

# Grade **7** Lesson Package



heart healthy kids™  
volume 2

Jeunes coeurs en santé™  
volume 2





# OVERVIEW OF LESSON PACKAGE FOR GRADE 7

LESSON	TITLE	TOPIC
Lesson 1	<i>S.O.S. – 911 Emergency Service</i>	Help a Stroke Victim
Lesson 2	<i>Eating Your Words</i>	Heart Healthy Nutrition
Lesson 3	<i>Breathing New Life into Your Routine</i>	Air for a Healthy Heart
Lesson 4	<i>Physical Activity – It’s Your Move</i>	Physical Activity on the Job – Career Focus

## General Information

### STRUCTURE OF STUDENT LESSONS

- 1 Each lesson is provided in BLM (Black Line Master) format, with one page per lesson.
- 2 Each lesson begins with an introductory story-like scenario to set a context.
- 3 The story is followed by a student-centred activity with a well-defined objective (e.g., students work together to develop a recovery plan for a teacher who’s had a heart attack at age 39).
- 4 In each lesson, students create or collect something to take home and share with their families (e.g., the results of a student-organized taste test).

### STRUCTURE OF TEACHER GUIDELINE PAGES

- 1 Each student lesson is supplemented by its own teacher guideline page.
- 2 Each guideline page provides point form information on the following topics:
  - \* Materials / Equipment
  - \* Learning and Thinking Skills
  - \* Teaching Tips
  - \* Common Misconceptions
  - \* Goals / Objectives
  - \* Extensions (home, community)
  - \* Background
  - \* Curriculum Connections
  - \* Procedures, Pointers, Precautions

### DECIDE HOW MUCH TIME YOU CAN ALLOCATE

The time required will depend on your goals. You could teach the whole unit at one time or you could teach a different lesson once a week or once a month. Each lesson can stand on its own, if necessary. Yet each can become the theme of a multidisciplinary study.

### DECIDE WHAT APPROACH SUITS YOUR SITUATION

- 1 Station approach: Student groups rotate through four stations during four lessons. Eventually all students do each lesson. This approach is good

- for split classes – each grade can do lessons for its own level. (There is a separate, related, set of lessons for grade 8, and for grade 6.)
- 2 Collaborative approach: Students split into four groups (made up of 25% high achievers, 25% low achievers, 50% from the middle of the pack). Each group becomes expert on one lesson topic, and prepares a presentation (poster, skit, lesson, etc.) for the other three groups. This approach is good for mixed-ability and mixed-grade classes.
  - 3 Whole-class approach: Teacher-directed lessons in sequence with active class participation. This approach is good for single-grade classes with little diversity in ability.

### INTRODUCING THE UNIT

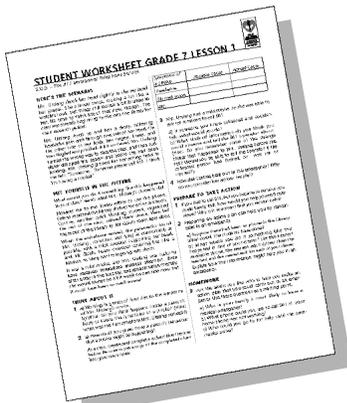
Ask your students: How many years until you turn 27? How does the answer compare with your present age? Ask: Do they know what’s significant about age 27? Answer: Only 10 years ago, early onset heart attacks were happening at age 35. Now–it’s 27. Can students guess/infer why such a serious illness is striking so much earlier? Would they like to improve their personal odds? Would they like to educate the adults they live with?

### INTRODUCING THE LESSON

Start with the scenario. Read it aloud yourself, or invite a student to do so. This would be a good opportunity for an ESL student or another struggling reader to shine. The language is simple, and the student could be given the story ahead of time in order to prepare.

Allow a few minutes for discussion of the scenario. Let students put themselves in the story before you hand out the photocopies.

## Teacher's Guideline – Grade 7



### LESSON 1 S.O.S. – 911 Emergency Telephone Service

#### MATERIALS / EQUIPMENT

Copies of Student Worksheet Grade 7 Lesson 1

Pen, paper, ruler

#### BACKGROUND

- Heart attacks and strokes are the leading causes of death in Canada.
- Many people are aware of the symptoms of a heart attack (chest pain, heaviness, pressure or squeezing, fullness or burning, pain down one or both arms up to the neck, jaw or shoulders, shortness of breath, paleness, sweating or weakness, nausea, anxiety or fear). However, most people are not as familiar with the symptoms of a stroke, although strokes are also very serious.
- The symptoms of a stroke include sudden loss of vision particularly in one eye or double vision. Sudden, severe, and unusual headaches. Sudden weakness, numbness and/or tingling in the face, arm or leg. Temporary loss of speech, or trouble understanding speech. Dizziness, unsteadiness or sudden falls, especially with any of the above signs.
- Many strokes are caused by a shortage of blood into an area of the brain. Some other structure (e.g., a blood clot, or a blocked artery) puts pressure on the flow of blood and restricts the entry of blood to parts of the brain. The parts that don't receive blood are oxygen-deprived, and may be damaged or may die.
- A stroke may also be the result of bleeding into the brain, caused when an artery or blood vessel ruptures. The bleeding into the brain decreases the brain's ability to function properly in the area that is filling with blood.
- Weakened arteries and blood clots can be a result of cardiovascular disease, which may be inherited or may be related to lifestyle habits, such as lack of physical activity, smoking, drinking, etc.

#### COMMON MISCONCEPTIONS

- Many kids think that heart attacks and strokes are always fatal. In fact, some heart attacks or strokes are mild, and the person recovers almost completely. However, it is really important for students to realize how they can help themselves by establishing good lifestyle routines now.
- Students should be made aware that heart disease and strokes can affect anyone of any age or culture. It is not just the elderly who are victims of these conditions/diseases.
- 911 or your local emergency services number, is an emergency service that should be used appropriately. It is not funny to "cry wolf" by making false alarm calls- in some places, public mischief or other charges may be placed on individuals who make such false alarm calls.

#### LEARNING AND THINKING SKILLS

- Critical thinking
- Knowledge
- Social / interpersonal skills

#### GOALS / OBJECTIVES (*in this activity students will...*)

- describe the symptoms of a stroke and explain possible origins of those symptoms
- be able to identify circumstances when it is necessary to call 911 Emergency Services
- know where the closest phones and exits are for each of their classes at school
- use discussion in small groups to enhance their understanding

## TEACHING TIPS

- Give the students a fair amount of time to discuss the symptoms. They may need to read through the scenario a couple of times to catch all of the ones experienced by Mrs. Urdang.
- Be sure to put a chart on the board that explains and clarifies the symptoms and their causes. Include hereditary factors, diet, exercise, smoking/drinking habits, etc. in your discussion of the causes.
- Focus on how students would be able to help out and remain level-headed during a crisis. Losing your head in the middle of an emergency helps no one. In the story, Corrine takes the rest of the class out of the library. Perhaps she senses someone may panic, and that would only make things worse. How do your kids explain Corrine's actions?
- Give the students lots of time to talk about personal experiences if they wish. If they found something traumatic, how would they do things differently next time? What helped them through a crisis?
- Be sure to end on a positive note. Kids need to be aware of, but not paranoid about, the perils they may face. The best thing they can do is call for help.

