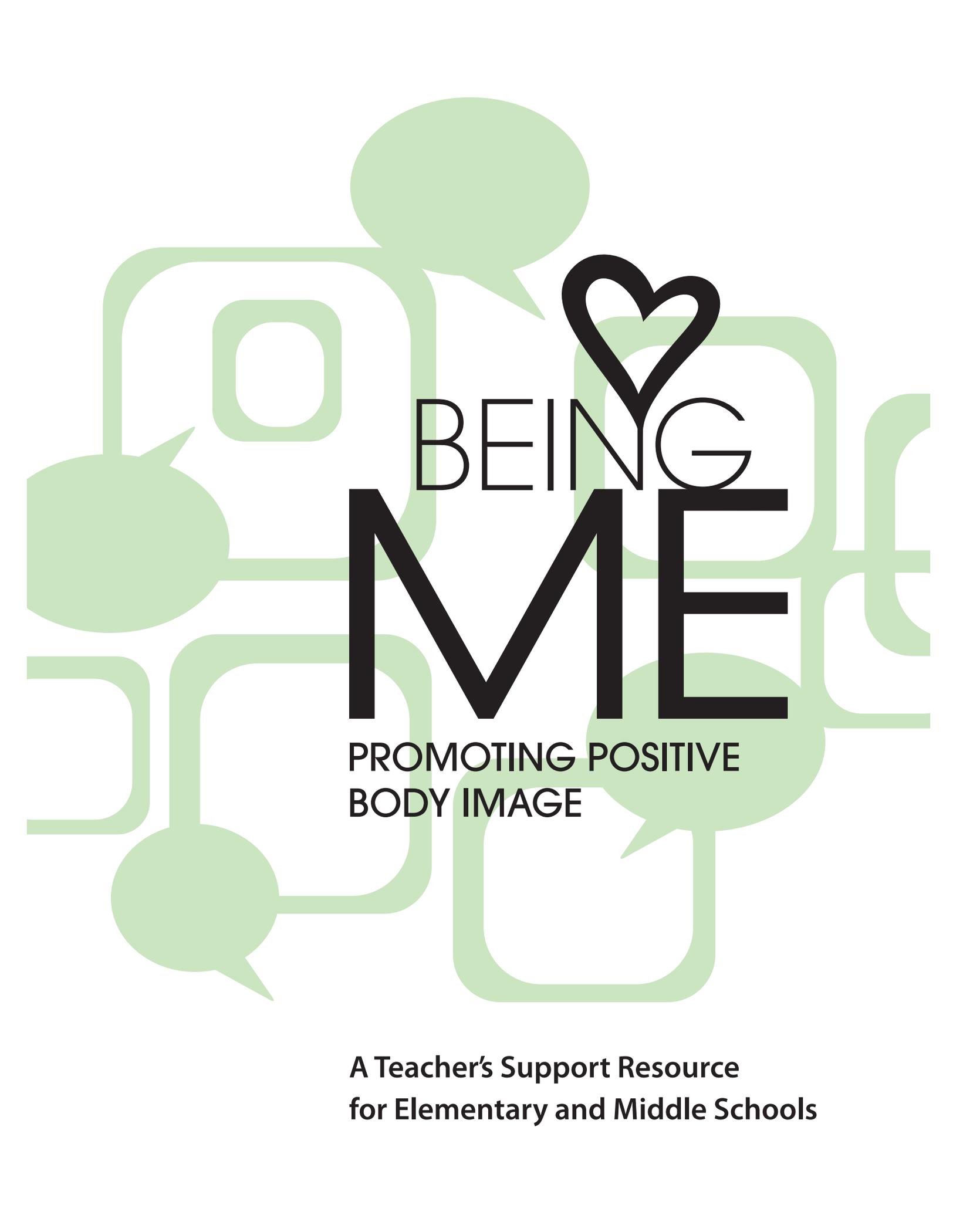


BEING

ME

PROMOTING POSITIVE  
BODY IMAGE

The background features a light green, stylized graphic of interconnected speech bubbles and rounded rectangular shapes. A prominent black heart is positioned above the word 'ME'.

# BEING ME

PROMOTING POSITIVE  
BODY IMAGE

**A Teacher's Support Resource  
for Elementary and Middle Schools**

Version 1.0 Being Me: Promoting Positive Body Image

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January 2012



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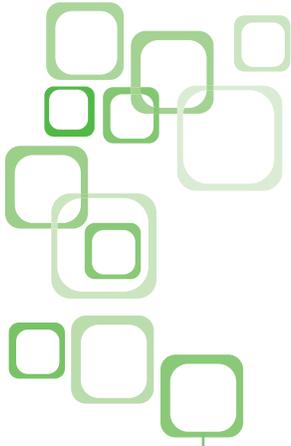


DEVELOPED AND PRODUCED BY:



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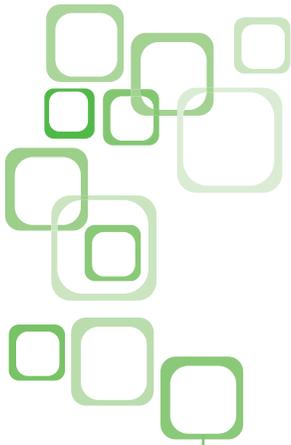
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# Getting Started

Action Schools! BC is a best practices model designed to assist schools in creating individualized action plans to promote healthy living while achieving academic outcomes. The initiative is a source for practical and relevant professional development, including curriculum-linked resources, and support for teachers across a variety of prescribed learning outcomes.

The *Being Me: Promoting Positive Body Image* module has been developed to support existing physical activity and healthy eating frameworks and to complement Action Schools! BC's *Classroom Healthy Eating Action Resource* (CHEAR) while supporting the Ministry of Education's prescribed learning outcomes across the curriculum. Body image is a topic that links directly to healthy eating, as key messaging can have a tremendous impact on students' body image and self-esteem.

Each of the *Being Me* lessons has been designed to be implemented in approximately 20 minutes. Learning outcomes, implementation ideas and resources have been provided – everything you need to get started. Promoting positive body image and self-esteem is recognized as an important subject of discussion in classrooms, and as a sensitive topic for some students. Recognizing and reflecting on the messages that may be inadvertently delivered to students through comments about people's bodies is critical in teaching this subject matter in a thoughtful and effective way.



## KEY MESSAGES FOR TEACHERS

Teach students how to look at media messages more critically. Unrealistic images of beauty are frequently linked with happiness, love, popularity and acceptance.

When discussing bullying in your classroom, include examples of weight and shape related teasing.

Promote health at every size through inclusive physical activities.

It is normal for children to gain weight in advance of the rapid growth period that occurs during puberty. Girls usually have their major growth spurt at 12.5 to 13 years, while boys have theirs at 14 to 14.5 years. Note that these are averages; rapid growth periods vary greatly based on genetics and environmental factors.

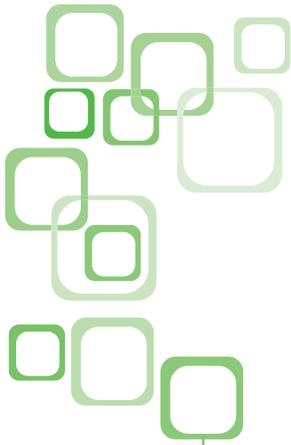
Teach students an understanding of internal cues of hunger and fullness and avoid using weight tables or charts, or calorie counting in classroom activities.

Consider your values, beliefs, and choice of language about body weight, shape and health.

Each person's body is different and we should respect, accept, and celebrate these differences.

Role model positive body image and a healthy lifestyle.

BEING  
ME



# Overview

In this resource, the lessons and activities are designed to teach students about the development of positive body image and self-esteem, along with messages that serve to help prevent disordered eating.

## SCHOOL ENVIRONMENT

Promoting positive body image and self-esteem needs to start early so children can develop a healthy relationship with food, enjoy physical activity, and avoid disordered eating. Physical, social, mental, and emotional health are all important building blocks for building healthy habits. The school environment can help to promote positive body image and self-esteem and prevent disordered eating when:

- weight and size acceptance are promoted and anti-bullying initiatives include weight and size discrimination.
- adult role models examine their own values and beliefs about body weight and health and ensure their interactions with students and staff promote positive body image and self-esteem for people with a range of body sizes.
- an inclusive approach is used to encourage students of all body sizes and abilities to participate in physical activity.
- opportunities for physical activity are available both during and after regular school hours.

