

Target competency	Use lifestyle habits that contribute to well-being
Cross-curricular competencies (QEP)	<ul style="list-style-type: none"> Construct their identity Exercise critical judgment
General objectives	<ul style="list-style-type: none"> Understand the positive and negative impacts of certain lifestyle habits on well-being Use simple means to maintain or improve lifestyle habits



REVIEW OF THE PREVIOUS WORKSHOP

In the last workshop, we talked about cooperation. Do you remember the challenge I gave you? Tell me how it went.

*The challenge was to try to help a friend in need.

THE ADVENTURES OF LEO AND CHARLIE

The rabaska trip is almost over. The crew is back in the canoe, on the river, paddling gently across the smooth water. The counsellors explain that there's one last thing to do before arriving back on shore. Leo has really enjoyed his canoeing experience, but he's a little relieved to know he'll soon be back on dry land, after so many thrills! He starts paddling quickly, putting all his energy into it. But then he notices that Charlie isn't paddling anymore. Leo turns around and asks her why she's just sitting there and not helping the group. They're almost back! Charlie snaps,

– Leave me alone! I'm tired and my arms hurt. I don't feel like paddling anymore.

Leo can tell something is wrong; he doesn't recognize his friend, who is usually so cheerful. She's not the type to let her crew down either... Leo sees that Charlie has her arms crossed, and her forehead is wrinkled. Leo thinks to himself, "DANGER! My friend is angry!" He gathers up his courage and asks her another question:

– What's the matter, Charlie? I just asked you a simple question and you got angry.

Charlie feels annoyed and tired, but she isn't sure why. She was so excited about the rabaska activity that she barely touched her sandwich at lunch, though she didn't skip the cookie for dessert. And she was so excited about the day that she fell asleep very late last night thinking about all the adventures they might have.

Is it possible that Charlie isn't angry at all? That maybe she's actually annoyed and tired because she hasn't eaten or slept enough?

DID YOU KNOW?

Promoting healthy lifestyle habits has a positive impact on students' academic success. In addition to improving overall health, readiness to learn, concentration, memory and emotional management, certain lifestyle habits help reduce stress and anxiety in children.

Here are a few examples of helpful lifestyle habits:

- Get enough sleep (9 to 11 hours for children aged 6 to 13);
- Adopt a healthy diet;
- Stay active and exercise (at least 60 min/day);
- Maintain healthy relationships with others;
- Take time to have fun;
- Show kindness;
- Practice mindfulness, relaxation and breathing;
- Limit screen time to maximum 2 hours/day.

(AlloProf, 2019b;
Naître et grandir, 2016e)

INSTRUCTIONS

1. Explain to the students that Charlie is feeling these emotions because she hasn't met her basic needs (eating and sleeping). Add that it's important to take care of these needs to grow up healthy and stay in good spirits.
2. Bring two plants to school on the day of the activity. If you don't have access to plants, you can adapt the activity to use the plant drawings on the teaching aids, below.
3. Present the first (healthy) plant and ask the students:
 - What does a plant need to grow?
 - How can you help it grow (e.g., place it in the sun, give it good soil, water it frequently, etc.)?
 - Is it important for a plant to have all these things? Why?
4. Next, present the second (unhealthy) plant and ask students to name some of the elements or conditions that could affect the plant's growth and health (e.g., putting it in a dark place, watering it with soda pop, pulling out leaves, depriving it of water, etc.).
5. If you're doing the activity with real plants, suggest that students give the first plant all the positive conditions and the second, all the negative conditions, then compare the evolution of the plants over the next weeks. If you're doing the activity with the teaching aids, ask the students to draw a plant that had good conditions, then a plant that had bad conditions.
6. Explain the parallel between the growth of a plant and that of a child. Encourage students to ask questions about good and not-so-good lifestyle habits related to their health and well-being:
 - What good habits do you have that help you grow up healthy and happy (sleep, diet, physical activity, playing with friends, relaxation, screen time, etc.)?
 - Why are these lifestyle habits good for you?
 - What are some less healthy habits that can hurt your health?
 - Why aren't they as good for you?
 - Is it easy to stop these unhealthy lifestyle habits?
7. End the workshop by giving students a seed and a small pot filled with soil, and suggesting that they plant the seed and take care of it to see it grow.



