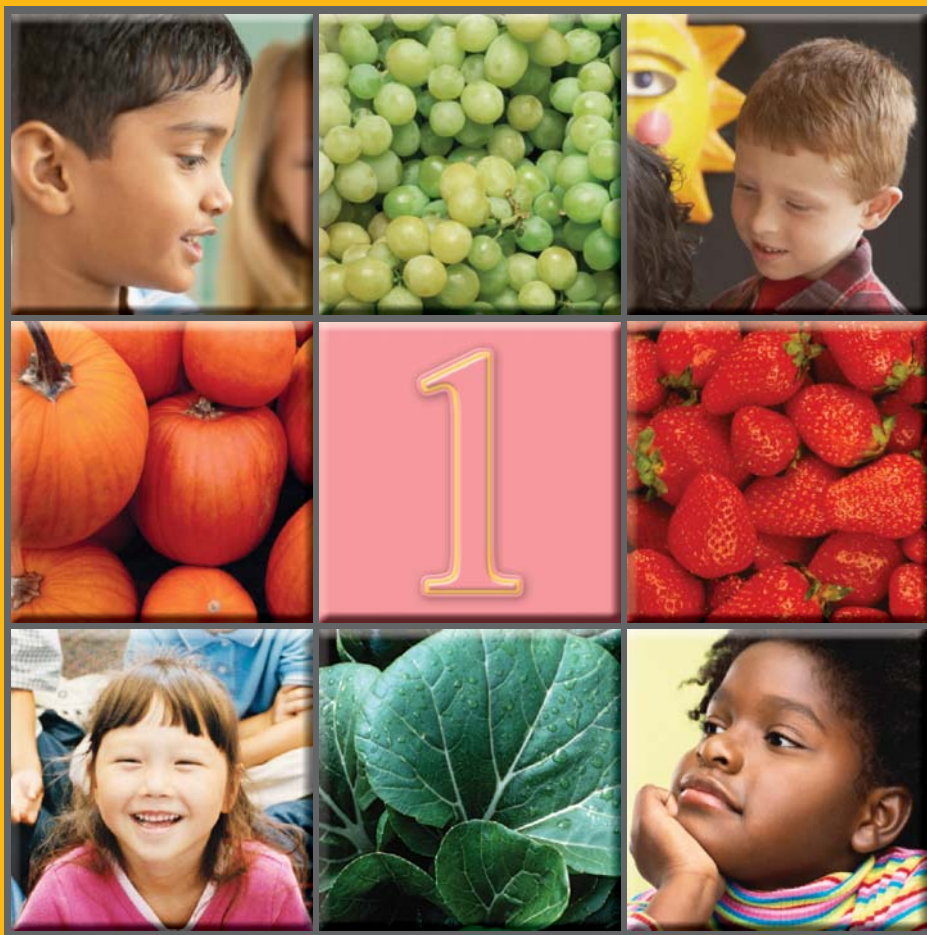


Healthy Eating & Physical Activity Learning Resource



Every move is a good move.

Grade 1

Healthy Eating & Physical Activity Learning Resource

Grade 1 | Cover Letter

Dear B.C. teachers:

Welcome to the Healthy Eating and Physical Activity Learning Resource. In British Columbia, our goal is to enable every child to have the best possible start to a lifetime of healthy living. As a teacher, you are in a unique position to educate students about the benefits of healthy eating and physical activity. You can inspire them to make healthy choices today and help them develop knowledge and skills that will lead to healthy habits benefiting them throughout their lives.

Studies show that one out of every four B.C. children aged 2-17 is overweight or obese. The number of overweight teens has doubled in the past 25 years and cases of obesity have tripled. The good news is that we are all working together to make the healthier choice the easier choice.

We are pleased to provide this learning resource as part of ActNow BC — government's initiative to encourage people to make healthier lifestyle choices to be more physically active, eat healthier food, live tobacco-free and avoid alcohol use during pregnancy. This resource complements the Health and Career Education curriculum and Planning 10, and was piloted by B.C. teachers in local classrooms. We hope that this tool help your students to live and eat well.

Thank you for the hard work you do every day. Your energy and enthusiasm for teaching is valued.



Shirley Bond
Minister of Education



Mary Polak
Minister of Healthy Living and Sport

Grade 1 | Acknowledgements

Many teachers, health professionals, administrators, consultants and students throughout British Columbia have made this healthy eating and physical activity program possible. It has been carefully researched, focus-tested, reviewed and pilot-tested in classrooms. It has been guided by an Advisory Committee of Education and Health stakeholders. In particular we wish to thank the following for their assistance in the development of *Healthy Eating and Physical Activity Learning Resource*.

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Grade 1 | Introduction

Healthy Eating and Physical Activity Learning Resource is a Kindergarten to Grade 10 grade-by-grade set of healthy eating and physical activity classroom-based lesson plans for the BC public school system. The Ministry of Healthy Living and Sport, in partnership with the Ministry of Education, developed the learning resources in consultation with students, teachers and health professionals. They are congruent with and meet minimum prescribed learning outcomes in *Health and Career Education* from Kindergarten to Grade 9 and *Planning 10*.

The lesson plans have been developed with the latest evidence in healthy eating, physical activity and social learning theory. The spiral curriculum model has been used to support students in all grades, to gain the knowledge and skills to make healthier choices and develop a life-long healthy lifestyle. The following teaching/learning strategies have been incorporated:

- inquiry
- brainstorming
- role-playing
- discussion and
- debates

These strategies encourage students to think critically, interact with their teacher and classmates and make health decisions in a fun and engaging manner.

All lessons have been focus and pilot tested in BC schools throughout the province. Teachers reported that the lessons are easy to deliver, student-focused and engaging. Although many resources exist to help educators teach healthy eating and physical activity, few Canadian resources that provide a developmentally appropriate program from Kindergarten to Grade 10 based on *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide to Healthy Active Living* exist.

The lessons for each grade form a unit of instruction, with the final lesson designed to review and culminate the learning for that grade level. An assessment component for the unit is located in the appendices. Teacher Backgrounders and Notes to Teachers are strategically placed throughout the resource to provide teachers with the background information needed to teach the health concepts presented in each lesson. Although it is preferable that each year be followed from Kindergarten to Grade 10, it is not mandatory.

Every teacher in the BC education system can use these resources.

Creating Healthy Schools in British Columbia

Schools are ideal settings for enabling students to develop life-long healthy behaviours to achieve their individual potential and contribute to a healthy society. In British Columbia, over half our youth are inactive and less than half eat sufficient fruits and vegetables for optimum health.

Under ActNow BC, government's health and wellness initiative supporting British Columbia's leading healthier lives, the Ministries of Healthy Living and Sport and Education have collaborated to support the development of this integrated and coordinated approach to assist school districts and schools to create environments that support healthy eating and physical activity. The following initiatives help schools to help students put into practice skills and knowledge gained in the classroom:

"Healthy students are better learners, and better-educated individuals are healthier."

(Perry Kendall, An Ounce of Prevention Revisited, A review of health promotion and selected outcomes for children and youth in BC: Provincial Health Officer's Report 2006)

- *The Guidelines for Sales of Food and Beverages in BC Schools* are intended to eliminate junk food in the school setting. The guidelines apply to vending machines, school sales, cafeterias and fundraising and other events and are to be fully implemented by September 2008.
- *The BC School Fruit and Vegetable Nutritional Program* which provides free BC produce as well as information to students is being implemented province-wide.
- *Action Schools! BC*, a best practice model, provides schools with the framework and tools to provide more opportunities for more children to make healthy choices in physical activity and healthy eating more often.
- Finally, *BC Healthy Schools Network* has been established to address a variety of academic, social and emotional concerns of students through a comprehensive school health approach. The Healthy Schools Network will enhance the ability of the education and health sectors to work more effectively in this collaborative effort to promote health through the school setting.

Grade 1 | Introduction

continued

Privacy Issues

Many of the lessons invite students to share personal information, at their discretion. An atmosphere of respect for the contributions of all class members is required. If work is to be displayed, it is important that students' efforts are not publicly identified.

Role of Food in Families, Cultures and Religion

Food provides a variety of functions in society. It nourishes, nurtures and creates social connectedness. It can be an important part of family and community celebrations, as well as having great prominence in many cultures and religions worldwide. Sensitivity on the value of food to students is important to acknowledge, as is recognizing individuality and sharing in a classroom setting to support inclusion and understanding. It is important to note that some families do have challenges in providing enough nutritious foods in the home environment.

How To Use the Grade 1 Learning Resource

This learning resource forms a unit of instruction. It is designed so that each lesson leads towards the culminating project – a class mural.

The mural is intended to be a celebration of all that students have learned in the unit. It should flow naturally from the lessons and focus on healthy eating and physical activity. When completed, the mural can be displayed in the school foyer or hallway.

Note

Some lessons require student access to *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide to Healthy Active Living*. These publications can be accessed by contacting your local Health Authority, phoning 1 800 622-6232 or downloading them from www.healthcanada.gc.ca/fooduide and www.paguide.com.

