

The Northern Edge

Study Guide

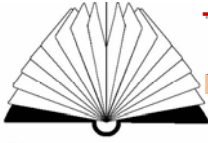
Ken's Story

Ken's Story

I'm nineteen. I drive the water truck in the community. It's a great job—I love it. I drive the truck and Johnny, my partner, gets out and fills up the water tanks.

After work, I used to go home, have supper, then watch TV. We have a satellite dish, so there's always something good on. I would lie on the chair with some potato chips watching the 'boob-tube'. On weekends, I'd hang out at the video arcade or play cards with my friends.





Ken's Story

Introduction

This story is from **Issue #1 of The Northern Edge**. Ken's story is about active living. Learning activities on-line include spelling quizzes and a content quiz.

This story offers an opportunity to encourage learners to make regular physical exercise and healthy eating part of their daily lives.

This section first presents a list of 12 learning activities and the written text for Ken's Story. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

Some activities are short and others take up to a week to complete. Some involve physical activity as well as literacy skills.

This symbol marks the written text for Ken's Story.

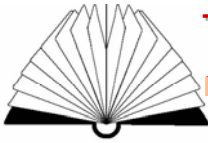




This symbol marks instructor notes.



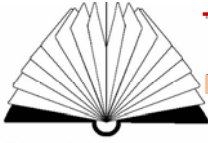
This symbol marks handouts to copy for learners.





Ken's Story List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	2 handouts	13 to 17
2) Language skills	1 handout	13, 18
3) Questions	2 handouts	19 to 22
4) Writing	2 handouts	19, 23, 24
5) Active living role models	No handout	25
6) Walk the community **	No handout	26
7) Five Senses **	2 handouts	27 to 29
8) Where's the action? **	2 handouts	30 to 35
9) The newsletter **	1 handout	36, 37
10) Active living **	5 handouts	38 to 48
11) Let's make a meal	2 handouts	49 to 54
12) Time to get active	No handouts	55

** These activities include some physical activity.



Text - Ken's Story

Issue #1 The Northern Edge

I'm nineteen. I drive the water truck in the community. It's a great job - I love it. I drive the truck and Johnny, my partner, gets out and fills up the water tanks.

After work, I used to go home, have supper, then watch TV. We have a satellite dish, so there's always something good on. I would lie on the chair with some potato chips watching the 'boob-tube'. On weekends I'd hang out at the video arcade or play cards with my friends.

Then I met Sara. I really like her. She's got so much energy. She didn't say I was a couch potato, but I knew she thought that.

One day I asked her, "How come you have so much energy?"

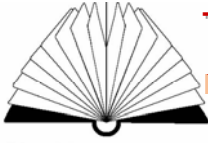
She told me, "It's because I look after myself. I try to eat healthy food and I like to be active. If you're active, you'll be healthier and have lots of energy."

I told her I was no 'jock', that I didn't like sports.

She said, "That doesn't matter. Being active is not just playing sports."

She talked about something called 'active living' — about people being active every day.

Sara said, "You can do almost anything — walk, do chores like chopping wood. The important thing is to pick some things you like

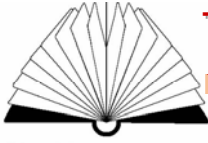


doing and do them every day. You can do different things for 10 minutes at a time then add them up, until you have between 30 to 60 minutes.

I decided I'd give it a go. Boy, it was hard getting started! At first, I just got out of the water truck and gave Johnny a hand with the hose. That wasn't too bad.

Then I decided I'd walk to work instead of driving. I only live ten minutes away anyway. Then Johnny asked me to help him build a skidoo shack. We hauled wood and climbed up and down the ladder.

Now I try to do things every day. I feel pretty good about myself and I can see Sara feels pretty good about me too!



Vocabulary Learning Activity 1

Two handouts

1-1: What do these words mean?

Learners look for the best meaning for words from the story.

1-2: What do these idioms mean?

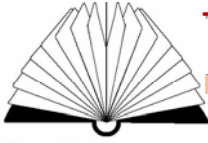
Learners explore the meaning of some English idioms.



Language skills Learning Activity 2

One handout

This activity uses words from Ken's story. Learners fill in the word blanks on the handout in the story 'Installing the Satellite Dish'.



Vocabulary
Learning Activity 1

1-1: What do these words mean?

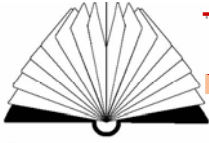
Use a dictionary and write down the **best** meaning for these words from Ken's story. Look up any other words from the story you don't understand.

1) Arcade _____

2) Satellite _____

3) Community _____

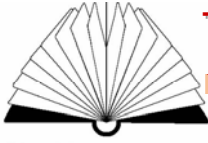
4) Decided _____



5) Nineteen _____

6) Energy _____

7) Lie _____



Vocabulary
Learning Activity 1

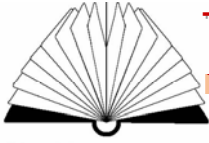
1-2: What do these idioms mean?

