UNIT 2: VITAMINS & MINERALS & THE COLOURS OF THE RAINBOW

TOPIC 1: INTRODUCTION TO SPECIFIC VITAMINS AND MINERALS

TOPIC 2: CHOOSING BRIGHTLY COLOURED FOODS

TOPIC 3: NUTRITIONAL GOAL SETTING
UNIT 2: VITAMINS & MINERALS & THE COLOURS OF THE RAINBOW

TOPIC 1
THE IMPORTANCE OF VITAMINS AND MINERALS

OBJECTIVES:
• Students understand the significance of specific vitamins and minerals
• Students understand what foods to eat to be sure they receive these specific vitamins and minerals

LEARNING OUTCOMES:
• Students can identify specific vitamins and minerals and their functions
• Students can identify the main food sources of specific vitamins and minerals

RESOURCES:
• Discussion Question Answers
• Do It Like The Pros: Daniel Sedin Eats Breakfast
• Getting to Know: #22 Daniel Sedin

Q. What is a vitamin?

A. Vitamins are an important part of the nutrient team in your body and are important chemical compounds that help other nutrients do their job in the body. They ensure that tissues stay healthy and that your cells and organs are working properly.
Vitamins also help your body grow and develop properly, repair itself, and ensure that all its systems are running smoothly. Some of the other roles they play are making sure your body heals properly and can use the energy it gets from nutrients, as well as boosting your immune system.

Q. How can you be sure you are getting enough vitamins in your meals?

A. Ways to include the right amount of vitamins in your meals are to eat as large a variety of fruits and vegetables as you can, incorporate whole-grain or grain-enriched products into your diet, and to include milk or fortified soy beverages as sources of vitamin D.

Q. What are some examples of the main vitamins our bodies use and where can we get them from?

A. Choose one or two of the following vitamins to explore in depth:

**Vitamin C (Also known as Ascorbic Acid)**

**What it does:**
- Boosts your resistance to infections and promotes normal healing
- Helps your body absorb iron
- Keeps skin, bones, and teeth healthy

**Where you can get it:**
- Fruits: cantaloupe, oranges, tangerines, grapefruit, papayas, strawberries and other red berries, guava, kiwis, and mangoes – fruit juices count too!
- Vegetables: broccoli, potatoes, cabbage, kale, spinach, bell peppers, plantains, tomatoes

**Vitamin A**

**What it does:**
- Promotes healthy night vision
- Boosts your body’s resistance to infections
- Keeps teeth, bones, skin, and hair healthy

**Where you can get it:**
- Milk products
- Egg yolks
- Liver
- Fortified cereals
- Foods that contain a lot of beta carotene, for example dark green and orange fruits and vegetables (see next section)
VITAMIN D

What it does:
- In addition to finding this vitamin in certain foods, it’s created when you’re exposed to sunlight (the sunshine vitamin)
- Important for building healthy teeth and bones
- Makes it easier for your body to absorb the minerals calcium and phosphorous

Where you can get it:
- Fortified milk products
- Egg yolks
- Enriched cereals
- Fish oils and higher fat fish (for example, mackerel and salmon)

VITAMIN E

What it does:
- Antioxidant that keeps red blood cells healthy

Where you can get it:
- Green leafy vegetables
- Avocado
- Nuts and seeds
- Wheat germ and whole grains
- Vegetable oils

VITAMIN K

What it does:
- Important for ensuring that blood clots properly

Where you can get it:
- Fruits and vegetables
- Green leafy vegetables
- Wheat bran and wheat germ
- Milk products
- Egg yolks
FOLATE (ALSO KNOWN AS VITAMINE B9)

What it does:
- Also a type of B vitamin
- Plays a part in ensuring that the proteins we get from food are used by the body

Where you can get it:
- Dried beans and legumes
- Green leafy vegetables
- Asparagus
- Fruits
- Orange juice
- Fortified and whole-grain breads, cereals, and rice

THIAMIN (VITAMIN B1)

What it does:
- Keeps your nervous system and heart healthy and is important for good muscle coordination