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CHALLENGE

Suggest the following challenge:

- Before the next OFF-TRAIL workshop, pay attention to your everyday habits (good and not-so-good) and try to change one habit to make it healthier and more positive (e.g., sleep, diet, screen time, physical activity, etc.).



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ENABLING REINVESTMENT

To reinvest the learning, you can help your students track the evolution of their plant and help them make the right choices to care for it. You can also plan another time in the schedule for students to draw or write down their own healthy habits. Provide each student with a copy of the supplementary sheet *Habits that make me feel good*.

You can also suggest that students set some class challenges to promote healthy living and well-being. These challenges can be related to nutrition (snacks in class), physical activity, screen time, the introduction of a relaxation period or anything else. Follow up on your group challenge in class and provide a little reinforcement to congratulate them when the challenge is successful.

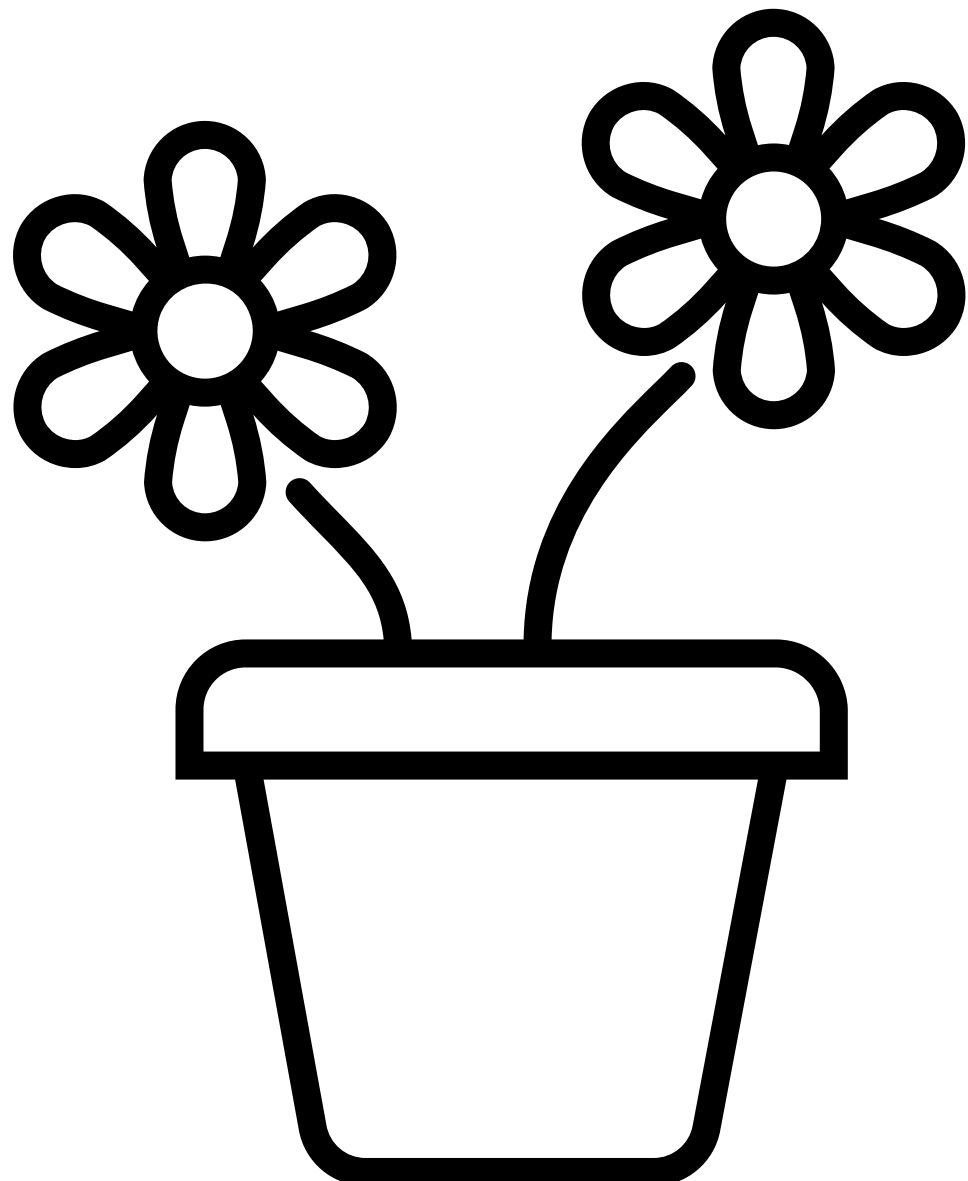
READING SUGGESTIONS

- Danis, N. (2018). *I Hate Everyone*. POW! Kids Books.

