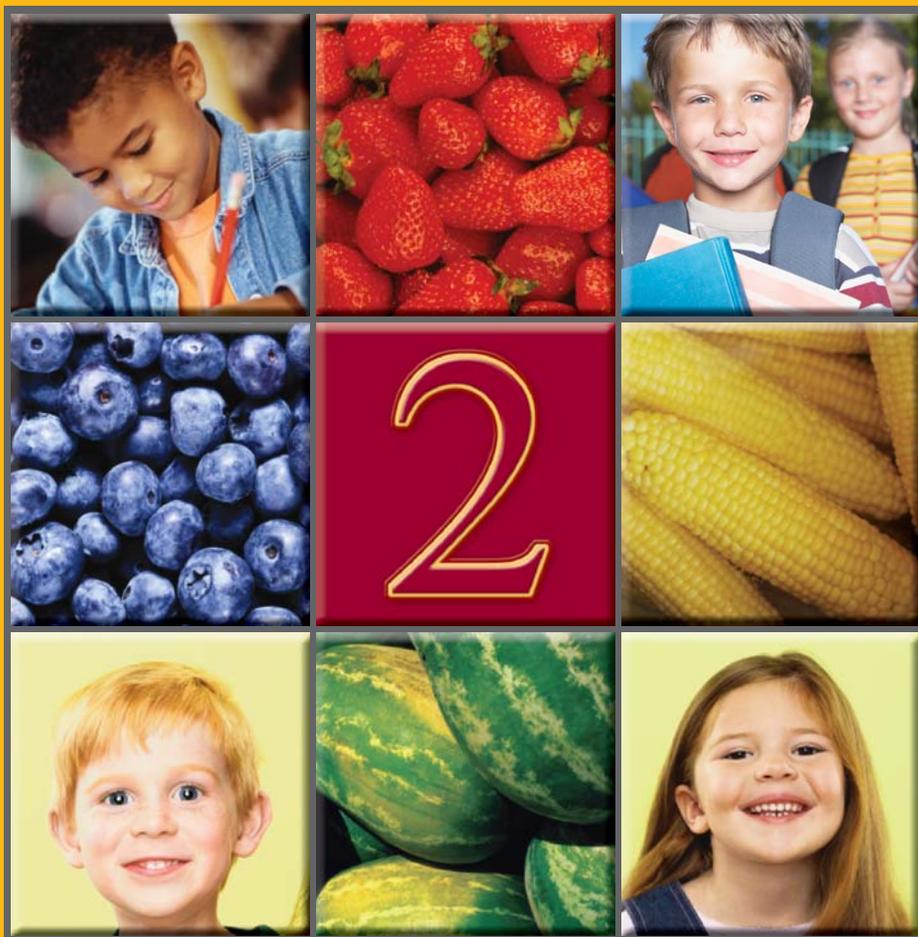


Healthy Eating & Physical Activity Learning Resource



Every move is a good move.

Grade 2

Healthy Eating & Physical Activity Learning Resource

Grade 2 | 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 and Deputy Premier
(and Minister Responsible for Early Learning
and Literacy)



Mary Polak
Minister of Healthy Living and Sport

Grade 2 | 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*.

Pilot School Districts, Schools and Teachers

School District # 23 (Central Okanagan)

Kathy Bottrill	Davidson Road Elementary
Kevin Dent	Davidson Road Elementary
Tim Frechette	Springvalley Middle School
Kristina Harding	Davidson Road Elementary
Bryanna Lemiski	Davidson Road Elementary
Sandra Northcote	Davidson Road Elementary
Kelly Phillips	Davidson Road Elementary
Karen White	Davidson Road Elementary

School District # 34 (Abbotsford)

Laura Inglis	Abbotsford Middle School
--------------	--------------------------

School District # 36 (Surrey)

Manjit Khun-Khuna	Beaver Creek Elementary
Parm Middar	Beaver Creek Elementary
Tamara Rodriguez	Harold Bishop Elementary

School District # 39 (Vancouver)

Anna Feddema	Dr. George Weir Elementary
Peter Lind	Dr. George Weir Elementary
Amy Lo	Dr. George Weir Elementary
Kelli Madsen	Dr. George Weir Elementary
Teresa McCusker	Dr. George Weir Elementary
Diane Merchant	Dr. George Weir Elementary
Dianne Minamimaye	Dr. George Weir Elementary
Kristi Narbett	Dr. George Weir Elementary
Diane Sutton	Dr. George Weir Elementary

School District # 41 (Burnaby)

Lynda Bagot	Brentwood Park
-------------	----------------

Advisory Committee

Sheri Ashdown	Teacher, School District #34
Meghan Day	2010 Legacies Now
Lisa Forster-Coull	Ministry of Health
Sheryl Giudici	Interior Health Authority
Tanya Grand	Ministry of Education
Lorie Hrycuik	Ministry of Health
Bryna Kopelow	ActionSchools! BC
Elizabeth McAuley	Ministry of Education
Sydney Massey	BC Dairy Foundation
Dania Matiation	Vancouver Coastal Health Authority
Maureen Rowlands	Heart and Stroke Foundation of BC & Yukon
Karen Strange	2010 Legacies Now
Leslie Thompson	Ministry of Education
Jan Unwin	School District # 42
Lori Zehr	Ministry of Health

Contributors/Reviewers

Jeannette Chappell	School District # 75 (Mission)
Meghan Day	Ministry of Health
Wendy Goodall	School District # 22 (Vernon)
Sharon Gray	School District # 43 (Coquitlam)
Tracy Horner Cullen	Vancouver Island Health Authority
Susan Kinkela	School District # 54 (Bulkley Valley)
Joanne Matheson	School District # 36 (Surrey)
Tamara Rodriguez	School District # 36 (Surrey)
Nicole Tremblay	Vancouver Island Health Authority

Development Team

Kate Dahlstrom, Ed.D.
Dorothy Fitch, B.A.
Janelle Hatch, MHSc, RD
Rebecca Milne-Frechette, M.Kin.

