

Course
Healthy Lifestyle Habits
PRS-P102-2
Presecondary



“Health is above all a dynamic process of learning, of personal experiences
and of means that allow us to feel well at all times and on all levels.”

Christian Tal Schaller

Presentation of the Course *Healthy Lifestyle Habits*

The course *Healthy Lifestyle Habits* is designed to help adult learners deal competently with real-life situations that involve managing habits related to diet, physical fitness, rest and relaxation. It prepares adults to adopt a responsible, preventive approach to their health.

By the end of the course, the adult learners will have a better understanding of their needs and will be able to develop a customized action plan adapted to their personal situation. They will be able to select simple, accessible means that will help them adopt healthy lifestyle habits.

Dealing With the Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. These elements are explained in detail under their respective headings.



Class of Situations Addressed by the Course

This course addresses a single class of situations: *Adopting and maintaining healthy lifestyle habits*.

This class covers a wide range of real-life situations, from eating at home or in a restaurant, to buying groceries or participating in a physical activity. These situations share a common characteristic in that they allow adults to pay particular attention to the habits they have developed with respect to diet, physical activity, rest and relaxation.

Being healthy is essential for dealing with life's challenges and leading a fulfilled life. Thus, acquiring healthy lifestyle habits

contributes to a person's well-being and to staying healthy. The class of situations addressed in this course encourages adults to develop an informed view of the way they meet their dietary, physical activity, rest and relaxation needs. Because these needs are interrelated, they must be considered as a whole, so that adults can develop a comprehensive action plan that will allow them to stay healthy.

Class of Situations	Examples of Real-Life Situations
Adopting and maintaining healthy lifestyle habits	<ul style="list-style-type: none">▪ Eating at home or in a restaurant▪ Weekly groceries▪ Getting to school or work▪ Prolonged periods of time in front of the TV or computer▪ Accumulated fatigue▪ Stress at work▪ Participating in a physical activity

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations addressed in the course. *Examples of actions* are provided to illustrate the scope of the category in a variety of contexts.

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Determining needs related to diet, physical activity, rest and relaxation 	<ul style="list-style-type: none"> ▪ Identifies needs related to diet, physical activity, rest and relaxation ▪ Becomes familiar with relevant documentation ▪ Consults resources in his or her environment ▪ Identifies the consequences of certain habits ▪ Asks for and follows recommendations
<ul style="list-style-type: none"> ▪ Developing a comprehensive, customized action plan 	<ul style="list-style-type: none"> ▪ Formulates objectives related to different needs ▪ Determines priorities, actions and approaches to meet dietary needs ▪ Determines priorities for better physical health ▪ Plans a schedule ▪ Anticipates difficulties

Compulsory Elements and End-of-Course Outcomes

The compulsory elements are those that the teacher must absolutely take into account when designing learning situations.

Class of Situations

Adopting and maintaining healthy lifestyle habits

Categories of Actions

- Determining needs related to diet, physical activity, rest and relaxation
- Developing a comprehensive, customized action plan

Operational Competencies

Thinks logically

- Describes lifestyle habits
- Selects information
- Establishes connections between the lifestyle habits described and basic needs
- Formulates hypotheses to improve or change a lifestyle
- Justifies choices

Uses creativity

- Explores different ways of doing things
- Is receptive to different practices
- Transforms creative ideas into realistic solutions

Essential Knowledge

- Needs related to healthy lifestyle habits
- Basic elements of a healthy diet
- Composition of balanced menus
- Balance between diet and specific needs
- Basic elements of a physical activity plan
- Determinants of physical fitness
- Basic elements associated with sleep
- Stress management

The end-of-course outcomes describe how adults make use of the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

In order to deal with the class of situations *Adopting and maintaining healthy lifestyle habits*, adults determine their needs related to diet, physical activity, rest and relaxation in order to develop a comprehensive, customized action plan adapted to their situation. Basically, they observe some of their practices and then plan realistic ways of adopting healthy lifestyle habits.

To determine needs related to diet, physical activity, rest and relaxation, adults describe their lifestyle habits, examining them both separately and in relation to one another. They select information that will allow them to accurately describe the reality observed, i.e. the needs associated with healthy lifestyle habits, basic elements of a healthy diet, the balance between diet and specific needs, determinants of physical fitness and basic elements associated with sleep. They establish connections between the lifestyle habits described and the needs they have determined. They formulate hypotheses about possible improvements to or changes in their lifestyle in order to introduce or maintain a balanced diet, physical activity, rest and relaxation in their daily lives.