Grade 1 | At a Glance

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
LESSON 1 Healthy Children	Identify practices that contribute to health, including healthy eating, regular physical activity and emotional health practices.	Students explore, through drama, the concept that being a healthy person involves many factors.	Students: <ul style="list-style-type: none"> • identify what helps them be healthy (eating a variety of foods, participating in daily physical activity, getting enough sleep, having healthy friendships, etc.), and • dramatize a healthy person.
LESSON 2 Eat the Rainbow	Identify practices that contribute to health, including healthy eating, regular physical activity and emotional health practices.	Students learn that eating a variety of foods from the four food groups is important for a healthy body.	Students: <ul style="list-style-type: none"> • identify the four food groups in <i>Eating Well with Canada's Food Guide</i>, • recognize that healthy eating requires eating foods from all four food groups daily, and • categorize a variety of foods into the four food groups.
LESSON 3 Start the Day Right	Identify practices that contribute to health, including healthy eating, physical activity, and emotional health practices.	Students plan a healthy breakfast using foods from all four food groups.	Students: <ul style="list-style-type: none"> • explain why breakfast is the most important meal of the day, and • plan a healthy breakfast containing foods from all four food groups.
LESSON 4 Eat and Play in a Healthy Way	Identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices.	Students demonstrate their understanding of how healthy eating and daily physical activity impact their health.	Students: <ul style="list-style-type: none"> • demonstrate how healthy eating and regular physical activity contribute to their physical and emotional well-being.

Grade 1 | Lesson 1 - Healthy Children



General Overview

In this lesson students will explore, through drama, the concept that being a healthy person involves many factors.

Note

Copies of *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Healthy Active Living* can be ordered or downloaded from the following sites:
www.healthcanada.gc.ca/foodguide
www.paguide.com

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Identify practices that contribute to health, including healthy eating, regular physical activity and emotional health practices.

English Language Arts K to 7

Objectives

Students will be able to:

- identify what helps them be healthy (eating a variety of foods, participating in daily physical activity, getting enough sleep, having healthy friendships, etc.), and
- dramatize a healthy person.

Preparation

- Read *The Principles and Benefits of Healthy Eating* and *The Principles and Benefits of Regular Physical Activity* – Teacher Backgrounders.
- Photocopy the two stick puppet patterns on manila tag paper. Have a volunteer helper colour them and attach them to popsicle sticks or a rolled paper tube.
- Copy *Healthy Me* – Teacher Assessment for each student.
- Gather popsicle sticks for each student.
- Find manila tag paper for each student.

Engaging the Learner

- Invite students to sit at your classroom meeting area.
- Display the two puppets and introduce them as “Healthy Harry” and “Healthy Heather”, or names of your choosing.

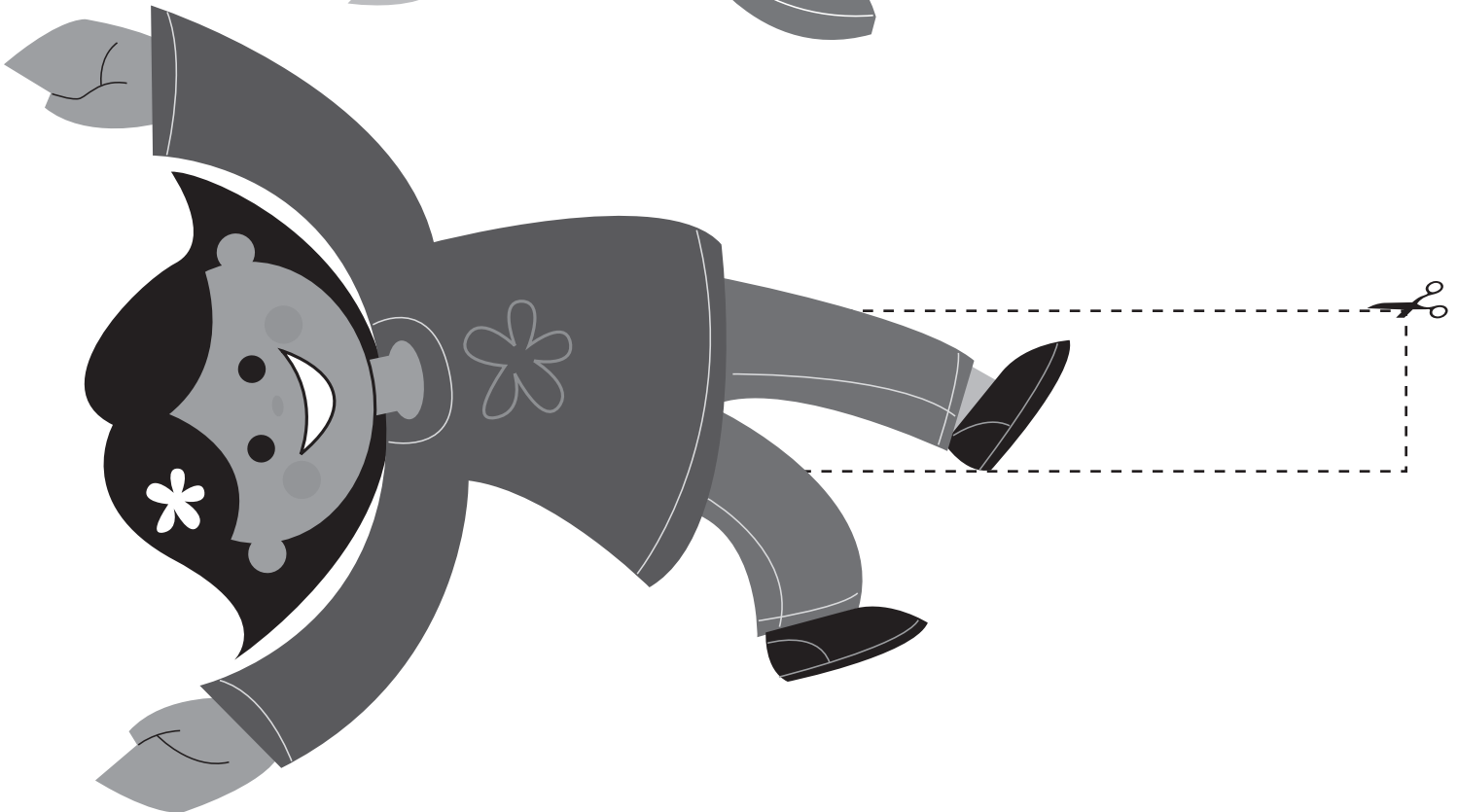
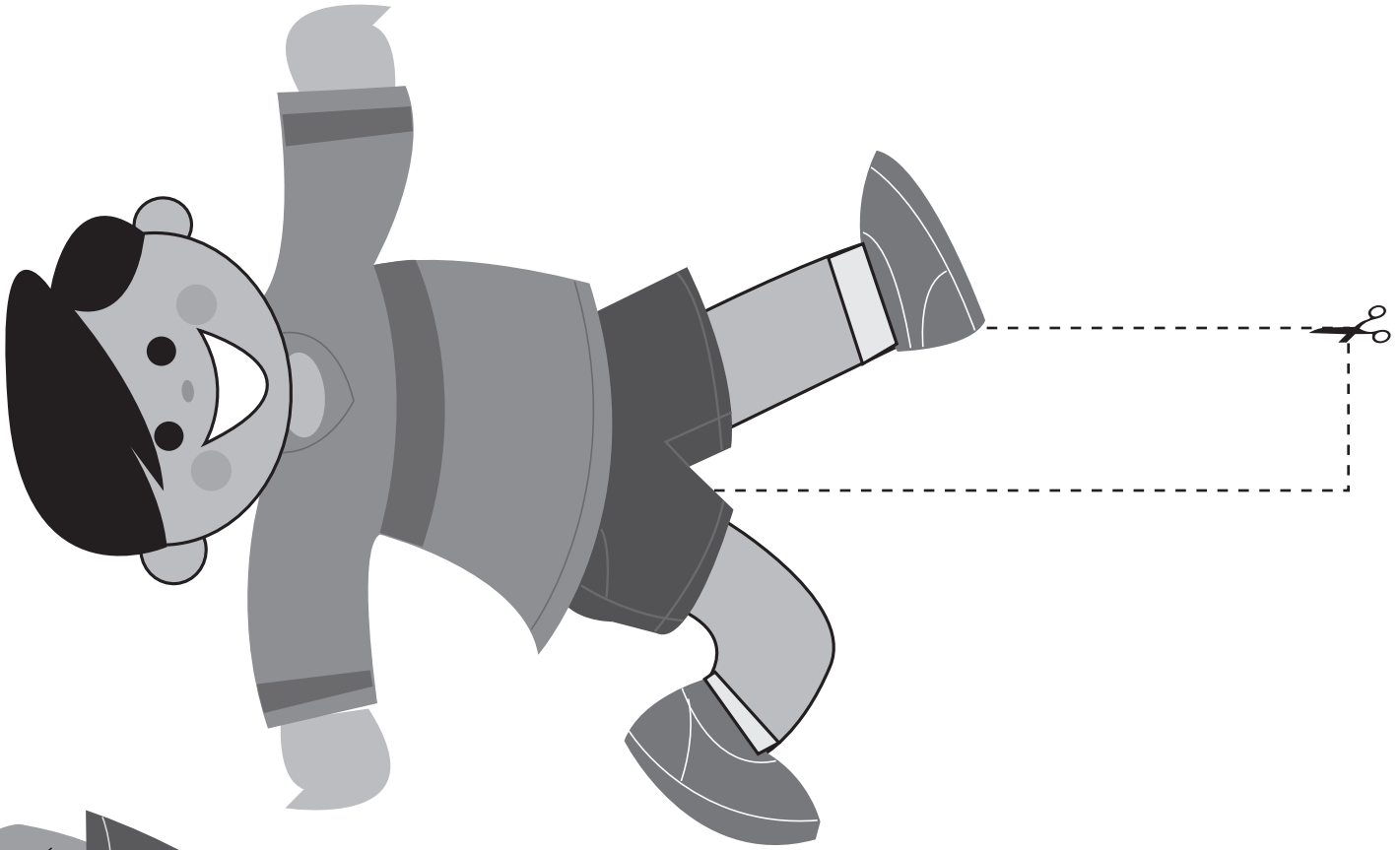
Activities