You learn what some English words mean just from the way people use them. You won't find them in the dictionary. These words are called 'idioms'. What do these idioms mean? Does Ken's story have other idioms?

1) Boob tube _____

2) Couch potato _____

3) Jock _____

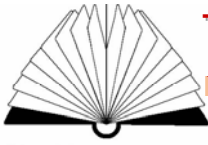


4) Give it a go _____

5) Hang out _____

6) Feel pretty good _____

Other idioms?



Language skills
Learning Activity 2

Use these words to fill in the blanks in the story below:

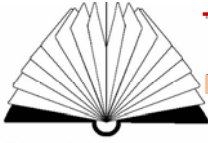
arcade community satellite decided
nineteen energy lie couch potato

Installing the Satellite Dish

The first television programs in the NWT were short. They lasted only four hours every evening. When I was _____ years old, our _____ received a TV signal by _____.

My dad asked me to install the dish on the top of our house. I did not have the _____ to haul the ladder out of the shed and climb on the roof to do the job. I liked being a _____. I would rather play games with my friends at the _____.

When my father came home, he told me what a good job I did. I could not tell a _____. I _____ to be truthful and tell him I paid my brother to do it for me.



Questions Learning Activity 3

Two handouts

3-1: Story questions

Learners answer questions about Ken's story. The handout asks learners to use a full sentence with correct punctuation.

3-2: Journal writing

Learners use questions in the handout to guide their journal writing.



Writing Learning Activity 4

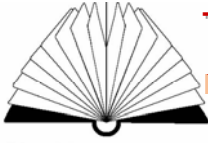
Two handouts

4-1: Working with words

Learners use a list of words from Ken's story to write a paragraph.

4-2: Sentence combining

Learners combine short sentences into longer sentences.



Questions
Learning Activity 3

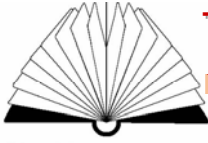
3-1: What did we learn about Ken?

Answer the following questions in sentences. Begin with a capital letter and end with the correct punctuation.

1) What is Ken's job in the community?

2) How do you know that Ken is not an active person?

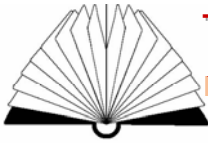
3) Why didn't Sara call Ken a 'couch potato'?



4) Why do you think Sara told Ken about 'active living'?

5) How does Ken feel once he starts to get some exercise?

6) How does Ken know that Sara feels pretty good about him?

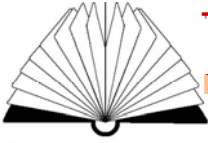


**Questions
Learning Activity 3**

3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ What is your reaction to this story?
- ✓ What can happen to you if you are a couch potato?
- ✓ How do you make time in your busy life to keep active?
- ✓ What activities keep you active?
- ✓ How do you feel when you are finished your activity?
- ✓ Do you encourage your family and friends to be active?

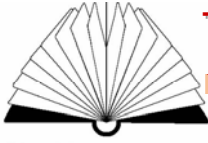


Writing Learning Activity 4

4-1: Working with words

Choose five or more words from the list below. Use these words to write a paragraph in a way that connects these five words. Put a title with your paragraph.

- | | | | |
|--------|------------|-----------|-------------|
| arcade | activities | community | decided |
| active | nineteen | energy | lifestyle |
| choice | healthy | progress | participate |



Writing Learning Activity 4

4-3: Sentence Combining

Writers sometimes combine short sentences into longer sentences.

Example 1: Judy delivers newspapers. She delivers them after school. She does this to earn money.

Judy delivers newspapers after school to earn money.

Example 2: Half of the money is for videos. Half of the money is for savings.

Half of the money is for videos and half is for savings.

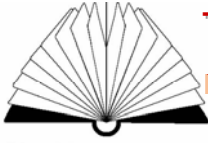
Combine these short sentences into one longer sentence.

Sarah likes to be active. She walks to work every day. Sarah plays hockey twice a week.

Three horizontal lines for writing.

Ken needs more exercise. He needs 60 minutes of exercise every day. He needs exercise to keep healthy.

Three horizontal lines for writing.



Active living role models Learning Activity 5

No handout

5-1: Write a paragraph

Ask learners to choose a famous person, a friend, or someone else they admire because of their active lifestyle.

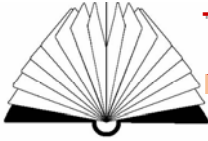
Ask learners to write a paragraph to describe:

- ✓ What does this person do that impresses you?
- ✓ What does this person do to keep active?
- ✓ How does this person influence you and others to keep active?

5-2: Write a letter

Ask learners to write a letter to someone who has been an active living role model for them. For example: a sports hero, a drama coach, or a physical education teacher.

Ask learners to describe the impact the role model had on the learner's life. How did the role model help them to be more active?



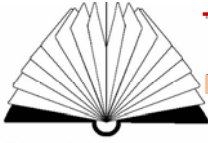
Walk the community Learning Activity 6

No handout

Give the learners a map of their community. Or make a map of the community together.

Challenge the learners to walk every street. Ask them to mark off the streets on the map as they finish each one.