To develop a comprehensive, customized action plan, adults formulate objectives that reflect their understanding of needs and the construction of knowledge associated with balanced menus, the basic elements of a physical activity plan, and stress management. They explore a variety of ways of varying their diet and activities, taking into account their preferences, interests and personal needs, and opening themselves up to different practices. They transform creative ideas that interest them into realistic solutions that will afford them greater benefits and pleasure, and thus allow them to persevere in their new lifestyle habits. They plan a schedule and anticipate potential difficulties in order to be better able to deal with them. They justify their choices in light of the understanding they have developed.

At the end of the course, adults produce a comprehensive, customized action plan in order to improve or change their lifestyle.

Evaluation Criteria

- Accurately determines needs related to diet, physical activity, rest and relaxation
- Develops a comprehensive, customized action plan

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Thinks logically* and *Uses creativity*.

Contribution of the Operational Competency *Thinks logically*

The operational competency *Thinks logically* enables adults to organize their thoughts and develop behaviours that are consistent with their choice of healthy lifestyle habits and action plan.

To do so, adults describe their lifestyle habits. They select information that will allow them to understand needs related to diet, physical activity, rest and relaxation. They establish connections between these lifestyle habits and the needs they have identified.

They formulate hypotheses to improve or change their lifestyle, by identifying habits that can help them stay healthy every day. They take into account various factors, such as availability, constraints and priority needs. They make sure that their choices are realistic, and are able to justify these choices.

Contribution of the Operational Competency *Uses creativity*

The operational competency *Uses creativity* enables adults to develop the ability to overcome certain habits in order to adopt a healthier lifestyle. By dealing with the real-life situations related to the class *Adopting and maintaining healthy lifestyle habits*, adults learn to change by exploring different innovative practices.

When adults develop an action plan, they explore a variety of ways to introduce or maintain a balanced diet, physical activity, rest and relaxation in their routine. They become receptive to different practices that enable them to vary their diet and activities. They transform creative ideas into realistic solutions and thus derive greater benefits and pleasure that help them persevere in adopting new lifestyle habits.

Essential Knowledge

Needs related to healthy lifestyle habits

- Diet
- Physical activities
- Rest and relaxation
- Interaction between needs related to diet, physical activity, rest and relaxation

Basic elements of a healthy diet

- Essential nutrients
- Food groups
- Recommended servings

Composition of balanced menus

- Choice of foods
- Composition of meals and snacks

Balance between diet and specific needs

- Weight control
- Malnutrition (problems related to metabolism or an unbalanced diet in terms of quantity or quality)

Basic elements of a physical activity plan

- Objectives
- Intensity
- Duration

- Types of activities based on:
 - endurance
 - flexibility
 - strength development

Determinants of physical fitness

- Cardiovascular endurance
- Strength and muscular endurance
- Flexibility and back health
- Body weight

Basic elements associated with sleep

- Sleep needs, according to age
- Factors promoting relaxation and sleep

Stress management

- Types and sources of stress
- Time-management techniques
- Relaxation techniques

Attitudes

The following attitudes are provided as suggestions only. The development of these attitudes can help adults become more competent in dealing with the real-life situations in this course.

Realism and Perseverance

Adults who are realistic and able to persevere can gradually introduce the changes that are necessary to adopt and maintain healthy lifestyle habits.

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
<ul style="list-style-type: none">▪ Health and social services employees and professionals▪ Recognized support groups and organizations in the region▪ Sports associations and teams	<ul style="list-style-type: none">▪ Recognized food guides▪ Government publications and documentation from recognized organizations (e.g. brochures, pamphlets)▪ Web sites:<ul style="list-style-type: none">- Health Canada- Public Health Agency of Canada- Institut national de santé publique du Québec- Dietitians of Canada- Ordre des diététistes du Québec

Contribution of the Subject Areas

The contribution of other subject areas, in particular knowledge related to Languages and to Mathematics, Science and Technology, is also useful for dealing with the real-life situations in this course. The elements identified for each subject area are not compulsory and do not constitute prerequisites.