## CLASSROOM ENVIRONMENT

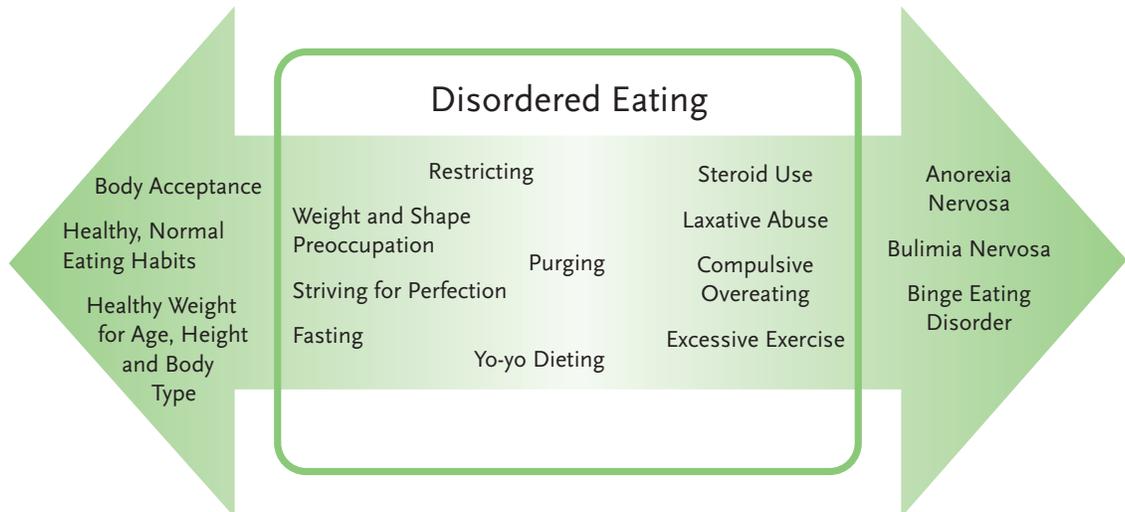
Within the classroom environment, a health promotion approach works to inform and empower students, making them more resilient and healthy in today's challenging world. This approach has proven more effective than knowledge-based interventions, which do not appear to affect long term behaviours. As such, the focus here will be attitude and behaviour-oriented, rather than on the provision of detailed information (e.g. related to the signs and symptoms of eating disorders). This health promotion approach includes topics related to resiliency, positive body image and self-esteem, healthy eating, active living, healthy relationships, media education, and peer pressure.

Encourage students to set goals for health, not weight. The focus is on being active every day, choosing healthy food the majority of the time, being respectful of others, and ensuring health and well-being for all, at whatever size they may be. Research shows that participation in physical activity is a better predictor of health than body weight/mass. More than half of each individual’s body shape and size is determined by their family genes. A healthy weight can be defined as the natural weight the body adopts, when hunger and fullness signals are used to guide eating, healthy food is chosen most of the time, and the student is physically active for at least 60 minutes daily.

Expecting to be within an “ideal” weight range is unrealistic – these kinds of expectations can contribute to disordered eating. The 2008 *BC McCreary Adolescent Youth Survey* found that almost 20% of males rated themselves as very satisfied with their body image, compared to only 10% of females. Body dissatisfaction results in many youth using unhealthy dieting or other strategies to try and change their body. The same survey found that 53% of female adolescents who were at a healthy weight were trying to lose weight. Dieting is when you restrict your food intake in an attempt to lose weight.

A continuum of eating habits with healthy eating habits and a positive body image at one end of the spectrum, and eating disorders (anorexia, bulimia, or binge eating) at the other can be seen below in Figure 1. A range of disordered eating, including related thoughts, feelings, and behaviours, exists between the two ends of the continuum. Disordered eating and eating disorders are not the same, as demonstrated by the continuum, but are closely linked.

FIGURE 1: DISORDERED EATING CONTINUUM



Source: *Jessie’s Legacy Fact Sheet on Disordered Eating*, [www.heretohelp.ca](http://www.heretohelp.ca)

Estimates indicate that eating disorders occur in 1 to 10 percent of the population, with higher rates reported in particular vulnerable groups, including dancers, gymnasts, figure skaters, weight classified sport athletes, models, and actors. These groups often experience intense pressure to conform to an unrealistic and unhealthy “ideal” body shape that does not accommodate natural variation. About 90% of eating disorders occur in females, with approximately 10% reported in males. Incidences of disordered eating are much higher in females than males, with estimates ranging from 40-70%.

The *Disordered Eating and Obesity: Working together to promote the health of British Columbians* document states that there is evidence to suggest that an increased focus on public health messages about weight loss and decreasing obesity may be linked with an increase in both disordered eating and eating disorders. The *Being Me* module has been produced to help schools support healthy weights and positive body image and help to prevent disordered eating.

Canada’s Food Guide (2007) can be used to promote healthy food choices and physical activity in the classroom and at home. Elementary school students often have little control over their food choices; it is critical that parents and caregivers are aware of what is being taught at school. Children also benefit from appreciating and experiencing food from different cultures.

## CONCERNED ABOUT A STUDENT?

Discuss your concerns with your school’s counsellor or contact Jessie’s Legacy Eating Disorder Prevention Program at [jessieslegacy@familyservices.bc.ca](mailto:jessieslegacy@familyservices.bc.ca), or by phone at (604) 988-5281, ext. 204; outside the Lower Mainland call 1-888-988-5281, ext. 204.

*References: McCreary Centre Society, Adolescent Health Survey, 2008  
Jessie’s Legacy, Family Services North Shore*

## RESOURCES

- 1 Classroom Healthy Eating Action Resource K to 7 (in Action Pack or refer to Action Pages!)
- 2 Classroom Action Resource K to 7 (F) (refer to Action Pages!)
- 3 Health Canada – Canada’s Food Guide, 2007 (available in 12 languages and for First Nations, Inuit and Métis; free class sets available) (in Action Pack or refer to Action Pages!)
- 4 Health Canada – Eat Well and Be Active Educational Toolkit (refer to Action Pages!)
- 5 Health Canada – My Food Guide (F) (refer to Action Pages!)
- 6 Health Canada – My Food Guide Servings Tracker (F) (refer to Action Pages!)
- 7 The Student Body – Promoting Health at Any Size (refer to Action Pages!)
- 8 Disordered Eating and Obesity Briefing Document ([www.keltymentalhealth.ca](http://www.keltymentalhealth.ca))
- 9 Jessie’s Legacy ([www.familyservices.bc.ca](http://www.familyservices.bc.ca))
- 10 Kelty Mental Health Resource Centre (refer to Action Pages!)
- 11 Healthy Choices (refer to Action Pages!)
- 12 Media Awareness Network (refer to Action Pages!)
- 13 BC Dairy Foundation – Better Together BC (refer to Action Pages!)
- 14 Mission Nutrition (refer to Action Pages!)
- 15 Tri Delta – Fat Talk Free Week Video ([www.endfattalk.org](http://www.endfattalk.org))

# Curriculum Connections

GRADES K TO 9

## Eat, Move and Being Me

| CURRICULUM AREA             | CURRICULUM ORGANIZERS                         | GR | RELATED LEARNING OUTCOMES   |
|-----------------------------|---|----|---|
| HEALTH AND CAREER EDUCATION | Goals and Decisions                           | K  | <b>A1</b> – Identify opportunities to make choices  |
|                             | Career Development                            | K  | <b>B1</b> – Identify their personal skills and interests (e.g., things they are good at, things they like to do)  |
|                             | Health (Healthy Living)                       | K  | <b>C1</b> – Identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices |
|                             | Health (Healthy Relationships)                | K  | <b>C2</b> – Identify thoughtful, caring behaviours in families (e.g., nurture, guidance, love)  |
| PHYSICAL EDUCATION          | Active Living                                 | K  | <b>A1</b> – Identify benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong, it keeps the heart healthy)                         |
|                             |   | K  | <b>A2</b> – Identify physical activities they enjoy doing   |
|                             |   | K  | <b>A3</b> – Identify the importance of food as fuel for physical activity   |
| ENGLISH LANGUAGE ARTS       | Oral Language Learning and Extending Thinking | K  | <b>A2</b> – Engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences   |
|                             |   | K  | <b>A6</b> – Use oral language to explain, inquire, and compare  |

## Every Body is Different

| CURRICULUM AREA             | CURRICULUM ORGANIZERS               | GR | RELATED LEARNING OUTCOMES  |
|-----------------------------|-------------------------------------|----|--|
| HEALTH AND CAREER EDUCATION | Career Development                  | 1  | <b>B1</b> – Describe their personal skills and interests (e.g., things they are good at, things they like to do, things they've learned)   |
| PHYSICAL EDUCATION          | Active Living (Knowledge)           | 1  | <b>A5</b> – Identify physical activities they feel they do well  |
| ENGLISH LANGUAGE ARTS       | Purposes (Writing and Representing) | 1  | <b>C1</b> – Create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes, featuring: ideas represented through words, sentences, and images that connect to a topic; developing sentence fluency by using simple sentences that relate to each other; developing word choice by attempting to use descriptive words and interesting details; developing voice by showing some evidence of individuality; an organization that follows a form or text presented or modelled by the teacher, such as a list, card, or letter |