## EXTENSIONS

### *In the classroom*

- Create and discuss an emergency plan for fire drills, health crises, and other emergency situations.
- Have the students take on the role of safety / 911 monitor and rotate on a weekly basis.
- Make posters about different emergency situa-

## CURRICULUM EXPECTATIONS

### STUDENTS WILL:

#### LESSON 1

- use effective communication skills to deal with various relationships and situations (H & PE -- Healthy Living)

#### LESSON 2

- relate healthy eating practices and active living to body image and self-esteem (H & PE -- Healthy Living)

#### LESSON 3

- outline a variety of issues related to substance use and abuse -- including the use of tobacco and alcohol (H & PE -- Healthy Living)

#### LESSON 4

- identify the benefits of each component of physical fitness e.g. cardiorespiratory fitness -- healthy heart and lungs (H & PE -- Active Participation)
- identify the training principles that affect their fitness levels e.g. frequency, intensity, time, and type (H & PE -- Active Participation)

tions and the department or authority who needs to be involved.

### *Elsewhere in the school*

- Highlight the telephones that are accessible for 911 calls (most likely the office phones).
- During a safety week, ensure that every student learns about when and how to make 911 calls.
- During a health week, highlight heart and lung healthy habits.

### *In the community*

- Students and teachers can benefit from first aid courses; basic first aid and CPR can save lives by being used until emergency service personnel arrive on the scene.
- Individual students or your class as a whole may want to volunteer to work with victims of strokes in their efforts to rehabilitate themselves. This can be a challenging and very rewarding activity for the stroke patients and the students.
- Have your students think about a home situation where they may need to call 911.

## PROCEDURES, POINTERS AND PRECAUTIONS

- Make students feel confident about their competency in dealing with an emergency. This activity is intended to reassure not alarm students.
- Let the groups work on the chart, then have a class discussion so that you can identify misconceptions and clarify things right away.
- Help students to see lifestyle habits as opportunities for taking charge of their own life.
- Knowing what to do in an emergency should be empowering, a tool to help them stay calm.

## Answers to Questions for Grade 7 Lesson 1

### S.O.S. – 911 Emergency Telephone Service

#### HERE'S THE SCENARIO

Mrs. Urdang shook her head slightly ...

#### PUT YOURSELF IN THE PICTURE

What would you do if something like this happened in your class?

Give students an opportunity to discuss these questions as a class. This suggestion is made because small groups may not have sufficient collective experience to make good suggestions. In an entire class, at least a few students are likely to have had some family experience with heart attacks or strokes, or other medical emergencies such as asthma.

#### THINK ABOUT IT

- 1 a) Working in groups of four, discuss the symptoms of Mrs. Urdang's stroke.
  - b) What do you think happens inside a person's body to cause the symptoms of a stroke? (Hint: what was the first symptom Mrs. Urdang noticed?) The flow of blood to the brain is reduced, usually through blockage Mrs. Urdang had a sudden headache.

If the blood vessels to the head are blocked, then the brain would not get enough food and oxygen.

- 2 a) How could you guess from a person's behaviour that a stroke might be happening?
 

As a class, create and complete a chart like the one below. Be sure to put a copy of the completed chart into your own notes.

- 3 Mrs. Urdang had a mild stroke, so she was able to ask for someone to call 911.

a) If someone you knew collapsed and couldn't talk, what would you do?

Any such collapse is a signal to call 911, send someone for help, or go for help immediately.

b) What kinds of information do you think you could observe and tell the 911 operator about. (Hint: Do you remember some of the things that happened to Mrs. Urdang before she fell?

The person's face might look surprised, or puzzled. The person might shake his or her head. The eyes might look as if they can't focus. An arm or a leg might suddenly go limp. The person might fall as a result. Any one of these might not be a stroke, but taken together, they are a strong enough indication to call 911.

Would you be able to tell the operator if the collapsed person had choked, or was cut or injured?

A collapsed person may have been injured while falling. You could probably see any cut, but you might not see a head injury. You could listen carefully to the person's breathing. Any gurgling or hissing might be a sign of choking.

- 4 How did Corrine help out in the emergency?

She got the rest of the class (everyone who wasn't directly helping) out of the library.

Why do you consider her actions helpful?

(1) The students with nothing to do might have

Symptoms of a Stroke	Possible Cause	Actual Cause in a Stroke
Headache	Some people (including kids) get migraines, which are very painful, but not the start of a stroke.	Some part of the brain is not getting enough food and oxygen because blood vessels are blocked. Brain sends out an alarm signal in the form of pain.
Blurred vision	Various conditions can cause this, including a need for new glasses, but onset would likely be gradual.	Sudden onset is a strong indicator of possible stroke. The brain's vision centre is not getting enough food and oxygen.
Sudden weakness on one side of body; (e.g., leg collapses)	New injury of muscle, or aggravating an old injury; but there would be pain with either of these.	Brain can't send signals to control those particular muscles; but there is no pain (e.g., in the leg).
Inability to speak	There's nothing else as likely to cause inability to speak.	Often, a stroke affects the part of the brain that controls speech. In a stroke, the person is obviously awake, but may not be able to talk.

become panicky, and perhaps noisy, (2) Their departure left the library quiet so those looking after Mrs. Urdang could hear her breathing and notice anything she might say, (3) Their departure left room for paramedics to get in when the ambulance arrived. Also, by taking the students to Mr. Gold's room, she let the nearest teacher (adult) know about the emergency.

### PREPARE TO TAKE ACTION

**1** If you had to call 911, but you became so nervous you could hardly talk, how would you help yourself calm down?

You could try the tested and true "take a few deep breaths" method. People in a panic often breathe rapidly and shallowly.

Why is it important that you remain calm?

The sick person is already frightened. You need to be able to reassure the person that help is coming, that the 911 operator has told you what to do and you are doing it. Simply talking calmly can help to calm the sick person.

**2** Preparing an action plan can help you to remain calm in an emergency.

a) Suppose there had been no phone in the library. What could the students have done?

Chosen one person to go to the school office.

b) What would you do if something like this happened in one of your classes?

List the nearest available phone, the nearest adult (other than the teacher) and the nearest exit for each

of your classes. Explain how this information might help you in an emergency.

Right now is a good time to work out an emergency plan to be followed should you – their teacher – become incapacitated regardless of the reason. Listing the suggested information in advance is helpful because it prevents the kind of delays that can occur when someone is hurt and nobody's in charge or no one can decide what to do.

**3** Ask the adults you live with to help you make an action plan that you could carry out in an emergency. Use these questions as a starting point. Who in your family is most likely to have a medical emergency?

Do students know the health status of family members? What phone could you use to call 911 if your home phone was not working?