- ✓ Choose a walking buddy
- ✓ Walk 15 minutes during class time
- ✓ Make it a personal challenge - walk every evening
- ✓ Ask people to keep track of how much time they walk every day
- ✓ Have a contest to see who can finish walking all the streets first
- ✓ Have a contest to see who spends the most time walking over one week or one month



The five senses Learning Activity 7

Two handouts

Use this activity to introduce paragraph writing to 110 learners and as a review for 120 learners. They also get some physical exercise.

Our five senses include our eyes, ears, nose, taste buds, and skin. We use our five senses to see, hear, smell, taste, and touch or feel.

7-1: Senses at home

Ask learners to do this handout. It asks them to brainstorm and list things they see, hear, smell, taste, and touch at home.

Then go for a walk in the community.

7-1: Senses in the community

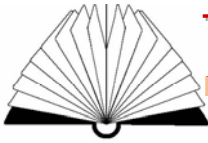
After the walk, brainstorm all the things people saw, heard, smelled, tasted, and touched in the community. Ask the learners to fill out the second handout after the brainstorm.

Prepare learners to write a paragraph. Brainstorm for a main idea and a closing sentence.

Model an outline of a paragraph on the board to show how the main idea, supporting details, and the closing sentence fit together.

Learners who have difficulty with spelling and writing do well with this strategy.

Ask learners to write a paragraph with the brainstormed main idea and closing sentence.

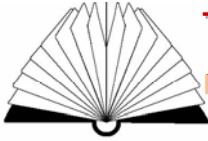


The five senses
Learning Activity 7

7-1: Senses at home

People have five senses. We use our eyes, ears, nose, taste buds, and skin to help us understand the world. Brainstorm at least three things you can see, hear, smell, taste, and feel or touch at home.

In my home I ...
See
Hear
Smell
Taste
Touch or feel



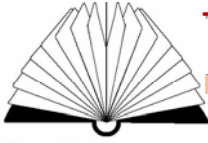
The five senses
Learning Activity 7

7-2: Senses in the community

Use this handout after you take a walk in your community.

In my community I ...
See
Hear
Smell
Taste
Touch or feel

Write a paragraph to describe your experience. Use the words and phrases above. Write about 6 to 10 sentences. Remember, the first sentence introduces the paragraph. The last sentence closes the paragraph. What is the title of your paragraph?



Where's the action? Learning Activity 8

Two handouts

Learners do research and writing, and produce a brochure about summer and winter activities available in their community. This activity takes some time and may happen over several days.

8-1: Community activities

Learners work in pairs to make a list of all the summer and winter activities available in their community. Encourage them to talk to lots of different people and agencies. For example: the health centre, recreation centre, visitor information, arena, band office, daycare, seniors, youth centre, women's group. Ask each pair to share their list and make one big list.

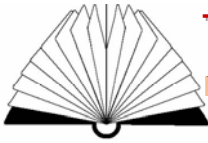
8-2: More about community activities

Divide up the big list among the pairs. Ask each pair to use the second handout to write down some details about each activity assigned to them.

Use the information to write a brochure for the community. Or look at other ways learners can share the information with the community.

Have a class discussion:

- ✓ What other activities would learners like to have in their community?
- ✓ What's the best way to initiate new activities in the community?

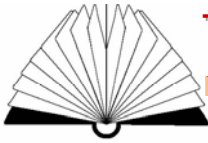


**Where's the action?
Learning Activity 8**

8-1: Community activities

With a partner, list all the summer and winter activities people do in your community. Talk to lots of different people and agencies.

Summer activities	Winter activities



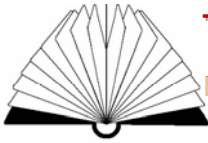
**Where's the action?
Learning Activity 1-8**

8-2: More about community activities

Find out more details about each summer and winter activity. For each activity ask: What? When? Where? How? Who? Why?

Make a brochure to share this information with your community.

Name of the activity
When does it happen? <ul style="list-style-type: none"> ✓ Winter, summer, daylight, any time ✓ Scheduled time or not
Where do people participate? <ul style="list-style-type: none"> ✓ Inside or outside ✓ A specific building or outside area
How do people participate? <ul style="list-style-type: none"> ✓ Need other people or do it on your own ✓ Do people need special equipment
Who can participate? <ul style="list-style-type: none"> ✓ Can any or all ages participate ✓ Can men and women participate
Why do people participate? <ul style="list-style-type: none"> ✓ Learn skills ✓ Fun, socialize ✓ Build strength or endurance

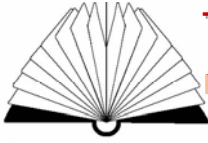


How to organize a brochure

A brochure is usually one piece of paper folded to make three panels. This diagram shows the two sides of the page when it's open. Use sample brochures and this diagram to help decide what pictures or words belong in each panel. Use a computer and a publisher program, if you have one.

Inside left	Inside middle	Inside right
--------------------	----------------------	---------------------

Back left	Back cover	Front cover
------------------	-------------------	--------------------



Front cover

Usually has the title and a picture or drawing. Not much text. Get peoples' attention. Catch their eye.