- In an animated way, have the puppets ask the students questions and/or tell the students about the importance of eating a variety of foods, being physically active every day, getting enough sleep and having friends to play with in a kind, happy way. (e.g., “I’m Healthy Harry and this is my friend, Healthy Heather. Can you guess why we’re so healthy?” “What do you think it means to be healthy?” “Why is being healthy important to children of your age?” “What are some things you need to do to stay healthy?”)
- Ensure that the following points are covered:
 - o eat a variety of foods every day (ensure that they know they need to eat a number of different kinds and types of foods regularly throughout the day such as vegetables and fruit, milk or soya beverage, meat or beans, bread, cereal, etc.),
 - o be involved in different types of physical activity daily,
 - o get enough sleep, and
 - o play with family members or good friends.
- Have the puppets ask the students what they do to stay healthy. Encourage them to be specific about the kinds of foods they eat, the types of activities they do and the amount of sleep they get.
- Ask students why they should practice healthy behaviours. Check the Teacher Backgrounder on the Principles and Benefits of Healthy Eating and the Principles and Benefits of Regular Physical Activity. (e.g., healthy eating helps build healthy bones and teeth, and helps you grow, learn and play; physical activity helps build healthy bones, healthy hearts, healthy muscles and a healthy self). Getting enough sleep helps you stay awake and concentrate on your school work. Friendships, healthy eating and physical activity all make you feel good about yourself.

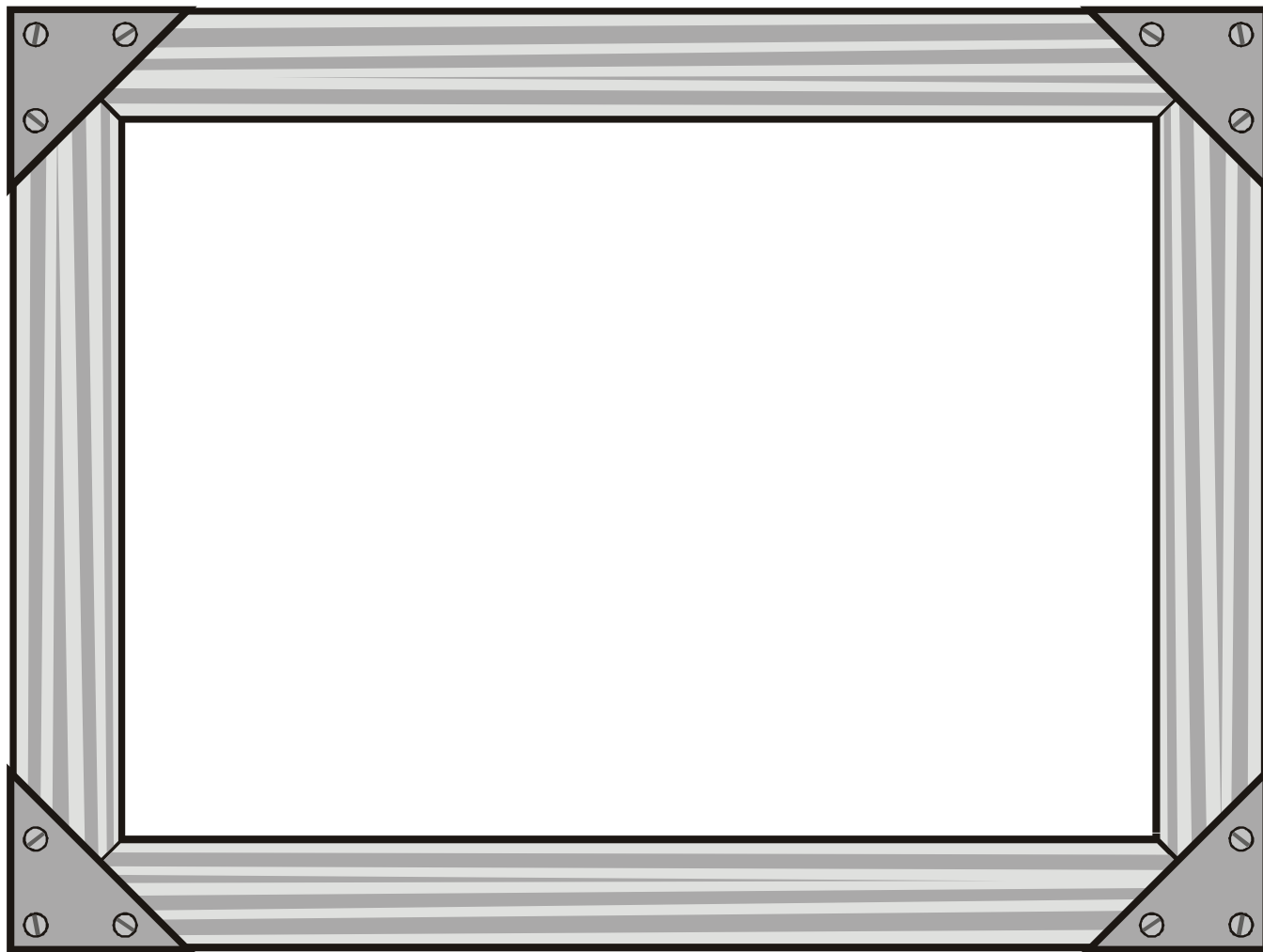
Assessment

- Distribute the Healthy Me – Teacher Assessment and have students draw a picture of themselves and print a sentence telling at least one thing they do to keep healthy and why this is important OR have students make a stick puppet of themselves and have them tell you what they do to keep healthy and why this is important.

Grade 1 | Lesson 1 - Healthy Children Stick Puppets



HEALTHY ME



Grade 1 | Lesson 2 - Eat the Rainbow



General Overview

In this lesson students learn that eating a variety of foods from the four food groups is important for a healthy body.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Identify practices that contribute to health, including healthy eating, regular physical activity and emotional health practices.

English Language Arts K to 7

Objectives

Students will be able to:

- identify the four food groups in *Eating Well with Canada's Food Guide*,
- recognize that healthy eating requires eating foods from all four food groups daily, and
- categorize a variety of foods into the four food groups.

Preparation

- Find and read *Eating Well with Canada's Food Guide*.
- Find and read Principles and Benefits of Healthy Eating – Teacher Backgrounder.
- Draw a rainbow outline on a large sheet of chart paper.
- Copy and cut the Food Cards – Student Handout and/or find an assortment of food flyers and magazines with pictures of foods.
- Copy the Eat the Rainbow template for each student.

Note

Copies of *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Healthy Active Living* can be ordered or downloaded from the following sites:
www.healthcanada.gc.ca/foodguide
www.paguide.com

Engaging the Learner

- Ask the students what they remember from the last lesson about the puppets and their health habits. (e.g., healthy eating helps build healthy bones and teeth, and helps us grow, learn and play; daily physical activity helps build healthy muscles etc.; sleep helps us to stay focused and awake throughout the day; friendships help us feel happy and good about ourselves.) Acknowledge each answer.
- Ask students what would happen if they ate only one kind of food every day. Would this keep them healthy and happy? Why/why not?












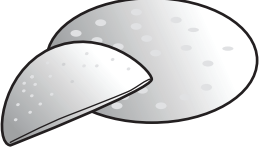







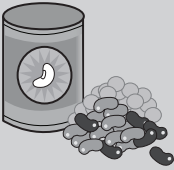







Activities

- Tell students that the lesson today is going to be about the different kinds and types of foods that we need to help keep us healthy.
- Direct students' attention to the rainbow drawn on the chart paper.
- Tell students that foods can be categorized into four food groups and ask if they know what they are called. If they do not know, tell them as you print the names on the rainbow outlined on the board.
- As a class, categorize different foods into each of the four food groups.
- Use the food card handout or have the students cut out pictures of food from food flyers and old magazines. (One picture per student.) Using double-sided tape, have them tape their pictures onto the correct part of the rainbow outline on the board.
- The completed chart can be displayed in the classroom.
- Tell students that it is important to eat foods from each of the four food groups as each food group has different health benefits. Eating a variety of foods from the four food groups helps keep their bodies healthy and gives them the energy to grow, learn and play. It is also fun to eat different foods with different tastes, smells, colors and textures.
- Distribute the Eat the Rainbow template to each student.
- Have students cut and paste pictures from flyers and magazines or draw pictures of the different foods they like to eat in each of the four food groups.

