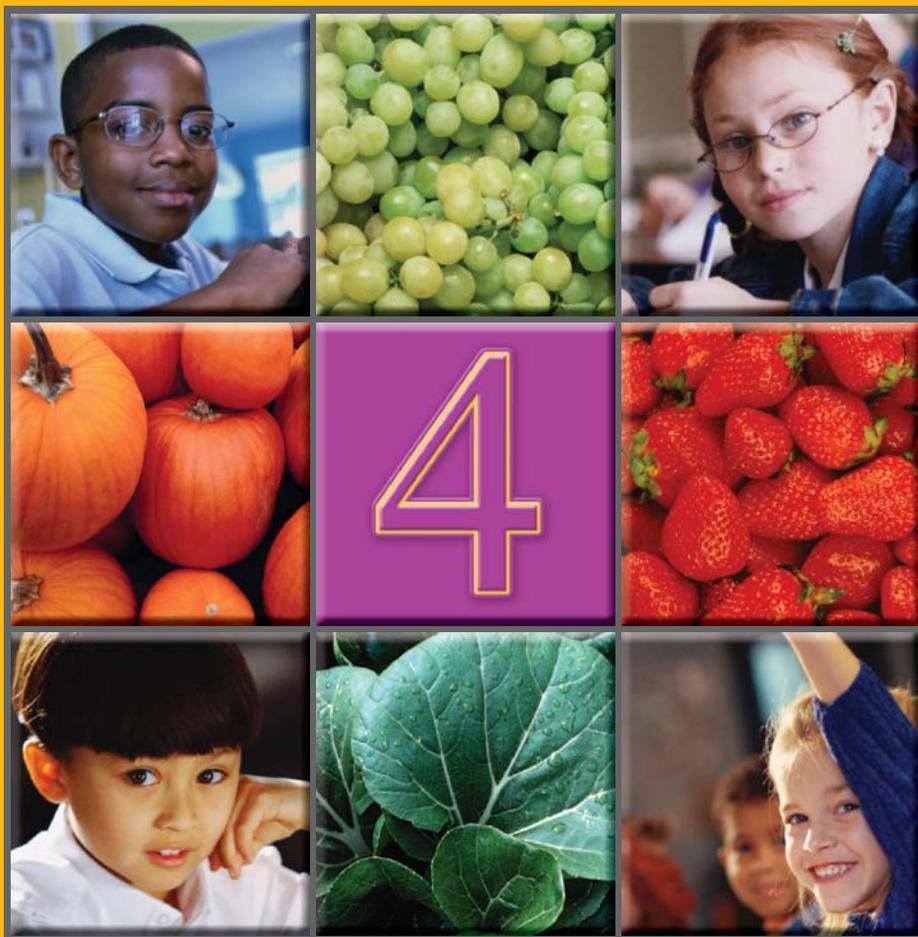


Healthy Eating & Physical Activity Learning Resource



Every move is a good move.

Grade 4

Healthy Eating & Physical Activity Learning Resource

Grade 4 | Cover Letter

Dear B.C. teachers:

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

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

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

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



Shirley Bond
Minister of Education



Mary Polak
Minister of Healthy Living and Sport

Grade 4 | 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 4 | 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 4 | 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 4 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 Food and Fun Fest.

The Food and Fun Fest is designed to showcase what the students have learned during this unit. It should be a celebration of their learning; a time for them to share information with other classes or their parents.

Typically a Food Fest is a marketing tool targeted at those who love eating, cooking and entertaining. Information booths about foods or products are on display and often there are special features such as demonstrations and seminars. In this unit students will develop projects that are suitable for this kind of event. They can create exhibits and performances that would be appropriate for this culminating activity and invite other classes or their parents to attend.

It is suggested that students be told about the Food and Fun Fest at the beginning of the unit so that they can think about the ways in which 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 and www.paguide.com.