Design

Alphabet Communications Ltd.

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Grade 2 | 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 2 | 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 2 Learning Resource

This learning resource forms a unit of instruction. It is designed so that in each lesson the students will develop products or presentations that can be used in a culminating event – a Class Potluck Lunch.

During the unit students will describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating) and identify healthy eating practices as described in *Eating Well with Canada's Food Guide*. Through discussion and activities they will develop ideas that can be used when planning their Class Potluck Lunch.

It is suggested that students be told about the Class Potluck Lunch at the beginning of the unit so they can think about ways they can contribute to the event.

Please Note:

Follow your school guidelines for food safety and be vigilant regarding any food allergies your students may have.

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 2 | At a Glance

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
<p>LESSON 1 Introducing Canada's Food Guide</p>	<p>Identify healthy eating practices as described in <i>Eating Well with Canada's Food Guide</i>.</p>	<p>Students identify healthy eating practices as described in <i>Eating Well with Canada's Food Guide</i>.</p>	<p>Students:</p> <ul style="list-style-type: none"> • list healthy eating practices, • recognize <i>Eating Well with Canada's Food Guide</i> as a valuable resource that promotes a pattern of healthy eating over time, • classify a variety of foods into the four food groups from <i>Eating Well with Canada's Food Guide</i>, and • conclude that eating foods from all four food groups is essential to healthy eating and contributes to physical and emotional health.
<p>LESSON 2 Physical Activity Every Day</p>	<p>Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships).</p>	<p>Students identify a variety of physical activities as described in <i>Canada's Physical Activity Guide for Children</i> and recognize that physical activity contributes to physical and emotional health.</p>	<p>Students:</p> <ul style="list-style-type: none"> • recognize <i>Being Active with Canada's Physical Activity Guide for Children</i> as a resource that promotes healthy living, • recognize that daily physical activity contributes to being a healthy person, • identify a variety of schoolyard activities, • graph a variety of schoolyard activities according to the number of times seen, • make a promise to themselves to be more active every day, and • recognize that participating in physical activities can lead to developing healthy relationships.

Grade 2 | At a Glance continued

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
<p>LESSON 3 Healthy Snacks for a Healthier Me</p>	<p>Identify healthy eating practices as described in <i>Eating Well with Canada's Food Guide</i>.</p>	<p>Students plan a healthy snack using <i>Eating Well with Canada's Food Guide</i> and learn about the importance of eating healthy meals and snacks throughout the day.</p>	<p>Students:</p> <ul style="list-style-type: none"> • recognize that healthy snacking can be a part of a healthy pattern of eating, • recognize that healthy snacking provides their bodies with nutrients needed to maintain the energy needed to learn and play throughout the day, and • show that they are able to identify, choose and plan healthy snacks that include two food groups from <i>Eating Well with Canada's Food Guide</i>.
<p>LESSON 4 Potluck Picnic</p>	<p>Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships).</p> <p>Identify healthy eating practices as described in <i>Eating Well with Canada's Food Guide</i>.</p>	<p>Students plan and participate in a party that includes a delicious and nutritious potluck luncheon and healthy physical activities as a way to demonstrate their understanding of the concepts taught in this unit.</p>	<p>Students:</p> <ul style="list-style-type: none"> • recognize that balanced snacks and meals require foods from all four food groups as outlined in <i>Eating Well with Canada's Food Guide</i>, • recognize that planning for healthy eating is essential to make sure that they get all the nutrients they need to grow, play, learn and feel good about themselves, • recognize that physical activity contributes to physical and emotional health, and • recognize that eating with other people enhances their social and emotional well-being.

Grade 2 | Lesson 1 - Introducing Canada's Food Guide



General Overview

In this lesson students will identify healthy eating practices as described in *Eating Well with Canada's Food Guide*.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Identify healthy eating practices as described in *Eating Well with Canada's Food Guide*.

English Language Arts K to 7

Objectives

Students will be able to:

- list healthy eating practices,
- recognize *Eating Well with Canada's Food Guide* as a valuable resource that promotes a pattern of healthy eating over time,
- classify a variety of foods into the four food groups from *Eating Well with Canada's Food Guide*, and
- conclude that eating foods from all four food groups is essential to healthy eating and contributes to physical and emotional health.

Preparation

- Find *Eating Well with Canada's Food Guide* and *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*.
- Find and read Principles and Benefits of Healthy Eating – Teacher Backgrounder.

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

- Find and read Example of Alphabet Foods and Categories – Teacher Notes.
- Gather drawing/colouring materials for the Alphabet Book.

Engaging the Learner

- Draw the following chart on the board.

<i>Healthy Eating means:</i>	<i>Benefits of Healthy Eating</i>

- Lead a discussion by asking students the following questions; record their responses on the chart.
 - o What does healthy eating mean?
 - o How do we know when we are following the guidelines of healthy eating?
 - o How do we know when we are not following the guidelines of healthy eating?
- Tell students that in Canada we have a guide that helps us learn how to eat healthy. The guide helps us to choose healthy food and establish a healthy pattern of eating over time.
- Show *Eating Well with Canada's Food Guide* and review each of the following points with the students:
 - o Ask questions such as:
 - What are the titles for each colour?
 - What kinds of foods are on the green part?
 - What kinds of foods are on the yellow part?
 - What kinds of foods are on the blue part (note the alternatives)?
 - What kinds of foods are on the red part (note the alternatives)?
 - What are the similarities/differences of the foods shown in each colour?
 - o Point out that the Food Guide helps us know how much food we need from each food group based on our age and gender in order to be healthy and feel good about ourselves.