Where you can get it:
- Lean pork, meat, and fish
- Dried beans, peas, and soy products
- Enriched and whole-grain breads and cereals

RIBOFLAVIN (VITAMIN B2)

What it does:
- Helps the body make red blood cells and helps maintain healthy vision

Where you can get it:
- legumes (including lentils and peas)
- Meat
- Eggs
- Dairy products
- Nuts
- Green leafy vegetables
- Asparagus
- Broccoli
- Enriched breads and cereals
NIACIN (VITAMIN B3)

What it does:
- Keeps your nervous system and skin healthy

Where you can get it:
- Meat and poultry
- Peanuts
- Legumes
- Whole-grain breads and enriched warm and cold cereal
- Fish

VITAMIN B6

What it does:
- Naturally found in many different types of foods
- Keeps the brain and nervous system healthy

Where you can get it:
- Legumes (including beans)
- Eggs
- Nuts and seeds
- Poultry and pork
- Fish
- Certain fruits and vegetables (such as bananas, spinach, and potatoes)
- Whole grains and enriched cereals
- Liver and kidneys

Q. What are minerals?

A. Minerals actually make up the body. An example is the calcium that’s part of bones and teeth. Minerals are non-living substances that help the body build the substances it needs to function at its best.

Just like nutrients, minerals work as a team. Different minerals complement each other to keep the body healthy – for instance, we need a joint effort from two minerals, calcium and phosphorous, as well as some help from vitamins A and D, to keep teeth and bones strong and healthy.
Q. What are some examples of the main minerals our bodies use and where can we get them from?

A. Discuss one of the following in-depth, leaving the others to be explored via the individual project.

**CALCIUM**

What it does:
- Important for helping the body build healthy bones and teeth
- Also makes sure that the nervous system is working normally and blood clots properly

Where to get it:
- Milk and dairy products (for example, cheese, cottage cheese, yoghurt)
- Dark green, leafy vegetables (for example, spinach, broccoli, and turnip greens)
- Legumes, lentils, and peas
- Tofu that also includes calcium sulfate
- Calcium-fortified soy milk and orange juice
- Canned fish that includes edible bones

**MAGNESIUM**

What it does:
- Also important for building healthy bones
- Makes sure that muscles and nerves are healthy and work properly

Where to get it:
- Green vegetables
- Legumes and peas (including beans)
- Whole-grain products
- Nuts and seeds
- Potatoes
- Milk
- Bananas
- Chocolate
IRON

What is does:
- Makes sure that your red blood cells can move oxygen throughout your body

Where to get it:
- Meat and poultry
- Fish and shellfish
- Legumes and peas (including beans)
- Soy products
- Dark green, leafy vegetables
- Fortified or whole-grain products
- Egg yolks
- Dried fruits

PHOSPHORUS

What is does:
- Together with calcium helps the body build strong and healthy bones and teeth

Where to get it:
- Meat and poultry
- Fish
- Nuts
- Eggs
- Milk products
- Grain products
- Legumes and peas

Q. There are three different categories of minerals. What are they?

1. Major Minerals
   Types of these minerals are phosphorous, magnesium, and calcium. Your body needs a lot of these to stay healthy compared to the other groups.

2. Electrolytes
   Some examples of electrolytes are sodium, potassium, and chloride. This is a type of major mineral that specifically helps keep the body’s fluids in proper balance.
3. Trace Minerals

This group includes copper, iron, zinc, selenium, and iodine. Just as key, trace minerals make up a smaller part of your overall diet.

Q. What are antioxidants?

A. One big benefit of vitamins is their antioxidant properties. You can think of antioxidants as substances that help protect your body and boost your immune system’s resistance to damaging chemicals that could hurt your health, such as those found in things like cigarette smoke and some types of food. Research in more recent years has also shown that vitamins can play a part in preventing some major diseases, including cancer and heart disease.

Despite doing so many important things, you actually only need a small amount of vitamins and minerals in comparison to other nutrients. You can get vitamins from a broad span of foods, but some are found more commonly than others. Ways to include the right amount of vitamins in your meals are to eat as large a variety of fruits and vegetables as you can, incorporate whole-grain or grain-enriched products into your diet, and to include milk or fortified soy beverages as sources of vitamin D.