Grade 4 | At a Glance

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
<p>LESSON 1 Portions and Servings</p>	<p>Describe choices they can make for healthy eating, based on <i>Eating Well with Canada's Food Guide</i>.</p>	<p>Students learn about <i>Eating Well with Canada's Food Guide</i> servings and compare them to portions.</p>	<p>Students:</p> <ul style="list-style-type: none"> • recognize that a portion may contain one or more Food Guide Servings, and • recognize that healthy eating requires choosing portions (the amount we eat) that help us meet the recommended number of food guide servings per day as outlined in <i>Eating Well with Canada's Food Guide</i>.
<p>LESSON 2 Making Fast Food Healthy</p>	<p>Describe choices they can make for healthy eating based on <i>Eating Well with Canada's Food Guide</i>.</p>	<p>Students learn about making healthy choices when eating fast food and how healthy eating fuels the body so they can be more active.</p>	<p>Students:</p> <ul style="list-style-type: none"> • recognize <i>Eating Well with Canada's Food Guide</i> as a valuable resource for healthy eating, • make healthy food choices that meet the minimum number of food guide servings as recommended by <i>Eating Well with Canada's Food Guide</i>, • identify strategies to make healthier choices at fast food outlets, • identify the benefits of choosing healthier food, and • recognize that eating well fuels the body so they can be more active.

Grade 4 | At a Glance continued

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
<p>LESSON 3 A Healthy Day</p>	<p>Describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)</p> <p>Describe choices they can make for healthy eating, based on <i>Eating Well with Canada's Food Guide</i>.</p>	<p>Students create a one day healthy eating and physical activity plan and decide how it affects their physical and emotional health.</p>	<p>Students:</p> <ul style="list-style-type: none"> • plan a day that includes healthy meals and snacks, physical activity and positive interpersonal relationships, • recognize that healthy eating requires choosing a variety of foods from the four food groups of <i>Eating Well with Canada's Food Guide</i>, • recognize that the Recommended Number of Food Guide Servings Per Day and What is One Food Guide Serving? as outlined in <i>Eating Well with Canada's Food Guide</i> is valuable information when making decisions about the portions they need to meet the recommended number of food guide servings for each food group for their age, and • recognize that <i>Canada's Physical Activity Guide for Children</i> is a valuable resource when determining how much (time) and what level (intensity) of activities they need to do each day to maintain physical health.
<p>LESSON 4 Food and Fun Fest</p>	<p>Describe the choices an individual can make to attain and maintain physical and emotional health.</p> <p>Describe choices they can make for healthy eating, based on <i>Eating Well with Canada's Food Guide</i>.</p>	<p>This lesson uses a festival format to allow students to review the attitudes, skills and knowledge of healthy eating and physical activity learned in this unit.</p>	<p>Students:</p> <ul style="list-style-type: none"> • examine what they have learned about the benefits of choosing well using <i>Eating Well with Canada's Food Guide</i>, • review and evaluate the work they have accomplished during the unit, and • organize and conduct a Food & Fun Fest that focuses on the eating and activity choices an individual can make to attain and maintain a healthy lifestyle.

Grade 4 | Lesson 1 - Portions and Servings



General Overview

In this lesson students will learn about *Eating Well with Canada's Food Guide* servings and compare them to portions.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Describe choices they can make for healthy eating, based on *Eating Well with Canada's Food Guide*.

Objectives

Students will be able to:

- recognize that a portion may contain one or more Food Guide Servings, and
- recognize that healthy eating requires choosing portions (the amount we eat) that help us meet the recommended number of food guide servings per day as outlined in *Eating Well with Canada's Food Guide*.

Preparation

- Find the Sample Serving Size Visuals – Transparency.
- Find and copy *Eating Well with Canada's Food Guide* for each group.
- Find the How Many Servings? Quiz - Transparency.
- Gather 1 cereal bowl, 1 measuring cup (250 ml), and 1 box of cereal, a container of juice, 1 drinking glass.

Note

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

Engaging the Learner

- Ask students “What does a plant need to grow?” (e.g., light, water and nutrients from the soil.)
- What happens if the plant gets too much or too little light, water or nutrients? Discuss.
- Say, “Just like a plant needs different things in different amounts to grow, we need different nutrients or building blocks in different amounts each day to grow and stay healthy.”
- Ask, “What are some things that we need in order to grow?” (e.g., water and foods from all four food groups.)
- Ask, “What happens when we have too much or too little of these?”

