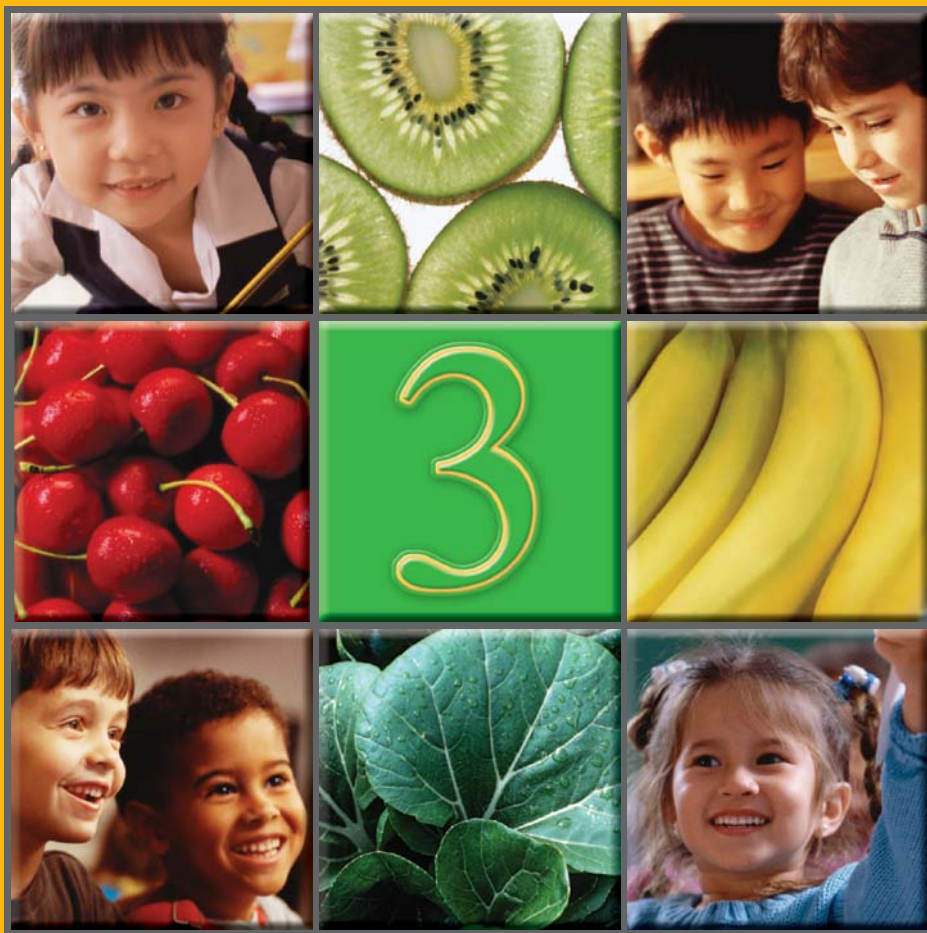


# Healthy Eating & Physical Activity Learning Resource



Every move is a good move.

# Grade 3

## Healthy Eating & Physical Activity Learning Resource

# Grade 3 | 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 3 | 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 3 | Table of Contents

<b>Introduction</b>	5
<b>At a Glance</b>	7
<b>Lesson 1 - Lifestyle Practices</b>	9
<b>Lesson 2 - Salad Patch</b>	13
<b>Lesson 3 - What's My Activity?</b>	18
<b>Lesson 4 - Health Showcase</b>	22
<b>Healthy Living Culminating Unit Assessment</b>	24
<b>Background Information</b>	26
<b>Further Resources and Contacts</b>	33

# Grade 3 | 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 3 | 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 3 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 Health Showcase.

The Health Showcase gives the students an opportunity to display what they have learned in this unit. During the unit, students develop projects such as charts and mindmaps of what it means to be healthy (Lesson 1), recipes (Lesson 2), and a guessing game (Lesson 3) that can be performed in a show-type setting. Keep all of the outcomes of each lesson so that they are available for the Health Showcase. You may wish to add some music, jingles or poems to enhance the show. Other classes in the school or parents can be invited to attend the production.

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

### 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](http://www.healthcanada.gc.ca/fooduide) and [www.paguide.com](http://www.paguide.com).