Back cover

Usually includes name, address, phone, email, website or other contact information.

Inside right, middle, left

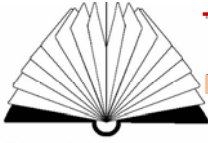
Text, pictures, drawings, etc. What are the most important things people need to know? Try things different ways to see what works best. Use as little text as possible.

Back left

People see this panel when they open the first panel of the brochure – before they open it up the whole way.

To print the brochure

Copy each page on one side of the same piece of paper. Make sure each side is the same way up. Use coloured paper?



Make a brochure by hand:

Fold two pieces of paper into three equal sections. Or measure three equal sections on the page and draw a line to separate them.

Make a brochure on the computer with a word processing program:

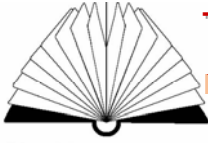
Under file go to page setup:

- ✓ Set the margins very small – about .25 inches. Change this later if it's too large or too small.
- ✓ Set the paper size as landscape.

Under format go to columns:

- ✓ Set the number of columns as three.
- ✓ Set the spacing as .75 inches. Change this later if it's too large or too small.

Start from the top left corner. To move down the column, to get from one column to the next, or onto another page – type in text or push the 'Enter' key over and over.



The newsletter Learning Activity 9

One handout

Learners produce a newsletter about some aspect of active living in the community. Ask learners to brainstorm a topic. Look for ideas in 'Where's the Action' Learning Activity 1-8, if you need to.

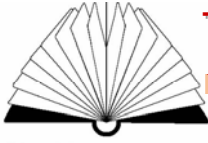
Each learner or pair of learners produces something for the newsletter. For example: a story, picture, interview, drawing, or map. This activity can easily accommodate different literacy levels. For example, lower literacy learners can do word searches, drawings with descriptions, or maps where community activities and sports take place. Learners may go into the community for information.

Bring all the items together and brainstorm how to organize the newsletter. Where will the pictures and artwork go? Where will the stories go? Do some stories need to be shorter?

The newsletter helps learners understand how to be brief. With limited space, they learn to include the most important information and leave out the rest. The General Resource 'Writing Process Guide' may be helpful.

Once learners decide how to put the newsletter together, each person or pair needs to make sure their story or drawing fits the space. Usually learners need to make changes for things to fit together well.

After learners make all the changes, put the newsletter together, print it, and give it out around the community.



The newsletter Learning Activity 9

Use the ideas on this handout to produce something for the newsletter. Work on your own or with a partner.

Here are some ideas of things you can do:

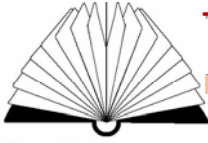
- ✓ Interview someone and write about it
- ✓ Write a story or describe something in writing
- ✓ Draw pictures or maps
- ✓ Take photos
- ✓ Write a poem or find a poem. Look for interesting poems such as diamante, haiku, and shape poems.
- ✓ Research statistics
- ✓ Draw a graph
- ✓ Do a word search

Be creative. Use your own ideas.

After everyone has something for the newsletter, get together and look at what you have. Brainstorm how to put the newsletter together. Where will you put the pictures or artwork? Do you need to make any stories shorter? What will you call the newsletter?

After you decide how to put the newsletter together, go back to your own story or drawing and make sure it fits. Change it if you need to. Ask other students to check your work.

Print the newsletter and give it out to people in the community.



Active living Learning Activity 10

Five handouts

Learners look at their own level of physical activity for one week. It takes over a week to complete. Some handouts may be useful for individual lessons.

10-1: How active are you?

Learners think about physical activity in their own life.

10-2: Why should I be active?

Learners understand why active living is important. Before you give them the handout brainstorm two things: the benefits of active living and the risks of lack of physical activity and healthy eating.

10-3: How much physical activity do you do in a week?

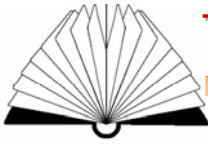
Learners write down what physical activity they do each day for a week and the total time. They calculate the average time per day they were physically active.

10-4: How active do you need to be?

Learners assess how much effort they put into their present physical activity.

10-5: What's my goal?

Learners decide how they can increase their physical activity. They can use the information from Learning Activity 8 'Where's the action' for ideas.



Active living
Learning Activity 10

10-1: How active are you?

Our parents and grandparents hunted, fished, lived on the land, and worked hard to raise their children. Our ancestors were physically active in their daily lives.

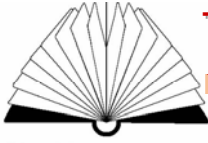
Today physical activity is different. We often take the car, truck, or skidoo to school or work, instead of walking or riding a bike. We sit at a desk or computer all day, often without any break during the day for physical activity. We watch TV or play video games in our spare time instead of playing sports, going hiking, or doing some other physical activity. But we can choose differently. Physical activity can be part of our daily lives.

Think about physical activity in your own life.

- 1) How active are you on a scale of one to ten?

1	_____	5	_____	10
not		somewhat		very
active		active		active

- 2) Do you like being active? Why or why not?