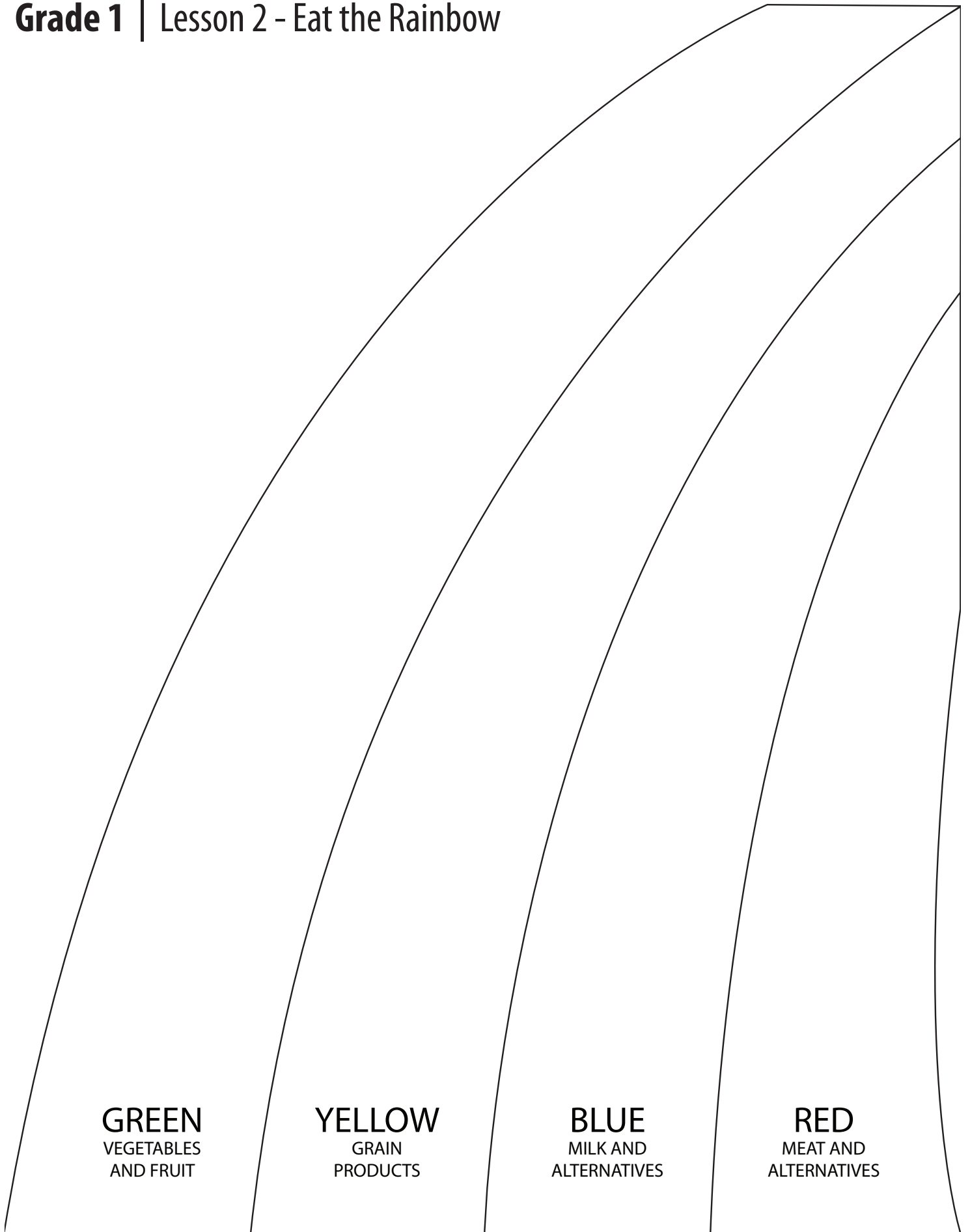
Assessment

Check to see that the students have drawn/pasted an appropriate picture in each of the food groups. Have them print one sentence about what they have learned today. Send the completed Eat the Rainbow exercise home with the students as a reminder to parents about the importance of eating a variety of healthy foods.

Grade 1 | Lesson 2 - Rainbow Food Cards

 <p>bread</p>	 <p>cereal</p>	 <p>apples</p>
 <p>carrots</p>	 <p>yogurt</p>	 <p>salmon</p>
 <p>spinach</p>	 <p>pineapple</p>	 <p>rice</p>
 <p>tofu</p>	 <p>cheese</p>	 <p>naan</p>
 <p>melon</p>	 <p>chicken</p>	 <p>tuna</p>
 <p>soy beverage</p>	 <p>broccoli</p>	 <p>onions</p>
 <p>hamburger</p>	 <p>kidney beans</p>	 <p>green beans</p>
 <p>strawberries</p>	 <p>steak</p>	 <p>muffins</p>
 <p>pasta</p>	 <p>eggs</p>	 <p>orange</p>

Grade 1 | Lesson 2 - Eat the Rainbow



GREEN
VEGETABLES
AND FRUIT

YELLOW
GRAIN
PRODUCTS

BLUE
MILK AND
ALTERNATIVES

RED
MEAT AND
ALTERNATIVES

Grade 1 | Lesson 3 - Start the Day Right



General Overview

In this lesson students plan a healthy breakfast using foods from all four food groups.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Identify practices that contribute to health, including healthy eating, physical activity, and emotional health practices.

Objectives

Students will be able to:

- explain why breakfast is the most important meal of the day, and
- plan a healthy breakfast containing foods from all four food groups.

Preparation

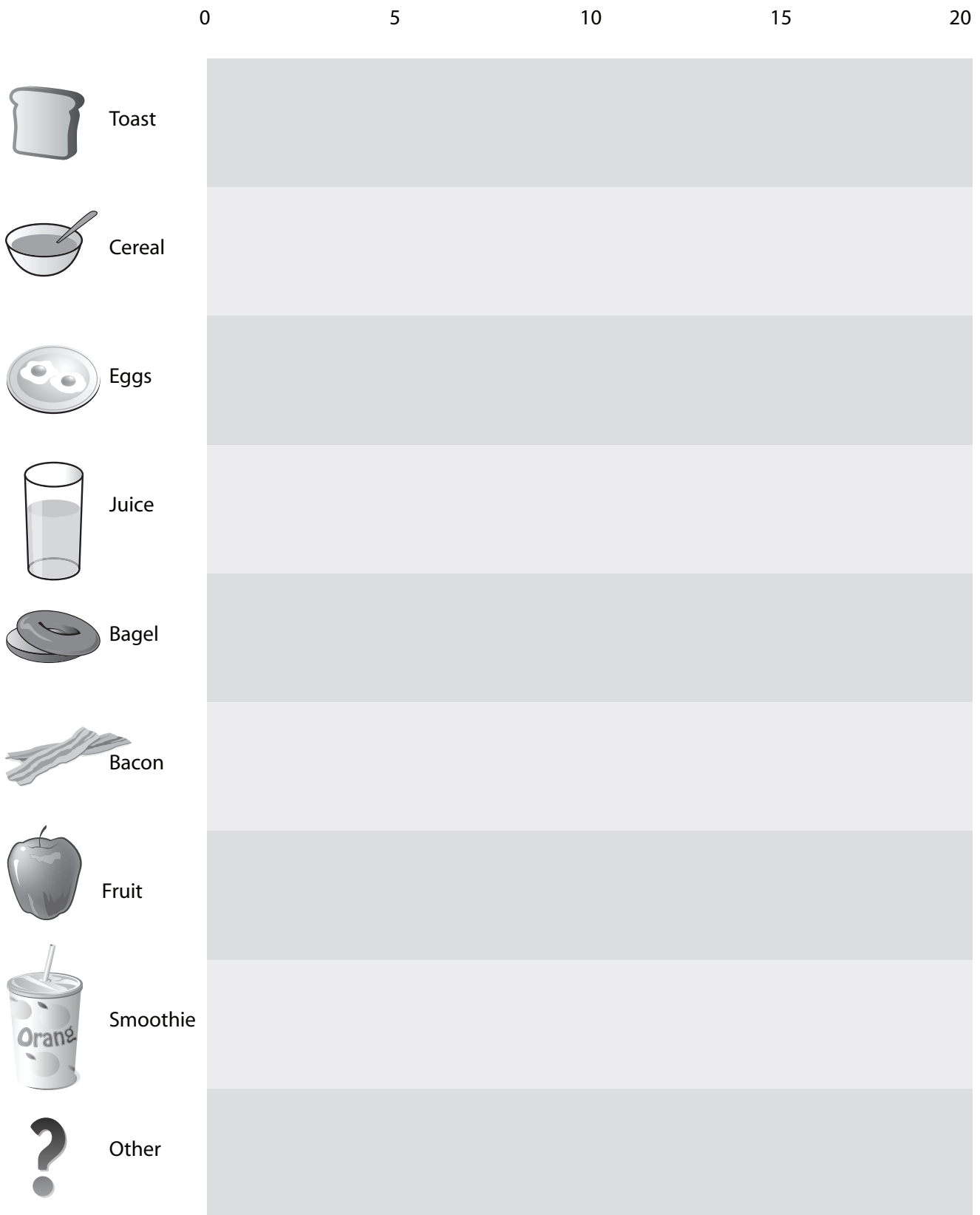
- Find and read *The Principles and Benefits of Healthy Eating - Teacher Backgrounder*.
- Gather poster-making materials.