<table>
<thead>
<tr>
<th>BENEFITS</th>
<th>VITAMIN/MINERAL</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>FOOD 1</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>FOOD 2</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>FOOD 3</td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>FOOD 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FOOD 5</td>
<td></td>
</tr>
</tbody>
</table>
TOPIC 1
THE IMPORTANCE OF SPECIFIC VITAMINS AND MINERALS

ACTIVITIES

ACTIVITY 1: RESEARCH PROJECT

Photocopy and hand out the details on each vitamin and nutrient in the Discussion section. Then assign one vitamin or mineral to each student. Provide them with a poster board or large piece of construction paper in order for the purpose of a visual presentation. Have them arrange the following information on the poster board or construction paper:

1. What does the vitamin/mineral do for me? (2-3 benefits with illustrations, when possible)
2. What foods are good sources for this vitamin/mineral? (4-5 foods with pictures)
   a. Either drawn and coloured from scratch or cut out from magazines.
3. What happens to my body if I don’t get enough of this vitamin/mineral? (2-3)

An example of a finished product on poster board might look something like this:
When the assignment is complete, use the visual presentations to go through all the vitamins and minerals that might not have already been covered in any initial class discussion.

**BONUS: SNACK WEEK**

Have the kids take turns bringing in a snack to share with the classroom that corresponds to their vitamin(s)/mineral(s). You can have groups of four or five kids take turns bringing in their snacks each day for an entire week full of healthy snacks! (Be advised that there is another activity at the end of the Unit 3 in which students are asked to contribute towards a healthy lunch buffet.)

**ACTIVITY 3:**

Photocopy and provide each student with a copy of the “Do It Like The Pros – Daniel Sedin Eats Breakfast” found on the following page. Break students into group of 3-4 students each. Have each group brainstorm and record their ideas to each question on the handout and then present to the class. Finish the activity with a teacher-led discussion that reveals the correct answers.

Photocopy and provide each student with a copy of the “Getting To Know: #22 Daniel Sedin” which contains answers to the pre-game meal handout and other fun facts about Daniel Sedin.
DO IT LIKE THE PROS: DANIEL SEDIN EATS BREAKFAST

Just like you, professional athletes like Daniel Sedin of the Vancouver Canucks needs to eat balanced, healthy meals. Unlike you, Daniel trains at an elite level and needs to prepare to play hockey at a very high level almost every other night of the week. Before each morning practice, Daniel has a very specific meal that not only helps him stay very healthy, but also helps him play his best.

Brainstorm ideas to the following questions and record you answers in the space provided. Present your ideas to the class once everyone has had a chance to complete their brainstorm.

**Number:** 22  
**Height:** 6' 1"  
**Weight:** 187  
**Shoots:** Left  
**Born:** 26 Sep 1980  
**Birthplace:** Ornskoldsvik, Sweden  
**Drafted:** VAN / 1999 NHL Entry Draft  
**Round:** 1st (2nd overall)  

**Favourite TV Show:** Everybody Loves Raymond  
**Favourite Past-Time:** Tennis and golfing  
**Family:** Has a wife named Marinette, two daughters and one son  
**Spends the off-season in:** Sweden  
**Random Fact:** He would like to play professional soccer if he was not an NHL player
What do you think Daniel Sedin’s favourite breakfast consists of? List as many foods and beverages as you think Daniel consumes during one breakfast.