# Grade 3 | At a Glance

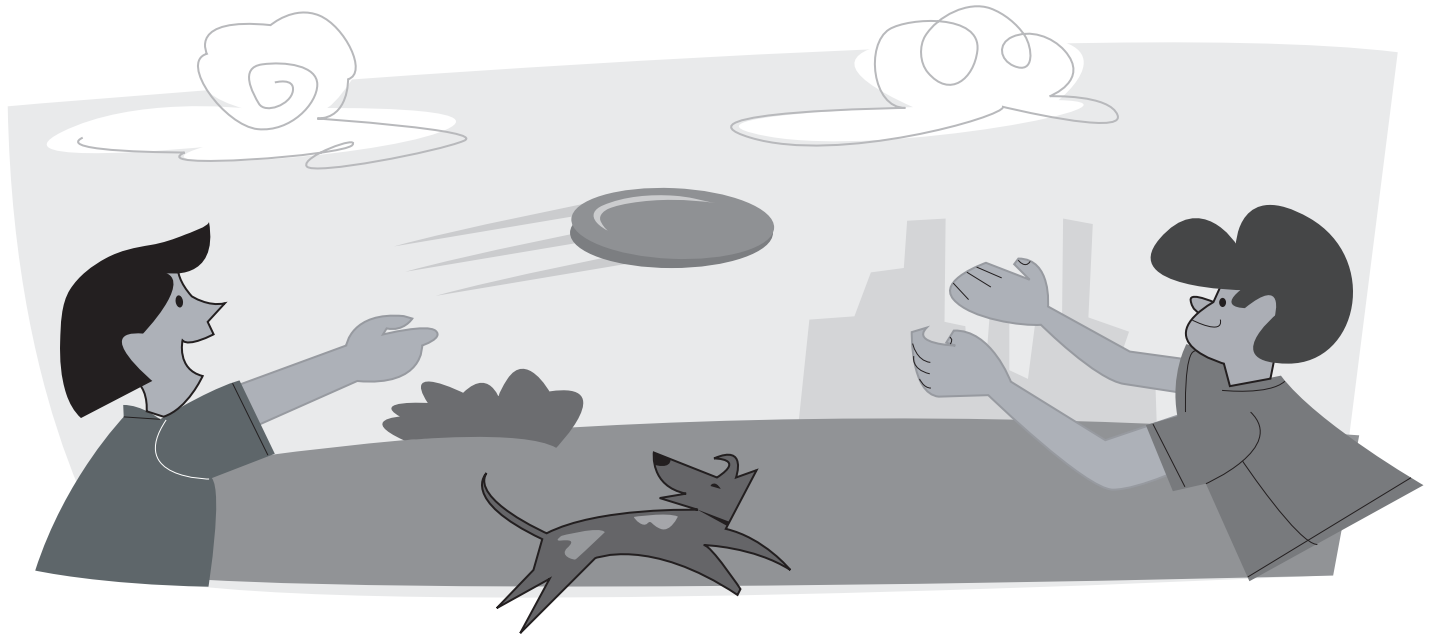
LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
<b>LESSON 1</b> Lifestyle Practices	Describe the importance of healthy eating and daily physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for healthy growth and to help prevent diseases).	Students identify lifestyle practices that make them healthy and understand the importance of the choices they make about healthy eating and physical activity that lead to a balanced lifestyle.	Students: <ul style="list-style-type: none"> <li>• characterize a healthy person,</li> <li>• explain what makes a person healthy, and</li> <li>• recognize the importance of limiting some foods (e.g., those high in calories, fat, sugar and salt).</li> </ul>
<b>LESSON 2</b> Salad Patch	Describe the importance of healthy eating and regular physical activity for a healthy lifestyle.	Students recognize the importance of colour in vegetables and fruit and explore the concept that healthy foods have nutrients that our bodies need to grow strong and healthy.	Students: <ul style="list-style-type: none"> <li>• recognize that healthy eating involves eating a variety of colourful vegetables and fruit each day,</li> <li>• conclude that by eating a variety of coloured vegetables and fruit each day, students will receive a variety of nutrients that their bodies need to grow, learn, play and feel good about themselves,</li> <li>• list a variety of different coloured vegetables and fruit, and</li> <li>• create healthy salads using a variety of different coloured vegetables and fruit.</li> </ul>



# Grade 3 | At a Glance continued

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
<p><b>LESSON 3</b> What's My Activity?</p>	<p>Describe practices that contribute to physical and emotional health.</p> <p>Describe the importance of healthy eating and regular physical activity for a healthy lifestyle.</p>	<p>Students demonstrate their understanding of the physical and emotional benefits of physical activity and how they contribute to a healthy lifestyle.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• identify a variety of physical activities that contribute to a healthy lifestyle, and</li> <li>• discuss the physical and emotional benefits of physical activity.</li> </ul>
<p><b>LESSON 4</b> Health Showcase</p>	<p>Describe the importance of healthy eating and regular physical activity for a healthy lifestyle.</p> <p>Describe practices that contribute to physical and emotional health.</p>	<p>Students describe how healthy eating and physical activity support being healthy and feeling good about themselves using a Health Showcase format.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• illustrate their knowledge of the importance of healthy eating and daily physical activity for a healthy lifestyle, and</li> <li>• identify and share practices that contribute to physical and emotional health.</li> </ul>

# Grade 3 | Lesson 1 - Lifestyle Practices



## General Overview

In this lesson students will identify lifestyle practices that make them healthy and understand the importance of the choices they make about healthy eating and physical activity that lead to a balanced lifestyle.

## Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Describe the importance of healthy eating and daily physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for healthy growth and to help prevent diseases).

## Objectives

Students will be able to:

- characterize a healthy person,
- explain what makes a person healthy, and
- recognize the importance of limiting some foods (e.g., those high in calories, fat, sugar and salt).

## Preparation

- Find and read Principles and Benefits of Healthy Eating – Teacher Background and Principles and Benefits of Regular Physical Activity – Teacher Background.
- On a large chart print the title A Healthy Person. Underneath create five columns, Acts, Sounds, Feels, Eats, Does Not.