You could waste a lot of time pounding on doors where nobody is home. It might make more sense to run to a corner store where you're sure there's a phone.

Who could you go to for help until the paramedics arrive? Take this opportunity to discuss why it's okay to give personal information to a stranger over the phone if the stranger is a 911 operator?

**YOU HAVE TO TRUST SOMEBODY IN AN EMERGENCY, AND YOUR COMMUNITY HAS PROVIDED A SERVICE THAT WORKS HAND IN HAND WITH POLICE, FIRE SERVICE, AND HOSPITALS. IF YOU CAN'T TRUST 911...WHO CAN YOU TRUST?**

# STUDENT WORKSHEET GRADE 7 LESSON 1

S.O.S. – The 911 Emergency Telephone Service

## HERE'S THE SCENARIO

Mrs. Urdang shook her head slightly as she replaced her glasses. She blinked twice, looking a lot like a watchful owl, but things still looked a bit blurred to her. No time to think about that now, though. The class was already beginning to file into the library for their research period.

Mrs. Urdang stood up and felt a sharp, sickening headache pain arch through one side of her head. On the other side of her body, her fingers, knees, and toes tingled and prickled. A bit confused, Mrs. Urdang turned the wrong way to face the class, and then suddenly dropped the papers and books she had been holding. Mrs. Urdang groped for her aching head as she fell. "Someone... Someone please call 911. I think I'm having a stroke!"

## PUT YOURSELF IN THE PICTURE

What would you do if something like this happened in your class? Here's what Mrs. Urdang's students did.

Manjeet ran to the library office to use the phone. Selena searched the library shelves for a first aid book. Corrine, another quick thinking student, organized the rest of the class, calmed them down, then led them out of the library to Mr. Gold's room next door.

When the ambulance arrived, the paramedics found Mrs. Urdang, conscious and lying as comfortably as possible, with a thick sweater supporting her head, and Mr. Gold's heavy overcoat covering her like a blanket, to keep her from going into shock.

It was a mild stroke, and Mrs. Urdang was lucky to have received immediate medical attention. Even after a stay in the hospital, and rehabilitation therapy, she would always be a bit weak on one side now, but it could have been so much worse!

## THINK ABOUT IT

- Working in groups of four, discuss the symptoms of Mrs. Urdang's stroke.
  - What do you think happens inside a person's body to cause the symptoms of a stroke? (Hint: what was the first symptom Mrs. Urdang noticed?)
- How could you guess from a person's behaviour that a stroke might be happening?

As a class, create and complete a chart like the one below. Be sure to put a copy of the completed chart into your own notes.

<i>Symptoms of a Stroke</i>	<i>Possible Cause</i>	<i>Actual Cause</i>
Headache		
Blurred vision		
etc.		

- Mrs. Urdang had a mild stroke, so she was able to ask for someone to call 911.
  - If someone you knew collapsed and couldn't talk, what would you do?
  - What kinds of information do you think you could observe and tell the 911 operator about. (Hint: Do you remember some of the strange things that happened to Mrs. Urdang before she fell? Would you be able to tell the operator if the collapsed person had choked, or was cut or injured?)
- How did Corrine help out in the emergency? Why do you consider her actions helpful?

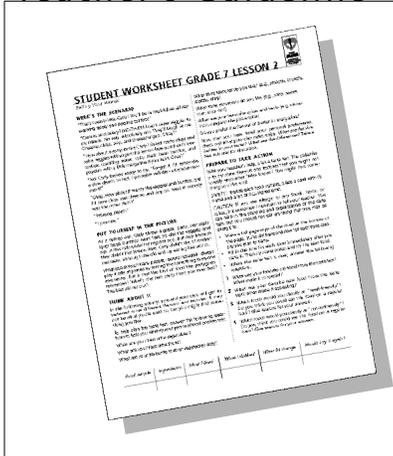
## PREPARE TO TAKE ACTION

- If you had to call 911, but you became so nervous you could hardly talk, how would you help yourself calm down? Why is it important that you remain calm?
- Preparing an action plan can help you to remain calm in an emergency.
  - Suppose there had been no phone in the library. What could the students have done?
  - What would you do if something like this happened in one of your classes? List the nearest available phone, the nearest adult (other than the teacher) and the nearest exit for each of your classes. Explain how this information might help you in an emergency.

## HOMEWORK

- Ask the adults you live with to help you make an action plan that you could carry out in an emergency. Use these questions as a starting point.
  - Who in your family is most likely to have a medical emergency?
  - What phone could you use to call 911 if your home phone was not working?
  - Who could you go to for help until the paramedics arrive?

## Teacher's Guideline – Grade 7



### LESSON 2 *Eating Your Words*

#### MATERIALS / EQUIPMENT

photocopies of BLM Student Worksheet Grade 7 Lesson 2  
blender (one or two) , measuring cups, 2 butter knives, paper cups, paper towels  
recipes (see Procedures, Pointers, and Precautions below)  
1 package frozen unsweetened raspberries  
1 large tin peaches  
carrot, celery, green pepper, cucumber, zucchini: cut in sticks or slices

1 litre unsweetened orange juice  
water  
1 small container lemon or lime juice  
500 mL plain yogurt  
1 litre skim milk or 1% milk  
750 mL rolled oats  
250 mL raisins  
125 mL each oatbran, wheat bran, toasted wheat germ  
125 mL pumpkin or sunflower seeds

#### BACKGROUND

- This activity provides students with an opportunity to taste some new food combinations using foods from Canada's Food Guide to Healthy Eating. The foods in this activity are easy to prepare. The recipes are simple and use everyday ingredients.
- Encourage your students to start their day with a healthy breakfast, including at least three food groups, consuming more vegetables, fruit and grain products. Encourage them to experiment with a variety of foods from the four food groups to find ones that meet their taste preferences. Starting the day with a good breakfast could improve their school performance.
- Regular snacking will help give them energy and help meet nutritional needs. Snacks that include foods from two of the four food groups should be encouraged.
- In addition, the foods in this activity are easy to prepare. Your students can try these recipes at home themselves.

#### COMMON MISCONCEPTIONS

- Snack foods are not just chips, pretzels and chocolate bars. Foods such as shakes, pizza, burritos, veggies and dips all make great snacks. Snacks are a great way to help you eat more of the foods that you need in the day, such as vegetables, fruit, milk products and grains.
- Breakfast is a very important meal to help start the day. As well, it is very hard to make up for the nutrients you would miss if you did not eat breakfast. If you aren't hungry first thing in the morning, pack a breakfast bag to eat at recess or later in the morning -- muffin, cheese, orange.
- Many kids think foods that are good for you just don't taste good. They may be surprised by the

raspberry shake. It's just sweet enough to fill in as dessert; yet tangy enough to be refreshing.

- Many people – adults included – don't realize that butter and margarine have approximately the same fat and energy content. Margarines and butter contain different kinds of fat. Margarine usually has less of the type of fat that contributes to heart disease.