Daniel Sedin’s favourite breakfast consists of:
• yogurt
• cereal
• whole wheat toast and cheese
• orange juice

This meal is an important, balanced meal because it contains:
• The yogurt and cheese supply the protein to build and rebuild muscle, the whole wheat toast and cereal supply the complex carbohydrates as an energy source, and is varied enough to supply a wide range of vitamins and minerals necessary to play and recover when he plays hockey.
• The combination of the cereal and whole wheat toast, as well as the orange juice supply the energy from immediate to long term in varying stages.
TOPIC 2
CHOOSING BRIGHTLY COLOURED FOODS

OBJECTIVES:
• Students understand the importance of choosing brightly coloured fruits and vegetables
• Students learn what vitamins and minerals different coloured fruits and vegetable contain as well as their health benefits

LEARNING OUTCOMES:
• Students can identify the five colour-groups of fruits and vegetables
• Students are exposed to fruits and vegetables they may not normally choose to eat

RESOURCES:
• Eating The Rainbow information guide
• Adding Colour To Your Diet worksheet
• Healthy Living Recipe Report handout
• Do It Like The Pro’s: Roberto Luongo’s Pre-Game Meal
• Getting to Know: #1 Roberto Luongo

CLASS DISCUSSION

Q. Why are fruits and vegetables important in your diet?

A. Including a variety of fruits and vegetables in your regular diet has a number of different health benefits – in the long term, it helps lower your chances of developing type 2 diabetes, some types of cancer, heart disease, and high blood pressure.

Q. How many servings of fruits & veggies should youth have in their diet each day? And what does one serving look like?
A. Kids between the ages of 9 and 12 need six servings of fruit and vegetables every day according to Canada's Food Guide. One serving is equal to a medium-sized fruit or half a cup of fresh, canned, or frozen vegetables. Picturing serving sizes can be a bit difficult, so here are a few examples to help give you a better idea of the size of one serving:

- 1 medium-sized apple
- 3 apricots
- Half a cup of berries
- 2 medium-sized figs
- 1 large kiwi
- 1 medium stalk of celery
- Half a cup of beets
- Half an avocado
- 1 large carrot
- 20 grapes
- 4 brussel sprouts

Q. Why are the colours of fruits and vegetables important?

A. It is important to try to include as many different colours of fruits and vegetables as possible in your diet because each colour is associated with a particular kind of nutrient. Try to include a fruit or vegetable from each colour group in your regular daily diet – this is also a great way to help ensure that your meals have variety. A rule of thumb to consider is that nutrient values go up the darker a vegetable or fruit is.

A great way to visualize how these nutrients work is to think of them as a kind of paintbrush—depending on which of these compounds a fruit or vegetable contains, they'll take on the specific vibrant colour associated with it.

Q. What are the five main colour groups of fruits and vegetables?

A. Red
   Orange / Yellow
   Green
   Blue / Purple
   White / Beige / Brown
Q. What are phytochemicals and why are they important:

A. Phytochemicals (pronounced FIGHT-O-CHEMICALS) are special nutrients that are found in brightly coloured fruit and vegetables which make them so darn good for you. These compounds can also be found in tea, nuts, and whole-grain breads and cereals.

Phytochemicals work in a team with nutrients like fiber, vitamins, and minerals, to help you stay healthy and can work to prevent certain diseases in the long run (for example, cancer and heart disease). They’re also great for strengthening the immune system and boosting resistance to certain bacteria, and certain phytochemicals can also work as antioxidants (see Topic 1).

A great way to visualize how phytochemicals work is to think of them as a kind of paintbrush—depending on which of these nutrients a fruit or vegetable contains, it’ll take on the specific vibrant colour associated with it.
TOPIC 2
CHOOSING BRIGHTLY COLOURED FOODS

ACTIVITIES

ACTIVITY 1: EATING THE RAINBOW

Break all of the students into five different groups according to one of the following colours: red, orange/yellow, green, blue/purple, white/beige/brown. Have each group brainstorm as many fruits and vegetables as they can think of that is the colour their group was assigned. Have each group present their list to the class and follow up with a teacher-led discussion about the benefits of each colour.

Use the included, “Eating the Rainbow” information sheet as your answer key.

ACTIVITY 2: ADDING COLOUR TO YOUR DIET

Photocopy and provide each student with a Adding Colour To Your Diet worksheet. Have each student fill in the blanks and then discuss with the class.

ACTIVITY 3: HEALTHY LIVING RECIPE REPORT

Using online recipe websites, have the students research and print out two recipes that contain two different-coloured fruits and/or vegetables that are rich in the important vitamins and minerals they have been learning about. One of the recipes can contain their favourite fruit and/or vegetable and the other recipe must contain a fruit and/or vegetable ingredient that they would like to try. Be sure to have students note where they found the recipe.