Engaging the Learner

- Ask students what they ate for breakfast this morning and list each item on the board.
- On a chart, create a bar graph of the choices by having students raise their hands.
- Have the children tell you what they have learned from this chart. (e.g., the

Note

Breakfast, the most important meal of the day, is the one meal most frequently skipped. When students begin the day without eating a healthy breakfast, they are often less attentive, less focused, sometimes late and sick more often. It is essential that students understand the importance of eating a healthy breakfast based on appropriate food choices from *Eating Well with Canada's Food Guide*.



variety of breakfast foods students eat, the most popular breakfast foods of the class).

- Have them create a title for the chart and display it in the classroom.

Note

You may wish to organize with the students a classroom breakfast one morning that contains items from all four food groups.

Activities

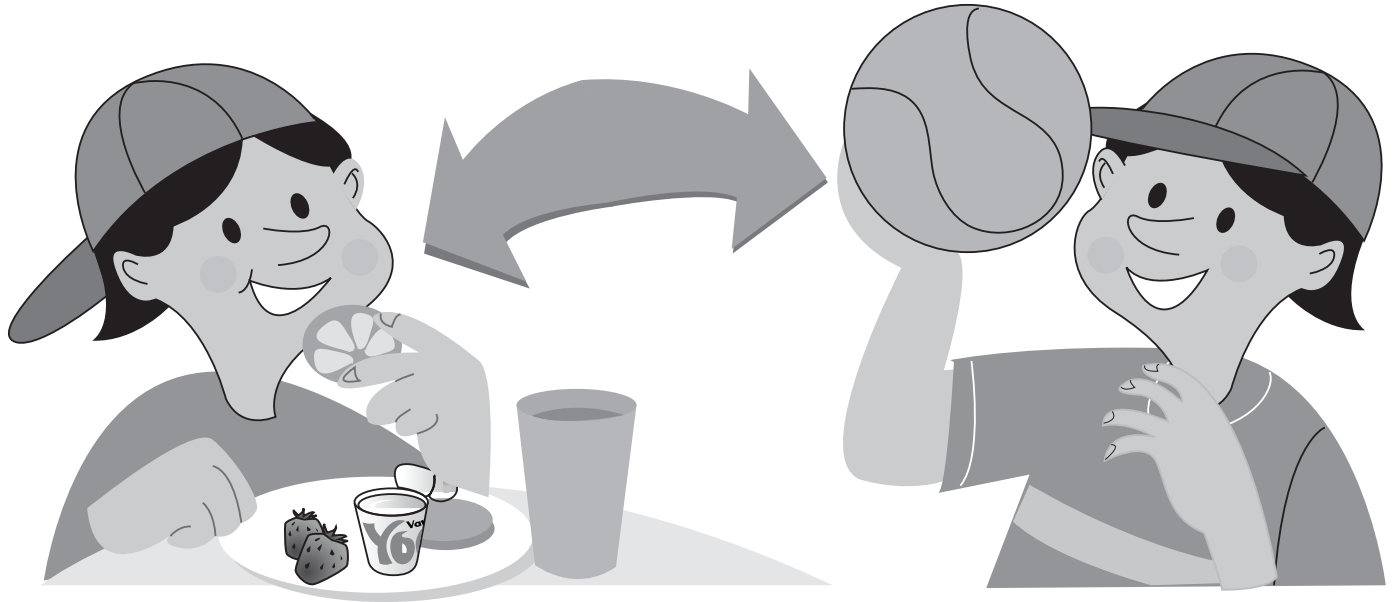
- Ask students if they know why it is important to eat a healthy breakfast every morning and record their answers for all to view (refer to Principles of Healthy Eating – Teacher Backgrounder for ideas). These should include:
 - gives us energy
 - helps us grow
 - helps us stay awake, be able to focus and learn
 - makes our bones strong
 - makes us feel good
 - makes our stomach feel full until the next snack or meal time.
- Ensure that students understand that their bodies have had no food while they were sleeping, so when they eat breakfast they are ‘breaking their fast’, and fueling their bodies.
- Refer to the chart of breakfast items created earlier. Invite students to share their *favourite* breakfast items and list them on the board. Encourage students from different cultures to share their favourite breakfast foods.
- Ask students if there is an item that they might like to try for breakfast one day.
- Remind students about the Food Guide rainbow discussed in last day’s lesson. Draw students’ attention to the Food Guide rainbow and beside each food listed on the board, categorize it according to the four food groups. Some foods will be combinations, so use more than one food group category. (e.g., whole wheat toast with nut butter. That would be grains and meat & alternatives.)
- Remind students that it is important to eat foods from each of the four food groups at every meal, including breakfast. Ask students why it is important. Acknowledge each answer, elaborating, if need be.
- Have students work with a partner and create sample breakfasts from those listed on the chart or board that contain all four food groups. Share some with the whole class.
- Distribute poster-making materials.
- Have students create a poster advertising a nutritious, tasty breakfast that they would enjoy. They must include all four food groups and print a sentence telling what benefits they get from eating this healthy breakfast.



Assessment

- Have students get into groups of four and share their posters by telling each other why they chose the food items and why it is important to choose healthy foods for breakfast.

Grade 1 | Lesson 4 - Eat and Play in a Healthy Way



General Overview

This lesson allows students to demonstrate their understanding of how healthy eating and daily physical activity impact their health.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices.

Visual Arts K to 7

English Language Arts K to 7

Objectives

Students will be able to:

- demonstrate how healthy eating and regular physical activity contribute to their physical and emotional well-being.

Preparation

- Read Principles and Benefits of Healthy Eating and Principles and Benefits of Physical Activity – Teacher Backgrounders.
- Cut lengths of butcher paper long enough to contain the full-size silhouette of a student.
- Find paints, felt markers, and/or crayons.
- Find a long sheet of mural paper on which to paste the silhouettes of each student.

Engaging the Learner

- Invite students to join you at your classroom meeting area.
- Tell students that they will have an opportunity to share their learning about health with the rest of the school by creating a large display in the hallway or foyer about how healthy eating and regular physical activity contribute to good health and feeling happy.

Activities

- Have the students brainstorm what they have learned about healthy eating and physical activity and list their ideas on the board. Discuss them and add any they may have missed. (Consult Principles and Benefits of Healthy Eating and Principles and Benefits of Physical Activity – Teacher Backgrounders and the materials developed in previous lessons.)
- Tell students that you are going to draw the outline of their bodies on large sheets of paper. (If possible, enlist the help of parents or senior students to help do this.) Some students may like to pose their bodies doing some kind of physical activity such as running or jumping or cheering, etc.
- On their silhouettes, have students paint their faces, hair, and clothes. Once the paint has dried, use black felt markers to create a shape poem, by printing words and phrases around the body based on the earlier discussion of the ways that they have learned to be healthy. Some students may need assistance.
- Glue the completed life-size outlines to a long sheet of mural paper on which the students have painted a suitable background, grouping them to show them having fun playing together.
- Have each student print one sentence under her/his picture telling HOW s/he feels because s/he is healthy.
- Display the banner/mural in the school hallway or foyer.

Grade 1 | Lesson 4 - Silhouettes for Banner



Grade 1 | Healthy Living Culminating Unit Assessment

This assessment can be completed using journal responses, observations of student responses during lessons, lesson products, or student conferences.