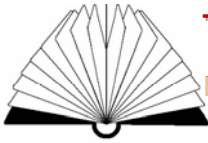


- 3) In what places are you active? For example: at work, school, home, the ball diamond, the community centre, the arena, or other places. At what times are you active? For example: morning, afternoon, evening, at night.

List the places and the times that you get physical activity.

Places	Times

- 4) Are you active on your own or with other people? Who are you active with?

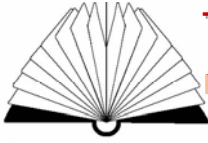


Active living Learning Activity 10

10-2: Why should I be active?

After the brainstorm review this list. Are there things to add from the brainstorm?

Benefits: physical activity	Risks: lack of physical activity
<ul style="list-style-type: none">✓ Healthy body, mind, spirit, emotion✓ Prevent disease✓ Build strong family and community✓ Energy and fitness✓ Strong bones and muscles✓ Have fun, enjoy people✓ Play with kids✓ Good self-esteem✓ Live longer✓ Good posture and balance✓ Live more independently as we age✓ Look and feel good✓ Strong heart✓ Sleep well	<ul style="list-style-type: none">✓ Overweight or obese✓ Heart disease✓ High blood pressure✓ Feel tired, low energy✓ Poor night vision✓ Osteoporosis✓ Depression✓ Diabetes✓ Constipation✓ Stress✓ Backache✓ Colon cancer✓ Spend more money treating diseases



Active living Learning Activity 10

10-3: How much physical activity do you do in a week?

Use the table on the next page to write down the physical activities you do each day. Examples include sports, walking, riding a bike, chopping wood, hunting, fishing, gardening, or housework.

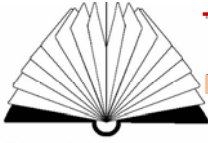
Keep track of the time you spend on each activity. Write down the total time for each day and for the week.

Did you know?

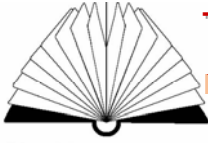
Over half of the adults in the NWT aren't active enough to get the most health benefits.

The Canadian Fitness and Lifestyle Research Institute, Physical Activity Monitor, June 2000 tells us:

- ✓ 13% of NWT adults are inactive. More women than men are inactive.
- ✓ 18% of NWT adults are only somewhat active.
- ✓ 25% of NWT adults are moderately active, but not active enough to get the most health benefits.
- ✓ 45% of NWT adults are active enough to get the most health benefits.



My physical activity for one week		
Date:		Time per day
Sun.		
Mon.		
Tues.		
Wed.		
Thur.		
Fri.		
Sat.		
Total time for the week		



Calculate the average amount of physical activity you get.

At the end of the week, find out the average number of minutes of physical activity you did.

To find the average:

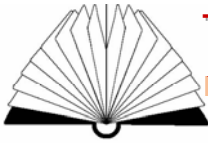
$$\frac{\text{Total minutes for the week}}{7 \text{ days}} = \underline{\hspace{2cm}} \text{ minutes per day}$$

Fill in your own numbers:

$$\frac{\underline{\hspace{2cm}}}{7 \text{ days}} = \underline{\hspace{2cm}} \text{ minutes per day}$$

The Physical Activity Monitor also tells us that:

- ✓ 60% of children 5 to 17 years old are not active enough to grow and develop in the best way.
- ✓ 69% of Canadians make some active choices in their work routine, such as walking or biking to work.
- ✓ 66% of Canadian adults know that activities such as a brisk walk, a bike ride, or jogging help our endurance.



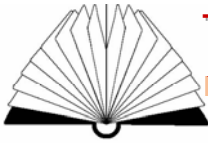
Active living Learning Activity 10

10-4: How active do you need to be?

- ✓ You should aim to be active for 60 minutes each day.
- ✓ You don't need to be active for 60 minutes all at once. You can do it in blocks of time. For example, walk to work or school 15 minutes, play sports for 30 minutes, and walk home from work or school 15 minutes. Add the blocks up until you have 60 minutes.
- ✓ How much time you need also depends on how much effort you put into your physical activity. For example, 20 minutes of running takes way more effort than 20 minutes walking.

This chart shows activities with different amounts of effort.

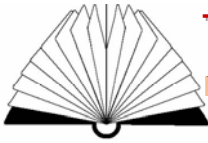
Time needed depends on effort				
Very Light Effort	Light Effort <i>60 minutes</i>	Moderate Effort <i>30-60 minutes</i>	Vigorous Effort <i>20-30 minutes</i>	Maximum Effort
<ul style="list-style-type: none"> • Strolling • Dusting 	<ul style="list-style-type: none"> • Light walking • Volleyball • Easy gardening • Stretching 	<ul style="list-style-type: none"> • Brisk walking • Biking • Raking leaves • Swimming • Dancing • Water aerobics 	<ul style="list-style-type: none"> • Aerobics • Jogging • Hockey • Basketball • Fast swimming • Fast dancing 	<ul style="list-style-type: none"> • Sprinting • Racing
<p><i>How does it feel?</i> <i>How warm am I? What is my breathing like?</i></p>				
<ul style="list-style-type: none"> • No change from rest state • Normal breathing 	<ul style="list-style-type: none"> • Starting to feel warm • Slight increase in breathing rate 	<ul style="list-style-type: none"> • Warmer • Greater increase in breathing rate 	<ul style="list-style-type: none"> • Quite warm • More out of breath 	<ul style="list-style-type: none"> • Very hot/perspiring heavily • Completely out of breath
Range needed to stay healthy				



How much effort do I put into physical activity?