Activities

- Tell students that it is important to eat different kinds and types of foods from each of the four food groups every day to be healthy and to grow, learn, play and feel good about ourselves.
- Tell students that as a class they will try and come up with a different food for each letter of the alphabet and then they will put that food in the correct food group.
- List the letters of the alphabet in a column for all to view.
- Ask students to think of foods that begin with that letter. Have students refer to *Eating Well with Canada's Food Guide* for some clues. (See Example of Alphabet Foods and Categories – Teacher Notes).
- Once the food list is complete, ask students to identify to which of the four food groups that particular food belongs.
- Tell students that the letters “I” and “X” are wild cards and they can create their own food and food category for these two letters.
- Use this list to compose an Alphabet Food book. This book can be part of an ongoing project.
 - o Have students title each page with a letter of the alphabet (large print). Have them paste or draw a picture of the food beginning with that letter. Have them print the sentence, “This food is a/an _____.” Ask them to select the appropriate food group. (e.g., This food is a grain product.)

Note

This activity could easily be extended into a writing activity or phonics game.

Assessment

Invite students to share their Alphabet Books with the class. Have them discuss which foods are their favourites and the foods and food groups they created for “I” and “X”.

Debrief the activity by explaining that our bodies need different foods from all four food groups each day to help us be healthy, and to grow, learn, play and feel good about ourselves.



Grade 2 | Lesson 1 - Teacher Notes



Example of Alphabet Foods and Categories

Alphabet	Food	Food Group
A	Apple	Vegetables and Fruit
B	Bagel	Grain Products
C	Cheese	Milk and Alternatives
D	Daikon (Chinese root)	Vegetables and Fruit
E	Eggs	Meat and Alternatives
F	Flat Bread	Grain Products
G	Granola	Grain Products
H	Ham	Meat and Alternatives
I	WILD CARD (make up their own)	
J	Juice (any kind)	Vegetables and Fruit
K	Kefir	Milk and Alternatives
L	Legumes	Meat and Alternatives
M	Milk	Milk and Alternatives
N	Nuts	Meat and Alternatives
O	Oatmeal	Grain Products
P	Potatoes	Vegetables and Fruit
Q	Quinoa	Grain Products
R	Rice	Grain Products
S	Spaghetti	Grain Products
T	Tomato	Vegetables and Fruit
U	Udon Noodles	Grain Products
V	Veal	Meat and Alternatives
W	Watermelon	Vegetables and Fruit
X	WILD CARD! (make up their own)	
Y	Yogurt	Milk and Alternatives
Z	Zucchini	Vegetables and Fruit

Grade 2 | Lesson 2 - Physical Activity Every Day



General Overview

In this lesson students will identify a variety of physical activities as described in *Canada's Physical Activity Guide for Children* and recognize that physical activity contributes to physical and emotional health.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships).

Mathematics K to 7

Objectives

Students will be able to:

- recognize *Being Active with Canada's Physical Activity Guide for Children* as a resource that promotes healthy living,
- recognize that daily physical activity contributes to being a healthy person,
- identify a variety of schoolyard activities,
- graph a variety of schoolyard activities according to the number of times seen,
- make a promise to themselves to be more active every day, and
- recognize that participating in physical activities can lead to developing healthy relationships.

Preparation

- Find *Canada's Physical Activity Guide for Children* and the *Teacher's Guide to Physical Activity for Children*.

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

- Find and read Principles and Benefits of Physical Activity – Teacher Backgrounder.
- Find and read Guidelines for Emotional Health – Teacher Backgrounder.
- Copy the Schoolyard Physical Activity Record – Student Handout for each group.
- Gather clipboards or heavy cardboard with a clothespin for each group.
- Copy A Promise to Be a Healthier Me – Student Handout for each student.
- Copy black line graph paper for each group.

Engaging the Learner

- Lead a discussion about schoolyard activities by asking students the following questions. Record responses for all to view. (Refer to Principles and Benefits of Physical Activity - Teacher Backgrounder and *Canada's Physical Activity Guide for Children* if needed.)
 - What does it mean to be physically active?
 - What kinds of activities do you see students doing in the schoolyard during recess, lunch or before and after school?
 - Which of these activities do you think are the most popular activities?
 - Why do you think it's a good idea to be physically active every day?
 - What activities do you do with other people?
 - How do you feel when you're playing with friends?

Activities

- Tell students that during recess today they will be conducting an experiment to find out which schoolyard activities are the most popular.
- Put students into groups of three.
- Distribute the Schoolyard Physical Activity Record – Student Handout to each group. Explain how to collect data.
- Have groups print the activities previously listed on the board down the left side of the handout.
- Ask students:
 - Which activities make the heart pump faster and the lungs work harder? (Tell them that these are called endurance activities.)
 - Which activities are good for bending and stretching? (Tell them that these are called flexibility activities.)
 - Which activities are good for building strong muscles? (Tell them that these are called strength activities.)

Note

Teachers may want to mime these activities to help students understand the vocabulary.

- Tell students that each time they see a student or group of students doing an activity to put a check mark beside that activity on their Schoolyard Physical Activity Record – Student Handout. Encourage students to add any activities that are not already listed on their handout.
- When the class regroups after recess, ask students (in their groups) to add up the number of students participating in each activity and put the total at the end of the handout.
- Distribute graphing paper and have groups complete a simple bar chart to represent their data collection. Circle the most popular schoolyard activity.
- Discuss each group's results as a class. Ask students to compare their results with the guesses they made at the beginning of the lesson.
- Introduce *Canada's Physical Activity Guide for Children*.
- Point out that:
 - just like *Eating Well with Canada's Food Guide* is a tool that helps guide people's healthy eating, Canada also has a guide to help children understand how important it is to make physical activity part of their day. It's called *Canada's Physical Activity Guide for Children*. Show students the guide.
 - Tell students that *Canada's Physical Activity Guide for Children*:
 - gives guidance on how to be active every day,
 - lists a variety of activities that are good for children,
 - explains that three different kinds of activities are needed to have healthy bodies: endurance, flexibility and strength activities, and
 - explains why it is healthy to be active every day.
 - Were there any activities they saw that they would like to try?