PLO: : Identify healthy eating practices as described in Eating Well with Canada's Food Guide.	Not Yet Within Expectations	Minimally Meeting Expectations	Fully Meeting Expectations	Exceeding Expectations
KNOWLEDGE Student can recall ideas and information shared in the lessons:				
Identifies what makes a person healthy	needs consistent assistance to identify elements (eat a variety of foods, daily physical activity, enough sleep, healthy friendships)	identifies 4 components of healthy living with support	identifies all 4 components of healthy living	identifies all 4 components mentioned in lesson content and adds components (staying safe, life-long learning, spiritual practices, etc.)
Identifies the four food groups	needs consistent assistance to identify the four food groups	needs some assistance to identify the four food groups	identifies the four food groups	gives a thorough explanation of the four food groups and gives examples
Categorizes a variety of foods into food groups	needs consistent assistance to categorizes a variety of foods into food groups	needs some assistance to categorize a food into food groups	independently categorizes a variety of foods into food groups	independently categorizes a wide variety of foods, including combination foods, into food groups
Plans a healthy breakfast using foods from all four food groups	needs consistent assistance to plan a healthy breakfast including all four food groups	plans a healthy breakfast including 3 food groups	plans a healthy breakfast including all four food groups	plans a healthy breakfast

COMPREHENSION Student can answer the following questions:				
Why is it important to eat from all four food groups?	needs consistent support to explain benefits (builds healthy bones and teeth, helps us grow, learn and play)	explain benefits (builds healthy bones and teeth, helps us grow, learn and play) with some support	can explain benefits (builds healthy bones and teeth, helps us grow, learn and play)	draws a reasoned conclusion that different foods each have nutrients we need to build healthy bones and teeth, helps us grow, learn and play
How did you decide to put (the bagel) into the (grain products) food group?	needs support to give a reason for their choices	gives a limited reason for their choice (e.g., because it's a grain)	gives a reason for their choice (e.g., It is made from wheat which is a grain)	gives a detailed reason for their choice (e.g., It is made from wheat, which is made from a grain grown by the wheat plant grown in the ground.)
Why is breakfast the most important meal of the day?	needs consistent support to explain that breakfast breaks the fast from the sleep period and fuels the body	explains with some support that breakfast breaks the fast from the sleep period and <i>fuels</i> the body	explains that breakfast breaks the fast from the sleep period and <i>fuels</i> the body	explains most of the reasons identified during class discussion
What does it mean to be emotionally healthy?	needs consistent support to describe elements of emotional health	with some support can describe elements of emotional health	independently describes elements of emotional health	provides a detailed description of the elements of emotional health

Grade 1 | Healthy Living Culminating Unit Assessment - continued

PLO: Identify healthy eating practices as described in <i>Eating Well with Canada's Food Guide</i> .	Not Yet Within Expectations	Minimally Meeting Expectations	Fully Meeting Expectations	Exceeding Expectations
METACOGNITION Student reflects on past thinking and plans for change where necessary:				
What did you eat for breakfast last week? Describe your relationship with family & friends. What do you think about that?	needs consistent support to reflect on past actions	reflects on past actions when asked leading questions	reflects on past actions and what they think about those actions now	spontaneously reflects on past actions and what they think about those actions now
What do you know now that you didn't know when we started? What do you think differently about now?	needs consistent support to recognize changes in their thinking	recognizes changes in their thinking with some support	recognizes changes in their thinking	spontaneously recognizes changes in their thinking
How will that affect your future decisions?	needs consistent support to identify some changes they plan to make in the future	identifies some changes they plan to make in the future	identifies some changes they plan to make in the future	identifies some changes they plan to make in the future



Backgrounder - Principles and Benefits of Healthy Eating

A healthy diet provides the building blocks or nutrients that contribute to the development of strong bones, blood, muscles and teeth and play an important role in our ability to fight disease and illness. Healthy eating helps us grow, learn, play and feel good about ourselves. It is important for our overall health and well-being.

Although we come in all different shapes and sizes and have different food requirements to stay healthy, there are basic principles of healthy eating that apply to everyone regardless of age or stage of life.

Principles

What are the principles of healthy eating?

- Eat regular meals and snacks that include different kinds of foods in the right amounts for all of our individual body shapes and sizes.
- Choose foods that are high in nutrients, with lots of color that are needed to grow, learn and play and to prevent disease and illness.
- Choose foods lower in fat, sugar and salt. *Eating Well with Canada's Food Guide* provides guidance on healthier food choices.
- Keep our bodies well hydrated by drinking healthy beverages like water and milk regularly throughout the day. Drinks such as pop and other sweetened beverages can fill up stomachs and provide empty calories that growing bodies do not need.
- Listen and respond to our hunger and fullness cues so we eat the right amount of food for our individual body shapes and sizes, maintain healthy body weights and feel good about ourselves.
- Start the day with a healthy breakfast to provide the energy needed to play, learn and grow. Eating a healthy breakfast is especially important for young people to satisfy their small stomachs until the next snack or meal time.
- Eat healthy snacks 2-3 times a day to provide energy and nutrients for learning and playing and satisfying small stomachs. A healthy snack includes foods from at least two of the four food groups.
- Eat meals together to improve food and nutrient intake, improve communication and connectedness and create traditions around food and meals.
- *Eating Well with Canada's Food Guide* recommends five Food Guide Servings of vegetables and fruit for children aged 4 to 8, and six Food Guide Servings of vegetables and fruit for youth aged 9 to 13 every day. The Food Guide also recommends eating a variety of colourful vegetables and fruit, including at least one serving of dark green vegetables and at least one serving of orange vegetables every day. Eating a variety of vegetables and fruit which contain vitamins, minerals, fibre and antioxidants everyday is important for good health.



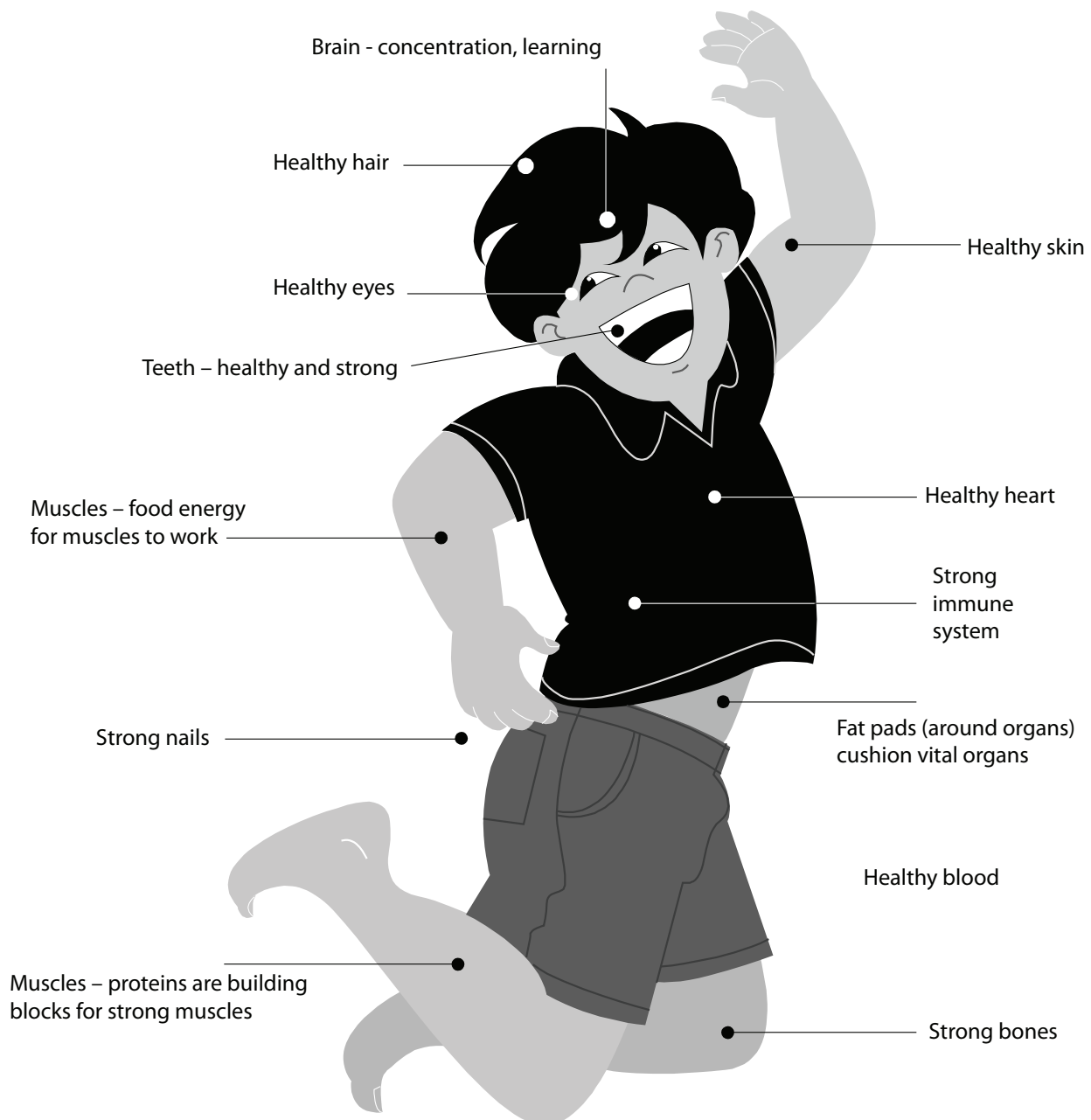
Benefits

Why is the food we choose so important?

It is important to choose a variety of healthy foods every day to make sure we receive all the necessary nutrients for a healthy body (see figure below). Nutrients are the components of foods and beverages that provide the nourishment that allows us to grow, learn and play. Nutrients are classified into six main categories: carbohydrates, protein, fat, vitamins, minerals and water. Children need more than 40 essential nutrients in different amounts. Some nutrients are used as building blocks for healthy bones, teeth, muscles, hair and nails. Other nutrients provide the energy for all daily activities such as regulating our body temperature, learning and playing. Eating regularly will also help us maintain positive moods and behaviour, cope with stress and have healthy sleep patterns.

Healthy eating provides the energy and nutrients needed to grow, learn, play and feel good about ourselves.