Using the Healthy Living Recipe Report handout, have each student note which fruit and/or vegetable the recipe contains, what colour(s) it is, what vitamins or minerals it contains and why they are healthy.

Compile all student recipes and Healthy Living Recipe Reports and create a class cook-book to be distributed at the end of the Power PLAY curriculum to promote continued awareness of healthy eating habits.

ACTIVITY 4:
Photocopy and provide each student with both the “Do It Like The Pros: Roberto Luongo’s Pre-Game Meal” worksheet and the “Getting to Know: #1 Roberto Luongo” handout. Have students answer the worksheet questions, based on information from the factual handout.
EATING THE RAINBOW

RED

This colour category includes everything from bright red cranberries and apples, to pink-toned foods such as watermelon, grapefruit, and raspberries.

Red fruits and vegetables contain lycopene, which is important for a healthy heart, preventing sun damage to your skin, keeping your memory sharp, fighting infections, and possibly also for preventing some cancers.

It’s also important for strong and healthy lungs – including foods that are high in lycopene in your diet can prevent the development of asthma and cause you to feel less short of breath while exercising.

- Cherries
- Red and pink grapefruit
- Currants
- Strawberries
- Red onions
- Tomatoes
- Beets
- Red apples
- Cranberries
- Red grapes

- Pomegranates
- Raspberries
- Red potatoes
- Rhubarb
- Red peppers
- Watermelon
- Radishes
- Red cabbage
- Guava

ORANGE / YELLOW

This group covers everything from the fresh, bright yellow of lemons to the deep orange of pumpkin and squash. These foods get their characteristic colours from carotenoids, a type of plant pigment.

They help boost the immune system and keep it functioning normally, and help protect against heart disease and cancer.

Beta-carotene is a type of carotenoid that can also be found in leafy greens, but the greatest amounts are in characteristic orange fruits and vegetables. This nutrient is famous for keeping your vision healthy and helping your eyes adjust to dimmer light.
**GREEN**

Green fruits and vegetables get their natural colour from the plant pigment chlorophyll. It helps the healing process by stopping bacteria from growing and supporting the development of new tissue.

In addition to containing tons of vitamins, minerals, and fibre, green foods (especially leafy greens) are also famous for helping maintain healthy vision.

Other foods such as brussel sprouts, bell peppers, and broccoli are also, maybe a bit surprisingly, great sources of vitamin C.

- Artichokes
- Asparagus
- Broccoli
- Brussels sprouts
- Avocados
- Cucumbers
- Green apples
- Lettuce
- Limes
- Green beans
- Kiwi
- Peas
- Honeydew melon
- Green peppers
- Bok choy
- Leeks
- Celery
- Green grapes
- Salad mixes
- Leafy greens
- Watercress

**FOUR FRUITS AND/OR VEGGIES THAT I’VE NEVER TRIED BUT LOOK TASTY ARE:**

- Yellow apples
- Butternut squash
- Apricots
- Carrots
- Pumpkin
- Rutabagas
- Yellow tomatoes
- Peaches
- Pears
- Nectarines
- Cantaloupe
- Lemons
- Mangoes
- Oranges
- Tangerines
- Yellow watermelon
- Pineapple
- Sweet corn
- Yellow peppers
- Papayas
- Persimmons
- Sweet potatoes
- Yams

**MY FAVOURITE FRUITS AND VEGGIES I COULD’VE ADDED TO THIS ARE:**

**SO FAR TODAY I’VE EATEN:**

- Green cabbage
- Green peppers
- Brussels sprouts
- Bok choy
- Avocados
- Leeks
- Cucumbers
- Celery
- Green apples
- Lettuce
- Limes
- Green beans
- Kiwi
- Peas
- Honeydew melon
- Green peppers
- Bok choy
- Leeks
- Celery
- Green grapes
- Salad mixes
- Leafy greens
- Watercress
HEALTHY LIVING RECIPE REPORT