## Follow Me

| CURRICULUM AREA             | CURRICULUM ORGANIZERS               | GR | RELATED LEARNING OUTCOMES  |
|-----------------------------|-------------------------------------|----|--|
| HEALTH AND CAREER EDUCATION | Goals and Decisions                 | 2  | <b>A2</b> – Identify opportunities to make decisions (e.g., healthy eating choices, recess activities)   |
|                             | Health (Healthy Living)             | 2  | <b>C1</b> – Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships) |
| DRAMA                       | Drama: Exploring and Creating       | 2  | <b>A1</b> – Share ideas that can be used in a drama work   |
|                             | Drama Forms, Strategies, and Skills | 2  | <b>A2</b> – Use imagination and exploration to create drama  |
|                             | Drama Forms, Strategies, and Skills | 2  | <b>B2</b> – Use movement and their bodies to express a range of ideas and feelings while working in role   |

## Guess Who?

| CURRICULUM AREA             | CURRICULUM ORGANIZERS          | GR | RELATED LEARNING OUTCOMES  |
|-----------------------------|--------------------------------|----|--|
| HEALTH AND CAREER EDUCATION | Health (Healthy Living)        | 3  | <b>C1</b> – Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused) |
|                             |                                | 3  | <b>C2</b> – Describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients for growth, to prevent diseases)                 |
|                             | Health (Healthy Relationships) | 3  | <b>C4</b> – Describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)   |
| ENGLISH LANGUAGE ARTS       | Oral Language (Thinking)       | 3  | <b>A9</b> – Use speaking and listening to extend thinking by: acquiring new ideas, making connections, inquiring, comparing and contrasting, summarizing   |

## Active Living for Every Body

| CURRICULUM AREA             | CURRICULUM ORGANIZERS         | GR | RELATED LEARNING OUTCOMES   |
|-----------------------------|-------------------------------|----|---|
| HEALTH AND CAREER EDUCATION | Health (Healthy Living)       | 4  | <b>C1</b> – Describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)   |
| PHYSICAL EDUCATION          | Active Living (Knowledge)     | 4  | <b>A5</b> – Identify opportunities for physical activity in a variety of settings   |
|                             | Active Living (Participation) | 4  | <b>A6</b> – Participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities  |
| ENGLISH LANGUAGE ARTS       | Oral Language (Purposes)      | 4  | <b>A1</b> – Use speaking and listening to interact with others for the purposes of: contributing to a class goal; sharing ideas and opinions; improving and deepening comprehension; solving problems; completing tasks   |
|                             | Oral Language (Strategies)    | 4  | <b>A5</b> – Select and use strategies when expressing and presenting ideas, information, and feelings, including: setting a purpose; accessing prior knowledge, generating ideas, making and sharing connections; asking questions to clarify and confirm meaning; organizing information; practising delivery; self-monitoring and self-correcting in response to feedback |

## Stand Up

| CURRICULUM AREA             | CURRICULUM ORGANIZERS          | GR | RELATED LEARNING OUTCOMES  |
|-----------------------------|--------------------------------|----|--|
| HEALTH AND CAREER EDUCATION | Health (Healthy Living)        | 5  | <b>C1</b> – Identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)   |
|                             |                                | 5  | <b>C2</b> – Describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health   |
|                             | Health (Healthy Relationships) | 5  | <b>C5</b> – Assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends   |
|                             |                                | 5  | <b>C6</b> – Analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)  |
| ENGLISH LANGUAGE ARTS       | Oral Language (Purposes)       | 5  | <b>A1</b> – Use speaking and listening to interact with others for the purposes of: contributing to a class goal; sharing and explaining ideas, viewpoints, and opinions (e.g., debating); improving and deepening comprehension; solving problems; completing tasks   |
|                             | Oral Language (Strategies)     | 5  | <b>A5</b> – Select and use strategies when expressing and presenting ideas, information, and feelings including: setting a purpose; accessing prior knowledge; generating ideas; making and sharing connections; asking questions to clarify and confirm meaning; organizing information; practising delivery; self-monitoring and self-correcting in response to feedback |

## Hunger, Fullness and Triggers

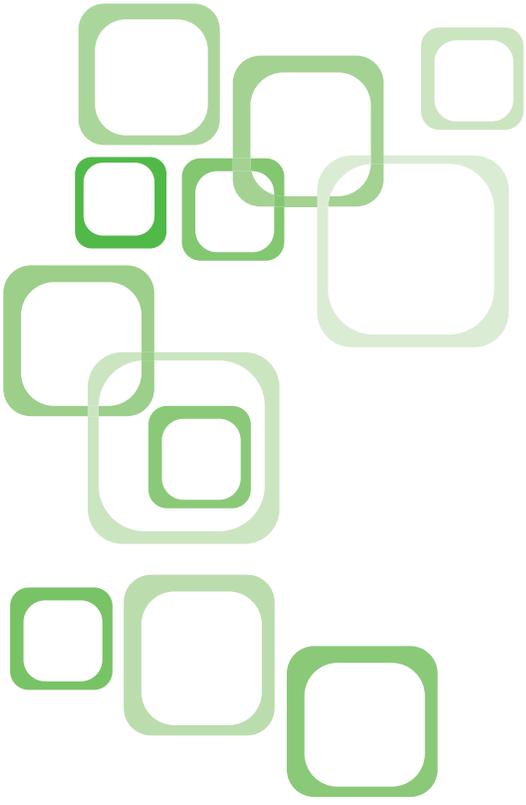
| CURRICULUM AREA             | CURRICULUM ORGANIZERS    | GR | RELATED LEARNING OUTCOMES   |
|-----------------------------|--------------------------|----|---|
| HEALTH AND CAREER EDUCATION | Health (Healthy Living)  | 6  | <b>C1</b> – Describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of: being physically active, healthy eating practices, an emotionally healthy lifestyle  |
|                             |                          | 8  | Analyse influences on eating habits, including family, peers, and media   |
|                             |                          | 9  | Relate the characteristics of a healthy lifestyle to their ability to maximize personal potential   |
|                             |                          | 9  | Analyse how healthy eating habits can support a healthy lifestyle   |
| ENGLISH LANGUAGE ARTS       | Oral Language (Purposes) | 6  | <b>A1</b> – Use speaking and listening to interact with others for the purposes of: contributing to group success; discussing and comparing ideas and opinions (e.g., debating); improving and deepening comprehension; discussing concerns and resolving problems; completing a variety of tasks |
|                             |                          | 8  | <b>A1</b> – interact and collaborate in pairs and groups to: support the learning of self and others; explore experiences, ideas, and information; understand the perspectives of others; comprehend and respond to a variety of texts; create a variety of texts                                 |
|                             |                          | 8  | <b>A2</b> – express ideas and information in a variety of situations and forms to: explore and respond; recall and describe; narrate and explain; persuade and support; engage and entertain  |
|                             |                          | 9  | <b>A1</b> – interact and collaborate in pairs and groups to: support the learning of self and others; explore experiences, ideas, and information; understand the perspectives of others; comprehend and respond to a variety of texts; create a variety of texts                                 |
|                             |                          | 9  | <b>A2</b> – express ideas and information in a variety of situations and forms to: explore and respond; recall and describe, narrate and explain; persuade and support; engage and entertain  |

### Hunger, Fullness and Triggers (con't)

| CURRICULUM AREA          | CURRICULUM ORGANIZERS          | GR | RELATED LEARNING OUTCOMES   |
|--------------------------|--------------------------------|----|---|
| ENGLISH<br>LANGUAGE ARTS | Oral Language (Thinking)       | 8  | <b>A8</b> – speak and listen to make personal responses to texts, by: making connections with prior knowledge and experiences; describing reactions and emotions; generating thoughtful questions; developing opinions with reasons             |
|                          |                                | 8  | <b>A10</b> – speak and listen to synthesize and extend thinking, by: personalizing ideas and information; explaining relationships among ideas and information; applying new ideas and information; transforming existing ideas and information |
|                          |                                | 9  | <b>A8</b> – speak and listen to make personal responses to texts, by: making connections with prior knowledge and experiences; describing reactions and emotions; generating thoughtful questions; developing opinions with reasons             |
|                          |                                | 9  | <b>A10</b> – speak and listen to synthesize and extend thinking, by: personalizing ideas and information; explaining relationships among ideas and information; transforming existing ideas and information                                     |
|                          | Reading and Viewing (Thinking) | 8  | <b>B8</b> – explain and support personal responses to texts, by: making connections with prior knowledge and experiences; describing reactions and emotions; generating thoughtful questions; developing opinions using evidence                |