The following figure shows the benefits of healthy eating for the body:



Backgrounder - Principles and Benefits of Physical Activity

Canada's Physical Activity Guides for Children and Youth recommend increasing time currently spent on physical activity, starting with 30 minutes more per day with a goal of achieving 90 minutes of moderate to vigorous physical activity daily.

Principles

There are three types of physical activities: endurance, flexibility and strength.

- **Endurance** – continuous activities that strengthen the heart and lungs
- **Flexibility** – reaching, bending and stretching activities that increase range of motion and promote relaxed muscles
- **Strength** – activities against resistance that build strong muscles and bones

For the greatest health benefits, participate in all three types of activities every day and **make it fun!** Children are more likely to be physically active every day if it is fun.

Fun **endurance** activities

- Playground games, such as tag, four-square and playground circuits
- Riding a bike, scooter or skateboard
- Hiking and orienteering
- Soccer, basketball, hockey
- Skating (ice or in-line), swimming, x-country or downhill skiing
- Dancing
- Jumping, bouncing and skipping

Fun **flexibility** activities

- Dancing
- Gymnastics
- Yoga
- Martial Arts

Fun **strength** activities

- Climbing on playground equipment
- Swinging on the monkey bars
- Jumping, bouncing and skipping
- Hopscotch or hopping on one foot



- Canoeing and kayaking
- Exercise band routines

Many fun physical activities can be categorized in more than one category. For example, skipping rope is both an endurance and a strength activity.

Benefits



Being physically active every day is both fun and healthy. There are many benefits to daily physical activity, such as contributing to the development of healthy bones, a healthy heart, healthy muscles and a healthy self.

Healthy Bones – Strong bones are built during childhood and adolescence. Jumping, weight-bearing, and strength training activities build strong skeletons, and decrease the risk of osteoporotic fractures later in life.

Healthy Heart – Cardiovascular disease is the second leading cause of death in Canada. Physical inactivity is considered to be a major modifiable risk factor for heart disease. Regular participation in active games, individual pursuits, and running or walking will contribute to students' heart health.

Healthy Muscles – Muscle strength and flexibility enhance functional ability and support life-long active living. Weight bearing and strength training activities strengthen bones and exert forces on the bones contributing to healthy bone development. Stretching increases range of motion and contributes to muscle development.

Healthy Self – Healthy living contributes to the development of self-esteem, decreases tobacco use, supports proper nutrition, maintains healthy weight, and enhances academic performance.

Other benefits of regular physical activity include: increased energy, reduced stress, improved concentration, improved posture and balance, and opportunities to meet new friends.

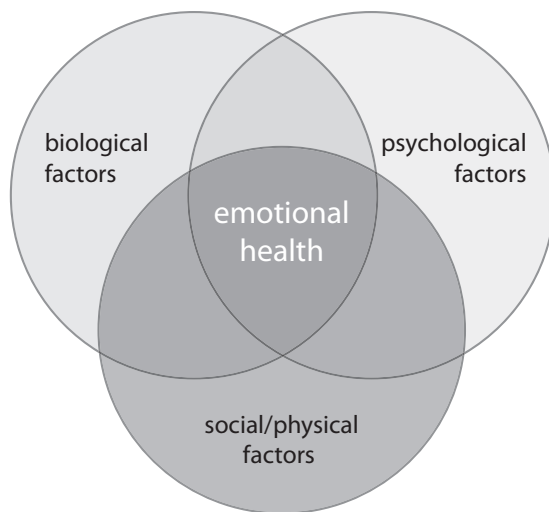
Action Schools! BC (2006)
www.actionschoolsbc.ca

Backgrounder - Emotional Health

What is emotional health?

Emotional health is difficult to define in a precise, definitive way. It is often described as feeling good about oneself (having positive self-esteem) and having the confidence and skills to deal effectively with problems or challenges in life.

Children's emotional health is determined by a complex interplay of factors including biology, psychology (the child's temperament) and the social and physical environment.



Children with good mental and emotional health generally:

- Have good self-esteem and a solid sense of who they are;
- Are able to understand and express emotion appropriately;
- Are able to “bounce back” from difficult experiences;
- Perceive themselves as capable and competent;
- Have positive family and peer relationships;
- Are able to spend time by themselves; and
- Have the capacity to tackle developmental challenges successfully.

What is the link between healthy eating, physical activity and emotional health for children?

When students are physically and mentally healthy, they learn better and interact appropriately in the classroom. Stress, hunger, anxiety, depression, and an inability to concentrate can all interfere with learning. Poor school performance can increase feelings of frustration and anxiety in children, further interfering with learning and success.

The relationship between physical activity and emotional health is pretty clear.



Being physically active promotes psychological well-being and reduces feelings of depression and anxiety. Children who are physically active show:

- increased levels of self-efficacy and higher self-esteem,
- improved academic and cognitive performance, and
- positive improvements in attitudes, discipline, behaviour and creativity.



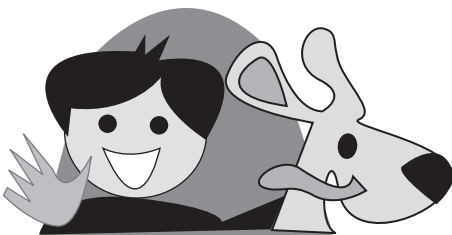
The relationship between nutrition and emotional health is starting to emerge through research. So far we know that:

- blood sugar levels which are directly related to the types of foods and how often a child eats can create lows and highs in children's mood and behaviour,
- children living in poverty and experiencing lack of food in the household, experience difficulty with school performance,
- a lack of certain nutrients may be associated with a range of mental and behavioural disorders including ADHD, depression, learning disorders, impulsivity and aggression,
- food allergies and food sensitivities may also trigger emotional and behavioural reactions in children,
- caffeine intake can cause increased arousal, irritability, nervousness or anxiety in children.

Although research is emerging, we do know that eating a healthy diet and being active daily contributes positively to both physical and emotional health in children.

Children's emotional wellbeing can be supported by:

- helping them to understand and develop knowledge and skills in healthy eating,
- helping them to understand, and develop knowledge and skills, as well as providing opportunities to engage in daily physical activity,
- helping them to understand the importance of a healthy sleep pattern,
- providing opportunities for the child to experience successes,
- creating a safe environment for the child by establishing routines, setting clear expectations, and providing rewards for positive behaviour,
- teaching communication and problem solving skills,
- teaching children to identify and understand their own feelings and the feelings of others, and
- addressing learning needs that could interfere with school success..



Backgrounder - Hand Washing Tips for Teachers

Effective and frequent hand washing prevents the spread of disease. This will decrease the number of sick days and lead to better academic performance.

Wash hands before and after coming into contact with germs (e.g., bacteria), such as using the washroom, blowing your nose, playing, or touching food and/or animals.

What are the steps to washing your hands correctly?

- Wet your hands under warm running water.
- Scrub all parts of your hands with soap and water for at least 15-20 seconds (i.e., the time it takes to sing Happy Birthday twice). Make sure you create a good lather, and scrub fingertips and under the nails.
- Rinse hands under warm running water to remove the lather.
- Use a paper towel to pat dry your hands, to turn off the tap, and to open the bathroom door.

Additional information on hand washing for use in the classroom:

Here is a link to BC HealthFiles explaining hand washing in more detail:

<http://www.bchealthguide.org/healthfiles/hfile85.stm>

Here is a link to the *Do Bugs Need Drugs* campaign that offers detailed lesson plans on hand washing:

<http://www.dobugsneeddrugs.org/>

Here is a link to a cartoon that teaches hand washing:

http://www.henrythehand.com/pages/content/sub_d.html

Developed by Fraser Health Authority



Grade 1 | Further Resources and Contacts

Following, in alphabetical order, is a list of sites that teachers can access to learn more about healthy eating and physical activity and get further resources to use in the classroom.

Action Schools! BC

www.actionschoolsbc.ca

Action Schools! BC is a best practices model designed to assist schools in creating individualized action plans to promote healthy living. It is designed to involve the entire school community and provide children with a healthy eating and physical activity program.

Registered schools benefit from accessing Classroom Action Bins containing equipment and teaching resources. Teacher in-services and the ongoing support of the Action Schools! BC Support Team are available.

The Action Pages! document is a user-friendly resource to link teachers, youth coaches, and community instructors with the multitude of resources available across Canada to support healthy and active school communities.

ActNow BC

<http://www.actnowbc.gov.bc.ca>

This BC government-sponsored site has information for teachers and students on healthy eating, physical activity and tobacco. It provides links to a number of credible health-related sites on these topics. Teachers, families and students can access information and find practical tips on physical activity and healthy eating for children and youth.

Specific to healthy schools, this site links to health and safety school programs including Action Schools! BC, School Fruit and Vegetable Snack Program, Kick the Nic and Way to Go!

Information and links are also provided for Making It Happen: Healthy Eating at School and Directorate of Agencies for School Health. These partnership sites provide further resources for schools to aid in the development of healthy school environments focused on healthy eating and physical activity as part of the Comprehensive School Health model.

BC Healthy Living Alliance

<http://www.bchealthyliving.ca/>

The BC Healthy Living Alliance (BCHLA) is a provincial coalition of organizations working together to improve the

health of British Columbians by promoting physical activity, healthy eating and living smoke-free. The website contains information, reports and links to other health related organizations.