#### LEARNING AND THINKING SKILLS

- Critical thinking
- Observation skills
- Stating opinions
- Decision making

#### GOALS / OBJECTIVES (*In this activity, students will...*)

- identify and describe their own current food preferences
- identify and describe what they like / dislike about the new foods
- consider healthier foods as alternatives to less healthy choices

#### SUBJECT INTEGRATION

- Family studies / home economics
- Reading / writing
- Health
- Science

#### TEACHING TIPS

- Make sure that all equipment and ingredients are on hand the day before the taste test, and stored appropriately.
- Keep the raspberries frozen until you are ready to use them. Frozen, they make a slightly slushy drink. Thawed, they make raspberry soup.
- Without sugar, Raspberry Shake 1 will be sour. That's intentional. Peaches with lemon or lime

juice will be slightly sweeter.

- Have plenty of small paper cups on hand for individual servings. Small tastes will suffice. This isn't supposed to be a meal.

#### EXTENSIONS

##### *In the classroom*

- Encourage students to write up their own favorite healthy recipes and post them for others to copy down.
- Have another taste test day using the students' recipes. Ask students to bring in family recipes from their different cultural backgrounds.

##### *Elsewhere in the school*

- Have a healthy food bake sale day, with proceeds to go to whatever cause your school supports.
- Have a food awareness day. All students in the school could keep a record of the foods they eat on a specified day.
- Students could organize a Healthy Food Feast for a local seniors' home.

#### PROCEDURES, POINTERS AND PRECAUTIONS

**WARNING:** *Make sure you are aware of any food allergies.*

- Have students complete and discuss the food preference questions before doing the tasting.
- Wash and slice any fresh fruits and vegetables in advance. Get student volunteers to help in the preparation.
- You will need to clean out the blender after each recipe unless you have more than one available. Get student volunteers to help.

#### SUGGESTED RECIPES

##### *Muesli\**

750 mL rolled oats (not instant)

250 mL raisins or mixture of dried fruits

125 mL each: oat bran, wheat bran, toasted wheat germ

125 mL pumpkin or sunflower seeds

Combine rolled oats, raisins, oat bran, wheat bran, wheat germ and seeds. This recipe can be stored in an airtight container for up to 6 months.

\* from Lighthearted Everyday Cooking, Anne Lindsay, Macmillan of Canada, 1991

**Bread Tasting:** Sample a variety of breads - whole wheat, chapatti, pita, roti, pumpernickel, chalah, etc. Try to find new breads that students have never tried.

##### *Raspberry Shake 1*

1/4 package frozen raspberries

50 mL orange juice

Mix in blender at medium speed for 30 seconds.

Serve immediately.

##### *Raspberry Shake 2*

1/4 package frozen raspberries

30 mL lemon/lime juice

200 mL water

Mix in blender at medium for 30 seconds.

Serve immediately.

##### *Peach Shake 1*

100 mL sliced canned peaches (drained)

100 mL plain yogurt

50 mL skim or 1% milk

Mix in blender at medium for 30 seconds.

Serve immediately.

##### *Peach Shake 2*

200 mL sliced canned peaches (drained)

100 mL water

30 mL lemon/lime juice

Mix in blender at medium for 30 seconds.

Serve immediately.

##### *Dip 1*

100 mL plain yogurt

5 mL curry powder

5 mL sugar

dash of black pepper

Mix well in bowl. Serve with vegetable sticks and slices.

##### *Dip 2*

200 mL plain yogurt

2 mL lemon/lime juice

20 mL mild salsa

Mix well in bowl. Serve with vegetable sticks and slices.

The recipes may have to be doubled or even tripled in order to provide sufficient quantities for students to taste.

## Answers to Questions for Grade 7 Lesson 2

### Eating Your Words

#### HERE'S THE SCENARIO

"That's twenty kids, Carly! You'll be in the kitchen ...

#### PUT YOURSELF IN THE PICTURE

As it turned out, ...

What about you? Many people-adults included-always play it safe at parties by serving the same thing everyone else serves. But is that the kind of food the partygoers remember?

Ask students what kind of food they remember best.

What's the best party food you ever had?

Invite contributions.

The best dinner out?

Invite contributions.

#### THINK ABOUT IT

In the following activity...

What are your favourite vegetables?

There are no right or wrong answers here.

What are your favourite fruits?

What are your favourite fruit or vegetable juices?

What are your favourite grain products?

The point is to identify preferences from which to build balanced eating habits.

What food textures do you like? (e.g., smooth, crunchy, starchy, crisp).

Few students realize how much texture (rather than flavour or taste) affects their preferences.

What taste sensations do you like (e.g., salty, sweet, sour, bitter)

Technically, taste refers only to the basic sensations that can be detected by the tastebuds on the tongue: sweet, sour, salt, bitter. Flavour refers to what the nose can detect: complex combinations of aromatic compounds. For purposes of choosing a balanced diet, there is no practical difference, and no need to make this scientific distinction.

What are your favorite spices and herbs (e.g. cinnamon, oregano – the pizza spice)

Now that you have listed your personal preferences, check out what your classmates enjoy. What are the similarities in your tastes? What are the differences? Take a few minutes for discussion.

By all means discuss – but remind students that food preferences are personal, and they should demonstrate tolerance. Grade seven students are old enough to learn not to say eeeuwww because somebody else likes something they don't. Make sure you are prepared to hear some answers that may not appeal to you as well.

#### PREPARE TO TAKE ACTION

With your teacher's help, plan a taste test...

There are no right or wrong answers, here or in the chart. Only an opportunity to expand food preferences and build a more varied balanced diet.

1. What was your favourite food from the taste test? What made it so special?

Can students identify the role played by flavour vs. texture?

2. What recipe would you make for breakfast? What made it appealing?

3. What recipe would you make for a snack?

Food sample	Ingredients	What I liked	What I disliked	What I'd change	Would I try it again?

# STUDENT WORKSHEET GRADE 7 LESSON 2

*Eating Your Words (Use Canada's Food Guide to Healthy Eating)*

## HERE'S THE SCENARIO

"That's twenty kids, Carly! You'll be in the kitchen all day washing celery and peeling carrots!"

"Carrots and celery? MO-TH-ER! I can't serve veggies to my friends. No way. Absolutely not. They'll laugh at me. Cheesies, chips, pop, and cheeseburgers. Okay?"

"How about a compromise Carly? Baked nacho chips and salsa, veggies with yogurt dip, lemon-lime punch, vegetarian pizza, spicy black bean burritos, and popcorn-with a little margarine if you insist. Okay?"

"No! Carly looked ready to cry. "Forget it. I'd rather die a slow death. In fact, I probably will die – of embarrassment!"

"Okay. How about if we try the veggies and burritos, but I'll have chips and cheesies and pop on hand if nobody eats the other stuff?"

"Promise, Mom?"

"I promise."

## PUT YOURSELF IN THE PICTURE

As it turned out, Carly threw a great party. Her dad's spicy bean burritos went fast. So did the veggies and dip. A few kids asked for regular pop, but only because they didn't like lemon lime. Carly didn't die of embarrassment, although she did end up eating her words.