### Digging Up the Dirt on Dieting

| CURRICULUM AREA                | CURRICULUM ORGANIZERS    | GR | RELATED LEARNING OUTCOMES  |
|--------------------------------|--------------------------|----|--|
| HEALTH AND CAREER<br>EDUCATION | Goals and Decisions      | 7  | <b>A1</b> – Design a plan to achieve a specific goal   |
|                                |                          | 7  | <b>A2</b> – Demonstrate an ability to apply a decision-making model to a specific situation  |
|                                | Health (Healthy Living)  | 7  | <b>C1</b> – Analyse factors (including media and peer) that influence personal health decisions  |
|                                |                          | 7  | <b>C2</b> – Describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence  |
|                                |                          | 8  | Set personal goals for attaining and maintaining a healthy lifestyle   |
|                                |                          | 8  | Analyse influences on eating habits, including family, peers, and media  |
|                                |                          | 9  | Relate the characteristics of a healthy lifestyle to their ability to maximize personal potential  |
|                                |                          | 9  | Analyse how healthy eating habits can support a healthy lifestyle  |
| ENGLISH<br>LANGUAGE ARTS       | Oral Language (Purposes) | 7  | <b>A1</b> – Use speaking and listening to interact with others for the purposes of: contributing to group success; discussing and analysing ideas and opinions (e.g., debating); improving and deepening comprehension; discussing concerns and resolving problems; negotiating consensus or agreeing to differ; completing a variety of tasks |
|                                |                          | 8  | <b>A1</b> – interact and collaborate in pairs and groups to: support the learning of self and others; explore experiences, ideas, and information; understand the perspectives of others; comprehend and respond to a variety of texts; create a variety of texts  |
|                                |                          | 9  | <b>A1</b> – interact and collaborate in pairs and groups to: support the learning of self and others; explore experiences, ideas, and information; understand the perspectives of others; comprehend and respond to a variety of texts; create a variety of texts  |



# K

## Eat, Move and Being Me

Students will discuss the types of food they eat to help their bodies grow, learn and play; physical activities they enjoy; and some of the things they like to do to support their mental health. They will add their own drawings to the handout depicting examples of healthy food, and physical and mental health activities.

### PREPARATION

- ✓ Review Overview (p. 7)
  - ✓ Review Canada's Food Guide (in Action Pack)
- ✓ Copy the *Eat, Move and Being Me* handout (included) for each student

### CURRICULUM CONNECTIONS (p. 10)

- ✓ Health and Career Education
- ✓ Physical Education
- ✓ English Language Arts

## Activities

- Ask students to provide examples for each of the following topics:

### Eat

What types of food and drinks will help their bodies to grow?



Explain their bodies are like plants that need water and sunshine to grow. Food that does not fit into Canada's Food Guide is okay to have some of the time. Aim to choose food that fits into the Vegetables and Fruit, Grain Products, Milk and Alternatives, or Meat and Alternatives food groups most of the time.

### Move

What types of physical activities are fun to do and why?



Explain that to contribute to improvements in health and academic performance, the Canadian Physical Activity Guidelines for ages 5-17 recommend 60 minutes of moderate- to vigorous-intensity physical activity daily. Finding something they enjoy is a fun way to ensure better health.

### Being Me

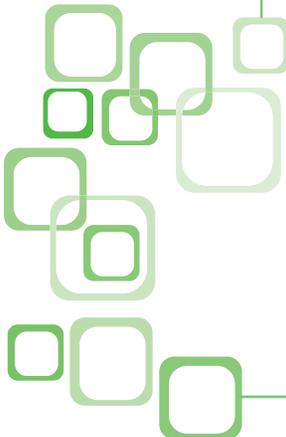
What are some of the things they do to be happy and healthy?



Provide examples like being with friends or family, singing, arts and crafts, talking with a relative or friend on the phone, playing with a pet, getting enough sleep, going to the park, playing on the playground, playing tag, having some quiet time alone, etc.

- Ask students to view the examples included in the *Eat, Move and Being Me* handout and to draw a picture in the blank square for each topic to show their ideas.

- Ask students to share the handout with their families or friends.



*Enjoy healthy  
food choices  
most of the time,  
being active  
and happy.*

## Extensions

- Use the Action Schools! BC Healthy Eating Placemat for meal and snack times to help students identify food and drinks that fit into Canada's Food Guide. Ensure this is a positive experience by telling students it is okay to have some food that does not fit on the placemat as part of their snack or meal. There may be financial or other reasons why a student does not bring healthier choices to school. Let the class know they should not make negative comments about other students' food and drink choices.



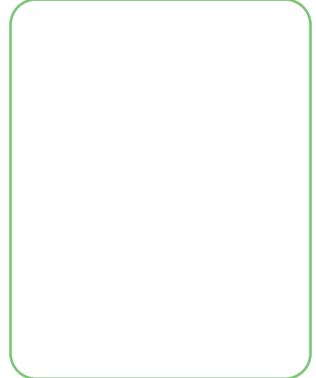
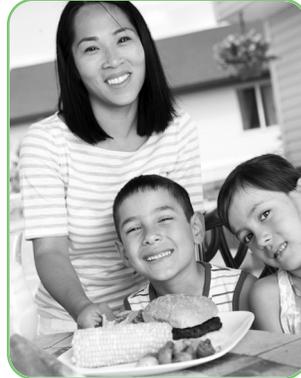
### RESOURCES

- 1 Classroom Healthy Eating Action Resource K to 7 and Healthy Eating Placemat (F) (in Action Pack or refer to Action Pages!)
- 2 Classroom Action Resource K to 7 (F) (refer to Action Pages!)
- 3 Canadian Physical Activity Guidelines (refer to Action Pages!)
- 4 The Student Body – Promoting Health at Any Size (refer to Action Pages!)

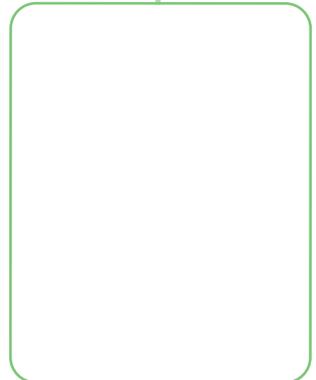
# Eat, Move and Being Me

NAME: \_\_\_\_\_

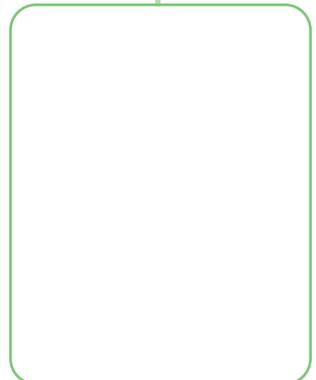
## Eat



## Move



## Being Me



# 1 Every Body is Different

Students will learn that every body develops at an individual rate and this is a normal part of growing up. There are many ways we are unique and it is important to respect, accept and celebrate these differences.

## PREPARATION

- ✓ Review Overview (p. 7)

## CURRICULUM CONNECTIONS (p. 10)

- ✓ Health and Career Education
- ✓ Physical Education
- ✓ English Language Arts

## Activities

- Lead a guided discussion about differences in how bodies develop at different rates. Ask students to raise their hand if their answer is “yes”.

**Q** How many students remember if they had hair when they were born? They can think of their baby pictures to help them remember.

**Q** How many students have lost their first tooth?

**Q** Do any students have a parent or grandparent who still has baby teeth in their mouth?

- ▶ Let students know that most children have lost their first tooth by the end of grade one but everyone loses their teeth at different ages. It does not matter when you lose your teeth because most of us will not have any baby teeth by the time we are adults.

**Q** Can anyone remember when they started to walk?

- ▶ Let students know that most babies learn to walk sometime around their first birthday (12 months), but some babies walk earlier and some take a little more time before they are able to walk. Unless someone has a medical reason for not being able to walk, everyone will be able to walk by the time they go to school. It doesn't matter who began walking earlier or later.

**Q** Who has a grandparent with gray hair?

- ▶ Explain that some people get gray hair earlier than others, and some people colour or dye their hair so their gray is covered.

**Q** What are other ways that we are different from each other?

- ▶ Language, culture, where they were born, number of siblings, activities they enjoy, food they like to eat, instruments they like to play, etc.

*We are each special and unique.*

**Q** Did students notice that not everyone had their hands up to answer “yes” to all of the questions?

↳ Every body is different and we all grow at different rates and have different body shapes and sizes. Healthy food helps our bodies to grow but each body has its own time clock that determines how fast and how big it will grow. It is important to respect and accept each other for who we are: we are each special and unique. To show respect and acceptance for differences in people, we should not tease others about things that make them who they are. Most of the reason for why every body is different is in our genes (what is passed on to us from our parents when we are born). We cannot change most of these things, but we can celebrate our differences.

■ Ask students to write down or draw some of the things that make them special and unique.

↳ These can be the items discussed, or can be brand new ideas of their own (e.g. number of people in their family, activities they enjoy, colour of hair, etc.). Ask them to put their name on the back of their own page and then post the papers on the classroom bulletin board. Students can try to guess which paper belongs to each student during another class.



#### RESOURCES

- 1 Classroom Healthy Eating Action Resource K to 7 (in Action Pack or refer to Action Pages!)
- 2 Classroom Action Resource K to 7 (F) (refer to Action Pages!)
- 3 Mission Nutrition (refer to Action Pages!)
- 4 The Student Body – Promoting Health at Any Size (refer to Action Pages!)

## 2

# Follow Me

Students will generate examples of actions that contribute to physical, social, mental, and emotional health. Students will act out some of these healthy actions/activities by playing “Follow Me”.

