Lesson Nine
Healthy Eating and Physical Activity Choices

Objectives

After participating in this lesson students will

• Identify influences on their choices around healthy eating and physical activity.
• Be more familiar with healthy eating and physical activity options.
• Use guided imagery as a meditation practice.

Time

50 minutes            Prep Time: 15 minutes

Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>9.1 Review and Plan for the Day</td>
<td>3 minutes</td>
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<tr>
<td>9.2 Choices</td>
<td>8 minutes</td>
</tr>
<tr>
<td>9.3 Food Choice Factors</td>
<td>15 minutes</td>
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<tr>
<td>9.4 Meditation</td>
<td>10 minutes</td>
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<tr>
<td>9.5 Food Tasting</td>
<td>10 minutes</td>
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<tr>
<td>9.6 Closure</td>
<td>4 minutes</td>
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</tbody>
</table>

Key Terms

• Choice (as a verb)
• Option (as a noun)
• Organic Food
• Conventional Food
• Guided Imagery

Materials

• Food Choice Factors poster
• Food Choice Factors (Activity Sheet 9.3)
• Guided Imagery—Neck Stretch (Information Sheet 9.4)
• Snacks for food tasting (hummus and crackers, dried fruit)
• Exercise Factors (Activity Sheet 9.6)

Teacher Preparation

• Write Plan for the Day and Objectives on chart paper or board.
• Create poster of Food Choice Factors. List the following factors on chart paper: Cost, Convenience, Taste, Contributes to Goal, Nutritional Value, Level of Choice, Organic, Conventional.
• Make copies of Food Choice Factors (Activity Sheet 9.3), 1 for each student, and place in portfolios.
• Buy healthy snacks for food tasting.
• Make copies of Exercise Choices (Activity Sheet 9.6), 1 for each student, and place in portfolios.

9.1 Review and Plan for the Day  3 minutes

Materials: Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
• Choices
• Food Choice Factors
• Meditation
• Food Tasting
• Closure

Review the previous class. Ask students what influences they remember writing about. List the main influences on the board—Media, Society, Family and Friends. Ask: What are some ways to overcome a negative influence?

Explain that today they will talk about making choices based on what influences them specifically around nutrition and physical activity. They will practice a new meditation technique and then finish class with a food tasting of healthy snacks.

Review the Objectives with students.

9.2 Choices  8 minutes

Materials: Chart paper or access to dry erase/chalkboard

Explain that during the last lesson they looked at influences and how these either help us or impede us in achieving goals. Write “Influences on Choices” (having the power, right or liberty to choose; having options) on the board above the influences list you wrote during the review.

• Direct students’ attention to the phrase Influences on Choices, with the list of influences written underneath. Ask for some specific examples of how these four things influence us and write them next to the influence. For example, a student might say, “My friends influence me by playing basketball every Friday.” Have an example for each of the four influences. (With the influence from friends, tell them it can also be called peer pressure and briefly discuss how peer pressure can be both positive and negative.)
The table should look something like this:

<table>
<thead>
<tr>
<th>Influences</th>
<th>on</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society</td>
<td>e.g. Clothing</td>
<td>To find your style</td>
</tr>
<tr>
<td>Media</td>
<td>e.g. Body image</td>
<td>To feel good about yourself</td>
</tr>
<tr>
<td>Friends</td>
<td>e.g. Play sports</td>
<td>To play or not to play</td>
</tr>
<tr>
<td>Family</td>
<td>e.g. Values</td>
<td>To follow those values</td>
</tr>
</tbody>
</table>

• Tell students: “Now that we have some examples of what influences us, let’s talk about choices we have based on these influences.” Give them an example by saying, “I have a choice whether I play basketball or not with my friends on Friday. My option (the power or right of choosing) is to exercise or not.”

• Explain that we are privileged to have many options about what we do in our lives. Next they will talk about making choices around what they eat.

9.3 Food Choice Factors 15 minutes

**Materials:** Food Choice Factors Activity Sheet 9.3, Food Choices poster

Ask students what are some options they have when deciding what to eat (e.g., where to eat, what to eat, how much to eat). What are some factors they think about when deciding where to eat, what to eat or how much to eat? Give an example if needed, e.g. “cost.” Or ask if they consider how much the food will cost, how long it will take to prepare it, how they will feel after they eat it, and whether it is nutritious.

• Once students have given some examples, show them the poster with all the factors written on it: i.e., the Healthy Eating or Physical Activity Goals they have set, Cost, Convenience, Taste, Contributes to Goal, Nutritional Value, Level of Choice and Organic (grown with fertilizers or pesticides of animal or vegetable origin, as distinguished from manufactured chemicals) vs. Conventional (grown with fertilizers or pesticides of chemical origin).

• Tell students they are now going to compare these factors in different meal choices and see how different types of meals rate using the different factors.

Direct students to the Food Choice Factors activity sheet in their portfolios.

• Tell them they are to look at each of the Food Choices (Fast Food, Homemade Dinner, Restaurant, Frozen Dinner and Movie Theater Dinner). They are to rate each of those choices using the different Choice Factors (Contributes to Goal, Cost, Nutritional Value, Convenience, Taste, Level of Choice and Organic vs. Conventional).

• Demonstrate with one of the Food Choices: “For example, with Fast Food under the Cost column, I would give it a 5 because, to me, it is very inexpensive.” Have students complete the graph individually. Make sure that they total up the value for each meal choice.
• Ask students to look at each of the factors. Tell them to circle the three most important factors to them when making food choices.