Assessment

- Debrief the data collection and graphing activity by asking students the following questions:
 - What kinds of activities were children doing on their own?
 - What kinds of activities were children doing in a group?
- Ask students to make a promise to themselves to be more physically active every day by completing A Promise to Be a Healthier Me – Student Handout.

Grade 2 | Lesson 2 - Schoolyard Physical Activities Record

Names: _____

Every time you see someone doing one of these physical activities put a check mark in the box beside that activity.



<i>Activity</i>	<i>How Often</i>												<i>Total</i>	
Running														
Walking														



A Promise To Be A Healthier Me!

This week, I _____, promise to participate in a physical activity each day. These are the three activities I will try:

1 _____

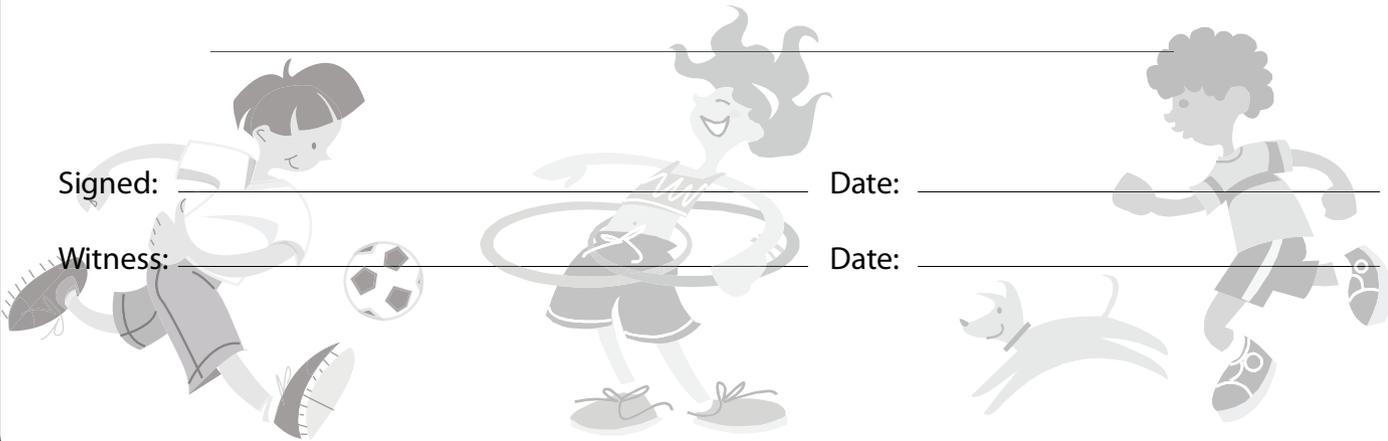
2 _____

Signed: _____

Date: _____

Witness: _____

Date: _____



A Promise To Be A Healthier Me!

This week, I _____, promise to participate in a physical activity each day. These are the three activities I will try:

1 _____

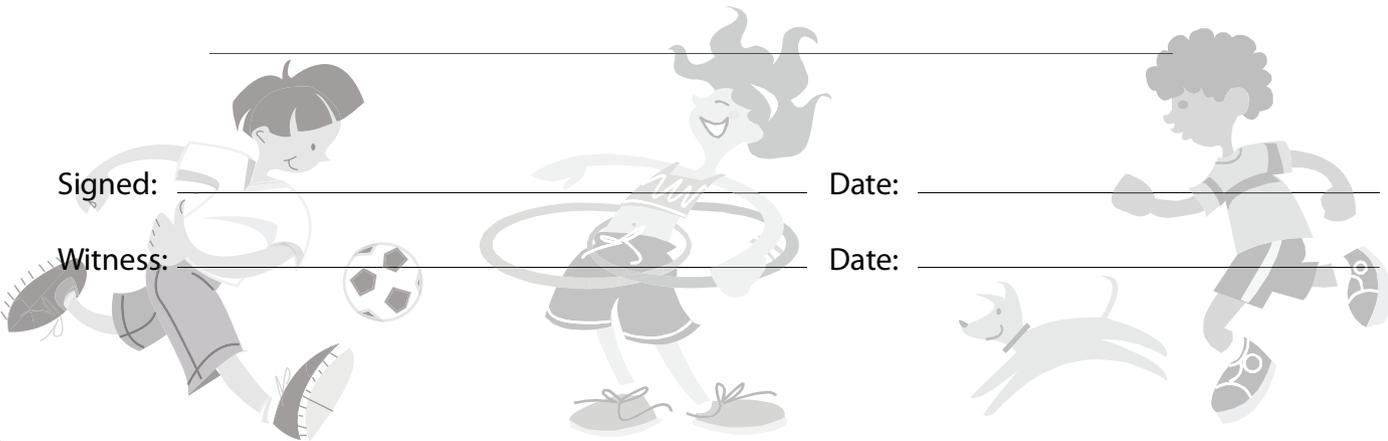
2 _____

Signed: _____

Date: _____

Witness: _____

Date: _____



Grade 2 | Lesson 3 - Healthy Snacks for a Healthier Me



General Overview

In this lesson students will plan a healthy snack using *Eating Well with Canada's Food Guide* and learn about the importance of eating healthy meals and snacks throughout the day.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships).
- Identify healthy eating practices as described in *Eating Well with Canada's Food Guide*.

Objectives

Students will be able to:

- recognize that healthy snacking can be a part of a healthy pattern of eating,
- recognize that healthy snacking provides their bodies with nutrients needed to maintain the energy needed to learn and play throughout the day, and
- show that they are able to identify, choose and plan healthy snacks that include two food groups from *Eating Well with Canada's Food Guide*.

Preparation

- Gather 30 X 42 cm paper for each student.
- Gather coloured markers, crayons, pencil crayons, paints, etc.