### PREPARATION

- ✓ Review Overview (p. 7)

### CURRICULUM CONNECTIONS (p. 11)

- ✓ Health and Career Education
- ✓ Drama

## Activities

- Lead a guided discussion about making choices that help students play, learn and grow.

**Q** Ask students why it is important to do things that help us to be healthy.



Taking part in healthy activities allows each of us to do the things that we like to do (play with friends, learn, and grow).

**Q** Ask students about ways/how to be healthy:



- ✓ being active every day
- ✓ eating mostly healthy food
- ✓ brushing teeth morning and night
- ✓ drinking water to satisfy thirst
- ✓ washing hands before eating and after playing with pets, going to the bathroom, coughing, sneezing, or blowing your nose
- ✓ getting enough sleep every night
- ✓ having good friends
- ✓ talking with a trusted person when they have problems

- Play the game “Follow Me” to get students demonstrating (by acting out) various behaviours related to making healthy choices. Ask students to raise their hand to give an example of a healthy choice, and then have the class use body language and/or movement to act out the suggestions:



- |                |                             |                    |
|----------------|-----------------------------|--------------------|
| ✓ smile        | ✓ wash your hands           | ✓ relax            |
| ✓ go to sleep  | ✓ play a musical instrument | ✓ touch your toes  |
| ✓ eat an apple | ✓ drink water               | ✓ brush your teeth |
| ✓ laugh        | ✓ run on the spot           | ✓ talk to a friend |

### RESOURCES

- 1 Classroom Healthy Eating Action Resource K to 7 (refer to Action Pages!)
- 2 Classroom Action Resource K to 7 (F) (refer to Action Pages!)
- 3 Healthy Choices (refer to Action Pages!)
- 4 Jessie’s Legacy ([www.familyservices.bc.ca](http://www.familyservices.bc.ca))

# 3

## Guess Who?

This activity introduces students to the concept that each person is unique. Students will be given a list of questions and will need to talk to classmates who can answer “yes” to the “Guess Who?” game. Students are encouraged to respect and accept differences between people.

### PREPARATION

- ✓ Review Overview (p. 7)
- ✓ Copy the *Guess Who?* handout (included) for each student

### CURRICULUM CONNECTIONS (p. 11)

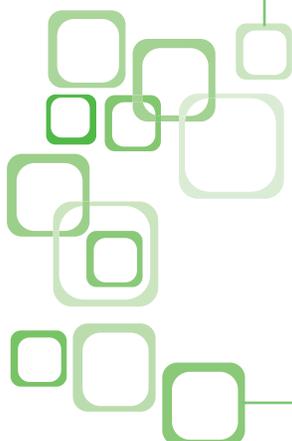
- ✓ Health and Career Education
- ✓ English Language Arts

## Activities

- Explain that every person is unique, and it is important to respect and appreciate one another’s differences.
- Differences between people can include: the activities they enjoy playing or participating in, healthy foods they enjoy eating, things they like to do with their friends, and other things they do that make them feel happy. Ask students to give examples for each of these items.
- Explain to students the game of “Guess Who?” Students will walk around the room and find others who can answer “yes” to the “Guess Who?” questions on their handout. They cannot use a classmate’s name more than once. Ask them to add something unique about themselves at the bottom of their handout.
- To debrief, ask if they learned anything new about any of their classmates.

### RESOURCES

- 1 Classroom Healthy Eating Action Resource K to 7 (in Action Pack or refer to Action Pages!)
- 2 Classroom Action Resource K to 7 (F) (refer to Action Pages!)
- 3 Jessie’s Legacy ([www.familyservices.bc.ca](http://www.familyservices.bc.ca))
- 4 The Student Body – Promoting Health at Any Size (refer to Action Pages!)





# Guess Who?

NAME: \_\_\_\_\_

Write down the name of a classmate who can answer “yes” to one of the following questions. Use a different classmate’s name for each question. Include something that makes you unique at the bottom.

## Guess Who . . .

speaks more than one language?  
\_\_\_\_\_

was born outside of Canada?  
\_\_\_\_\_

likes to eat broccoli?  
\_\_\_\_\_

has a vegetable garden?  
\_\_\_\_\_

has a trusted adult to talk to when s/he has a problem?  
\_\_\_\_\_

enjoys some quiet time at the end of a busy day?  
\_\_\_\_\_

has ridden a tandem bike (for two people)?  
\_\_\_\_\_

can do a dance from another country?  
\_\_\_\_\_

is a vegetarian?  
\_\_\_\_\_

has snowshoed?  
\_\_\_\_\_

likes spicy food?  
\_\_\_\_\_

enjoys cooking?  
\_\_\_\_\_

enjoys sleeping outside?  
\_\_\_\_\_

has jumped off a high diving board?  
\_\_\_\_\_

can do a cartwheel?  
\_\_\_\_\_

can play an instrument?  
\_\_\_\_\_

This is something unique about me:  
\_\_\_\_\_  
\_\_\_\_\_

# 4

## Active Living for Every Body

Students will learn that active living is important for every size and shape of body and for every skill level.

### PREPARATION

- ✓ Review Overview (p. 7)
- ✓ Copy the *Active Living for Every Body* handout (included) for each group of students, prepare an overhead or use the Smartboard
- ✓ Review ANSWER KEY (included)

### CURRICULUM CONNECTIONS (p. 11)

- ✓ Health and Career Education
- ✓ Physical Education
- ✓ English Language Arts

## Activities

- Discuss the importance of physical activity for mental, emotional and physical health. Canadian Physical Activity Guidelines encourage children to get at least 60 minutes of moderate- to vigorous-intensity physical activity daily. They should aim for vigorous-intensity activities at least 3 days a week. Examples include: running, basketball, soccer, and cross country skiing. Activities that strengthen muscle and bone should be done at least 3 days a week. Examples include climbing and swinging on playground equipment, jumping rope, and dancing. Encourage children to find physical activities they enjoy.
- Divide students into groups of 4 or 5.
- Distribute a copy of the first page of the *Active Living for Every Body* handout to each group of students.
- Ask students to read each statement and circle either true or false and then write the reason(s) for their answer.
- Provide students with 10 minutes to come up with their answers, based on a discussion with the members of their group.
- Discuss the answers with the class.

## Extensions

- Ask students to come up with a plan for how they will be involved in at least 60 minutes of moderate- to vigorous-intensity physical activities they enjoy daily.
- Offer a variety of physical activities with input from students to allow them to experience new physical activities they may enjoy.
- For team activities, an adult can be responsible for dividing the group into teams of equal skill ability to ensure a fair and fun game for everyone.

*Enjoy  
being active  
every day.*

**ANSWER KEY: ACTIVE LIVING FOR EVERY BODY**

1: False.

❖ There are many ways to be physically active including: biking or walking to school, Physical Education classes, Daily Physical Activity (DPA), playing Frisbee, dancing, playground games, skipping rope, playing hopscotch, playing sports, doing yoga, raking leaves, or climbing stairs.

2: True.

❖ There are many benefits to being physically active including: improving self-esteem, feeling more energetic, improving mental health (concentration, focus, and calmness), physical health and well-being, making friends, decreasing stress and developing skills.

3: True.

❖ Being physically active is important for everyone, regardless of their size, shape or skill level. Fitness and health are determined by healthy behaviours, not size or shape!

4: False.

❖ Canadian Physical Activity Guidelines encourage children to get at least 60 minutes of moderate- to vigorous-intensity physical activity daily. Some examples include walking quickly, bike riding, skateboarding, skating, rollerblading, running, playing soccer, and cross-country skiing.

**RESOURCES**

- 1 Classroom Healthy Eating Action Resource K to 7 (in Action Pack or refer to Action Pages!)
- 2 Classroom Action Resource K to 7 (F) (refer to Action Pages!)
- 3 Health Canada – Eat Well and Be Active Educational Toolkit (refer to Action Pages!)
- 4 Canadian Physical Activity Guidelines (refer to Action Pages!)
- 5 The Student Body – Promoting Health at Any Size (refer to Action Pages!)
- 6 Jessie's Legacy ([www.familyservices.bc.ca](http://www.familyservices.bc.ca))
- 7 Mission Nutrition (refer to Action Pages!)



# Active Living for Every Body

NAME: \_\_\_\_\_

Discuss the following statements with your group.  
Circle the answer and then write the reason(s) in the space provided.

1

Playing on sport teams and swimming are the only ways to be physically active.

TRUE FALSE

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2

Being physically active can help improve your health, grades, strength, self-esteem and how you feel about yourself.

TRUE FALSE

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3

Physical activity is recommended for everyone, regardless of body size, shape or skill level.

TRUE FALSE

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4

Children should be aiming for 30 minutes of physical activity every day. Provide examples of enjoyable physical activities.

TRUE FALSE

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# 5

## Stand Up

Students will learn how weight and shape teasing or bullying can have a negative effect on body image and self-esteem, and will develop an understanding that all body shapes are unique and have value.