MY FIRST SELECTED RECIPE IS CALLED:

The fruit and/or vegetable(s) it contains is:

These ingredients represent the following ‘food’ colour group:

These ingredients contain the following vitamins and minerals:

These vitamins and minerals are important because:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

MY SECOND SELECTED RECIPE IS CALLED:

The fruit and/or vegetable(s) it contains is:

These ingredients represent the following ‘food’ colour group:

These ingredients contain the following vitamins and minerals:

These vitamins and minerals are important because:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________
<table>
<thead>
<tr>
<th>Zucchini</th>
<th>Green onions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spinach</td>
<td></td>
</tr>
</tbody>
</table>
BLUE / PURPLE

The pigment anthocyanin is responsible for the brilliant colours of these fruits and vegetables. Eating these foods can help reduce the risk of developing cancer and heart disease, and they also help boost your memory.

**Number:** 1  
**Height:** 6’3”  
**Weight:** 217  
**Catches:** Left  
**Born:** 4 Apr 1979  
**Birthplace:** Montreal, QC, Canada  
**Acquired:** From Florida with Lukas Krajicek and a sixth round draft pick in 2006 in exchange for Bryan Allen, Alex Auld, Todd Bertuzzi, June 23, 2006  
**Drafted:** NYI / 1997 NHL Entry Draft  
**Round:** 1st (4th overall)  

**Favourite Past-Time:** Golfing  
**Favourite Road-Trip Activity:** Playing poker and watching movies  
**Family:** Has a wife named Gina and one daughter and one son  
**Spends the off-season in:** Montreal and Florida  
**Favourite NHL Player Growing Up:** Grant Fuhr  
**Favourite vacation destination:** Hawaii  
**Random fact:** Roberto’s first job was selling shoes in his father’s shoe store
• Eggplant
• Blackberries
• Blueberries
• Purple grapes
• Raisins
• Figs
• Plums
• Prunes

• Juneberries
• Beetroot
• Lettuce varieties with a dark purple tinge
• Purple varieties of cauliflower, asparagus, peppers, broccoli, or carrots
• Dates
• Passion fruit
• Purple cabbage
• Olives

WHITE / BEIGE / BROWN

It may be surprising to include foods that fall under the white, brown or tan category, but these fruits and vegetables contain just as many important nutrients as the bright reds, greens, oranges, and purples.

The foods contain anthoxanthins, a nutrient that keeps your heart healthy, and your blood pressure and cholesterol within a normal range.

Bananas also fall under this category and are a great source of potassium, which is an important mineral for keeping your heart healthy and building strong bones.

• Garlic
• Onions
• Cauliflower
• Ginger
• Turnips
• Potatoes
• Mushrooms
• Parsnips

• Bananas
• White nectarines
• White peaches
• Brown pears
• Kohlrabi
• Shallots
• White corn
ADDING COLOUR TO YOUR DIET
DO IT LIKE THE PROS:
ROBERTO LUONGO’S PRE-GAME MEAL

Just like you, professional athletes like Roberto Luongo of the Vancouver Canucks needs to eat balanced, healthy meals. Unlike you, Roberto trains at an elite level and needs to prepare to play hockey at a very high level almost every other night of the week. Before each game Roberto has a very specific meal that not only helps him stay very healthy, but also helps him play his best during the hockey game.

Using the including “Getting to Know: #1 Roberto Luongo” handout, answer the following questions:

**What are the different colours represented in Roberto’s pre-game meal?**

<table>
<thead>
<tr>
<th>COLOUR</th>
<th>FOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What food groups are represented?**

__________

**What nutrients, vitamins and minerals are represented and why are they important? (specific functions and benefits)**

__________
Roberto Luongo’s favourite pre-game meal consists of:

- Whole wheat pasta with tomato sauce
- Salmon
- Broccoli
- Water

This meal is an important, balanced meal because it contains:

- Whole wheat pasta provides the complex carbohydrates, salmon provides protein, carbohydrates, and minerals/vitamins, and the broccoli also supplies carbohydrates and vitamins/minerals.
- The combination of the pasta, tomatoes, green broccoli and water supply the energy from immediate to the end of the game in varying stages.