What about you? Many people – adults included – always play it safe at parties by serving the same thing everyone else serves. But is that the kind of food the partygoers remember? What's the best party food you ever had? The best dinner out?

## THINK ABOUT IT

In the following activity, you and your class will get to taste-test some different breakfast and snack recipes. It may not be what you're used to, but you might find something you like.

To help plan the taste test, answer the following questions to help you identify your personal food preferences.

What are your favourite vegetables?

What are your favourite fruits?

What are your favourite fruit or vegetable juices?

What are your favourite grain products - cereals, breads, muffins?

What food textures do you like? (e.g., smooth, crunchy, starchy, crisp)

What taste sensations do you like (e.g., salty, sweet, sour, bitter)

What are your favourite spices and herbs (e.g. cinnamon, oregano-the pizza spice)

Now that you have listed your personal preferences, check out what your classmates enjoy. What are the similarities in your tastes? What are the differences? Take a few minutes for discussion.

## PREPARE TO TAKE ACTION

With your teacher's help, plan a taste test. Some sample recipes have been provided or you may choose to bring your own recipes. The objective is to try some new foods, flavours and textures that you might not usually encounter. Who knows? You might find something you like a lot.

**SAFETY:** Beside each food sample, place a card with its name and a list of ALL ingredients.

**CAUTION:** If you are allergic to any foods, herbs, or spices, it is extremely important to tell your teacher. You can help in the planning and organization of the taste test, but you should not eat anything that you may be allergic to.

- Make a full page copy of the chart at the bottom of the page. It should have one row for each food sample you plan to taste.
- Fill in the row for each food immediately after you taste it. Then sip some water and try the next food.
- When the taste test is over, answer the following questions.

- 1 What was your favorite food from the taste test? What made it so special?
- 2 Which recipe would you make for breakfast?
- 3 Which recipe would you make for a snack?

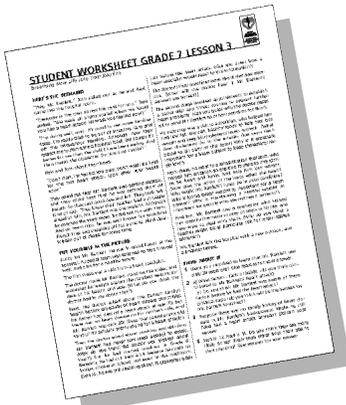
Food sample	Ingredients	What I liked	What I disliked	What I'd change	Would I try it again?

## Teacher's Guide – Grade 7

### LESSON 3 *Breathing New Life into Your Routine*

#### MATERIALS / EQUIPMENT

BLM Student Worksheet Grade 7 Lesson 3  
pen, paper, ruler



#### BACKGROUND

- Cardiovascular disease is striking people earlier. Mr. Bartlett in the scenario is only 39 years old. Some people are genetically predisposed, while others are at risk because of their lifestyle. Poor Mr. Bartlett had a double-whammy.
- Kids should understand that the healthy habits they develop now will help them in the future too, regardless of a positive or negative family history of cardiovascular disease.

#### COMMON MISCONCEPTIONS

- Many youngsters think that heart disease only happens to old people. As noted above, this is not true. People of any age and cultural background can suffer from heart problems or have a stroke. Lifestyle (diet, exercise, not smoking, stress-relief strategies) plays a major role in keeping the average healthy person healthy.

#### LEARNING AND THINKING SKILLS

- Critical thinking
- Decision making
- Reading/writing
- Role-playing

#### GOALS / OBJECTIVES *(In this activity, students will...)*

- identify the factors that can contribute to heart disease
- understand the importance of their own lifestyle decisions
- use role-play to develop a health and lifestyle plan for someone following a heart attack

#### CURRICULUM CONNECTIONS

- Reading/writing
- Health
- Science
- Careers
- Drama

#### TEACHING TIPS

- Expect some kids to be uncomfortable with the subject matter. Many people shy away from illness and hate hospitals. In adolescents, this sometimes makes itself known through ridiculing the subject.
- Be prepared for some noise and talking when the students do their role-playing.

#### EXTENSIONS

##### *In the classroom*

- Prepare skits based on the Mr. Bartlett scenario. They can be funny or serious, as long as they get across a message about living a healthier lifestyle.
- Have students prepare a short career report about the role they played. It should include information about the level of education, job availability/opportunities, work environments, pay scale.
- Invite a stroke survivor to come in and speak to your class or school so students are not "afraid" and are not continually thinking about stroke victims in a negative way.

##### *Elsewhere in the school*

- Have students create posters, slogans, limericks that encourage healthy habits. These can be put up in the school lunchroom, library, front hall of the school.

*In the community:*

- Encourage students to take a first aid and CPR course. It may save the life of a friend or family member.

#### **PROCEDURES, POINTERS AND PRECAUTIONS**

- If you wish, let students discuss the questions in small groups. A class discussion at some point offers the opportunity to identify and clear up misconceptions.

- You might also ask for written answers. Students' answers should provide evidence of their reasoning.
- You may assign student groups or let them organize themselves. Encourage them to take their role seriously.
- It might be valuable for each group to present their plan to the class. They should look for similarities and ideas their own group may have missed.

## Answers to Questions for Grade 7 Lesson 3

### *Breathing New Life into Your Routine*

#### HERE'S THE SCENARIO

"Hey, Mr. Bartlett," Josh called out ...

#### PUT YOURSELF IN THE PICTURE

Lucky for Mr. Bartlett, he was in good hands at the hospital.

What do you think the doctor had to say about that?

It seems clear that Mr. Bartlett is overweight. The doctor will likely "order" him to lose the excess weight, and explain the likely consequences if he does not.

Does [39] sound pretty old to you?

To most students, it will. Ask students (i) if they know the ages of the adults they live with; (ii) if they know their own family's health history, especially as it regards to heart and stroke?

Why do you think the doctor was pleased about that? (No excess alcohol.)

Alcohol is toxic, and it harms the heart in several ways. As well, the consumption of alcohol often leads to extra smoking.

Can you guess how a heart specialist would react to this information? (15 cigarettes a day.)

The doctor will likely "order" him to quit smoking, and explain the likely consequences if he does not – a second heart attack.

What will the doctor hear if Mr. Bartlett's answers are honest? (About diet and exercise.)

Mr. Bartlett will admit eating less-healthy foods to excess, and exercising too little.

Can you guess why the doctor decided to send Mr. Bartlett to other specialists for this? (Diet and fitness routine.)

Heart specialists are highly trained and paid: to listen to hearts, diagnose difficulties, prescribe treatment or even do surgery. Other people who specialize in diet and fitness can provide the needed advice at less cost to the health care system.

What does cholesterol do to the arteries that carry fresh blood to all parts of the body?

Cholesterol can promote the formation of plaque inside the arteries.

Why is it especially important for a heart patient to keep cholesterol levels low?

The heart has its own arteries, that supply it with the food and oxygen it needs to do the work of pumping blood to other parts of the body. If the heart is already damaged by a heart attack, and the arteries to the heart get further blocked, a second heart attack is

much more likely.