• Once all students have completed the activity sheet, have them volunteer to share their responses, first, which food choice had the highest total and, second, which factors are the most important to them when making food choices. Look for any similarities across the class with the responses. Discuss those similarities, if there are any.

• Have students look at the column labeled, “Nutritional Value.” Ask them which food choices ranked the highest for that factor. Tell them that this is an important factor because of the significance of getting the proper nutrition while their bodies are still growing as teenagers.

9.4 Meditation 10 minutes

**Materials:** Guided Imagery—Neck Stretch (Information Sheet 9.4)

Explain that students will be continuing meditation by practicing guided imagery (a meditation session conducted with verbal instruction from a teacher). Explain what guided imagery is and tell them you will be reading a passage to them from a book. Have students find a comfortable place somewhere in the room where they will not be distracted by others. Have them get comfortable in their chairs, sitting up, with hands resting in their laps.

• Tell students that they will start by relaxing their bodies with deep breathing. Have students practice deep-breathing techniques for a couple of minutes. Remind them of counting while inhaling and exhaling if this helps them focus on their breath.

• Once students are focused and quiet and have taken a few breaths, start reading the guided imagery passage from Information Sheet 9.4.

• Once finished with the guided practice, have students continue to take a few more deep breaths and then tell them to slowly begin moving their toes and fingers, gradually bringing their awareness back to the present moment. Tell students to open their eyes and move back to their seats when they are ready.

• End the session by asking students what they thought of this technique. Is it something they would practice again to help them relax or focus?

9.5 Food Tasting 10 minutes

**Materials:** Food for food tasting (choose foods that are healthy yet tasteful, e.g. low-fat whole-wheat pretzels, hummus and whole-wheat pita bread, dried fruit and nuts, fresh fruit or vegetables, low-fat yogurt), utensils for eating the food (plates, cups, forks and knives)

Tell students that you have some different foods for them to sample. These are healthy foods, in that they are low-fat, have high amounts of nutrients in them or are low in sugar.
Explain that once they have some food they should return to their seats for the closure activity.

### 9.6 Closure 4 minutes

**Materials:** Exercise Choices (Activity Sheet 9.6)

Explain that you would like students to fill out a questionnaire on choices in exercising so that they can be aware of the choices they have each day. Show them the Exercise Choices activity sheet in their portfolios. Have them fill it out while they continue to enjoy their healthy food snacks. When students are done, have them share their answers.

### Resources

*Guided Imagery for Groups* published by Whole Person Associates.

Activity 9.5 Food Tasting: from *All 4 You 2!* curriculum, Lesson 13, Activity 5.
# Food Choice Factors

<table>
<thead>
<tr>
<th></th>
<th>Fast Food</th>
<th>Homemade Dinner</th>
<th>Restaurant</th>
<th>Frozen Dinner</th>
<th>Movie Theater Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contributes to Goal</strong></td>
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<td>1= No contribution towards goal</td>
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<tr>
<td>5= High contribution towards goal</td>
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<td><strong>Cost</strong></td>
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<td>1= Very expensive</td>
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<td>5= Inexpensive</td>
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<td><strong>Nutritional Value</strong></td>
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<td>1= Low nutritional value</td>
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<td>5= High nutritional value</td>
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<td><strong>Convenience</strong></td>
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<td>1= Not convenient</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5= Very convenient</td>
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<td><strong>Taste</strong></td>
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<tr>
<td>1= Does not taste good</td>
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<td>5= Tastes very good</td>
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<td><strong>Level of Choice</strong></td>
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<td>1= Not a lot of choice</td>
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<tr>
<td>5= A lot of choice</td>
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<td><strong>Organic vs. Conventional</strong></td>
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<td>1= Conventional</td>
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<td>5= Organic</td>
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<td><strong>Totals</strong></td>
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**Food Choice Factors**

Nutrition and Physical Activity for Lifelong Health

ETR Associates
Guided Imagery—Neck Stretch

Goal
To relax tense muscles in the neck area.

Special Considerations
Demonstrate the stretches as you give verbal instructions. Remind participants this is not a competition. They should stretch gently, and never push to the point of pain.

Guided Stretch Script
Look straight ahead, with your knees together…

Grasp the underside of the chair seat…and pull upwards on the seat, at the same time you lower both shoulders a few inches…

Your elbows, by this time, should be slightly bent.

As you pull up on the chair…you should feel the muscles between your neck and shoulders stretch…

These are the long muscles running from the top of your shoulders to the back of your neck, called the trapezius muscles…

Next, simply rotate your head from left to right…and to the left again…as if you were shaking your head no…

Do not “help” your stretch by pushing your head with your hands. This may result in an injury.

Instead, place your hands on the sides of your neck…So you can gently massage the two areas being stretched…

Keep breathing throughout your stretch…

When you are done with your stretch, take note of any thoughts…feelings…and sensations you are experiencing…(Pause 5 seconds.)

When you have noted these, you have completed this exercise for now.

Used with permission from Whole Person Associates Inc., 210 West Michigan, Duluth, MN 55802-1908, www.wholeperson.com.
Listed below are some options you have when choosing what you want to do for exercise. Think about what will motivate you to exercise, and then circle the option you would choose.

It will help me to exercise if I:

- Go with a friend  or  Exercise alone
- Go outside  or  Stay inside
- Play on a team  or  Play for fun
- Pay money  or  Go for free
- Choose competitive  or  Non-competitive activity
- Choose long-duration  or  Short-duration activity
- Choose high-intensity  or  Low-intensity activity

Can you think of other choices you make when exercising?

**Take note of the choices you have circled—they are the factors that will encourage you to exercise!**