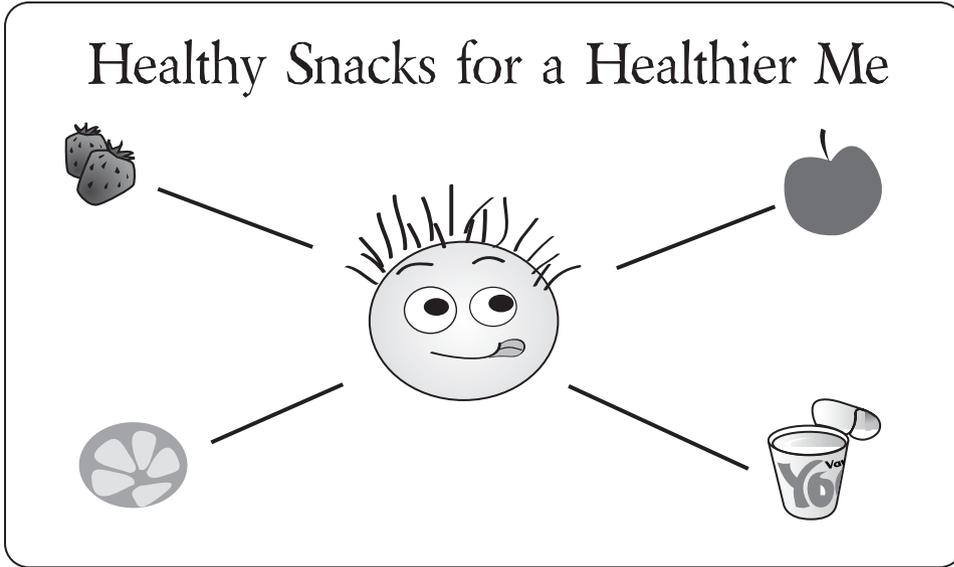
- Find *Eating Well with Canada's Food Guide*.
- Read Healthy Snacking – Teacher Notes.
- You may wish to bring a healthy snack to share with the students while they are working on their placemats.

Engaging the Learner

- Have students brainstorm a list of their favourite snacks.
- Ask students which are the healthiest snacks; circle them.
- Ask the students why it is important to snack during the day.
- Ask the students when it would not be a good time to snack.
- Record student responses for all to view.

Activities

- In pairs, ask students to come up with a simple definition for a “healthy snack”.
- Write a definition for a “healthy snack” based on student responses. Consult Healthy Snacking – Teacher Notes.
- Tell students that for snacks to be healthy they must include foods from at least two of the four food groups from *Eating Well with Canada's Food Guide*. Tell students to include this information in their definition.
- Discuss the importance of eating healthy snacks; sometimes up to 2-3 times a day (see Healthy Snacking – Teacher Notes for examples).
- Review the four food groups from *Eating Well with Canada's Food Guide*.
- In groups of three or four, have students combine foods from two of the four food groups to create five healthy and tasty snacks. (Refer to *Eating Well with Canada's Food Guide* and Healthy Snacking – Teacher Notes for further suggestions.)
- Once each group has created five healthy snacks, have them share with the class. Record their suggestions for all to view ensuring that each suggestion contains at least two food groups.
- Using the list of healthy snacks tell students that they will be making a placemat of healthy snacks that they like or would like to try. (See Healthy Snacks Placemat – Example.)
- Ask students to draw themselves in the middle of the page. Around themselves have them draw and label five healthy snacks on their placemat. They can label their place mat – Healthy Snacks for a Healthier _____! (Insert student name – e.g., Healthy Snacks for a Healthier Dan!)

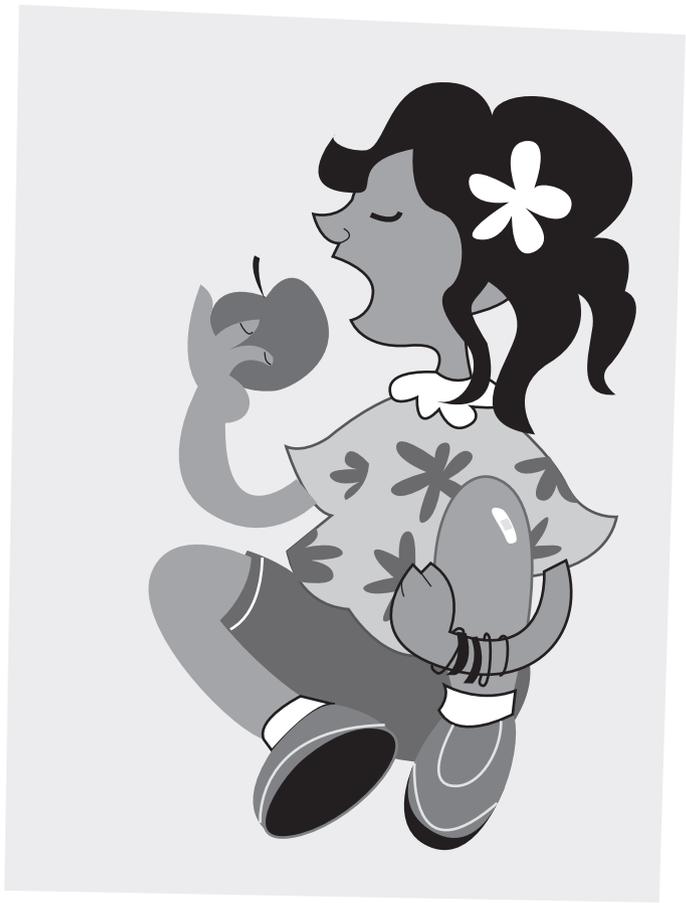


Note

- Tell students they can use their placemats at the potluck lunch. After the lunch they can take their placemats home as a reminder to choose healthy foods and enjoy healthy snacks daily.
- Post placemats for all to view or have students display them to the class pointing out their favourite healthy snack.

Assessment

- Invite students to share their placemats with the class and tell why their snacks are healthy.
- Check that completed placemats contain snacks that include two of the four food groups.



Grade 2 | Lesson 3 - Healthy Snacking Teacher Notes

What is a healthy snack?