### Note

Not all foods fit in the 4 food groups. Foods such as cakes, cookies, candy, potato chips, and beverages such as pop, energy drinks, etc. and condiments such as ketchup, mustard, mayonnaise, salad dressings, butter, oil, margarine and relish should be limited.

## A Healthy Person

Acts	Sounds	Feels	Eats	Does Not

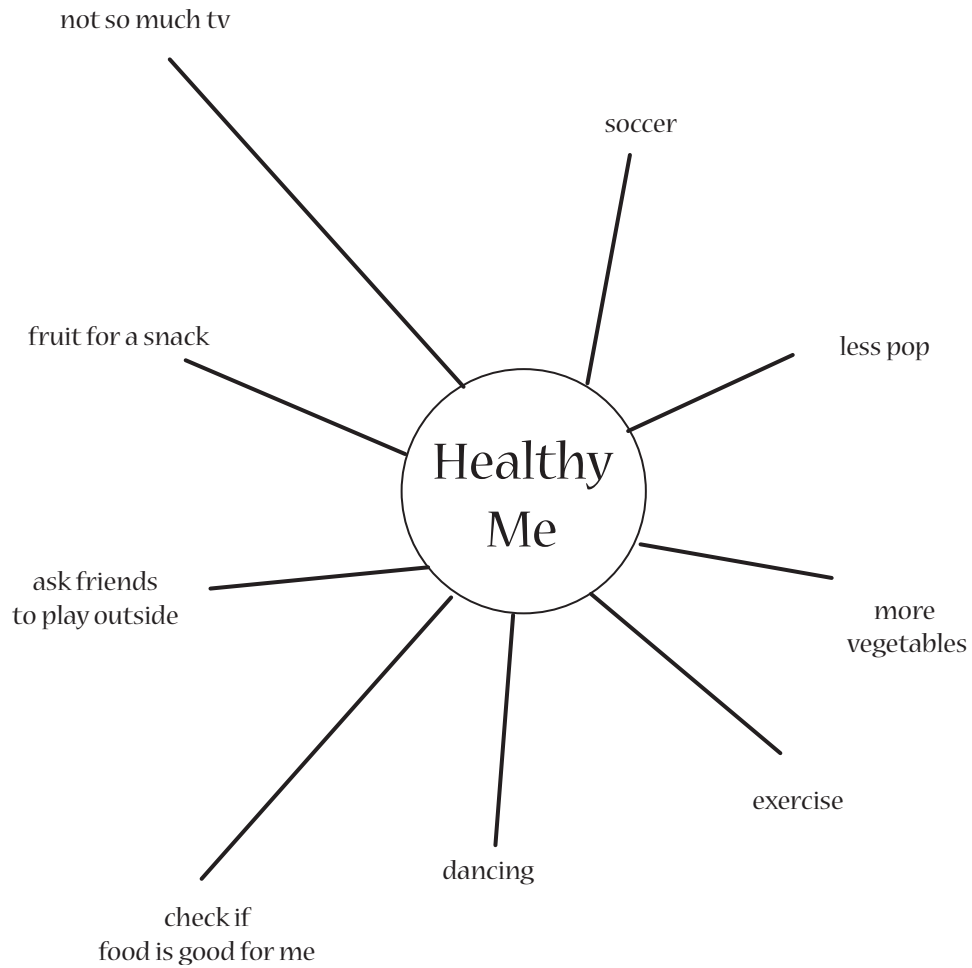
- Collect large sheets of drawing paper and crayons or felts for each student.

### Engaging the Learner

- Invite students to join you at your classroom meeting area.
- Have them view A Healthy Person chart and have them pair and share what a healthy person does to be healthy, how a healthy person sounds and feels, what a healthy person eats and what a healthy person does not do.
- Ask students to share their answers and record them on the chart.
  - Consult the Teacher Backgrounders, Principles and Benefits of Healthy Eating and Principles and Benefits of Regular Physical Activity to ensure that the key concepts and ideas are discussed.
- Once students have exhausted their ideas, include any important ideas not raised and discuss what students can do to be the healthy person described..

### Activities

- Distribute large sheets of drawing paper.
- Tell students that they are to construct a mind map of themselves as a healthy person. They begin by drawing themselves in the center and, through a webbing technique, create a map that lists all the things they will do to stay healthy. (See Sample Mind Map.)
- Keep the Healthy Person chart and Healthy Me Mind Map for later use in the Health Showcase.