Activities

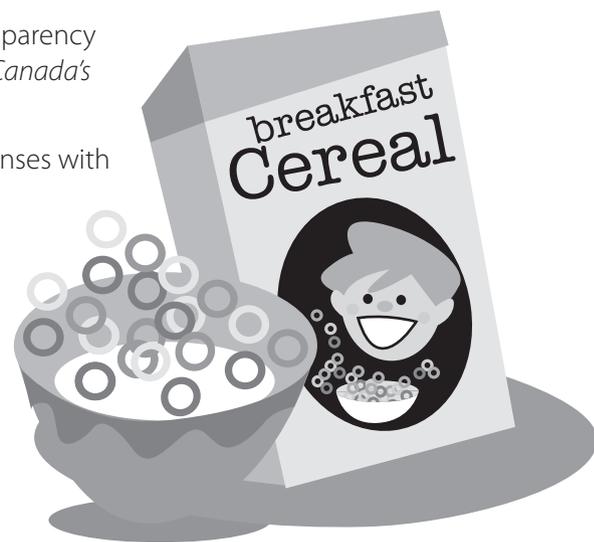
- Ask students how they know if they are eating too much or too little. Discuss student responses.
- Tell students that there are guidelines in Canada to help determine how much or how little we need of a variety of foods and beverages each day according to our age that will help us to be a healthy person. Comparing how much we eat and drink to how much we actually need each day helps us to figure out if we are meeting our needs to be healthy.
- Conduct the following demonstration to introduce the concepts of portion sizes and Food Guide serving sizes outlined in *Eating Well with Canada's Food Guide*:
 - o As you pour cereal into a bowl, ask students to tell you to stop when they think there is enough for a breakfast.
 - Explain that this is a portion. It is the amount that we choose to eat or drink.
 - Use the measuring cup (250 ml) to determine how much cereal has been poured into the bowl.
 - A Canada Food Guide serving of cereal is 30 g. Look at the nutrition facts label on the cereal you are using and show the volume of your cereal that equals one Food Guide serving.
 - Compare the amount poured into the bowl to a Food Guide serving as outlined in *Eating Well with Canada's Food Guide – What is One Food Guide Serving?* How many Food Guide servings of Grain Products were poured into the bowl?
 - o As you pour juice into a tumbler or drinking glass, ask students to tell you to stop when they think there is enough, or how much they would usually drink.
 - Explain that this is a portion. It is the amount that we choose to

drink.

- Using a measuring cup (250 ml), measure how much juice has been poured into the glass.
- Compare this amount to a Food Guide serving as outlined in *Eating Well with Canada's Food Guide – What is One Food Guide Serving?* How many Food Guide servings of Vegetables and Fruit was poured into the glass?
- o When determining if you have had the recommended number of Food Guide servings for each food group per day, it is important to understand that a portion size or how much you eat or drink of one item like a glass of milk, or a plate of pasta, can be one or more Food Guide servings (or less than a serving in some cases).
- o Knowing how much we eat compared to what a Food Guide Serving is of each food group will help us figure out if we are eating enough of one food group or too much of a food group to be healthy.
- o Make sure you tell students that the foods and beverages high in fat, sugar and salt such as chips, pop and/or cookies do not belong in any food group because these do not help us to be healthy.
- Distribute *Eating Well with Canada's Food Guide* and direct students to the inside flap. Review the section What is One Food Guide Serving?
- Explain that at different ages and stages of life we need different amounts of food from the four food groups in order to grow and be healthy. Show the students where they fit on the chart of Recommended Number of Food Guide Servings per Day.
- Display and review the Sample Serving Size Visual – Transparency telling students that these comparisons will help them visualize approximate serving sizes.

Assessment

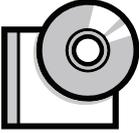
- Direct the students' attention to the How Many Servings? Quiz – transparency and have them complete it orally. They may refer to *Eating Well with Canada's Food Guide* as needed.
- Use the How Many Servings? Answer Key to discuss the correct responses with students.



