

IV.4. HEALTHY CHOICES

THEMES	Health
Group Size	20 +
Complexity	2/3
Age Range	16 to 30 year old
Time	90 minutes

OVERVIEW

This exercise will look at the health and nutrition through food and physical activity. The exercise will show the implications of healthy eating and smoking and to discuss the topic

OBJECTIVES

- To understand the main principles of non-formal education.
- To share experience with non-formal education through sport and physical activities.
- To experience how to combine a sport or physical activity with learning outcomes.

MATERIALS

- Teaching area/room, flipchart, markers, music system, laptop, projector, one basket, box or big container, one large trash can.
- Straws, steps for aerobics, cotton balls, rubber band, sandwich bag, »Live Tobacco Free« worksheet questions which are included in the description.
- A Hula Hoop (or circle in gym's centre), 22 coloured light balls, Colours: Red (Meat), Blue (Water), Orange (Vegetables), Green (»Go« Exercise), Purple (Fruits) Black (Sweets - Chocolate), White (Cereals, Breads, Pasta), Yellow (Dairy products)
- 3-5 »DARE« balls (different to others) - to represent unhealthy choices such as drugs, lack of exercise, etc.
- Food pyramid projected on wall, a colour code chart to show which food group is represented by which ball.

PREPARATION

- Check the area is safe for the activity.
- Set up laptop and projector with food pyramid projected on wall.
- Set up a colour code chart to show which food group is represented by which ball.
- Have flipchart and paper prepared.
- Have a hand-out about formal and non-formal education ready for each participant.

INSTRUCTIONS

Open a discussion on "What is non-formal education". Show pictures associated with different aspects of formal, informal or non-formal learning. In pairs – Ask the participants to share experiences they have had in their lives
As a group – compare formal and non-formal education using the table below

	formal	non-formal
Purposes	<i>Long-term & general Credential-based</i>	<i>Short-term & specific Non-credential-based</i>
Timing	<i>Long cycle Preparatory Full-time</i>	<i>Short cycle Recurrent Part-time</i>
Content	<i>Standardized Input centred Academic Entry requirements Determine clientele</i>	<i>Individualized Output centred Practical Entry requirements Clientele determine</i>
Delivery system	<i>Institution-based, Isolated from environment Rigidly structured, Teacher-centred Resource intensive</i>	<i>Environment-based Community related Flexible, Learner-centred Resource saving</i>
Control	<i>External Hierarchical</i>	<i>Self-governing Democratic</i>

EXERCISE 1: SMOKING AEROBIC – 20 MINUTES
The idea is to have a group experience with physical activity with learning objectives in connection to health. The purpose of this activity is to show how smoking tobacco affects a person's everyday physical activity.

INSTRUCTIONS

1. Step Aerobics: Do a 5 minute step aerobics routine with the students. Any routine will do, as long as it is rigorous and gets their heart rate up.
2. Participants count their heart rate on their wrist for 30 seconds, and multiply the number by 2.
3. Discussion: Have the participants answer the first two questions:
 - What are the two factors you know about smoking?
 - What are your two favourite physical activities?
4. Discuss the results in the group by listening some examples of answers.
5. Smoking Aerobics: Each participant gets a straw and a step. They will do the same exact aerobics routine from the beginning. The difference is they will be using straws to breathe in and out. The straws represents how a smoker feels when doing physical activity. (Note: Please be careful with this part of the lesson for safety reasons. Make sure that you use soft straws).
6. Have the participants check their heart rate again the same way to see if there is a difference compared to the first time.
7. Finish by answering these two questions:
 - What did you feel when doing aerobics while breathing through the straw?
 - How can smoking affect your two favourite physical activities you wrote down in question two?

Conclude with the group.

INSTRUCTIONS

EXERCISE 2: MIND YOUR FOOD – 30 MINUTES

1. Review locomotor skills, food pyramid.
2. Select some participants (5-6) to be taggers or »munchers«. Taggers stand at the half court line beside the »stomach« (hula hoop) until the music starts and then they try to capture food, water, exercise, and unhealthy habits. All others select a ball from the »grocery box« and go to one of the two end lines in the gym. Explain safety aspect of tagging another person!

Prior to turning on the music the facilitator announces one of the locomotor skills. Once the music begins, all perform the locomotor skill that was requested. The students representing food, water, exercise, and unhealthy habits try to make it to the opposite end line without being tagged by a »muncher«. The »munchers« are trying to fill up the stomach (hula hoop) with the daily recommend servings from each of the food groups. The »munchers« also want to capture some exercise and water! (The foam balls go in the stomach or hula hoop.) When the »munchers« tag unhealthy habits, they place the ball in the trash can. Instead of sitting out after being tagged by a »muncher«, participants go back to the »shopping box« and get another ball.

If you do not have enough balls to do this, you could have them help the »munchers«. A new game begins (with new »munchers«) once all (or at least most) of the daily recommended servings are captured.

After the exercise the group refers to the food pyramid and »check« the stomach (hula hoop) to see if anything is missing or if anything is in the stomach that is unhealthy. Did the munchers get water? Exercise? Did they eat too many sweets?

INSTRUCTIONS

NOTE ON THE PARTICIPANT WITH DISABILITIES:
Our participant in a wheelchair will have a helper and will keep the ball in their lap.

EXERCISE 3: ALCOHOL BALL

Description:

Have a few participants volunteer catch the ball as you throw it to them. Play catch with them for a minute or two. Now ask them to spin around 10 times fast, then squint their eyes. Ask them to finish spinning and start throwing the balls to them and ask them to throw the balls accurately back to you. (It is usually quite difficult for them to accurately throw the ball at this point.)

Debriefing:

People who drink too much alcohol have blurred vision and poor coordination even without squinting and spinning around. Ask them to explain how these effects can be damaging to the person drinking and to others.

DEBRIEF AND EVALUATION

- Debriefing of this session will be done after each stage.
- Ensure that you allow all the participants to have an input through the process.
- At the end some questions should be asked to reinforce the learning process.
- What have you learned/experienced today?
- Have you been influenced by the session? In what way?

ADDITIONAL INFORMATION

Locomotor skills that will be used: walk, run, jog, hop, jump, leap, gallop, slide, skip
FOOD PYRAMIDS



Vegetarian Pyramid



Paleolit Pyramid



Basic Pyramid