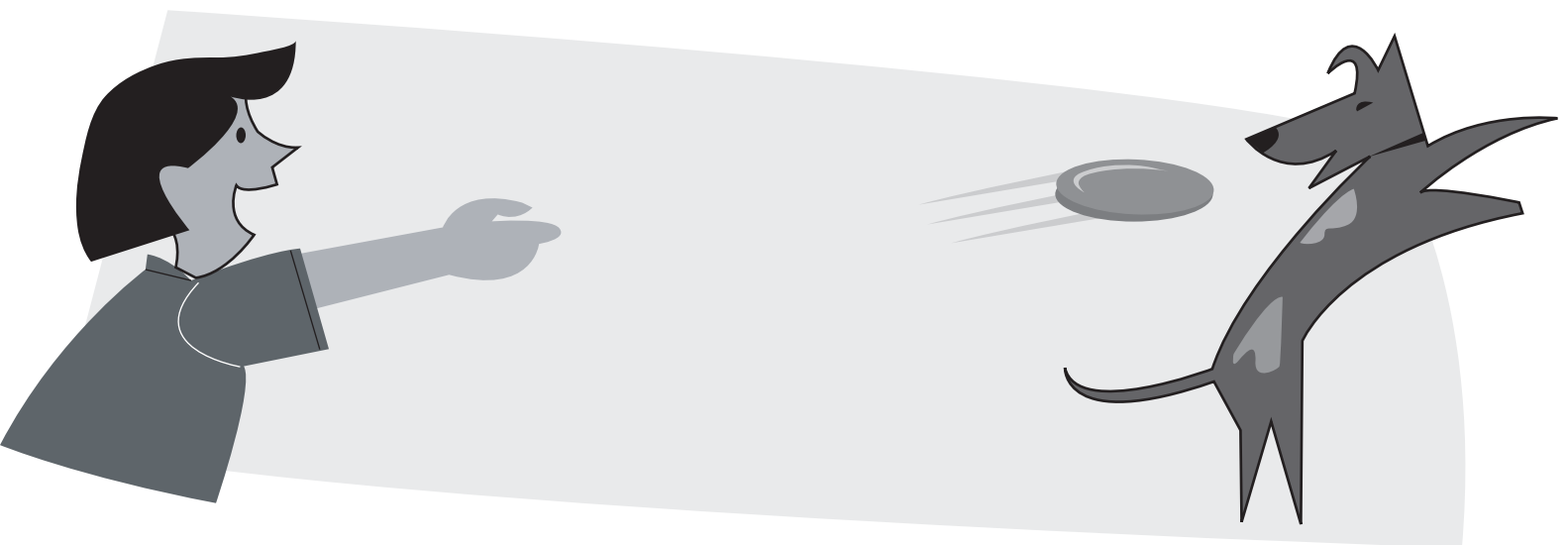
#### Note

When discussing healthy eating, tell students it is important to limit foods that are high in fat, sugar and salt (e.g., potato or nacho chips, candy, pop, chocolate bars, etc.) because many foods and beverages that are high in fat, sugar and salt are low in nutrients (or building blocks) that provide us with the energy to grow, learn, play and feel good about ourselves. Eating too many foods and beverages high in fat, sugar and salt can :

- make us lose our appetite so we eat less healthy foods,
- make us feel tired and have little energy for playing and learning,
- weaken our bodies and our minds.

## Assessment

- Once the mind maps are completed and the students have added a title, have them share their completed projects with the class. Based on their maps, ask questions such as:
  - o Why will getting 8 hours of sleep help you stay healthy?
  - o Why is eating vegetables and fruit important for your health?
  - o How many of you have written 'walk to school' as a healthy activity? What are some other activities?
  - o How can you make more friends by participating in activities?
  - o How do you feel after you've had a healthy breakfast?
  - o What happens when most of your meals and snacks are foods high in sugar, fat and salt like potato chips, pop and other candies?
  - o What are some ways you can help prepare healthy meals at home or help pack a healthy lunch for school?



# Grade 3 | Lesson 2 - Salad Patch



## General Overview

In this lesson students will recognize the importance of colour in vegetables and fruit and explore the concept that healthy foods have nutrients that our bodies need to grow strong and healthy.

## Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Describe the importance of healthy eating and regular physical activity for a healthy lifestyle.

## Objectives

Students will be able to:

- recognize that healthy eating involves eating a variety of colourful vegetables and fruit each day,
- conclude that by eating a variety of coloured vegetables and fruit each day, students will receive a variety of nutrients that their bodies need to grow, learn, play and feel good about themselves,
- list a variety of different coloured vegetables and fruit, and
- create healthy salads using a variety of different coloured vegetables and fruit.

## Preparation

- Find *Eating Well with Canada's Food Guide*.
- Find and read Principles and Benefits of Healthy Eating – Teacher Background.
- Find the Sample Rainbow Salad Recipe transparency
- Copy Salad Patch Recipe for Kids student handout for each group

### 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](http://www.healthcanada.gc.ca/foodguide)  
[www.paguide.com](http://www.paguide.com)

## Engaging the Learner

- List the colours red, green, dark green, orange, white, and purple for all to view.
- Ask students to list some of the ingredients that may be found in a salad and identify the colour of each food item. Record the food item under the appropriate colour.

## Activities

- Tell students that:
  - o vegetables and fruit are important for health. This is why they are listed first in *Eating Well with Canada's Food Guide*,
  - o vegetables and fruit contain many nutrients or building blocks that our bodies need to grow, learn and play. It is important to eat a variety of vegetables and fruit because each one has different nutrients or building blocks needed to stay healthy, and
  - o according to *Eating Well with Canada's Food Guide*, at least one serving of dark green vegetables (asparagus, broccoli, peas, spinach, etc.) and one serving of orange vegetables (carrots, sweet potatoes, etc.) should be eaten each day.
- Put students into groups of 3 or 4.
- Tell students that the head chef at a trendy new restaurant called “Salad Patch” needs a variety of salad recipes that appeal to children; their salad must contain the following:
  - o a variety of coloured vegetables and/or fruit. Aim for 5 per salad,
  - o one dark green vegetable, and
  - o one orange vegetable.