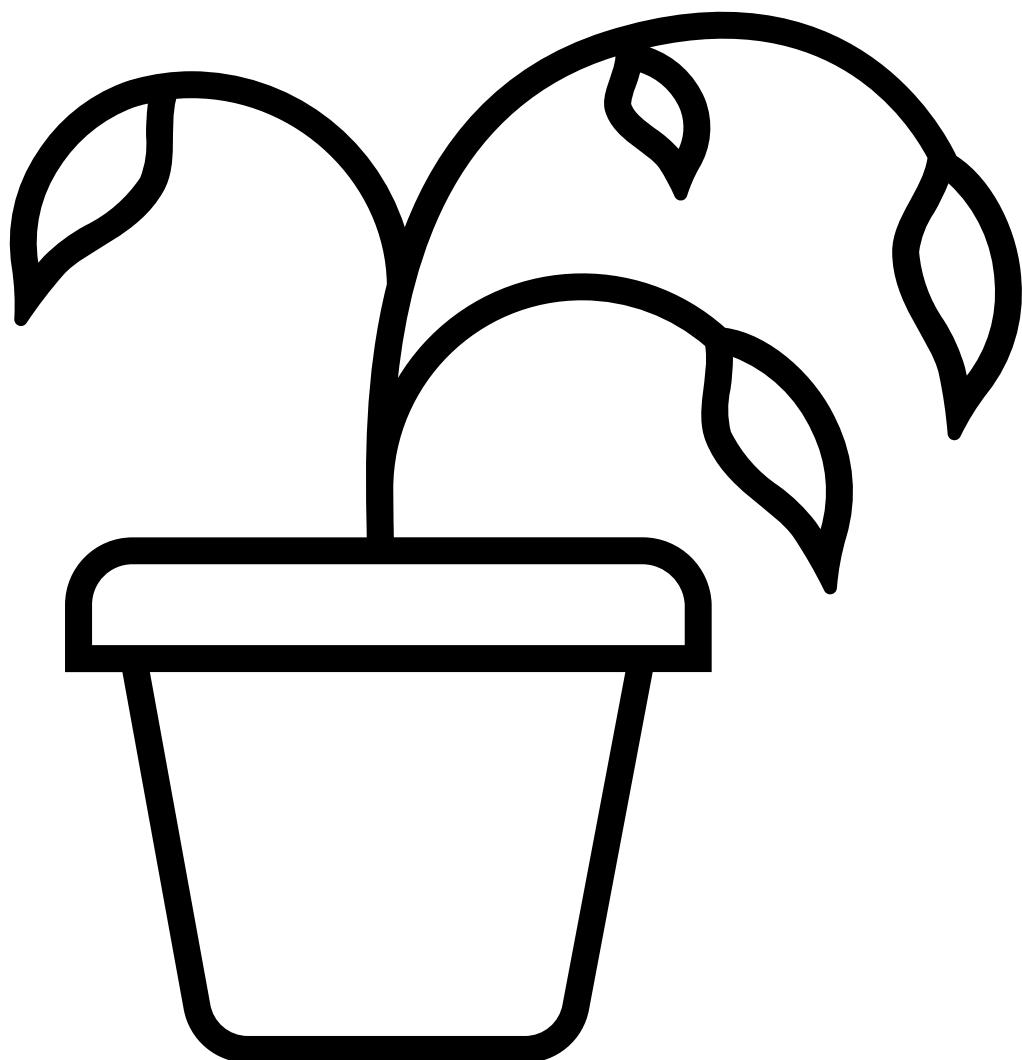


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TEACHING AID
Plant with positive conditions



TEACHING AID
Plant with negative conditions



SUPPLEMENTARY SHEET
Habits that make me feel good