Write down the physical activities from your list in Handout 10-2. Use the chart on the last page and decide how much effort you put into different physical activities you do.

Activities	✓ the level of effort for each activity				
	Very light	Light	Moderate	Vigorous	Maximum



Active living Learning Activity 10

10-5: What's my goal?

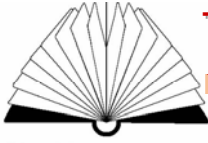
In the story, Ken found it hard to get started. He decided to start with walking to work. Then over time he added other activities.

Develop a goal to do more physical activity every day. Here are some ideas to get started:

- ✓ Start slowly and build up to 60 minutes a day.
- ✓ Do activities in blocks of time during the whole day.
- ✓ Do your regular physical activities more often.
- ✓ Choose some activities that need more effort.
- ✓ Walk or ride a bike to get places, instead of driving.
- ✓ Spend less time watching TV or playing video games.
- ✓ At work or school, get up from your desk every hour or two and stretch for five minutes.
- ✓ Learn what physical activities your community offers.
- ✓ Do physical activity with a friend or a family member.
- ✓ Do physical activity you like to do.
- ✓ Try new things.

Look at the list of summer and winter activities in your community from Learning Activity 8 'Where's the Action'. What activities in that list do you already do? What other activities on that list would you like to do, to help you become more active? Write down your ideas. Talk about the ideas. Visit these websites for more ideas:

<http://canadian-health-network.ca/> <http://www.fitnessfever.com>



My Goal

I plan to do these three things to start being more active

- 1) _____

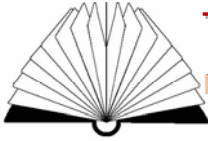
- 2) _____

- 3) _____

How do you plan to measure your progress?

For example, keep track of how many minutes of physical activity you do every day or every week, and compare the numbers over time. Do they increase? How many more minutes were you active this week compared to the first week?

How do you feel? Are you on your way to a healthier lifestyle?



Let's make a meal Learning Activity 11

Two handouts

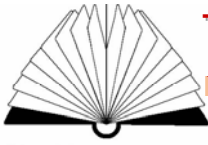
Learners increase their awareness of the NWT Food Guide. The activity encourages learners to choose healthy foods.

11-1: NWT Food Guide

Learners become more aware of the four food groups. They look at the number of servings from each food group that people need for a healthy diet. The Food Guide encourages people to eat a variety of things from all four food groups every day.

11-2: Choosing a meal

Learners use an interactive website to think about a healthy diet. See the website www.dietitians.ca/english/frames.html and click on 'Let's Make a Meal'. You may also find other helpful interactive tools on this website.



Let's make a meal Learning Activity 11

11-1: NWT Food Guide

In Ken's story, one day Ken asked Sara, "How come you have so much energy?"

She replied, "It's because I look after myself. I try to eat healthy food and I like to be active".

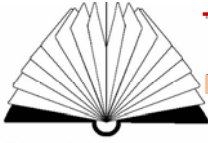
Ken took her advice. He became more active by slowly doing more activities and trying to eat healthy food. But first he needed to learn what it means to eat healthy food.

Look at the NWT Food Guide on the next two pages.

- ✓ What is a healthy diet?
- ✓ What does it mean to eat 5 to 12 servings or 2 to 3 servings?

List the foods you ate yesterday. Did you eat something from each food group? How many servings did you eat from each food group?

The NWT Food Guide doesn't show the 'Other' food group. The 'Other' food group includes things like chips, pop, candy, and chocolate – junk food. These foods often have lots of fat and calories, and not much nutrition. How many servings did you eat from the 'Other' food group?