Lesson 1 | Sample Serving Size Visuals

fruit/veg

1 cup salad		1 softball
¼ cup dried fruit		1 large egg
½ cup frozen vegetables/fruit		7 cotton balls
1 medium fruit or vegetable		Tennis ball

½ bagel		1 hockey puck
½ cup pasta or rice		Small cupcake wrapper
Pancake or waffle		CD

grain

Lesson 1 | Sample Serving Size Visuals

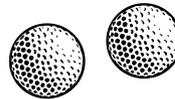
milk

$\frac{3}{4}$ cup yogurt



1 empty yogurt container

2 oz firm cheese



2 golf balls

1 $\frac{1}{2}$ cups ice cream



softball

50 to 100 g cooked chicken, steak, pork chops, hamburger, etc.



1 deck of cards or a computer mouse

50 to 100 g grilled or baked fish



Cheque book

2 Tbsp peanut butter



1 golf ball or 6 dice

meat

oils

1 tsp butter/margarine



Postage stamp

2 Tbsp dressing



1 ping pong ball

Lesson 1 | How Many Servings? Quiz



Complete the chart by identifying the food group and the number of servings for each of the portions of food listed below. Students may refer to “What is One Food Guide Serving?” on the inside flap of *Eating Well with Canada’s Food Guide*.

Name: _____

Portion of Food	Food Group	Number of Food Guide Servings
1 cup of pasta		
100 grams of cheese		
½ cup of milk		
1 cup of sliced carrots		
1 egg		
apple and orange		
½ cup of almonds		
½ cup of sliced peaches		
15 ml of nut butter		
2 slices of bread		
1 cup (250 ml) of fruit juice		
75 grams of meat, chicken or fish		

Lesson 1 | How Many Servings? Answer Key



Portion of Food	Food Group	Number of Food Guide Servings
1 cup of pasta	Grain Products	2
100 grams of cheese	Milk and Alternatives	2
½ cup of milk	Milk and Alternatives	1/2
1 cup of sliced carrots	Vegetables and Fruit	2
1 egg	Meat and Alternatives	1/2
apple and orange	Vegetables and Fruit	2
½ cup of almonds	Meat and Alternatives	2
½ cup of sliced peaches	Vegetables and Fruit	1
15 ml of nut butter	Meat and Alternatives	1/2
2 slices of bread	Grain Products	2
1 cup (250 ml) of fruit juice	Vegetables and Fruit	2
75 grams of meat, chicken or fish	Meat and Alternatives	1

Grade 4 | Lesson 2 - Making Fast Food Healthy



General Overview

In this lesson students will learn about making healthy choices when eating fast food and how healthy eating fuels the body so they can be more active.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Describe choices they can make for healthy eating based on *Eating Well with Canada's Food Guide*.

Objectives

Students will be able to:

- recognize *Eating Well with Canada's Food Guide* as a valuable resource for healthy eating,
- make healthy food choices that meet the minimum number of food guide servings as recommended by *Eating Well with Canada's Food Guide*,
- identify strategies to make healthier choices at fast food outlets,
- identify the benefits of choosing healthier food, and
- recognize that eating well fuels the body so they can be more active.

Preparation

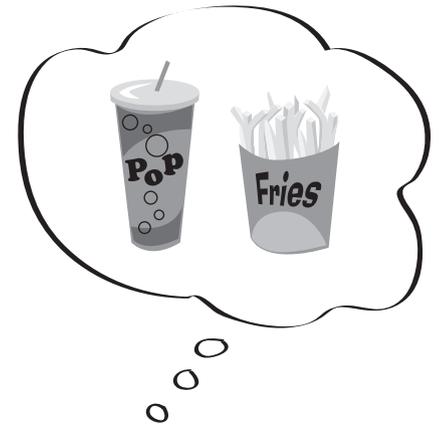
- Find and read Making Fast Food Healthy – Teacher Notes.
- Find and read Principles and Benefits of Healthy Eating – Teacher Backgrounder.
- Find *Eating Well with Canada's Food Guide*.
- Gather poster-making supplies.