### Note

Before preparing food, always wash your hands with warm soap and water, rubbing hands together for at least 20 to 30 seconds and rinsing thoroughly. Be sure to wash all vegetables thoroughly. Before preparing or eating raw vegetables and fruit, wash them with a small amount of soap and water and rinse thoroughly.

For further information on food safety when it comes to vegetables and fruit you may want to refer to this BC Health File called Food Safety for Fresh Fruits and Vegetables.

<http://www.bchealthguide.org/healthfiles/hfile59b.stm>

- Display and discuss the Sample Rainbow Salad Recipe transparency, drawing attention to the way a recipe is constructed.
- Let students know that those who wish can demonstrate their recipe at the Health Showcase at the end of the unit.
- Distribute the Salad Patch – Recipes for Kids – Student Handout.
- Have each group contribute a recipe that uses a variety of coloured vegetables and fruit. Students may create a unique recipe or draw on a salad they have eaten at home.
- Compile the completed recipes into a booklet called “Salad Patch – Recipes for Kids”. This could be duplicated and distributed at the Health Showcase.
- You may want to extend the activity by assigning homework: Students copy a favorite family salad recipe that contains a variety of coloured vegetables and fruit.

### Note

For more information on vegetables and fruit, refer to:

- [www.actnowbc.ca](http://www.actnowbc.ca)
- Action Schools! BC (Classroom Healthy Eating Action Resource - CHEAR)

## Assessment

Invite groups to share their recipes with the class and explain why they are healthy salads. Check that the completed recipes include a variety (at least five) of colourful vegetables.





## Sample Rainbow Salad Recipe

Before you begin wash your hands and clean the preparation surface.

### Ingredients

- 1 head of iceberg lettuce
- 1 green pepper (cut in long strips)
- 1 carrot (grated)
- ½ cucumber (sliced)
- 1 tomato (cut in wedges)
- 1 cup of broccoli flowerets
- ½ cup purple grapes cut in half
- ½ cup orange segments

### Method

Thoroughly wash the iceberg lettuce and drain it using a salad spinner. Wash and cut all vegetables. Add ingredients together and toss with your favourite salad dressing.

**Serves: 6**

# Grade 3 | Lesson 2 - Salad Patch Recipes For Kids

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*(Name of salad)*

Created by:

_____	_____
_____	_____
_____	_____

Ingredients:

Method:

Serves:

It is important to eat colourful vegetables and fruit each day because

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# Grade 3 | Lesson 3 - What's My Activity?



## General Overview

In this lesson students will demonstrate their understanding of the physical and emotional benefits of physical activity and how they contribute to a healthy lifestyle.

## Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Describe practices that contribute to physical and emotional health.
- Describe the importance of healthy eating and regular physical activity for a healthy lifestyle.

## Objectives

Students will be able to:

- identify a variety of physical activities that contribute to a healthy lifestyle, and
- discuss the physical and emotional benefits of physical activity.

## Preparation

- Read Principles and Benefits of Physical Activity – Teacher Background.
- Find and read Game Rules for “What’s My Activity?”
- Divide and cut 4-5 sheets of 28cm X 22cm blank paper into 8 pieces per sheet. You should end up with 32-40 slips of paper.
- Find and read “Which is Better and Why?” Activity.

## Engaging the Learner

- Have students complete the “Which is Better and Why?” activity.
- Conduct this activity orally. Once students choose the better activity, ask them why it is better? How might it improve how they feel physically and emotionally?

## Activities

- Ask students to list why it is important to be physically active. Record for all to view. (Refer to Principles and Benefits of Physical Activity – Teacher Backgrounder for key ideas and concepts.)
- Inform students that all these benefits can be achieved when they follow the guidelines to healthy eating and are physically active every day. This is what it means to live a healthy lifestyle.
- Ask students to identify physical activities they enjoy doing by themselves, with friends and/or family.
- Record activities for all to view.
- Distribute a slip of paper to each student.
- Assign one of the activities listed on the board to each student instructing him/her to carefully print the activity on his/her slip of paper.
- Have students fold their slip of paper three times.
- Using a paper bag or some other container, collect the paper from each student.
- Tell students they will be playing a game called “What’s My Activity?”
- Inform students that the “What’s My Activity?” game will be promoted as the hottest new game show at the Health Showcase.
- Explain the Game Rules for “What’s My Activity?”
- Play the game by having each student pantomime an activity and having the class guess what the activity is.
- After each activity, discuss the potential physical and emotional benefits of the activity. (e.g., Running makes my heart and lungs work hard or playing tag makes me happy because I’m with my friends. Refer to Principles and Benefits of Physical Activity – Teacher Backgrounder.)

## Assessment

As students are pantomiming an activity and once the class has guessed what the activity is, ask students to identify the physical and emotional benefits of doing that activity on a regular basis.

At the end of the lesson, challenge students to commit to trying one new activity after school. On the next day, invite them to share their experience.

## GAME RULES FOR “WHAT’S MY ACTIVITY?”

The following rules have been adapted from <http://en.wikipedia.org/wiki/Charades>.