How does the action of the lungs affect the heart?

The lungs bring oxygen into the body. The heart needs oxygen to keep beating.

Why might Mr. Bartlett's lungs be in poor condition?

His lungs likely have sticky tar deposits on them. Tar is given off as invisibly small droplets in hot tobacco smoke, but the droplets condense into sticky deposits when they cool off, either inside the lungs on the walls or on clothing. Walls and clothes can be washed – the lungs can't.

Why is losing excess weight so important for a heart patient?

The bigger the body, the more blood it has, and the harder the heart has to pump to keep the blood moving.

Why is maintaining a healthy weight so important for people who are not heart patients?

It saves putting needless stress on the heart.

And last, Mr. Bartlett saw a counsellor, who helped him identify the major sources of stress in his life, and new ways to deal with them. Why do you think a teacher might be at particular risk for stress-related ailments?

It will be interesting to hear what your students have to suggest. By grade 7, most adolescents will be able to appreciate that you, the teacher, have a tough job.

#### THINK ABOUT IT

**1** Were you surprised to learn that Mr. Bartlett was only 39 years old? Give reasons for your answer.

To most students, it will. They may not realize how close their own adults are to that age.

**2** a) What factors-facts or habits-do you think contributed to Mr. Bartlett's heart attack?

Facts: family health history may be part of it, but Mr. Bartlett's father was 31 years older when he died, so he probably didn't inherit the entire problem. Habits: Mr. Bartlett's lifestyle was likely a major factor. Smoking, overeating, little physical exercise, a love of fatty food and a dislike of physical exercise are all known to contribute to heart problems.

b) Do you think Mr. Bartlett was aware of these factors before he had the heart attack?

He probably was aware, that is, he knew in his mind. But he didn't act on his knowledge. You could say he didn't "know in his heart" that he had to make some changes.

c) Which factor do you think will be the hardest

for Mr. Bartlett to correct?

It will be interesting to see what students suggest from their adolescent perspective. Some thoughts: Every ex-smoker knows how hard it is to quit using tobacco. But if you manage to quit, you can safely quit completely. And it is easier to avoid other smokers nowadays than it used to be. However, nobody can avoid eating. You can't quit completely. As for exercise – what habit have your students already developed? How easy do they think it would be for them to change these habits Now? At age 39?

**3** Suppose there was no family history of heart disease in Mr. Bartlett's background. Might he still have had a heart attack anyway?

Yes.

Explain your answer.

His lifestyle was likely to lead to some kind of health problem. The smoking probably tipped the scales.

**4** Josh is 13, Ravi is 14. Do you think they are more likely or less likely than other boys their age to start smoking?

Before they visited Mr. Bartlett, they were probably just as likely to start. Now they may be less likely.

Give reasons for your answer.

The shock of seeing Mr. Bartlett looking so sick, and admitting why, might get through to the boys. Certainly what they see with their own eyes will be more effective than Mr. Bartlett's "don't start" lecture. Most people hate advice of the "do as I say, not as I did" sort, and teenagers get more of it than other people.

#### PREPARE TO TAKE ACTION

It is not possible to provide a single correct example for this assignment. And indeed, students need not prepare a full-fledged report to benefit. The different components could each be developed by a different group for example, and the group findings shared with the class. Or a recovering heart patient could volunteer to be quizzed on these topics. The point is for students to think about the complexity of recovery and the problems of compliance.

# STUDENT WORKSHEET GRADE 7 LESSON 3

## *Breathing New Life into Your Routine*

### HERE'S THE SCENARIO

"Hey, Mr. Bartlett," Josh called out as he and Ravi came into the hospital room.

"Everyone in the class signed this card for you," Ravi added. "We were all pretty scared when we heard you had a heart attack! How are you feeling now?"

"I'm doing well, guys. It's good to see some familiar faces. I'm really glad to be out of Intensive Care and off the intravenous feeding. Although now they expect me to start eating hospital food! But I guess it's better for me than the stuff I have been eating. And then there's the cigarettes. Do you guys smoke?"

Ravi and Josh shook their heads.

"Don't start. I'm telling you guys, don't wait like I did for the first heart attack. Look after your health now!"

They could see that Mr. Bartlett was getting excited, and they could hear that he was getting short of breath. So they said good-bye and left. They both felt kind of sad. They knew their teacher had a struggle ahead of him. Mr. Bartlett was overweight. Although he coached the track team, he did not run with them. And on team trips, he was well known for munching French fries and sneaking off for a smoke. He'd clearly been out of shape for some time.

### PUT YOURSELF IN THE PICTURE

Lucky for Mr. Bartlett, he was in good hands at the hospital. A special team was assigned to help him get well, and plan for a healthy future.

The first stage was a visit from a heart specialist.

The doctor made Mr. Bartlett stand on the scales, and evaluated his weight against the standard weights for men of his height and age. (What do you think the doctor had to say about that?)

Next, the doctor asked about the Bartlett family's health history, especially of heart disease and stroke. His father had died of a heart attack at age 70, but there was no heart disease on his mother's side, and Mr. Bartlett was only 39! (Does that sound pretty old to you? It's actually pretty young for a heart attack!)

Then the doctor asked about smoking and drinking. Mr. Bartlett had never consumed alcohol to excess. (Why do you think the doctor was pleased about that?) But he had started smoking in Grade 9. Recently, he had cut back a bit because he could no longer smoke at school, not even in the staffroom. Even so, he was still smoking about 15 cigarettes a day

just before the heart attack. (Can you guess how a heart specialist would react to this information?)

The doctor's final questions were about diet and exercise. (What will the doctor hear if Mr. Bartlett's answers are honest?)

The second stage involved appointments to establish a better diet and fitness routine to prevent further heart problems. (Can you guess why the doctor decided to send Mr. Bartlett to other specialists for this?)

His next stop was a visit to a dietitian, who helped him find low-fat, low-salt, healthy foods to help him lose weight and keep his cholesterol levels in check. (What does cholesterol do to the arteries that carry fresh blood to all parts of the body? Why is it especially important for a heart patient to keep cholesterol levels low?)

From there, he went to a rehabilitation therapist, who helped him establish an exercise routine to strengthen his heart and lungs, and help him lose weight. (How does the action of the lungs affect the heart? Why might Mr. Bartlett's lungs be in poor condition? Why is losing excess weight so important for a heart patient? Why is maintaining a healthy weight so important for people who are not heart patients?)

And last, Mr. Bartlett saw a counsellor, who helped him identify the major sources of stress in his life, and new ways to deal with them. (Why do you think a teacher might be at particular risk for stress-related ailments?)

Mr. Bartlett left the hospital with a new outlook, and a brighter future.