Note

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

Engaging the Learner

- Ask students what 'fast food' means to them. What is their favourite 'fast food'? Discuss.
- Ask students to identify a fast food meal that they think is particularly unhealthy. (e.g., double or triple hamburger with cheese, large fries and a large soda). How would your body feel if you ate this kind of meal before playing soccer or some other activity? Remind students that healthy food fuels the body so that they can be more active.
- Lead a brief discussion as to why these meals can be unhealthy.
- Fast food meals are often:
 - o high in fat, sugar and salt and low in nutrients or building blocks that a body needs to be healthy,
 - o large portion sizes that are more than a body needs in one meal, and
 - o low in vegetables and fruit.
- Distribute or display *Eating Well with Canada's Food Guide* and direct students to What is One Food Guide Serving?
 - o Refer to the Meat and Alternatives food group. Ask students:
 - What is one food guide serving of Meat and Alternatives?
 - How many servings of Meat and Alternatives do they require each day to support healthy eating?
 - o Ask students to guess how many food group servings are offered in a double or triple hamburger? (Answer is 2 to 3 Food Guide Servings of Meat and Alternatives) Discuss student responses.
- Draw students' attention to the message at the bottom of *Eating Well with Canada's Food Guide* on Oils and Fats. Ask students if a fast food meal would include these types of healthy fats that they need each day.



Activities

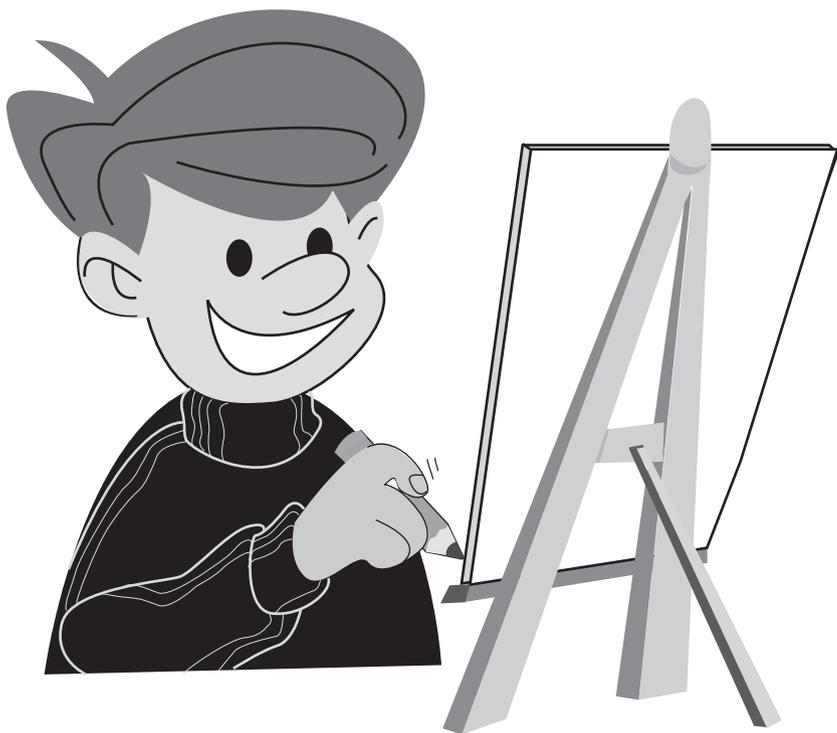
- Ask students how they could make fast food healthier.
- Record student responses for all to see.
- Add any suggestions that the students may not have covered (refer to Making Fast Food Healthy – Teacher Notes).
- Put students into pairs.
- Distribute poster-making supplies to each pair of students.
- Explain to students that they will visually represent an unhealthy fast food meal

on one side of the poster and a healthier alternative meal on the other side (cut out pictures or drawings may be used). Have students identify and label why the alternative meal is healthier.

- Ask students to create a catchy title for their poster.
- Inform students that their posters will be displayed at the Food Fest.

Assessment

- Lead students in a discussion about the potential benefits associated with eating healthier meals. (See Principles and Benefits of Healthy Eating – Teacher Backgrounder for suggestions.) Record student responses for all to view.
- Have students record two of these benefits on the bottom of their posters.
- Invite students to display their poster to the class pointing out how they made their alternative meal healthier. Have students discuss the benefits of eating a healthier meal.