### PREPARATION

- ✓ Review Overview (p. 7)
- ✓ Print a copy of the *Memo Home* (p. 39)

### CURRICULUM CONNECTIONS (p. 12)

- ✓ Health and Career Education
- ✓ English Language Arts

## Activities

■ Discuss what is and is not appropriate behaviour regarding issues related to body image, teasing, etc. Let students know that it is not okay to do or say things that contribute to others feeling bad about their bodies or about themselves; this includes making negative comments or jokes about body size, body shape, or physical ability. Encourage students to respect and accept all body shapes and sizes. Many people who may be judged as having an unhealthy body weight may actually be healthy. Factors beyond just weight need to be considered, including: eating well, being involved in regular physical activity, being emotionally well, healthy medical check-ups, etc. Let students know that everyone develops physically at her or his own pace and that the size and shape of their body is largely due to family genes.

■ Use the following activity to engage the students in this discussion. Invite students to stand up (if they are comfortable doing so) if they:

**Q** Think that most of body size and shape is determined by family genes.

↘ True. About 50-80% is determined by genes.

**Q** Think that making fun of someone's body shape or size is bullying.

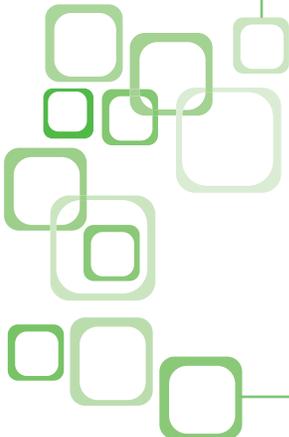
↘ True. We should respect and accept diversity in all areas including body shape or size.

**Q** Have wished that they could change any part of the way they look.

↘ Accepting all parts of your unique body will help to feel better about yourself.

**Q** Believe that images shown in the media are accurate representations of people.

↘ False. In many cases images are changed using computers.



All body shapes  
are unique and  
have value.

**Q** Think that it is easy to stand up for someone if they are being teased or bullied.



False. It is hard to stand up for yourself or others when bullying is happening. Walking away from the person who is doing the teasing, responding assertively by telling bullies to stop their hurtful words or acts, or talking to a teacher or an adult about the teasing are some methods that can be used in these situations.

## Extensions

- Allow students to brainstorm and, as a group, create a classroom/school/gymnasium contract to guide their own actions related to body image, teasing, etc. Classroom contracts can help empower students to help guide their own classroom behaviour. For example: We will follow the school's code of conduct that includes respecting others by not making comments about other people's body shape or size.
- Provide a copy of the *Memo Home*, p. 39 to each student and ask them to take it home and have a discussion with their parents/caregivers about what they learned at school. Ask them to share related conversation as part of a class discussion.

### RESOURCES

- 1 Classroom Healthy Eating Action Resource K to 7 (in Action Pack or refer to Action Pages!)
- 2 Classroom Action Resource K to 7 (F) (refer to Action Pages!)
- 3 Health Canada – Canada's Food Guide, 2007 (available in 12 languages and for First Nations, Inuit and Métis; free class sets available) (in Action Pack or refer to Action Pages!)
- 4 Health Canada – Eat Well and Be Active Educational Toolkit (refer to Action Pages!)
- 5 Health Canada – My Food Guide (refer to Action Pages!)
- 6 Health Canada – My Food Guide Servings Tracker (refer to Action Pages!)
- 7 The Student Body – Promoting Health at Any Size (refer to Action Pages!)
- 8 Jessie's Legacy ([www.familyservices.bc.ca](http://www.familyservices.bc.ca))

# Hunger, Fullness and Triggers

Students will examine how internal and external cues can impact eating choices and the effects on their short and long-term health. Students will learn to identify what influences personal health decisions regarding healthy eating, identify physical reasons for eating, and examine the circumstances that trigger the desire to eat.

## PREPARATION

- ✓ Review Overview (p. 7) and *Teacher Notes* (included)
- ✓ Copy *Hunger, Fullness, Triggers and Me* handout (included) for each student
- ✓ Review ANSWER KEY (included)

## CURRICULUM CONNECTIONS (p. 12)

- ✓ Health and Career Education
- ✓ English Language Arts

## Activities

- Lead a discussion about what food means to students and what triggers our internal and external cues that contribute to eating.
- Tell students that we are born knowing when we are hungry and when we have had enough to eat. Most often we eat because we are hungry (physical); however, there are times when we eat even though we are not hungry (emotional).
- Explain physical hunger (need) and emotional hunger (desire) (refer to *Teacher Notes*). Use the description of *Hunger and Fullness* to explain the concept of why we eat even when we are not hungry and how this can impact our health over the long term.
- Ask students to discuss what triggers or reasons make them either want, or not want to eat. List them where everyone can see.
  - ◀ Some of the triggers or reasons we choose to eat are as follows:
    - ✓ feelings of hunger (the most important)
    - ✓ emotions such as boredom, anger, happiness, etc.
    - ✓ scheduled eating times such as lunch, recess, or break
    - ✓ celebrations and social events
    - ✓ the effects of marketing/advertising
    - ✓ to make other people happy, including family or friends
    - ✓ a favourite food is available
  - ◀ Some of the reasons we choose not to eat are as follows:
    - ✓ feelings of fullness
    - ✓ emotions such as frustration, stress, unhappiness, etc.
    - ✓ dislike of the food

*Listen to your  
body's hunger  
and fullness  
cues.*

- Distribute the *Hunger, Fullness, Triggers and Me* handout and have students complete this.
- As a class, discuss responses to the *Hunger, Fullness, Triggers and Me* handout.

## Extensions

- Have students form pairs and share the physical and emotional scenarios they have created on their handout and the strategies they have used to prevent over or under-eating in particular situations.

### ANSWER KEY: HUNGER, FULLNESS, TRIGGERS AND ME SCENARIOS

Scenario 1:

↕ Emotional

Scenario 4:

↕ Emotional

Scenario 2:

↕ Physical

Scenario 5:

↕ Physical

Scenario 3:

↕ Emotional

Scenario 6:

↕ Physical

### RESOURCES

- 1 Classroom Healthy Eating Action Resource K to 7 (in Action Pack or refer to Action Pages!)
- 2 Classroom Action Resource K to 7 (F) or Middle School (refer to Action Pages!)
- 3 BC Ministry of Education, Healthy Eating and Physical Activity Learning Resource, Grade 7, Lesson 1 (refer to Action Pages!)
- 4 The Student Body – Promoting Health at Any Size (refer to Action Pages!)
- 5 Jessie's Legacy ([www.familyservices.bc.ca](http://www.familyservices.bc.ca))

# Teacher Notes

## ■ HUNGER AND FULLNESS

Consistently ignoring hunger and fullness can contribute to over or under-eating. Listening and responding to the body's natural hunger and fullness cues help get the energy and nutrients needed. This is critical to our health and to the way we feel about ourselves.

### ↘ Physical Hunger

True hunger is based on a physical need for food or drink. Hunger cues or signals usually begin 2 to 3 hours after eating and can become quite uncomfortable. It takes about 20 minutes after eating for the message to get to the brain that food has been eaten and for hunger signals to disappear.

Children are born knowing when they are hungry and when they have had enough to eat or when they are full. It is important to encourage children to focus on and respond to their hunger and fullness cues.

### ↘ Emotional Hunger

Sometimes we eat when we are not hungry and do not stop when we feel full. The following external factors interfere with our body's natural ability to listen to internal signals of hunger and fullness and to eat accordingly:

- ✓ EMOTIONS: boredom, stress, anger, depression, happiness and anxiety can sometimes cause us to either over or under-eat.
- ✓ LEARNED BEHAVIOURS: eating at scheduled meal times or skipping meals in an effort to lose weight.
- ✓ SPECIAL EVENTS AND CELEBRATIONS: social gatherings and celebrations often trigger people to eat more than their bodies need.
- ✓ MARKETING AND ADVERTISING: food companies often promote large portions of high in fat, sugar, and salty food.



### ↘ Fullness

The feeling of fullness is the body's way of telling us that it is satiated and does not require any more food. When we eat slowly and listen to our internal hunger and fullness cues, we stop eating naturally when we are full. When we listen and respond to these cues, we also eat the right amount for our bodies which helps us to maintain a healthy body weight and feel good about ourselves.

