



The following lesson plans use a blended approach of interactive classroom activities and individual online activities that can be found on hi5living.org. Each lesson plan is designed for a 60 – 80 minute time block, so that you can make adjustments to suit your individual school timetable.

DAY ONE (pages 3 & 4 of Educator's Guide)

1. Introductory Activity: Brainstorming a Healthy Living Poster (30 minutes)

1. Before reviewing the materials on the website, ask students to form groups of three to five people.
2. Give them at least 15 minutes to brainstorm what they think the Hi-5 key areas of cancer prevention might be, and to choose which of these five might be the most important.
3. Give each group a large piece of paper. Have them write their Hi-5 key factors in large letters on the paper, placing the most important one (in their opinion) in the centre, and each of the others in the four corners.
4. Then ask them to write one good sentence per group that would provide an example of healthy behaviour in each of the five areas.

Example: *Key area: Healthy Diet*

Sentence: Try to increase the amount of vegetables and fruit eaten each day.

When most of the groups are finished, have each group hold up their poster (or even tape it to the wall) and report to the class the content on their poster. Each student should participate in the group report if possible. Tell students that all answers are correct. Let them know that the Hi-5 quizzes will tell them more about the risk factors for cancer prevention.

2. Complete each of the 5 interactive quizzes on Hi5living.org (15 minutes)

Students can record each of their scores on the Summary section on page 6 of the *Graduation Transitions Worksheet*, which can be found under 'Hi5 Tools' and then 'Worksheets' on the website (www.hi5living.org/worksheets/). The worksheet can be downloaded and printed for students, as the scores cannot be saved online.

3. Concluding Activity: Write a Reflection on the Quizzes (15 minutes)

Have students write a journal entry or reflection about key items of information they learned through the quizzes. They could focus on three new facts they discovered, or general impressions they had while choosing their answers and thinking about how the information relates to their own experiences or knowledge.

DAY TWO (pages 5 & 7 of Educator's Guide)

1. Introductory Activity: Sharing Stories about Cancer (10 minutes)

Ask the students if any of their lives have been affected by cancer. If any of them are comfortable sharing their story, ask them to do so.

Example: *Who was the person who has or had cancer?
What type of cancer do they have?
How has your life been affected by this?*

2. Complete the Self-Assessment Questionnaire on Hi5Living.org (10 minutes)

Students can record each of their scores on the Summary section on page 7 of the *Graduation Transitions Worksheet*, which can be found under 'Hi5 Tools' and then 'Worksheets' on the website (www.hi5living.org/worksheets/). The worksheet can be downloaded and printed for students, as the scores cannot be saved online.

3. Mini Survey of Classmates (15 minutes)

Have students pick a topic that involves healthy living and ask them to conduct a mini survey. To do this, they will need to select one good question that can be answered YES or NO. They will write their question on a piece of paper or an index card and circulate around the room asking this question of their fellow classmates. They will record the number of YES answers and the number of NO answers on their card. Point out to them that a useful survey question has an unpredictable result and they should try to think of a question that will definitely have some YES and some NO answers.

Example: *Does anyone in your family smoke or use tobacco more than once a day?
Do you remember to wear a hat when going out for a jog or walk?*

4. Discussion of Survey Results (10 minutes)

At the end of the survey, ask students if they were surprised at the information they received. Have as many students as possible share their results.

5. Concluding Activity: Write a Reflection on the Results of the Self-Assessment and Mini Survey (15 minutes)



DAY THREE (page 6 of Educator’s Guide)

1. Introductory Activity: Sharing Stories Reflections (10 minutes)

Allow students to share reflections they have written on day one or two. This could be done in small groups.

2. Read About Real Life (10 minutes)

This section promotes daily actions that can lead to healthy living. Ask the students to read through the *Healthy Living Reality* stories found under the ‘Hi5 Tools’ and then ‘Real Life’ (www.hi5living.org/hi5-tools/). Can they identify three challenges in healthy living that relate to their own experiences? Create a chart that summarizes the stories for each character.

- A. Greatest challenge faced by each person
- B. Simple changes each person could try
- C. Benefits that might be experienced by making these changes

	EMMA	SARA	TOM	SUNEE	JAVIER
A. CHALLENGE					
B. CHANGES					
C. BENEFITS					

3. Concluding Activity: Write a Story (20 minutes)

Have students write a journal entry or reflection based on one of the scenarios given in Real Life.

They could . . .

- 1. Treat the scenario as a letter requesting advice and send a reply to the person suggesting what they think could be done.
- 2. Create a scenario of their own, giving their personal story.
- 3. Create a new scenario about someone they know who is struggling with one of the Hi-5 preventable risk areas.



DAY FOUR (page 6 of Educator's Guide)

1. Introductory Activity: Who is a Healthy Mentor? (10 minutes)

Ask students to think of a person who is a healthy mentor. Use the Think-Pair-Share format and have the students share their mentor example with one other person, or in groups of three.

2. Watch Some Healthy Heroes (30 minutes)

Have the students watch three of the Healthy Heroes videos. These were created by Hi-5 youth about people who have inspired them in the area of healthy living. The videos can be found on YouTube on the Healthy Heroes channel (www.youtube.com/user/HealthyHeroes).

3. Concluding Activity: Who is a Healthy Mentor? (30 minutes)

After the students to view the videos. Ask them to . . .

1. Choose one of the videos that they could relate to personally, and explain why it touched them.
2. Describe a Healthy Hero or Mentor that they have had, and how he or she helped to provide inspiration.
3. Imagine how they could be a Healthy Hero themselves.

Example: *Could you volunteer to coach Little League or hockey?*
Could you offer assistance to a friend or relative who is trying to quit tobacco use?
Can you cook a healthy meal once a week for someone who needs it?



DAY FIVE

1. Experiential Introductory Activity: Build a Handshake (15 minutes)

Ask the students to form pairs and create a 'handshake'—a physical greeting that consists of three parts, each one a separate move (such as a clap, a foot stamp, a head pat, etc.). Ask them to practice it a few times so they can teach the moves to someone else.

After a few minutes, ask all the players to find new partners and teach each other their first 'handshake', then put the two handshakes together (making six parts). After a few more minutes, ask the students to find a brand new partner. These new partners share their six-part handshakes to create a twelve-part handshake. Ask the pairs to share their final handshake combination.

Ask the students what helped them put the handshake together? Was it easier because they learned it in pairs and followed a progression of smaller steps rather than one big one? How can this relate to setting goals?

2. Review S.M.A.R.T. Goals (10 minutes)

The *S.M.A.R.T. Goals and Healthy Living Goals* downloadable worksheets can be found on the website in the Tools section (www.hi5living.org/goals/). First, review the section on S.M.A.R.T. goals with the students.

3. Setting Short- and Long-Term Goals (20 minutes)

Have the students look at the downloadable worksheets on Healthy Living Goals and S.M.A.R.T. Goals. There is room for them to fill in their Healthy Living Goals.

Short Term Goals – What could you do in the next few weeks?

Do you have a friend who you can team up with so you can help each other with your goals?

Long Term Goals – What could you work toward doing next year or the years following that?

Back-up Plan – What could you do to help you get back on your plan if you fall away from it?

4. Create a Healthy School Story (15 minutes)

Tell the Students that they can take a look at the Healthy Schools BC Stories shared from around the province. Ask them if they could think of a story about their healthy school community and share it through the website.

You can find the Healthy School Stories at www.healthyschoolsbc.ca/stories.

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