Grade 4 | Lesson 2 - Making Fast Food Healthy

Making Fast Food Healthy

Teacher Notes

Favourite fast food meals can be healthier if food choices, cooking methods and portion sizes are considered. The following list includes ideas for making fast food meals healthier.

- omit cheese if meats are included
- ask for mustard, hold the mayo
- ask for sauces on the side and use sparingly
- ask for grilled instead of fried
- choose smaller portions, share the portion served with a friend or take leftovers home
- use only a small amount of salad dressing (couple of Tbsps)
- ask for extra vegetables to be added to burgers and sandwiches (tomatoes, lettuce, onion, peppers, cucumber, etc.)
- choose a single meat patty rather than two or three patties
- ask for no butter or other sauces
- instead of fries, choose baked potato wedges, salad or veggie sticks
- drink water or milk instead of sugar sweetened beverages like pop or iced tea
- skip the milkshake or ice cream for dessert
- for fast food breakfasts, choose eggs and whole wheat toast and ask to substitute the bacon, sausages or ham with a side of fresh fruit



Grade 4 | Lesson 3 - A Healthy Day



General Overview

In this lesson students will create a one day healthy eating and physical activity plan and decide how it affects their physical and emotional health.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges).
- Describe choices they can make for healthy eating, based on *Eating Well with Canada's Food Guide*.

Objectives

Students will be able to:

- plan a day that includes healthy meals and snacks, physical activity and positive interpersonal relationships,
- recognize that healthy eating requires choosing a variety of foods from the four food groups of *Eating Well with Canada's Food Guide*,
- recognize that the Recommended Number of Food Guide Servings Per Day and What is One Food Guide Serving? as outlined in *Eating Well with Canada's Food Guide* is valuable information when making decisions about the portions they need to meet the recommended number of food guide servings for each food group for their age, and
- recognize that *Canada's Physical Activity Guide for Children* is a valuable resource when determining how much (time) and what level (intensity) of activities they need to do each day to maintain physical health.

Preparation

- Find *Eating Well with Canada's Food Guide*.
- Find *Eating well with Canada's Food Guide – A Resource for Educators and Communicators*.
- Find and read Principles and Benefits of Healthy Eating - Teacher Backgrounder.
- Find and read Principles and Benefits of Physical Activity- Teacher Backgrounder.
- Find *Canada's Physical Activity Guide for Children*.
- Copy A Healthy Day – Student Handout for each group.

Engaging the Learner

- Using Think, Pair, Share, ask students what a healthy day looks like. Students should propose at least five things that they could do from morning to night that would be considered healthy choices.
- Record student responses for all to view.