“What’s My Activity?” is a guessing game similar to Charades. Students act out an activity and the other players guess the activity. The activity can be a word such as “tag” or a phrase such as “cross country skiing”. The idea is to use body language rather than verbal language to convey the meaning to another party.

### Note

If you wish to turn this into a competition have the students compete as teams.

- 1) Teacher divides students into two teams.
- 2) Each team determines the order they will perform (shortest to tallest, alphabetical, seating order, etc.).
- 3) Determine the time limit for players to successfully convey activity to their teammates (anywhere from 15 – 60 seconds would be appropriate). A clock with a second hand or a stopwatch can be used.
- 4) Use a number from 1-10 to determine which team begins the game.
- 5) The first team member selects a slip of paper, previously collected by the teacher, that has an activity written on it.
- 6) The team member acts out the activity while their teammates try to identify the activity. The team gets a point as long as they correctly identify the activity within the pre-determined time limit.
- 7) No sounds or lip movements are allowed. Should this occur the team forfeits their point.
- 8) The student actor cannot point to any of the objects in the classroom, if by doing so s/he is helping her/his teammates. Should this occur the team forfeits their point.
- 9) The teams alternate until each team member has had an opportunity to perform.
- 10) The winning team chooses the next class physical activity.



## WHICH IS BETTER AND WHY?

Circle the activity that would be more physically and emotionally beneficial.

Climbing stairs

OR

Taking an elevator

Walking to school

OR

Being driven to school

Riding your bike

OR

Riding the bus

Riding the bus

OR

Being driven to school

Walking to the store

OR

Driving to the store

Letting the dog out

OR

Taking the dog for a walk

Surfing the web

OR

Surfing

Watching a soccer game

OR

Playing a soccer game

Climbing hills with your friends

OR

Climbing stairs in your home

Talking with friends  
at lunchtime

OR

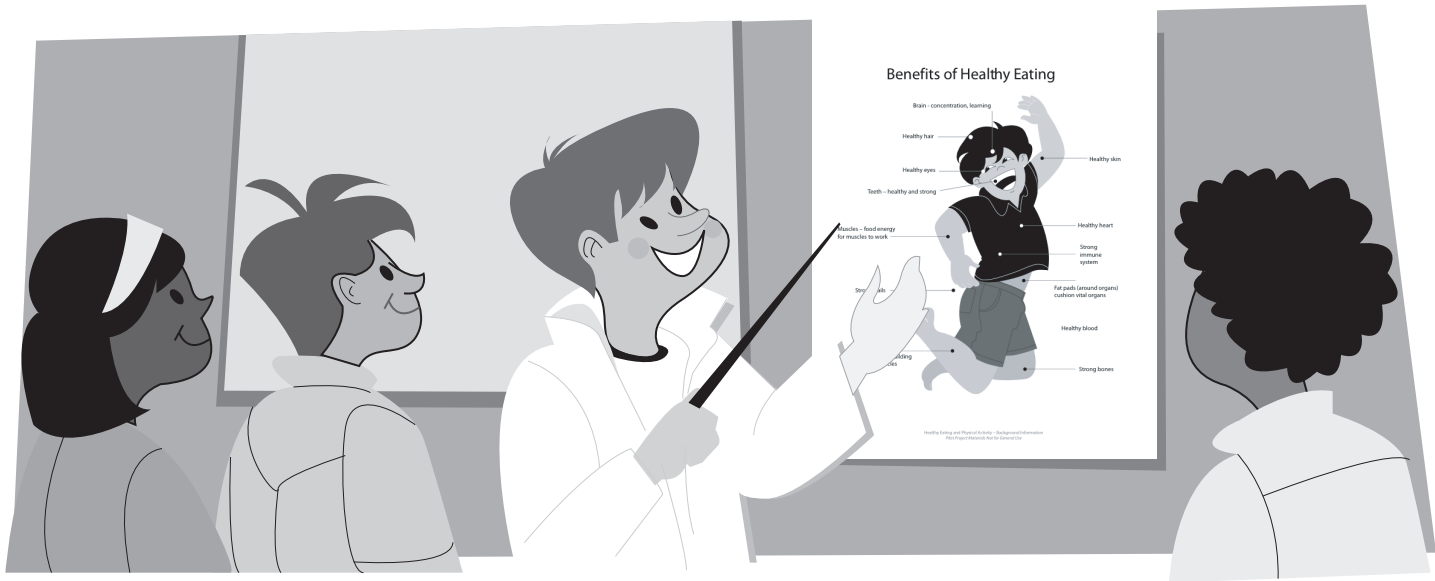
Playing basketball with friends  
at lunchtime

Watching TV

OR

Playing tag with younger  
sister/brother

# Grade 3 | Lesson 4 - Health Showcase



## NOTE

A showcase is any show that allows participants to show off their talents and accomplishments. (e.g., Canadian Idol or So You Think You Can Dance.)

## General Overview

Students will be able to describe how healthy eating and physical activity support being healthy and feeling good about themselves using a health showcase format.

## Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Describe the importance of healthy eating and regular physical activity for a healthy lifestyle.
- Describe practices that contribute to physical and emotional health.