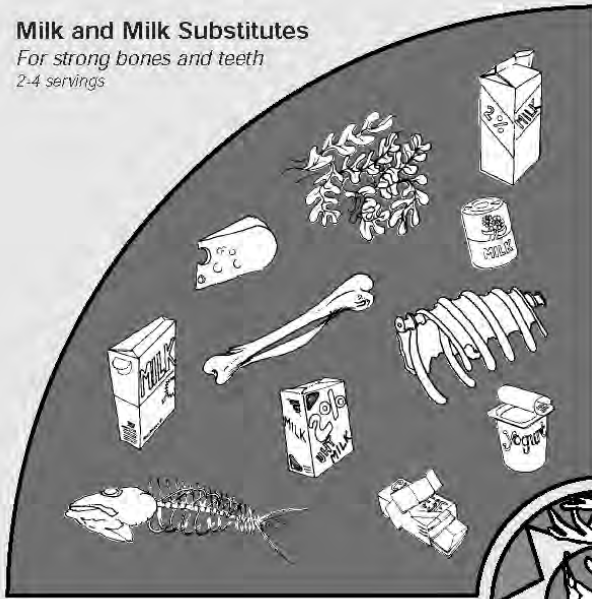


NWT Food Guide

Eat foods from each group every day for health

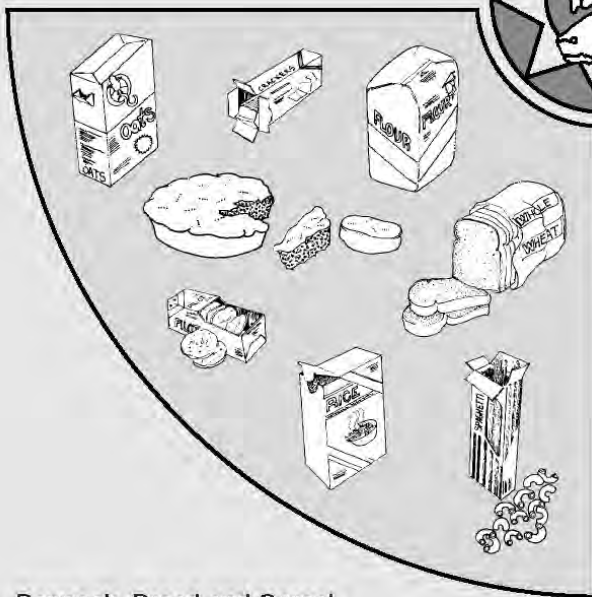
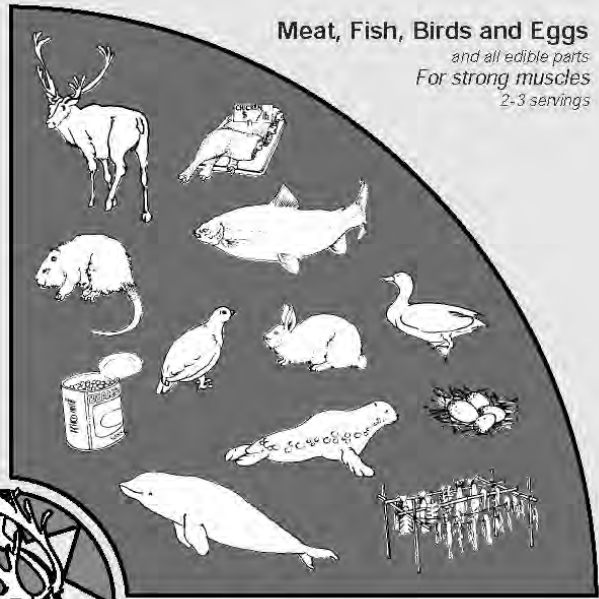
Milk and Milk Substitutes

*For strong bones and teeth
2-4 servings*



Meat, Fish, Birds and Eggs

*and all edible parts
For strong muscles
2-3 servings*



Bannock, Bread and Cereal

*For energy
5-12 servings*

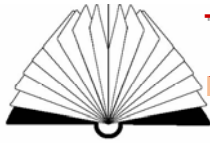


Fruit and Vegetables

*For good eyes and skin and less infection
5-10 servings*



 Health and Social Services
Updated March 2005



NWT Food Guide

Eat a VARIETY of foods from each food group and drink plenty of water every day for health

Milk and Milk Substitutes

Children up to 11 years: 2-3 servings
Adolescents: 3-4 servings
Adults: 2 servings
Pregnant and Nursing Mothers: 3-4 servings

One serving could be:

Milk

- 1 cup (250 ml)
- whole, 2%, skim

Yoghurt

- 3/4 cup (175 ml)

Cheese

- 1 1/2 ounces (50 g)
- cheddar, processed cheese

Other calcium-rich foods to eat regularly:

- soft animal bones
- seaweed
- fish heads and bones



Meat, Fish, Birds and Eggs and all edible parts

2-3 servings every day

One serving could be:

Meat/Bird/Fish

- 2-3 ounces (50-100 g)
- caribou, duck, chat, canned salmon, chicken

Dried Fish/Meat

- 1-2 ounces (30-60 g)

Organ Meats

- 2-3 ounces (60-90 g)
- liver, heart

Eggs

- All eggs 1-2
- duck, chicken

Beans/Seeds/Nuts

- 1/2-1 cup (125-250 ml) baked beans
- 1/2 cup (125 ml) nuts and seeds
- 2 tablespoons (30 ml) peanut butter



Bannock, Bread and Cereal

5-12 servings every day

One serving could be:

Bannock

- 1 piece (37 g)

Bread

- 1 slice (30 g) whole wheat, white enriched

Cooked Macaroni/Noodles/Rice

- 1/2 cup (125 ml)

Cooked Cereal — 1/2-3/4 cup (125-175 ml)

- oatmeal

Unsweetened Ready to Eat Cereal

- 3/4-1 cup (175-250 ml)

High Fiber Wholegrain Cereal

- 1/2-1 cup (125-250 ml)