A healthy snack is a small amount of food that combines at least two of the four food groups from *Eating Well with Canada's Food Guide*, is high in nutrients and is low in fat and sugar.

Why is healthy snacking important?

Eating 2-3 small healthy snacks throughout the day is important to:

- support healthy growth and development,
- provide the energy required to learn and play, and
- satisfy young children's small appetites and stomachs.

Examples of healthy snacks.

- small piece of cheese and a few whole-grain crackers
- handful of snack mixes made with popcorn, whole grain cereal, nuts, dried fruit
- small yogurt or cottage cheese and fruit
- small piece of fruit and cheese kabobs
- handful of Tortilla chips/pita with humus or salsa
- small whole wheat tortilla, peanut butter and banana rolls
- a few mini plain rice cakes with cheese or peanut butter
- celery and nut butter with raisins
- apple slices with cheese or peanut butter
- raw veggie slices with humus dip

A good time NOT to snack is:

- during feelings of loneliness or boredom,
- in front of the TV (mindless snacking),
- right before a scheduled mealtime, or
- right after you have finished a meal.



Grade 2 | Lesson 4 - Potluck Lunch



General Overview

In this lesson students will plan and participate in a party that includes a delicious and nutritious potluck luncheon and healthy physical activities as a way to demonstrate their understanding of the concepts taught in this unit.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships).
- Identify healthy eating practices as described in *Eating Well with Canada's Food Guide*.

Objectives

Students will be able to:

- recognize that balanced snacks and meals require foods from all four food groups as outlined in *Eating Well with Canada's Food Guide*,
- recognize that planning for healthy eating is essential to make sure that they get all the nutrients they need to grow, play, learn and feel good about themselves,
- recognize that physical activity contributes to physical and emotional health, and
- recognize that eating with other people enhances their social and emotional well-being.

Preparation

- Find the story "What's a Potluck?"
- Find the Potluck Lunch – Student Sign-up Sheet.

NOTE

This lesson involves communal eating. Be sure to follow the Food Safety Guidelines for your school. Please take extra precaution to ensure that parents complete the allergy section on the Letter to Parents – Student Handout.

- Find Potluck Lunch Sample Letter to Parents – Student Handout.
- Find and read Principles and Benefits of Healthy Eating – Teacher Backgrounder.

Engaging the Learner

- Read “What’s a Potluck?” (This is a story that stresses the need to plan for healthy eating.)
- After reading the story, lead a discussion about planning for healthy eating. Be sure to cover the following points.
 - o Eating a variety of foods from all four food groups helps you get the nutrients or building blocks that your body needs every day to grow, play, learn and feel good about yourself.
 - o It is important to plan healthy meals so that your body will get the nutrients or building blocks it needs.
 - o A healthy meal includes foods from all four food groups.
- Ask students whether they help plan meals at home? If yes, how do they help?
- Ask students how they can be more involved in meal planning at home (e.g., suggesting healthy foods to buy, helping with grocery shopping, helping to prepare healthy meals and snacks, packing their own lunches and snacks to take to school, growing a garden in their yard, on a balcony or in pots, or talking about *Eating Well with Canada’s Food Guide* with parents/caregivers).

Activities

- Divide students into four groups.
- Randomly assign each group a different food group from the four groups as outlined in *Eating Well with Canada’s Food Guide*.
- Have each student choose a single food that they will bring to the Potluck Lunch.
- Have students record their choice on the Potluck Lunch Sample Letter to Parents – Student Handout. Ask students to discuss their choice with their parents and return the permission slips next day. Be sure to point out that parents need to specify any allergies.
- Review the choices to ensure that there will not be too much or too little of one food.
- List and assign tasks for set up, table setting, clean up, etc. You may want to develop a chart and have students sign up for these tasks.
- Prior to the Potluck Lunch, make a list of the activities that the students observed during Lesson Two and list them on the board. Ask students to choose two or three of their favourite activities by using a simple voting process. Then take

the class to the gym or outside and engage in the activities. Afterwards, ask the students how they feel. (e.g., “Do you feel like you have more energy?”, “Are you hungry for lunch now?” “Do you feel happy?” etc.).

Assessment

- During the lunch while students are eating engage students in a discussion about eating together. (See Principles and Benefits of Healthy Eating – Teacher Backgrounder) Ask questions such as:
 - o At home do you eat with your family? How often?
 - o What kinds of things do you talk about at mealtime?
 - o Do you ever try new foods at mealtime? If so, what kinds of food?
 - o Do most of your meals include foods from the four food groups?
 - o Do you ever help prepare the meal or set the table or help with clean-up?
 - o We’re eating a meal together now; do you like this experience? Why?
 - o How is it different from eating alone or eating in front of the television?



Grade 2 | Lesson 4 - Story - What's a Potluck?



Mrs. King announced to her grade two class that they would be having a potluck lunch at the end of the week. "What's a potluck?" asked Sujit.

Mrs. King explained that a potluck lunch is when everyone contributes a different food to a shared meal. The food shared is a surprise because it's pretty much based on luck.

Mrs. King asked the children to talk to their parents that evening and think about a healthy food they would like to bring to the lunch. All the kids were very excited about this idea and couldn't wait to go home and tell their parents that they were having a potluck lunch at school on Friday.

Joshua and his parents thought vegetables would be a healthy food to take so Joshua decided he would cut up some carrot sticks. His mother said she would help him make some dip.

Tomoko and her parents thought it would be fun to cut up a cucumber with interesting designs etched into the skin.

And, Aidan, who loved broccoli, asked his mom if he could cut the broccoli into shapes that looked like little trees. "Of course," his mother said, "that would be a lot of fun. And besides, broccoli is your favourite."

When everybody got to school the next day they were eager to tell the teacher what they would bring to the potluck lunch. The teacher passed around the sign up sheet and asked each student to carefully print the name of the food they would bring beside their name. When the list was finished Mrs. King looked it over. Suddenly a concerned look came over her face. "Oh my," she said, "there is something wrong with this list."

What could possibly be wrong, thought Tomoko.