**TOPIC 3**

**NUTRITIONAL GOAL SETTING**

**OBJECTIVES:**

- Students are able to set and track personal nutrition goals.

**LEARNING OUTCOMES:**

- Students recognize the attributes of a good goal.
- Students are aware of things that help and hinder achieving a goal.
- Students practice setting and tracking a personal nutrition goal.

**RESOURCES:**

- Goal Setting 101 Handout
- Ryan Kesler’s Goal Setting Strategy
- My Nutrition Goal Tracker
NUTRITIONAL GOAL SETTING

CLASS DISCUSSION

Q. When setting goals, you must keep in mind that ALL goals must be “SMART.” What does SMART stand for?

A.
- **Specific:** What exactly do you want to achieve? Clearly define the result.
- **Measurable:** Use actual numbers, target dates, or specific events to show when your goal has been achieved.
- **Action-Oriented:** Make your goal challenging but still realistic.
- **Realistic:** Your goals should be achievable and be truly important to you and not just what others expect of you.
- **Timely:** Set time deadlines for your goal. This will keep you on track.

Q. What is the difference between a goal and a wish?

A: A goal is within your power to achieve.

Q. What is best ‘language’ (words) to use when setting goals?

A: Use motivating, positive language. For example: Instead of “I won’t eat junk food after school” a better goal is: “I will eat fruit and vegetables for my snacks after school.”

TOPIC 3
NUTRITIONAL GOAL SETTING

ACTIVITIES

ACTIVITY 1: GOAL SETTING
Photocopy and provide each student with the “Goal Setting 101” information page. Discuss the information in detail and go over examples with the students.

**ACTIVITY 2: MY NUTRITION GOAL TRACKER**

Photocopy and provide each student with a blank My Nutrition Goal Tracker Handout. Have each student set one nutrition goal.

**GOAL SETTING 101**

**ALL GOALS MUST BE SMART:**

**Specific:** What exactly do you want to achieve? Clearly define the result.

**Measurable:** Use actual numbers, target dates, or specific events to show when your goal has been achieved.

**Action-Oriented:** Make your goal challenging but still realistic.

**Realistic:** Your goals should be achievable and truly important to you and not just what others expect of you.

**Timely:** Set time deadlines for your goal. This will keep you on track.

**SMART Examples for YOU:**

<table>
<thead>
<tr>
<th>Non-Specific Goals</th>
<th>SMART Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I will eat better.  |  I will have a serving of vegetables at dinner every night.
---|---
I will drink more milk.  |  I will drink one glass of milk after school 4 days a week.
I will never eat junk food.  |  I will only have pop on Saturdays.

### SMART Example for Ryan Kesler:

<table>
<thead>
<tr>
<th>Non-Specific Goal</th>
<th>SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to be a better hockey player.</td>
<td>I want to increase my snap shot speed from 55 mph to 60 mph by next hockey season, to accomplish this I am going to shoot 100 pucks a day for three months this summer</td>
</tr>
</tbody>
</table>

### RYAN KESLER’S GOAL-SETTING STRATEGY:

Here’s a great example of a SMART goal that Ryan Kesler recently created for himself. Firstly, any goal you set must be specific, in other words, Ryan Kesler can’t just say that next season he wants to be a better hockey player. He must first determine what, exactly, is he going to get better at:

**SPECIFIC:**
Last summer Ryan Kesler decided he wanted to score more goals and to do that he wanted to develop a harder snap-shot. Ryan’s specific goal was to increase his snap shot by 5 miles an hour. This would help him score more goals which in turn would make him a better hockey player.

**MEASUREABLE:**
How would Ryan know if his snap shot was getting better? He determined that his snap-shot last season was 55 mph, which is a pretty good snap shot already, but he wanted to increase his shot speed to 60 miles an hour. This specific measure will let Ryan know if he is improving.

**ACTION-ORIENTATED:**
To achieve a goal you must have specific actions in place that you will do to help you achieve your