Granola

- 1/3 cup (85 ml)

Other Foods to Eat for Energy:

- pilot biscuits/crackers
- pancakes
- muffins



Fruit and Vegetables

5-10 servings every day

One serving could be:

Berries/Wild Greens

- 1/2 cup (125 ml) cranberries, wild rhubarb

Fruit

- fresh, frozen, canned
- 1/2 cup (125 ml) apple, orange, banana

Vegetables

- fresh, frozen, canned
- 1/2 cup (125 ml)
- carrots, peas, beans
- 1 medium potato
- 1 cup (250 ml) Salad

Juice

- unsweetened
- 1/2 cup (125 ml) orange, apple, tomato

Organ Meats

- 2-3 ounces (60-90 g) liver, heart

Animal Fats and Oils

- These traditional sources of vitamins and minerals can be used regularly, but not in large amounts, caribou, seal, muktuk

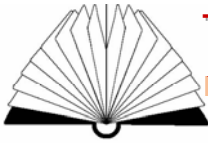


These are not real juice - they contain too much sugar.



REMEMBER:

To control weight, BALANCE food energy eaten with physical activity. Try to LIMIT foods containing a lot of sugar, salt and fat.



Let's make a meal Learning Activity 11

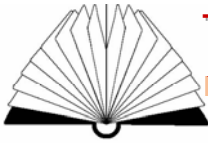
11-2: Choosing a meal

The amount of food you need every day depends on your age, body size, activity level, or whether you are male or female. For example, male teenagers may need a higher number of servings. Overweight people may need a smaller number of servings. The number of servings most people need is somewhere in the middle.

Ken found an interactive food calculator on the Internet. From the drop down menu he chose breakfast, lunch, dinner, snacks, and drinks. The website shows how many servings of each food group he gets with his choices.



- 1) Did Ken include each of the four food groups? Yes No
- 2) Does Ken like to eat junk food? Yes No
- 3) Look at the NWT Food Guide. Ken is 19 years old, husky build, and does light to moderate exercise. How many servings per day do you think Ken needs of each food group?
Bannock, bread, cereal _____ Milk and milk substitutes _____
Fruit and vegetables _____ Meat and alternatives _____
- 4) Compare the number of servings Ken chose with the number of servings you think Ken needs. Did Ken make healthy choices? Why or why not?
- 5) How can Ken improve his diet?



Now, you try. Go to this website
www.dietitians.ca/english/frames.html

Click on 'Let's Make A Meal'. Then click on 'Play Now'.

Fill in column 1 of the table below with the number of servings from each food group you got from the website.

- 1) Did you include each of the four food groups? Yes No
- 2) Do you like to eat junk food? Yes No

Now look at the NWT Food Guide. Think about your age, body size, gender, and level of physical activity. In column 2 write down the number of servings you think you should have.

- 3) Compare the servings you chose on the website with the servings you think you need. Did you make healthy choices? Why or why not?
- 4) How could you improve your diet?

Food Groups NWT Food Guide	1	2
	Number from the website	Number from the Food Guide
Bannock, bread, cereal		
Fruits and vegetables		
Milk and milk substitutes		
Meat, fish, birds, eggs		
Other (junk food)		

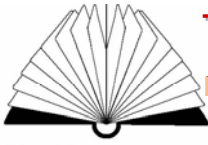


Time to get active Learning Activity 12

No handout

Learners see they can do many things to be active.

- i) Prepare flipchart pages with the following headings:
 - ✓ At home ...
 - ✓ At work or school ...
 - ✓ On the way to and from ...
 - ✓ In your spare time ...
- ii) Divide the class or group into five small groups. Give each small group one of the flipchart pages and ask them to write down the ways people can be active in that place or time. Set a one-minute time limit.
- iii) After one minute, ask each group to pass the flipchart page to the next group. Ask each group to take one minute to add new things to the flipchart page. Then pass the page. Keep this up until each group has a chance to write on each flipchart page.
- iv) At the end, ask each group to share the ideas on their page. Discuss the ideas.
- v) Look at the page 'At work or school ...'. Ask the group or class to identify three ways they can be more active together. Make a simple plan to actually do it.



Resources

✓ Active Communities

The NWT Recreation and Parks Association produced this active living workshop guide and participant handbook. Includes a good list of resources with contact info.

Phone: 867-873-5340

Email: admin@nwtrpa.org

Website: www.nwtrpa.org

✓ Canadian Health Network

Topics on this website include active living, environment and health, healthy eating, living with disabilities, health promotion. Check out the frequently asked questions.

<http://www.canadian-health-network.ca/>

✓ Fitness Fever

This interactive website has lots of tools and information about active living. <http://www.fitnessfever.com>

✓ Health Check

The NWT Literacy Council produced this health and literacy resource binder about healthy eating, smoking, alcohol, active living, relationships, and STDs and AIDS.

Includes stories, easy-to-read information, and hands-on activities. Good video and other references.

Phone: 867-873-9262 or toll free 1-866-599-6758

Email: nwtliteracy@nwtliteracy.ca

Website: www.nwt.literacy.ca