"It seems that everyone on the list is bringing a vegetable of some kind," she sighed. "If everyone brings vegetables it won't be a very nutritious lunch."

"But aren't vegetables good for us?" asked Tomoko.

"Yes, they are," said Mrs. King. "But our bodies need more than vegetables. We



also need other foods in our diet." Mrs. King pointed to the large poster on the wall. "Do you remember when we looked at the different food groups in *Eating Well with Canada's Food Guide*? Remember how there were four food groups." She pointed to each group. "In order to have a well balanced and nutritious meal, our lunch needs to include foods from all four food groups."

First, Mrs. King redesigned the sign-up sheet to help the children choose a variety of foods from all food groups. Instead of one long list, Mrs. King drew four squares on the sheet. She labeled each square according to the major food groups. On the first square she carefully printed the title 'vegetables and fruit'; on the second square she printed 'grain products'; on the third square she printed 'milk and alternatives' and on the last square she printed 'meat and alternatives'. Next she divided the students into four groups and assigned each group a different square.

Tomoko was lucky enough to be assigned 'vegetables and fruit' so she still got to bring her fancy cucumber slices. Aidan, on the other hand, was assigned a new group. He couldn't bring his tree shaped broccoli, but he didn't mind. He got the 'milk and alternatives' group and that meant he could bring his next favourite food which was cheese. He'd use the cookie cutters from home and cut the slices into shapes of dinosaurs. The kids would love them.

Friday, finally came and the students were bursting with excitement. Mrs. King was so proud of her students; they had done a wonderful job of bringing a variety of foods from all the food groups. The table looked absolutely delicious. In fact, it looked so impressive, the students asked Mrs. King if they could invite the principal and the office staff for lunch. And of course, Mrs. King agreed.

"I don't think Potluck is a very good name for our lunch," Sujit said.

"Yeah," Aidan said, "maybe we should change the name from POTLUCK to POTPLAN 'cause healthy eating sure takes a lot of planning."



Grade 2 | Lesson 4 - Potluck Lunch Sample Letter to Parents

Dear Parents/Guardians,

Our class has been studying about healthy eating and physical activity. To celebrate their learning, we are going to have a class potluck lunch on _____.

Your child has signed up to bring _____. If this meets with your approval, please sign this letter and send it back to the school. If you wish to send an alternative food, please include that information.

If your child has any food allergies please specify.

Your child will want to share with you what s/he has learned about healthy eating and physical activity. Ask him/her about *Eating Well with Canada's Food Guide* as s/he has a copy to show you.

Yours truly,

Teacher's Signature

Parent Signature: _____.

I prefer to send _____ to the potluck.

NOTE

This is a sample letter to parents that you could send home with your students before the potluck lunch. It is suggested that you send home a copy of *Eating Well with Canada's Food Guide* along with the letter.



Grade 2 | 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: Describe practices that contribute to physical and emotional health. 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
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KNOWLEDGE Student can recall ideas and information shared in the lessons:				
lists healthy eating practices	identifies 1-2 healthy eating practices	identifies a few healthy eating practices	identifies several healthy eating practices	identifies many eating practices mentioned in lesson content, adds other ideas
classifies a variety of foods into the four food groups	needs consistent assistance to classify foods into the four food groups	with some support, classifies a few foods into the four food groups	independently classifies a variety of foods into the four food groups	independently classifies a wide variety of foods into the four food groups, including combination foods
understands that healthy eating contributes to physical and emotional health	needs assistance to make connections between healthy eating, and physical and emotional health	needs some assistance to make a connection between healthy eating, and physical and emotional health	makes a connection between healthy eating, and physical and emotional health	understands how healthy eating contributes to physical and emotional health and can give examples
recognizes that regular physical activity contributes to being a healthy person	recognizes that regular physical activity contributes to being a healthy person	with some support recognizes how regular physical activity contributes to being a healthy person	recognizes how regular physical activity contributes to being a healthy person	gives a detailed explanation of how regular physical activity contributes to being a healthy person with examples

COMPREHENSION Student can answer the following questions:				
why is eating from the four food groups important?	needs consistent assistance to identify that healthy eating is essential to get all necessary nutrients in order to grow, play, learn, and feel good about themselves	with support can explain that eating foods from the four food groups is essential to healthy eating, to get all necessary nutrients in order to grow, play, learn, and feel good about themselves	can independently explain that eating foods from the four food groups is essential to healthy eating, to get all necessary nutrients in order to grow, play, learn, and feel good about themselves	spontaneously concludes that eating foods from the four food groups is essential to healthy eating, and to contributing to physical and emotional health and to get all necessary nutrients in order to grow, play, learn, and feel good about themselves
how can you use <i>Eating Well with Canada's Food Guide</i> and <i>Being Active with Canada's Physical Activity Guide for Children</i> as a healthy living resource?	needs support to explain how to use resources	with some support, explains how to use resources	explains how to use resources	explains how to use most elements of the resources

Grade 2 | Healthy Living Culminating Unit Assessment - continued

<p>PLO: Describe practices that contribute to physical and emotional health.</p> <p>Identify healthy eating practices as described in <i>Eating Well with Canada's Food Guide</i>.</p>	<p>Not Yet Within Expectations</p>	<p>Minimally Meeting Expectations</p>	<p>Fully Meeting Expectations</p>	<p>Exceeding Expectations</p>
<p>METACOGNITION Student reflects on past thinking and plans for change where necessary:</p>				
<p>how did you feel eating together at the potluck? How is it different than eating alone or in front of the TV? What do you think about that?</p>	<p>needs consistent support to reflect on feelings in various eating situations</p>	<p>with some support, reflects on feelings in various eating situations</p>	<p>reflects on feelings in various eating situations</p>	<p>spontaneously reflects on feelings in various eating situations</p>
<p>what do you know now that you didn't know when we started?</p>	<p>needs consistent support to recognize changes in their thinking/attitudes</p>	<p>with some support recognizes changes in their thinking</p>	<p>recognizes changes in their thinking</p>	<p>spontaneously recognizes changes in their thinking</p>
<p>how will that affect your future decisions?</p>	<p>needs consistent support to identify some changes they plan to make in the future</p>	<p>with some support identifies some changes they plan to make in the future</p>	<p>identifies some changes they plan to make in the future</p>	<p>spontaneously identifies some changes they plan to make in the future</p>



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.