Subject Area: Languages

Program of Study: *English, Language of Instruction*

Course (Presecondary): *Taking Charge*

- Categories of actions related to the class of situations *Using language to attend to basic health needs*

Course (Presecondary): *Lifestyle Options*

- Categories of actions related to the class of situations *Using language for a healthy lifestyle*

Subject Area: Mathematics, Science and Technology

Program of study: *Mathematics*

- Compiling data in order to describe certain lifestyle habits (e.g. diet, physical activity, relaxation and sleep)
- Consulting and interpreting statistical studies on lifestyle habits (e.g. diet, physical activity, relaxation and sleep)
- Developing a balanced diet using operations on rational and decimal numbers
- Developing a balanced diet using operations on proportions
- Converting measures from one system to another
- Calculating time in order to plan a schedule and prepare for or carry out an activity

Program of study: *Computer Science*

- Searching for information related to meeting needs (e.g. information on various associations, community organizations and public services, documentation and contact information on the Internet)
- Requesting information using e-mail

Andragogical Context

The *Health* program enables adult learners to lay the foundation for developing a responsible, preventive approach to their health. It focuses on the importance of adopting healthy lifestyle habits, of achieving better balance in life to preserve psychological health, and of adopting safe, responsible sexual behaviours. For this reason, the learning situations presented promote awareness, analysis, observation and reflection.

In all cases, the learning situations must be meaningful to adults and resemble the situations they encounter in their daily lives. Many different learning activities can therefore be organized: meetings with resource persons (e.g. nutritionists, athletes, psychologists), presentation of testimonials, documentary screenings, preparing a questionnaire for a survey, etc.

The real-life situations addressed by the program refer to personal experiences and to perceptions of what is beneficial or harmful to one's health. It goes without saying that these perceptions are rooted in the experience of individuals. As a result, the teacher should be careful to choose situations that do not intrude on the private life of adults, as some adults may be directly affected by the situations presented. The teacher must also take into account the interests that adults may have for specific health problems, while introducing the concepts and competencies that will allow adults to question some of their perceptions.

Learning Situation

The learning situation that follows is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop pertinent learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—pedagogical methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Healthy Lunchbox

Eating is something we do every day and, as a result, we develop particular eating habits. The learning situation chosen for the class *Adopting and maintaining healthy lifestyle habits* involves planning lunchbox meals for adults who attend school. The activity suggested consists in having adults create a leaflet of menu suggestions to be distributed in the adult education or training centre. This activity allows adults to choose and adapt menus as they learn about the basic elements of a healthy diet, the composition of balanced menus and balancing diet and specific needs. It also allows them to call on the operational competencies *Thinks logically* and *Exercises creativity*.

At the beginning of the first learning activity, the teacher asks the adults to fill out a simple questionnaire on healthy eating habits. Then, in order to confirm or question their perceptions and build new knowledge, adults look for information using available documentation and recognized Web sites. The teacher then leads a group discussion, comparing the adults' answers with the information they found, and validating their answers. By sharing their results, adults have the opportunity to express their points of view, discuss their experiences and determine the basic elements of a healthy diet.

The second activity consists in analyzing a case study. The teacher begins by giving an interactive presentation on how to plan menus and balance diet with specific needs. The class is then divided into groups, each of which is assigned a different case. Using a checklist, each team assesses the eating habits and needs specific to their case. Then, working alone, each adult plans a lunch menu that takes into account the budget, preferences and time constraints specified in

the case study. Special attention must be paid to balancing diet and specific needs. To help adults plan their menus, the teacher provides sample menus, recipe books, advertising flyers and simple documents, and periodically questions how appropriate and realistic their choices are. The adults then share their results with the other members of their team, analyzing their choices in terms of the principles of a healthy diet, the composition of balanced meals and the balance between diet and specific needs. A checklist provided by the teacher helps the adults validate their menus and ensure variety.

During the last activity, which takes the form of a plenary session, the teams submit their proposals to the entire class and select a variety of menus. If necessary, adults modify their suggestions before entering them in the template for the leaflet.

To conclude the learning situation, the teacher asks the adults to present, orally or in writing, some of the menus that they would like to try in the near future, justifying their choices in relation to their needs.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Adopting and maintaining healthy lifestyle habits	
Learning Situation	
Healthy Lunchbox	
Category of Action	
<ul style="list-style-type: none"> Determining needs related to diet, physical activity, rest and relaxation 	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> Thinks logically Uses creativity 	<ul style="list-style-type: none"> Basic elements of a healthy diet Composition of balanced menus Balance between diet and specific needs
Complementary Resources	
<ul style="list-style-type: none"> Menus (all types) Recipe books Advertising flyers 	<ul style="list-style-type: none"> Simple documents on nutrition Word-processing software Recognized Web sites