Activities

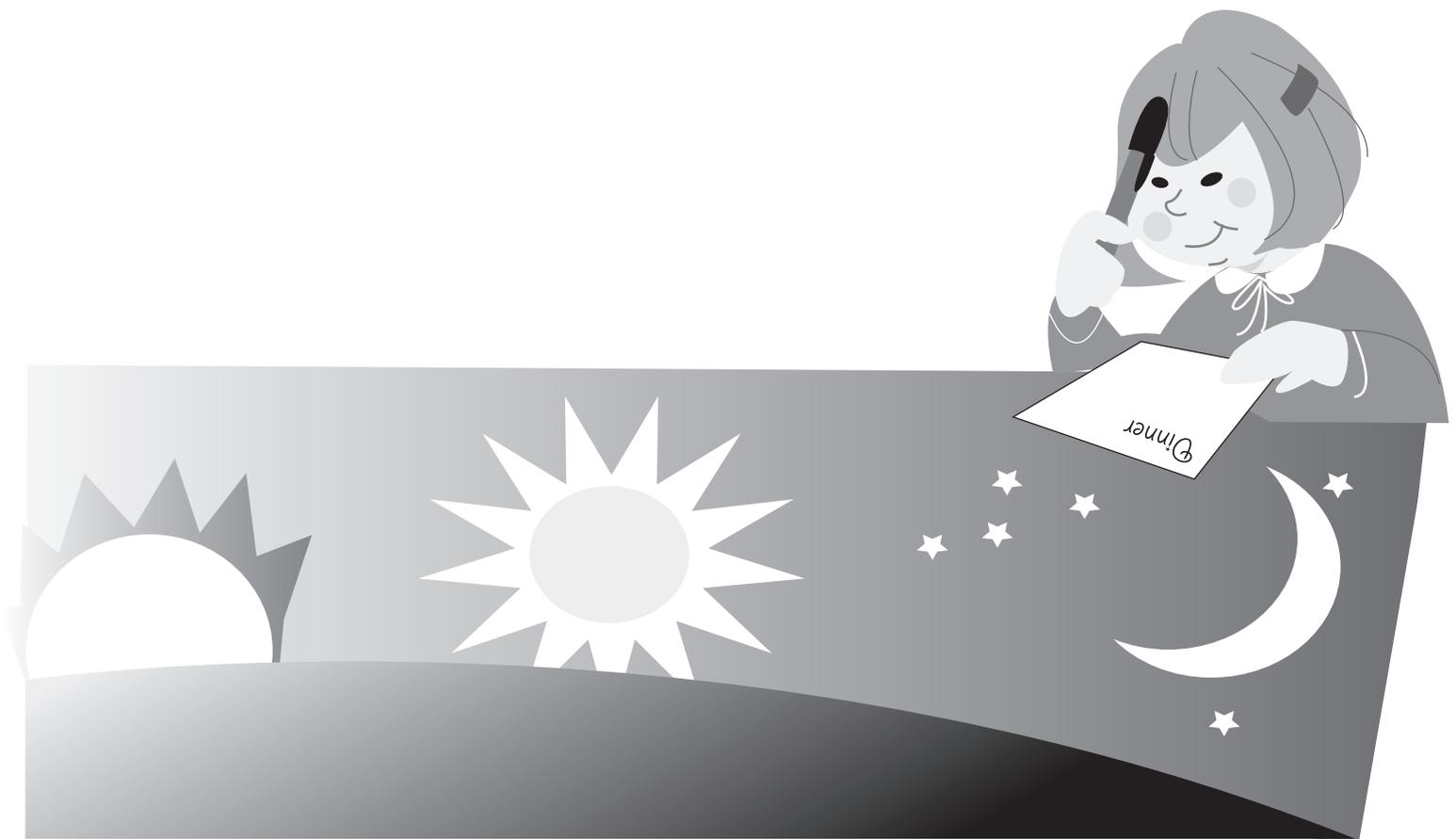
- Put students into groups of three.
- Tell students they will plan a healthy day.
- Distribute A Healthy Day – Student Handout.
- Distribute or post *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Children*. Review key information from the Guides (and from the Teacher Backgrounders) by discussing the following points.
 - Healthy Eating
 - o Start the day with breakfast and eat healthy meals and snacks (if needed) regularly throughout the day.
 - o Choose a variety of foods from each of the four food groups at each meal.
 - Physical activity
 - o Engage in both moderate and vigorous activities for health each day.
 - o Participate in fun physical activities that they enjoy. They are more likely to continue being physically active if it is fun.

- Interpersonal Relationships
 - o Use positive and respectful language and behaviour.
 - o Plan for face-to-face time with friends and family members (avoid e-mail, text, cell phones, etc.)
- Have students complete the Healthy Day plan by writing in the appropriate spaces the foods they plan to eat and the physical activities they plan to do.