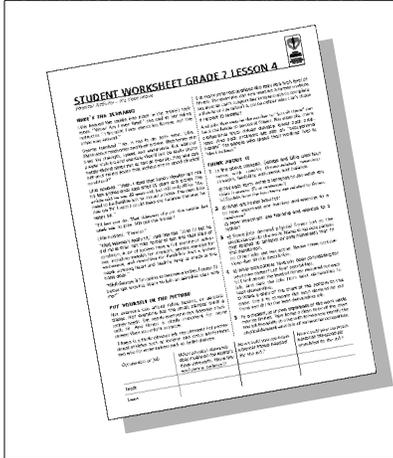
### THINK ABOUT IT

- 1 Were you surprised to learn that Mr. Bartlett was only 39 years old? Give reasons for your answer.
- 2 a) What factors – facts or habits – do you think contributed to Mr. Bartlett's heart attack?  
b) Do you think Mr. Bartlett was aware of these factors before he had the heart attack?  
c) Which factor do you think will be the hardest for Mr. Bartlett to correct?
- 3 Suppose there was no family history of heart disease in Mr. Bartlett's background. Might he still have had a heart attack anyway? Explain your answer.
- 4 Josh is 13, Ravi is 14. Do you think they are more likely or less likely than other boys their age to start smoking? Give reasons for your answer.

## PREPARE TO TAKE ACTION

- 1 Work in groups of three to develop a detailed recovery plan that might follow a heart attack. Begin by "designing" your patient. You need to decide on the patient's age, height, weight. Is your patient male or female? A smoker? A drinker? Give your patient a name.
  - 2 Decide which group member will perform each of the following three roles: dietitian, rehabilitation therapist, counsellor. Remember, you need to work together to take care of the whole person.
  - 3 The dietitian should create an eating program that the patient can stick to.
  - 4 The rehabilitation therapist should develop an activity and exercise routine that will be practical when the patient leaves the hospital.
- 5 The counsellor should provide insights and strategies for dealing with stress: the kind of stress the patient was facing before the heart attack, the stress and fear generated by the heart attack, and the extra stress of facing a greatly changed routine in the future.
  - 6 Most heart attack patients follow their recovery plan perfectly while they are still in the hospital. Once at home, however, they find it difficult to continue. In your group, discuss reasons why this is so. How might your patient have difficulties following their recovery plan once they are home?
  - 7 People who've had heart attacks often try to educate others. How did Mr. Bartlett show this? How might your patient show this? Give reasons for your answers.

## Teacher's Guideline – Grade 7



### LESSON 4 Physical Activity – It's Your Move

#### MATERIALS/EQUIPMENT

BLM Student Worksheet Grade 7 Lesson 4

career planning/exploration resources

LESSON 1: *Physical Fitness: It's Your Move*

#### BACKGROUND

- When we consider careers and occupations, we often overlook their relationship to physical fitness.
- Physical fitness is extremely important in many occupations, but sometimes its impact is subtle as opposed to overt. For example, medical professionals require strength, stamina, flexibility, strong stress-reducing mechanisms in order to move patients, stand for long periods of time, think clearly in a crisis, and have an outlet for stress that may build up.
- Other jobs require and can enhance physical fitness in a more direct way. Heavy construction work can provide a lot of physical activity, and if carried out correctly, this activity can enhance the worker's fitness. Ballet dancers and professional athletes obviously must maintain good physical fitness: their livelihoods depend on being able to perform specific physical tasks that demand a lot from the participants.

#### Definitions:

**STRENGTH** – The ability to exert force against an object. To build stronger muscles and bones participate in activities such as weight lifting, push-ups and some aerobic activities.

**FLEXIBILITY** – The ability to reach, bend and stretch. These movements lengthen and relax muscles and move your joints through their full range of motion.

**ENDURANCE** – The ability to participate in continuous activity without unreasonable fatigue.

**BALANCE** – The ability to maintain a steady position.

#### COMMON MISCONCEPTIONS

- Many kids take their current level of physical fitness for granted. They don't necessarily realize that their level of fitness will eventually diminish if they don't work out a routine to maintain it.
- A lot of people think you don't need to be fit if your work isn't physically demanding. A desk job generally doesn't require heavy lifting, running, or jumping, but it still places physical demands on workers. Many employees find their backs and necks become tired, their legs ache, their wrists become sore from improper keyboarding practices or repetitive strain injury. Office workers need to be alert to tackle intellectual problems. Physical fitness is not a prerequisite or a product of their jobs. But, office workers who maintain their personal fitness have an edge. They feel better, think and work better, both because they are fit and because they have interests outside of the workplace.

#### LEARNING AND THINKING SKILLS

- Organizational/visual presentation skills
- Decision making skills
- Making comparisons
- Reading/writing
- Critical thinking skills
- Drawing conclusions

#### GOALS / OBJECTIVES (*in this activity students will...*)

- explain how physical fitness relates to specific occupations in specific ways
- list four different occupations that interest them
- select two of the four occupations and explore and

identify their requirements for physical fitness, and the opportunities for developing/maintaining physical fitness through work

- develop a brief outline for their own personal physical fitness goals with respect to an occupation that does not require or promote physical fitness
- present their information in chart format

#### **CURRICULUM CONNECTIONS**

- Reading / writing
- Careers
- Social Studies / Social Sciences

#### **TEACHING TIPS**

- You may want to create a “job bank” of occupations/careers with a variety of resources. Include items such as sample resumes for specific jobs/occupations; articles about job opportunities in various fields; information about educational requirements, colleges/universities; potential income scales; etc. Your school or district Guidance Centre may have resources that they can lend to you for a short time.
- It may be worthwhile to team-teach this activity with someone from the Guidance Centre.
- To start the job evaluation, you might consider putting your own job up for a fitness prerequisite/opportunities evaluation. However, this means that “teacher” should be excluded from your students’ charts.

#### **EXTENSIONS**

##### *In the classroom*

- If you didn’t have a job bank before, you now have a terrific beginning. Be sure to include a copy in the job bank, and put the original in the student’s portfolio. They may find it useful to revisit it later.
- Use the idea from the activity to have students create a Help Wanted Bulletin Board. They can post a job advertisement which they have augmented with information about how physical fitness and the job are related.

##### *Elsewhere in the school*

- Offer the Guidance Centre the use of the students’ charts. Many career counselling services do ask about an applicant’s preference for physical versus intellectual tasks. The bonus with these charts is that the less physically demanding job also looks at the need for personal fitness goals.

##### *Elsewhere in the community:*

- If your school has a Career Day, when students can shadow an employee outside of the school, they can learn first hand what physical fitness demands are placed on workers in different jobs. Encourage students to share their experiences in an oral presentation.
- Guest speakers from a variety of fields may be invited in to discuss their jobs, its demands, stress levels, physical opportunities, etc.

#### **PROCEDURES, POINTERS AND PRECAUTIONS**

- Encourage students to explore a wide variety of job/career options: everything from Dog Groomer to Physical Therapist to Astrophysicist. Remember that this is not a career decision-making day, it is an opportunity to explore options and to think about the implications an occupation has for one’s health – an unusual perspective given the usual slant of career studies.
- See what they know about the occupations they choose, and if necessary, use some directed questions to help them think about the demands of the job.
- Take each job suggestion seriously. There may be some unusual ones but if you take it seriously, the kids will too. And this is important, because you never know what job some youngster’s parent might have, and ridicule by other students would be really hurtful at this stage. (Garbage truck driver is an important job, yet it could give rise to hurtful “humour”.)