*Adapted from: BC Ministry of Education: Healthy Eating and Physical Activity Learning Resource, Grade 7, Lesson 1 ([www.bced.gov.bc.ca/health/healthy\\_eating\\_physical\\_act\\_gr7.pdf](http://www.bced.gov.bc.ca/health/healthy_eating_physical_act_gr7.pdf))*



# Hunger, Fullness, Triggers and Me

NAME: \_\_\_\_\_

For each scenario listed, circle either the word Physical or Emotional to indicate the reason your hunger is triggered (whether internal or external) by these situations.

|   |  |  |
|---|--|--|
| <p>SCENARIO<br/><b>1</b></p> <p>My best friend and I have had a big fight. I am making myself an ice cream sundae.</p> <p>PHYSICAL    EMOTIONAL</p> | <p>SCENARIO<br/><b>2</b></p> <p>I have had eight hours of sleep and I am ready for breakfast.</p> <p>PHYSICAL    EMOTIONAL</p> | <p>SCENARIO<br/><b>3</b></p> <p>No one is asking me to dance. I think I will have some French fries.</p> <p>PHYSICAL    EMOTIONAL</p>                |
| <p>SCENARIO<br/><b>4</b></p> <p>There is only one more slice of birthday cake left. I think I will eat it now.</p> <p>PHYSICAL    EMOTIONAL</p>     | <p>SCENARIO<br/><b>5</b></p> <p>I smell fresh muffins baking. I am hungry.</p> <p>PHYSICAL    EMOTIONAL</p>                    | <p>SCENARIO<br/><b>6</b></p> <p>Dinner is on the table and I have not had anything to eat since after school today.</p> <p>PHYSICAL    EMOTIONAL</p> |

■ What are some of your physical “triggers” or signs of hunger? \_\_\_\_\_

\_\_\_\_\_

■ What are some emotional “triggers” for eating when you are not really physically hungry? \_\_\_\_\_

\_\_\_\_\_

■ Write two scenarios – one describing physical hunger and one describing emotional hunger.

PHYSICAL: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

EMOTIONAL: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

■ Why is it important to know that there are both physical and emotional triggers to eating? \_\_\_\_\_

\_\_\_\_\_

# 7 8 9

## Digging Up the Dirt on Dieting

Students will learn about the risks of dieting and the benefits of healthy eating. They will complete a short assessment to determine if they are eating well, and they will set a goal to improve their eating.

### PREPARATION

- ✓ Review Overview (p. 7)
- ✓ Copy *Digging Up the Dirt on Dieting* handout (included) for each student
- ✓ Review Canada's Food Guide (in Action Pack) to guide handout responses

### CURRICULUM CONNECTIONS (p. 13)

- ✓ Health and Career Education
- ✓ English Language Arts

## Activities

- Hand out copies of Canada's Food Guide to use as a reference in completing the handout.
- Provide each student with a copy of the *Digging Up the Dirt on Dieting* handout (4 pages) and ask them to answer the true or false questions, read the information, and complete all the questions.
- Lead a guided discussion about the handout. Sample questions include:

Q Did they learn anything new from the handout?

Q Were they surprised to learn that 50-80% of body size and shape is determined by family genes?

Q What proportion of the class always eats breakfast?

Q Ask students to share the goal they plan to work on.

## Extensions

- Graph the class results of the answers ("yes", "sometimes", "no") to the third page of the *Digging Up the Dirt on Dieting* handout. Ask students to choose one of the questions that had a high number of "no" or "sometimes" answers and do some research on this topic for a short report. The report may include tips to help people meet a goal they have set for themselves.
- Ask students to create a personalized "My Food Guide" and use the "My Food Guide Servings Tracker" to track the kinds and amount of food they ate during one school day and one weekend day.

## RESOURCES

- 1 Classroom Healthy Eating Action Resource K to 7 (in Action Pack or refer to Action Pages!)
- 2 Classroom Action Resource K to 7 (F) or Middle School (refer to Action Pages!)
- 3 Health Canada – Canada’s Food Guide, 2007 (available in 12 languages and for First Nations, Inuit and Métis; free class sets available) (in Action Pack or refer to Action Pages!)
- 4 Health Canada – Eat Well and Be Active Educational Toolkit (refer to Action Pages!)
- 5 Health Canada – My Food Guide (refer to Action Pages!)
- 6 Health Canada – My Food Guide Servings Tracker (refer to Action Pages!)
- 7 The Student Body – Promoting Health at Any Size (refer to Action Pages!)
- 8 Jessie’s Legacy ([www.familyservices.bc.ca](http://www.familyservices.bc.ca))

*Dieting can be very emotional – it is associated with lower self-esteem, depression, or feeling lousy.*





# Digging Up the Dirt on Dieting

and finding out what you can do instead

NAME: \_\_\_\_\_

## TRUE OR FALSE?

- 95% of dieters will regain the weight lost while on a weight loss diet  TRUE  FALSE
- The risk of gaining more weight increases with each weight loss diet  TRUE  FALSE
- People who follow weight loss diets are twice as likely to be overweight 5 years later as those who do not  TRUE  FALSE
- The average model is thinner than 98% of women  TRUE  FALSE

These statements are all true.

## Dieting $\neq$ Healthy Eating

Dieting is when you restrict what you eat to lose weight.

Examples of weight loss diets are: high protein, low carb, low fat, fasting, skipping meals, low calorie (i.e. counting calories or points), and eating only certain food like grapefruit.

Healthy eating is a life-long way of eating. It means choosing a variety of food: **most** are healthy and there is also some room for food that does not fit into Canada's Food Guide.

(1 of 4)

# Dieting

This is what happens to your body when:

- ◆ You skip meals and ignore your hunger cues by eating less:
  - ✓ your body burns fewer calories because it thinks you are living in a state of starvation.
  - ✓ your brain does not work as well and you have a harder time concentrating and staying awake.
  - ✓ you become grumpy more easily.
  - ✓ you may overeat later on in the day.
  
- ◆ You cut **most** carbs (carbohydrates):
  - ✓ you miss out on important vitamins and minerals.
  - ✓ your body uses some of your muscles for fuel. This may cause headaches, low energy levels and bad breath.
  
- ◆ You limit fat:
  - ✓ your skin and hair look less healthy.
  - ✓ you do not feel as satisfied at meals and snacks, so you tend to eat more.
  
- ◆ You take diet pills or fast:
  - ✓ you lose water, rather than losing any permanent weight. There is no magic pill for weight loss.

*Dieting can be very emotional – it is associated with lower self-esteem, depression, or feeling lousy.*

## To be healthy and to get to a body weight that is right for you without dieting:



### Eat Well

|   | YES                      | SOMETIMES                | NO                       |
|---|--------------------------|--------------------------|--------------------------|
| <b>Do you always eat breakfast?</b><br>There is no “right” breakfast food. Enjoy leftover dinner, a smoothie or a sandwich – whatever works for you.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Do you eat regularly throughout the day?</b><br>This might mean 3 meals with snacks in between or 5-6 mini-meals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Do you use Canada’s Food Guide to help you choose healthy meals and snacks?</b><br>Try to have 2 food groups for each snack and try to have 3-4 food groups for each meal. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Do you listen to your body’s hunger and fullness cues?</b><br>Eat when you are hungry and stop when you feel full.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Do you eat with your family and/or friends?</b>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Do you take time to eat and enjoy your meals?</b><br>Remember it takes about 20 minutes before your body starts to feel full.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Do you eat mindfully?</b><br>Avoid eating in front of the TV or computer.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Do you pay attention to portion size?</b><br>Share large portions with friends. Put food on a plate rather than eating from the box or bag.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Do you enjoy all food?</b><br>There is no “bad” food but choices from Canada’s Food Guide should make up <b>most</b> of your meals and snacks.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Do you quench your thirst with water and milk and limit the amount of juice and pop you drink?</b>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Congratulate yourself on all the questions to which you answered “yes”. For the questions to which you answered “no” or “sometimes”, work on one at a time until you have answered “yes” to all of them. Be patient with yourself; making healthy eating part of your everyday routine can take time!

(3 of 4)

## Be Active

- Being active does not have to mean going for a run or doing push-ups. Being active can look different for everyone. Try activities that you enjoy like walking, dancing, yoga, playing volleyball, hiking, skateboarding, biking, or rollerblading.
- Enjoy the benefits you get from being active: more energy, lower stress, increased concentration, stronger bones, better sleep and a lower risk of some diseases.

## Have a Positive Attitude

- Remember that 50-80% of body shape and size is determined by family genes.
- Healthy bodies come in all shapes and sizes. Accept and respect yourself and others.
- Do not be hard on yourself; be happy with every small change made.

THE GOAL I PLAN TO WORK ON IS:

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*Adapted from: Vancouver Coastal Health 2012  
Reference: [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)*



## Memo Home



To: Parent/Caregiver

Re: **Being Me: Promoting Positive Body Image**

*Being Me: Promoting Positive Body Image* is a new resource to promote healthy eating, healthy weight and positive body image, and prevent disordered eating.

To support the classroom learning, consider the following suggestions:

- Develop or maintain acceptance of your own body and model healthy attitudes about eating and being active.
- Help children accept that most of their body's shape and size is determined by their family genes.
- Teach children that it is normal to gain weight prior to the period of rapid growth that happens during puberty.
- Listen when children talk about their changing bodies and feelings, and help them deal with any teasing or bullying they may be experiencing.
- Focus on children's unique characteristics and abilities rather than on appearance (e.g. funny, helpful, artistic, caring, friendly, etc.).
- Teach children to be respectful and accepting of others regardless of weight, size, or shape.
- Avoid putting children on a diet, counting calories, or labelling food as "bad" or "good".
- Enjoy sharing food together whenever possible.