## Objectives

Students will be able to:

- illustrate their knowledge of the importance of healthy eating and daily physical activity for a healthy lifestyle, and
- identify and share practices that contribute to physical and emotional health.

## NOTE

Most of the work involved in this Health Showcase will already have been done in the first three lessons. From Lesson 1 there will be a Chart and Mind Maps of a Healthy Person, from Lesson 2 there will be recipes to share and from Lesson 3 there will be a game for the audience to play.

## Preparation

- Find all the materials produced during the previous lessons. (It is very important that each student has some involvement in the production.)
- Reorganize your classroom space or book a suitable location for the Health Showcase.

## Engaging the Learner

- Have students discuss any shows that showcase abilities or accomplishments that they may have seen in the community or on TV.

## Activities

- Use the following questions to review the material from the first three lessons.
  - o What is the definition of a healthy person? Students may refer to the chart they created in lesson one.
  - o What can you DO to be that healthy person?
  - o Why is it important to eat a variety of brightly coloured vegetables and fruit?
  - o What physical activities do you enjoy? How do you feel when you're being physically active?
- Have students think about everything they have learned in the unit and make a list on the board of all the important ideas they would like to share with their schoolmates at the Health Showcase.
- Have students develop a plan for the Health Showcase. This could include:
  - o choosing a name for the show,
  - o choosing a host,
  - o planning the order of performers, and
  - o creating an appropriate beginning and ending for the show.
- Prepare invitations for another class or parents to attend the Health Showcase.





# Grade 3 | Healthy Living Culminating Unit Assessment

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

<b>PLO: Describe the importance of healthy eating and regular physical activity for a healthy lifestyle</b>  <b>Describe practices that contribute to physical and emotional health</b>	<b>Not Yet Within Expectations</b>	<b>Minimally Meeting Expectations</b>	<b>Fully Meeting Expectations</b>	<b>Exceeding Expectations</b>
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<b>KNOWLEDGE</b> Student can recall ideas and information shared in the lessons:				
explains what makes a person healthy ( <i>getting enough sleep, having breakfast, eating a variety of colourful fruits &amp; vegetables, eating healthy snacks, limiting fat/salt/sugar, being active, making friends</i> )	identifies 1 example of what makes a person healthy	identifies 2-3 examples of what makes a person healthy	identifies 4-6 examples of what makes a person healthy	identifies all examples of what makes a person healthy mentioned in lesson content and mentions additional ideas
understands the connection to emotional health	needs consistent assistance to understand the connection to emotional health	explains the connection to emotional health and gives a few (2-3) examples	explains the connection to emotional health and gives several (4+) examples	gives a thorough explanation of connection to emotional health and gives many examples

<b>COMPREHENSION</b> Student can answer the following questions:				
Why do we need to limit some foods? eat many colours of produce? be physically active?	needs consistent assistance to give reasons for healthy living choices (nutrients, strong muscles, friendships, etc.)	gives reasons for healthy living choices (nutrients, strong muscles, friendships, etc.) with support	independently describes reasons for healthy living choices (nutrients, strong muscles, friendships, etc.)	spontaneously recognizes reasons for healthy living choices (nutrients, strong muscles, friendships, etc.)
How do you feel about yourself when you exercise? When you eat fruits and vegetables?	needs consistent support to identify feelings about themselves related to healthy living	identifies feelings about themselves related to healthy living with support	independently identifies feelings about themselves related to healthy living	spontaneously identifies feelings about themselves related to healthy living
How can physical activity help you make friends?	needs consistent support to identify social aspects of activity (team play, etc.)	describes social aspects of activity (team play, etc) with support	independently describes social aspects of activity (team play, etc)	spontaneously identifies social aspects of activity (team play, etc)

# Grade 3 | Healthy Living Culminating Unit Assessment - continued

PLO: Analyze factors that influence personal health decisions	Not Yet Within Expectations	Minimally Meeting Expectations	Fully Meeting Expectations	Exceeding Expectations
<b>METACOGNITION</b> Student reflects on past thinking and plans for change where necessary:				
What do you do to stay healthy already?	needs consistent support to reflect on past actions and choices	reflects on past actions and choices with support	independently reflects on past actions and choices	spontaneously reflects on past actions and choices
What do you know now that you didn't know when we started?  What do you think differently about now?	needs consistent support to identify a change in their thinking	recognizes changes in their thinking with support	independently recognizes changes in their thinking	spontaneously recognizes changes in their thinking
How will that change what you do now?	needs consistent support to identify some changes they plan to make in the future	identifies a few changes they plan to make in the future with support	independently identifies some changes they plan to make in the future	spontaneously 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.