## Answers to Questions for Grade 7 Lesson 4

### Physical Fitness – It’s Your Move

#### HERE’S THE SCENARIO

Lillia heaved the saddle...

[NOTE: jockeys have a full routine of activities, including weights for strength, aerobic exercise for endurance, and stretching for flexibility. And a jockey needs a strong heart and healthy lungs as much as the horse does.]

#### PUT YOURSELF IN THE PICTURE

For example, can you imagine a surgeon whose leg muscles can’t support her long enough to complete a five-hour operation?

Even TV scriptwriters haven’t shown this one. And career fairs and the like often focus on the marks you need to get into medicine.

A police officer who can’t chase a suspect 15 metres?

Students have doubtless seen TV comedies that show just this. But an unfit police officer must surely feel unsafe on the job.

#### THINK ABOUT IT

**1** In the above scenario, George and Lillia used four terms with specific fitness-related meanings: strength, flexibility, endurance, and balance.

a) For each term, write a sentence to say what you think it means. (Four sentences!)

**STRENGTH** refers to how much force you can exert with your muscles.

**FLEXIBILITY** refers to how far and how easily you can bend your joints.

**ENDURANCE** refers to how long you can exert force with your muscles.

**BALANCE** refers to how well you can maintain a desired position, such as standing upright while climbing stairs.

b) Explain how the four terms are related to fitness. Answers will vary. Here are some examples:

**STRENGTH** : Can be improved by including a weight training program in your fitness routine.

**FLEXIBILITY**: Can be improved by including stretching exercises in your fitness routine.

**ENDURANCE**: Can be improved by including aerobic exercise in your fitness routine (aerobic exercise makes

you take more air into your lungs).

**BALANCE**: Can be improved by a fitness program that strengthens related muscle pairs (e.g., to sit upright without falling, both abdominal and back muscles must be equally strong.

**2** a) What are horses bred for?

Speed, strength and endurance.

b) How important are training and exercise to racehorse?

Very important: they make the difference between winners and losers when basic body structure is the same.

c) How important are training and exercise to a jockey?

Very important: they make the difference between winners and losers when basic body structure is the same.

**3** a) Some jobs demand physical fitness just so the employee can do the work. Name three occupations (not related to athletics or entertainment) that fit this description.

Examples include: carpenter, dentist, physiotherapist, truck driver, waiter.

b) Other jobs are less active. Name three occupations that fit this description.

Examples include: computer programmer, editor, lawyer, psychiatrist, telephone sales representative.

**4** a) What occupations have you been considering for your own career? List four possibilities.

Answers will vary.

b) Think about the level of fitness required for each job, and rank the jobs from most demanding to least demanding.

Answers will vary.

c) Make a copy of the chart at the bottom of the page. Use it to compare the most demanding job from part (b) to the least demanding job.

**5** As a student, your own experience of the work world may be limited. Take home a clean copy of the chart and ask the adults you live with to help you identify the physical demands – and risks – of some other occupations.

If shared in class, this can provide an opportunity for students to learn how many different occupations exist – the range goes far beyond what most can imagine.

Occupation or job	What physical demands does it place on the worker's body (strength, flexibility endurance, balance)?	How could you maintain physical fitness needed for the job?	How could you maintain personal fitness goals unrelated to the job?
Most	Answers will vary	Answers will vary	Answers will vary
Least	Answers will vary	Answers will vary	Answers will vary

# STUDENT WORKSHEET GRADE 7 LESSON 4

## Physical Activity – It's Your Move

### HERE'S THE SCENARIO

Lillia heaved the saddle into place in the stable's tack room. "Wow! Am I ever tired!" she said to her riding instructor. "I thought I was exercising Roscoe, not the other way around."

George laughed. "No, it has to go both ways, Lillia. Think about racehorses and their jockeys. Racehorses are bred for strength, speed, and endurance. But without proper training and exercise, they'd just be really pretty horses—they'd never run as fast as they do. And you can bet your riding boots that jockeys are in good physical condition!"

Lillia nodded. "Yeah. I read that Sandy Hawley just ran his last professional race after 25 years as a jockey. The article said he was 49 years old, but still only 48 kg. You need to be flexible just to mount a horse. I've seen him ride on TV. I wish I could keep my balance the way he keeps his."

"I'll bet you do. That sideways slip off the saddle last week was no joke. Still got the bruises?"

Lillia nodded. "Fraid so."

"Well, Hawley's really fit," said George. "And I'll bet he did more than just ride horses to get into that kind of condition. A lot of jockeys have a full routine of activities, including weights for strength, aerobic exercise for endurance, and stretching for flexibility. And a jockey needs a strong heart and healthy lungs as much as the horse does."

"Well George, if I'm going to become a jockey, I guess I'd better get moving. Want to join an aerobics class with me?"

### PUT YOURSELF IN THE PICTURE

Not everyone can afford riding lessons, or aerobics classes. Not everyone has the small, slender build a jockey needs. But nearly everyone can become physically fit. And fitness is vitally important for more careers than you might suppose.

Fitness is a fairly obvious job requirement for professional athletes such as jockeys and circus performers, and also for entertainers such as ballet dancers.

But many other occupations also require a high level of fitness. For example, can you imagine a surgeon whose leg muscles can't support her long enough to complete a five-hour operation? A police officer who can't chase a suspect 15 metres?

And jobs that require the worker to "just sit there" can be a challenge to personal fitness. For example, many professional truck drivers develop lower back problems. And back problems are also an "occupational hazard" for people who spend their working lives as "desk jockeys."

### THINK ABOUT IT

- In the above scenario, George and Lillia used four terms with specific fitness-related meanings: strength, flexibility, endurance, and balance.
  - For each term, write a sentence to say what you think it means. (Four sentences!)
  - Explain how the four terms are related to fitness.
- What are horses bred for?
  - How important are training and exercise to a racehorse?
  - How important are training and exercise to a jockey?
- Some jobs demand physical fitness just so the employee can do the work. Name three occupations (not related to athletics or entertainment) that fit this description.
  - Other jobs are less active. Name three occupations that fit this description.
- What occupations have you been considering for your own career? List four possibilities.
  - Think about the level of fitness required for each job, and rank the jobs from most demanding to least demanding.
  - Make a copy of the chart at the bottom of the page. Use it to compare the most demanding job from part (b) to the least demanding job.
- As a student, your own experience of the work world may be limited. Take home a clean copy of the chart and ask the adults you live with to help you identify the physical demands-and risks-of some other occupations.

Occupation or job	What physical demands does it place on the worker's body (strength, flexibility, endurance, balance)?	How could you maintain physical fitness needed for the job?	How could you maintain personal fitness goals unrelated to the job?
Most			
Least			