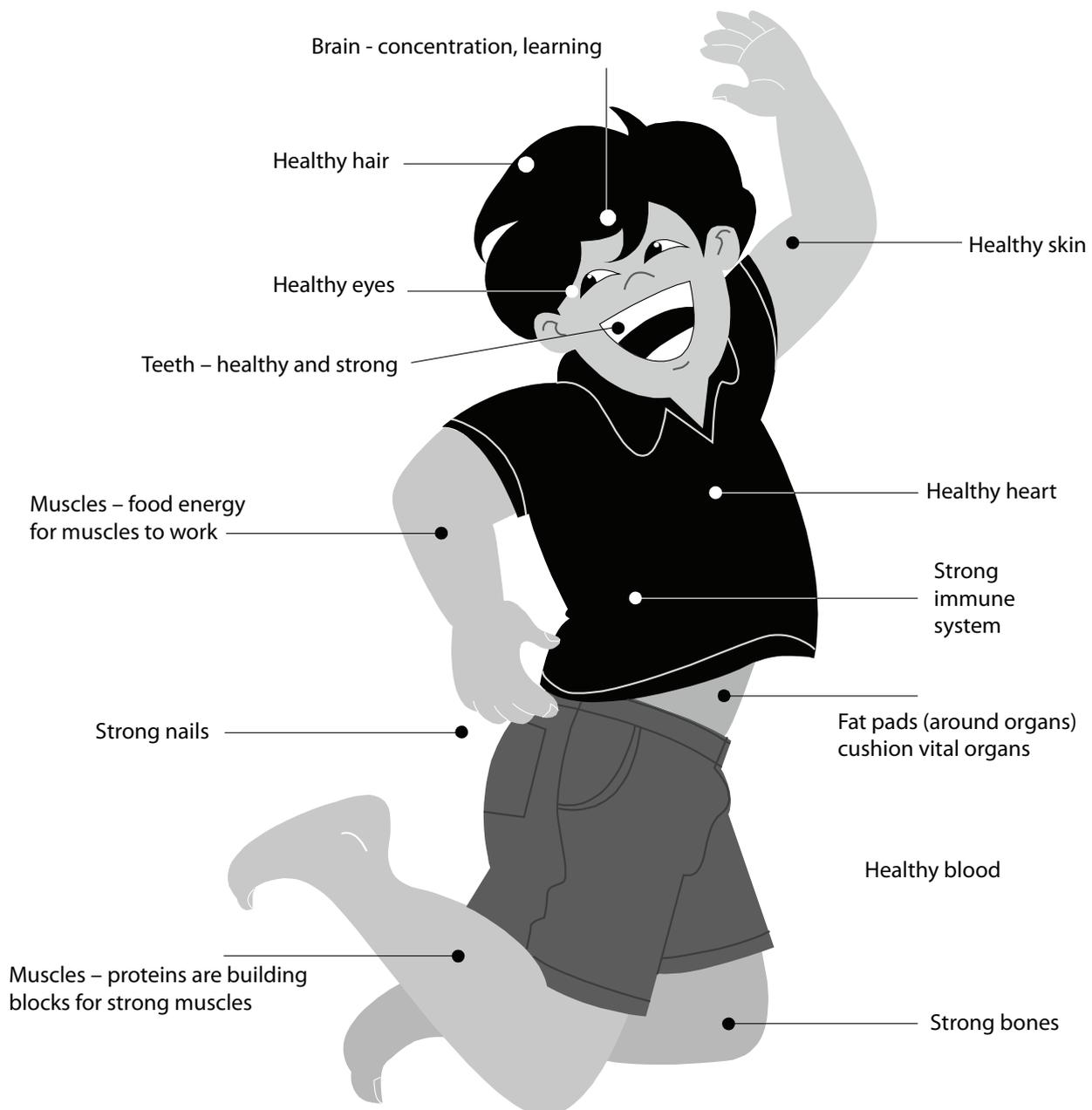
Benefits

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.

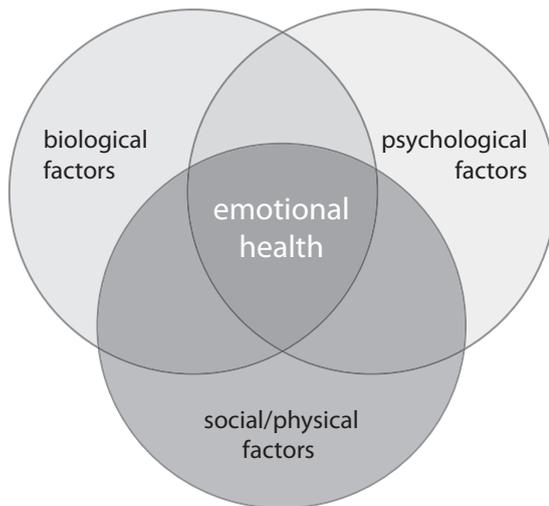
Action Schools! BC (2006)
www.actionschoolsbc.ca

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.



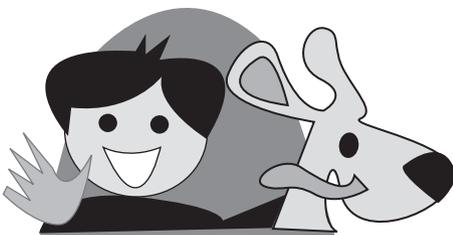
The relationship between nutrition and emotional health is starting to emerge through research. So far we know that:

- 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 2 | 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 2 | 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 2 | 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 2 | Further Resources and Contacts

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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.