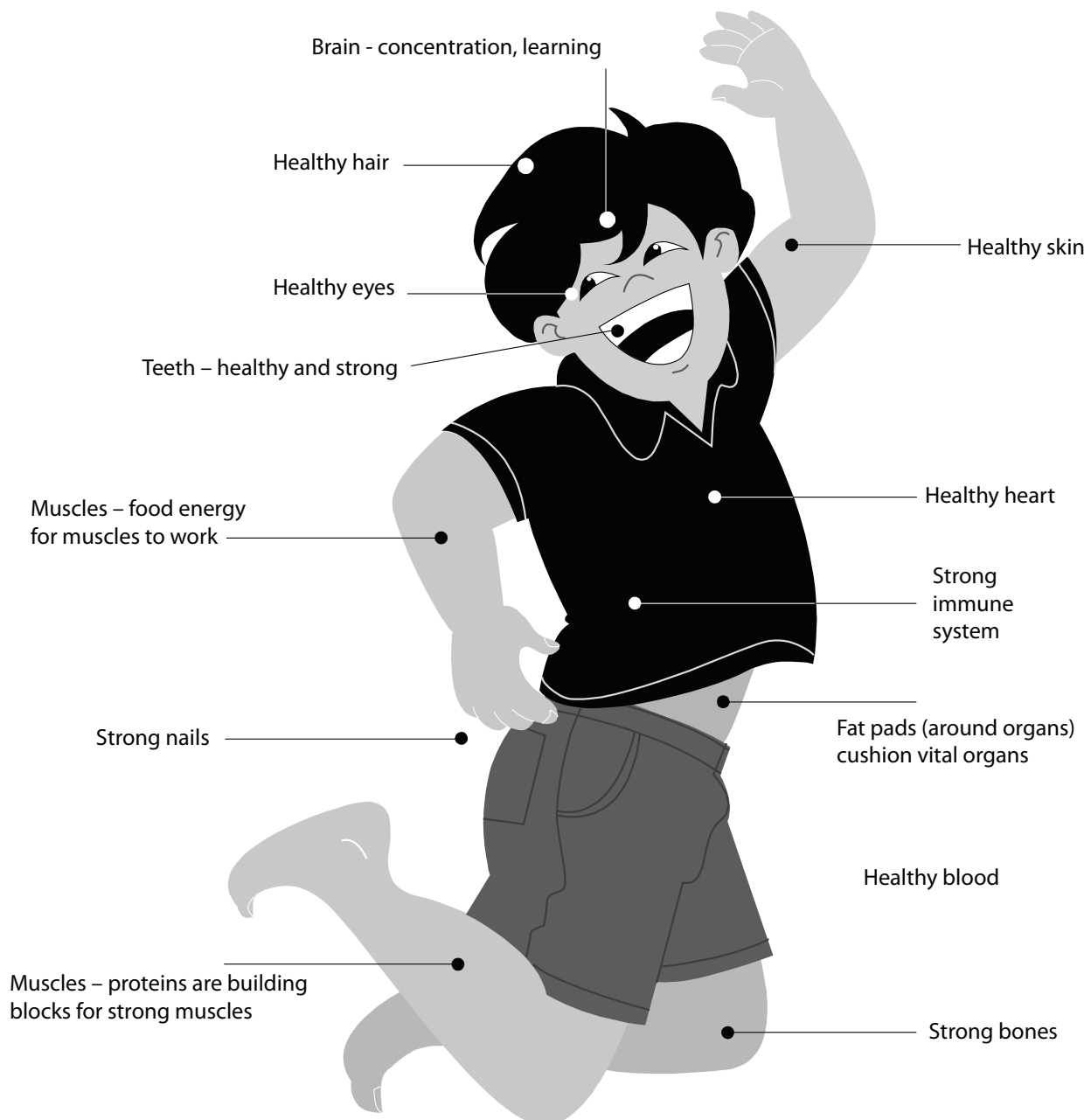
## Benefits

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.

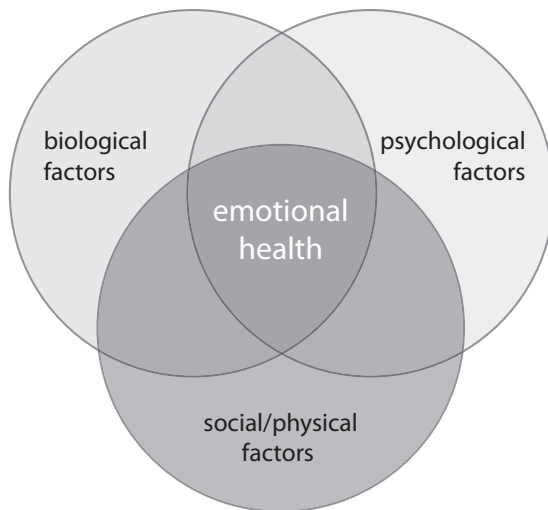
*Action Schools! BC (2006)*  
[www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)

# 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.



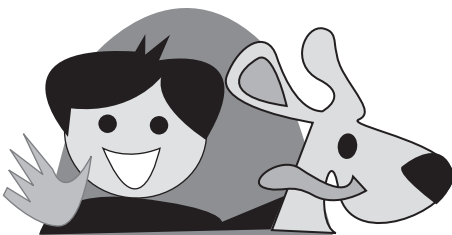
The relationship between nutrition and emotional health is starting to emerge through research. So far we know that:

- 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](http://www.henrythehand.com/pages/content/sub_d.html)

*Developed by Fraser Health Authority*



## Grade 3 | 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](http://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](http://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 3 | 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](http://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](http://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](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](http://www.goforgreen.ca)

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

## Grade 3 | 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](http://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](http://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 3 | Further Resources and Contacts

continued

## Heart and Stroke Foundation of Canada

[www.heartandstroke.ca](http://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.