[www.familyservices.bc.ca](http://www.familyservices.bc.ca) ■ [www.keltymentalhealth.ca](http://www.keltymentalhealth.ca)

## Initiatives in BC – Disordered Eating and Eating Disorder Prevention

The following is an overview of a range of existing and emerging disordered eating and eating disorder prevention initiatives in the Province of British Columbia.

- 1 Mindcheck.ca at [www.mindcheck.ca](http://www.mindcheck.ca):** Is a website for youth and young adults which aims to: i) increase awareness of mental health and substance use problems and decrease the stigma associated with these issues; ii) improve recognition of mental health and substance use problems in youth and young adults; and iii) increase the use of effective self-care strategies by youth and young adults. Mindcheck.ca is one component of a health literacy project implemented by the Early Intervention Project within Child, Youth and Young Adult Mental Health and Addictions Services in the Fraser Health Authority. Mindcheck.ca will be expanded and enhanced to fulfill a provincial mandate for youth and young adult mental health literacy. As part of this expansion, information on body image and the prevention of eating disorders, including early intervention resources will be added to the mindcheck.ca website, with an ultimate goal of increasing mental health literacy among youth and young adults who use the site.
- 2 Kelty Mental Health Resource Centre Eating Disorders at [www.keltyeatingdisorders.ca](http://www.keltyeatingdisorders.ca):** The Eating Disorders microsite of the Kelty Mental Health Resource Centre provides in depth resources and eating disorders information, including early identification, early intervention and system navigation/referral information. A complete listing of resources related to different eating disorder topics has been compiled. Stakeholders from the Provincial Eating Disorders Network and the community have been consulted to inform the content of the microsite. The information gathered from the consultations has informed the site's design, content and functionality, and was used to develop an effective and meaningful “user flow” experience.
- 3 Jessie's Legacy – Eating disorders prevention resources and support for people in BC at [www.familyservices.bc.ca/professionals-a-educators/jessies-legacy](http://www.familyservices.bc.ca/professionals-a-educators/jessies-legacy):** Jessie's Legacy, a program of Family Services of the North Shore, provides educational, informational and supportive services for youth and families, educators and professionals. Included within this are many web-based resources, family support groups and media literacy initiatives.
- 4 The Go Girls! Healthy Bodies Healthy Minds Program at [www.bigbrothersbigsisters.ca/en/Home/Programs/GoGirls.aspx](http://www.bigbrothersbigsisters.ca/en/Home/Programs/GoGirls.aspx):** This program, affiliated with Big Brothers/Big Sisters, is designed to help young teenage girls appreciate their bodies and develop healthy relationships with food and exercise.

*Source: Disordered Eating and Obesity Briefing Document,  
[www.keltymentalhealth.ca](http://www.keltymentalhealth.ca)*



## Action Schools! BC

# Non-Food Rewards For Children and Youth

Food preferences can be affected when they are associated with rewards or praise. Using unhealthy food as a reward sends mixed messages to students. Using healthy food as a reward links and supports the healthy eating messages and curriculum.

Try any of these alternatives to food rewards or ideas that can be useful to encourage positive behaviour.

### No Cost Alternatives

- attention, praise or thanks
- going first in line
- teacher's assistant
- read or have class outdoors
- extra recess
- read to a younger class
- reduced or no homework pass
- extra art, music, PE or reading time
- listening to music while working
- make deliveries to office
- play favourite game or puzzle
- "free choice" time at the end of the day
- a song, dance or performance by the teacher or students
- a book read to the class
- listen with a headset to a book or CD
- going to the library to select a book to read
- reading school announcements
- designing a class or hall bulletin board
- writing or drawing on the whiteboard
- one extra day extension for an assignment etc.

### Low Cost Alternatives

- school supplies, e.g. ruler, pencil sharpener, pen, pencil, eraser, glitter glue, marker, highlighter, notepad/notebook
- sticker or stamp
- ribbon, certificate or card with an affirming message, e.g. "great job!"
- photo recognition board in a prominent location in the school
- bookmark
- shoe laces, chapstick
- water bottle
- activity items, e.g. jump rope, hula hoop, disc, ball, pedometer, hacky sack, bean bag
- plastic sliding puzzle or other puzzle game
- playing cards
- temporary tattoos
- key chain
- crazy straw
- book
- a plant or seeds and pot for growing a plant
- "mystery pack", e.g. notepad, folder, cards, etc.
- take a trip to the treasure box, e.g. non-food items
- enter a draw for donated prizes
- create class "money" for students to accumulate to purchase items, e.g. the items on this list etc.

Ask students for more...

#### RECOMMENDED RESOURCES:

- 1 Classroom Healthy Eating Action Resource (K to 7) and Workshop at [www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)
- 2 Eat Smart Celebrations at [www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)
- 3 Action Pages! at [www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)



Action Schools! BC



# Eat Smart Celebrations

Celebrations and parties are a fun way to mark special events or holidays and students look forward to the change in school routine. Celebrations often include food and drinks that may not fit into Canada's Food Guide food groups. Celebrations give schools the chance to reinforce classroom food and nutrition lessons. With a few easy changes, most food and drinks can support the health and learning of students and expose them to a variety of new types of food and flavours. If food is used for celebrations, aim for at least 80% healthy choices.



## "But It's Only Once in A While..."

Student and teacher birthdays, holidays, "100's Day", sports day, year end parties, dances, and graduation parties are some of the celebrations that often include food at school.



## Why celebrating with healthy food is important:

- ✓ Eating habits are learned at a young age
- ✓ Teaches students that healthy food can be "fun food"
- ✓ Supports the health lessons being taught in the classroom
- ✓ Helps to keep students' teeth healthy
- ✓ Provides a healthy school environment that makes the healthy choice the easy choice
- ✓ Demonstrates that the school values the health of their students
- ✓ Encourages students to taste new, healthy food through peer acceptance



## Did You Know?

- ✓ Canadians of all ages get more than 20% of their calories from high calorie, low nutrition food, high in fat, sugar or salt
- ✓ When healthy choices are offered in schools, children and teens are far more likely to meet the recommended number of servings of vegetables and fruit and teens are more likely to meet the recommended number of milk and alternatives servings



# Celebrate With Easy and Fun Ideas for Healthier Food and Drinks



*Be aware of any food allergies in your classroom when planning food and drinks for celebrations.*

- ✓ **Friendship Fruit Salad** – make a fruit salad with fruit contributed by every student.
- ✓ **Rainbow Salad** – ask students to bring a vegetable or fruit from a colour group. Layer the washed and chopped vegetables and fruit in a glass bowl to create a rainbow salad.
- ✓ **Make Your Own Pizza** – use whole wheat crusts, tortillas, pitas, naan, or English muffins as the pizza crust. Add low sodium tomato sauce or salsa, vegetables, and low fat cheese.
- ✓ **Make Your Own Yogurt Parfait** – use plain yogurt with cereal that has 4 or more grams of fibre and 5 or less grams of sugar. Add fresh or canned fruits (packed in juice or light syrup).
- ✓ **Make Your Own Pita or Wrap Party** – add hummus, chopped vegetables, roasted meat or poultry, and/or low fat cheese to whole wheat pita pockets or tortillas.
- ✓ **Make Your Own Trail Mix** – mix together unsalted pretzels, cereal that has 4 or more grams of fibre and 5 or less grams of sugar, dried fruit, and sesame and pumpkin seeds.
- ✓ **Fruit Smoothies** – blend together equal parts of 100% juice, yogurt or kefir and fresh or frozen fruit.
- ✓ **Fruit Kabobs with Yogurt Dip** – place cut up pieces of fruit on kabob sticks and dip in yogurt.

- ✓ **Themes:** Challenge the class to find or bring in food from Canada's Food Guide that:
  - is BC Grown
  - is from different countries or cultures they are studying
  - is green for St. Patrick's Day
  - is in different shapes (e.g., triangle sandwiches, cubes of cheese, melon balls, etc.)
  - is red and green for Christmas
  - is red and yellow for Chinese New Year
  - can fit with Halloween celebrations, e.g. witch's brew (soup), pumpkin smoothie, etc.

## Celebrate Without Food

Children with food allergies may be put at risk or feel left out when celebrations include food. There are many other fun ways to celebrate special occasions.

- ✓ **Birthdays** – parents can donate a book to the school library in the child's name or make a donation to the child's favourite charity in the school's name; sing Happy Birthday to the child; post her or his photo on the class bulletin board.
- ✓ **Holiday Season** – collect food for local food banks; partner with a school in a low income neighbourhood and create a gift box of school supplies; make cards for children in another country, residents from a homeless shelter, or seniors in a care home.
- ✓ **Valentine's Day** – students put their name on a big, red paper heart and pass it around the classroom to have other students put positive comments on the heart.

### RECOMMENDED RESOURCES:

- 1 Classroom Healthy Eating Action Resource (K to 7) and Workshop at [www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)
- 2 Bake healthier recipes from the "Bake Better Bites" cookbook available at [www.healthyeatingatschool.ca](http://www.healthyeatingatschool.ca)