BC Dairy Foundation

www.bcdairyfoundation.ca

The BC Dairy Foundation is a not-for-profit organization that offers innovative nutrition education programs for the BC school system. Teacher workshops, provided to elementary, middle and secondary school teachers across BC, give hands-on experience with BC Dairy Foundation nutrition education programs and information to assist teachers in bringing healthy eating education to the classroom.

The site also provides order forms for healthy eating resources and information on the BC Dairy Foundation School Milk Program. There are some free downloadable activities that promote fun and healthy eating for students.

BC Ministry of Education – Healthy Schools

<http://www.bced.gov.bc.ca/health/>

This BC Ministry of Education site has a variety of resources that can be used by schools and by teachers in the classroom to enhance the concept of a healthy lifestyle for children and youth.

The site provides access to a series of four booklets on Healthy Living for Families that provide information specific to children and youth of different ages and stages. These booklets provide information and practical strategies on healthy eating and physical activity including information on healthy behaviours at school.

The BC Healthy Schools Network promotes and supports Comprehensive School Health focusing on three areas: teaching and learning, the school environment and community partnerships. Network newsletters and resources for schools are also available.

Canadian Health Network

<http://www.canadian-health-network.ca/>

This Canadian Health Network site promotes healthy choices. It provides information on the many influences that affect our health from social and environmental factors to everyday choices about healthy eating and physical

Grade 1 | Further Resources and Contacts

continued

activity. A wealth of resources, tools and links on healthy eating and physical activity are also provided.

Healthy Lunches to Go is an interactive tool that can be used by teachers, parents and children to learn more about packing healthy lunches, get new recipe ideas and get tips on food safety for meals on the go. There are also links to other interactive websites that provide healthy eating information in the form of games and quizzes.

Canadian Paediatric Society, Caring for Kids

www.caringforkids.cps.ca

This site provides information on a variety of child health topics including healthy eating, safety and behaviour and development. Specific information on teen health is provided including targeted messages for parents, teachers and coaches.

How to promote healthy eating for children, avoiding food poisoning, vitamin and mineral supplements, food allergies and intolerances are some of the healthy eating topics covered on this site. Tips on active living for families, the benefits of physical activity and when to put children in sports are a few of the active living themes.

This site also offers a free e-newsletter that comes out monthly and a listing of links to many reputable Canadian websites on children's health.

DASH BC

www.dashbc.org

This site is sponsored by the Directorate of Agencies for School Health (DASH), a network representing a broad range of local regional and provincial organizations and individuals acting as advocates for activities that "enable students to develop to their fullest potential". DASH uses a Health Promoting School (HPS) approach and works to create and maintain networks, share information on health-promoting schools and support strategies that enable healthy school environments.

Resources include reports, tools and activity ideas for schools and school communities on supporting healthy school environments which include school meal programs, strengthening school community links and supporting student achievement and health. DASH is involved in Breakfast for Learning, CommunityLINK, School Food and Nutrition in

BC, and Moving Food Policy Forward, among other projects.

Background information and resources on Healthy Schools and Comprehensive School Health are available and DASH also provides e-newsletters and forums.

Dial-A-Dietitian

<http://www.dialadietitian.org>

Dial-A-Dietitian is a free nutrition information telephone service (1-800-667-3438) for all BC residents and is funded by the BC Ministry of Health. Dietitians provide nutrition consultation and referral. Dial-A-Dietitian has translation services in over 130 languages. An allergy dietitian is available from Wednesday to Friday.

The Dial-A-Dietitian web site offers quality nutrition information and resources based on current scientific research. Teachers and schools can access this information and can also link to local community nutritionists and nutrition services in their community.

Dietitians of Canada

http://www.dietitians.ca/public/content/eat_well_live_well/english/index.asp

This site provides reliable information on nutrition and healthy eating. There are many interactive tools, resources and games that can be used by teachers and students.

One of the interactive tools is EATracker which allows you to track food and physical activity for the day and compare it to Health Canada's guidelines. The Let's Make a Meal tool guides you in building daily menus that follow Canada's Food Guide. There are also nutrition challenges which include a quiz, crossword puzzle and scavenger hunt, all focused on healthy eating. The site provides all of the information, resources and tools for National Nutrition Month.

Tips, frequently asked questions and fact sheets are available on a wide range of nutrition topics including many related to children's health and basic healthy eating. This website aims to provide accurate nutrition information in fun, interactive ways.

Go for Green

www.goforgreen.ca

Go for Green is a national not-for-profit, charitable organization that encourages Canadians to pursue healthy,

Grade 1 | Further Resources and Contacts

continued

outdoor physical activities that protect, enhance or restore the environment. The website includes many resources to inform Canadians about healthy, active lifestyle choices and programs that encourage outdoor activity that is also supportive of environmental sustainability.

One program of Go for Green is Active & Safe Routes to School, a national program that encourages human movement as a means to get to and from school. International Walk to School Month is October and schools can register online and receive a toolkit and the chance to win prizes. The Walking/Cycling School Bus program encourages communities to walk or cycle to school together and learn the importance of safety at the same time.

Health Canada – Physical Activity Guides for Children and Youth

www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/index.html

This website contains Canada's Physical Activity Guides for Children and Youth, teacher's guides, magazines for children and youth, family guides, activity chart and stickers and an interactive game. Hard copies of all of the materials can be ordered directly online <http://www.phac-aspc.gc.ca/pau-uap/fitness/order.html>.

Canada's Physical Activity Guide for Children, ages 6-9 outlines the benefits of regular physical activity and the different types of physical activity. It provides guidelines on increasing activity to 90 minutes a day and for reducing time spent in sitting activities such as watching television. Canada's Physical Activity Guide for Youth ages 10-14 is similar to the children's guide but with different graphics and content to appeal to teens.

The Teacher's Guide provides information that teachers can use in talking with students about "being active, having fun and feeling good about themselves". Activity ideas, ways to motivate students to be active and stories from other teachers are all included.

The Family Guides and magazines provide further information, tips and guidance for families and children and youth.

Health Canada – Eating Well with Canada's Food Guide

www.healthcanada.gc.ca/foodguide

This site provides a myriad of information on food and nutrition based on *Eating Well with Canada's Food Guide*. *Eating Well with Canada's Food Guide* can be downloaded from this site or hard copies can be ordered for free. The guide is available in French and there is also a *Food Guide for First Nations, Inuit and Métis*. There is a separate booklet for educators and communicators that provides further detailed information on nutrition and food and how to communicate the messages of the food guide.

The "My Food Guide" tool can be used to create individual guides based on individual food and activity preferences. This tool can be used by teachers to encourage students to personalize the guide to their own needs.

This website elaborates on the information presented in *Eating Well with Canada's Food Guide* and gives guidance on using the food guide, choosing healthy foods and maintaining healthy habits.

Healthy Eating is in Store for You

<http://www.healthyeatingisinstore.ca/>

Sponsored by the Canadian Diabetes Association and Dietitians of Canada, this site has a variety of information on healthy eating, focusing specifically on nutrition label reading.

It has a Virtual Grocery Store that allows students to learn how to use the nutrition information on the label of packaged foods to make healthy choices. This game takes you on a virtual shopping tour through the isles of a grocery store giving the tools and information necessary to make wise food choices.

There are many resources available for download on the site that can be used by teachers and students. The Healthy Eating is in Store for You handouts and tools give information and activities to increase knowledge and use of nutrition labels.

Grade 1 | Further Resources and Contacts

continued

Heart and Stroke Foundation of Canada

www.heartandstroke.ca

The Heart and Stroke Foundation provides information on heart disease and stroke based on the best research available. This site provides valuable health promotion materials and access to research on healthy eating and physical activity.

The site has a section, For Our Kids, that provides information and resources for teachers, parents and kids. Resources for teachers include activities, lesson plans, posters and a handbook, all available free for download. You may also order free of charge, class sets of fact sheets on a variety of health topics. Information on Heart and Stroke programs Hoops for Heart and Jump Rope for Heart can be accessed.

Heart and Stroke Foundation of B.C. and Yukon

<http://ww2.heartandstroke.ca/Page.asp?PageID=740&RecordID=2822&Src=news&Language=English&CategoryID=15&From=Feature>

From this site you may access information on the *HeartSmart Kids* program, grades K through 6. The HeartSmart Kids program is curriculum based and focuses on heart health, healthy eating, physical activity and being smoke-free. This resource is free for teachers after attending a one-hour interactive workshop.

Making it Happen: Healthy Eating at School

<http://www.knowledgenetwork.ca/makingithappen/>

This Knowledge Network site has a multitude of opportunities to explore nutrition environments within the home and school community. It provides background information, tools and resources in order to develop a school environment that supports healthy eating.

This site encourages schools to learn more about creating healthy school food environments, assess their own school environment using the School Healthy Eating Assessment Tool and gather ideas for action.

Menu topics include healthy school fundraising, nutrition education, food services in schools, school nutrition policy

and healthy school environments. On each of these topics there is background information, tools and resources and ideas for action as well as testimonials from health and education professionals.