Assessment

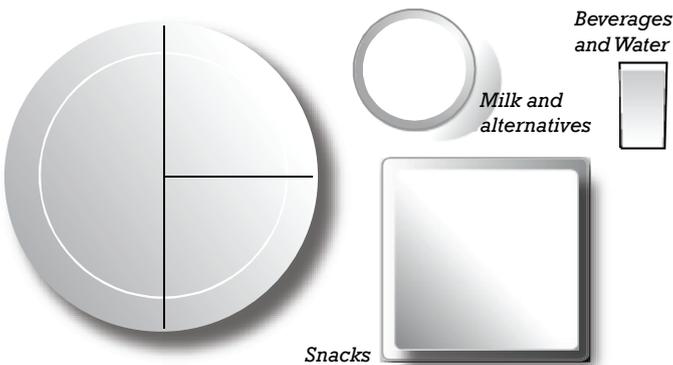
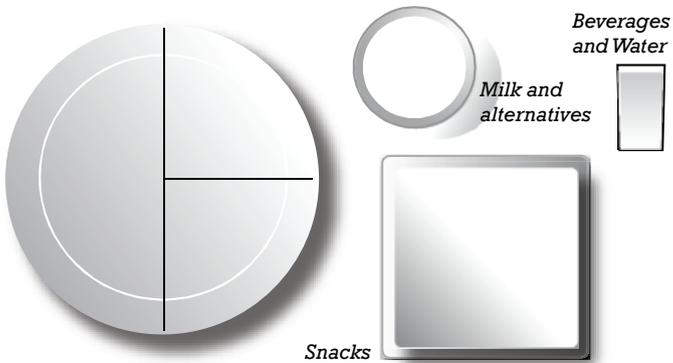
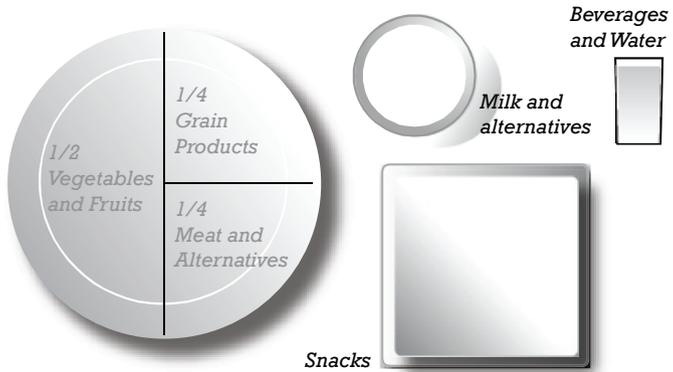
Have groups share their healthy day with the class pointing out:

- how each meal contains foods from each of the four food groups,
- how their portion sizes compare with the recommended number of Food Guide servings per day,
- what makes their snacks healthy,
- what kinds of vigorous and moderate physical activities they will do and for what duration,
- how they will establish positive interpersonal relationships, and
- how they would expect to feel at the end of such a healthy day.



Grade 4 | Lesson 3 - A Healthy Day!

HEALTHY EATING



AFTER-DINNER SNACK



PHYSICAL ACTIVITY



With our friends today we will ...

Grade 4 | Lesson 4 - Food and Fun Fest



General Overview

This lesson uses a festival format to allow students to review the attitudes, skills and knowledge of healthy eating and physical activity learned in this unit.

Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Describe the choices an individual can make to attain and maintain physical and emotional health.
- Describe choices they can make for healthy eating, based on *Eating Well with Canada's Food Guide*.

English Language Arts K to 7

Objectives

Students will be able to:

- examine what they have learned about the benefits of making good food choices using *Eating Well with Canada's Food Guide*,
- review and evaluate the work they have accomplished during the unit, and
- organize and conduct a Food & Fun Fest that focuses on the eating and activity choices an individual can make to attain and maintain a healthy lifestyle.

NOTE

FEST is a shortened term for FESTIVAL. It is a time to gather together to share and celebrate, often with food. In this case students are celebrating and sharing information about healthy eating and physical activity.

Preparation

- Decide on and book the area for the Food & Fun Fest or arrange the classroom appropriately.
- Collect all the materials produced during the unit.

Engaging the Learner

- Have students discuss any festivals that they may have heard about and/or attended with their parents. (Folk Fest, Children’s Festival, Ethnic Festivals, etc.)
- Tell students that they will be organizing a festival – A Food & Fun Fest – for their schoolmates.

Activities

- Have students do a Think-Pair-Share to review what they have learned in the unit and to decide what the major messages are for the Food & Fun Fest. They need to determine what they want their schoolmates to know about healthy eating and physical activity.
- Remind the students that eating a variety of healthy foods fuels the body during physical activity.
- Have students share their key messages and list them on the board for all to view.
- Remind students that they have been collecting materials from their previous lessons to use during the Food & Fun Fest.
- Discuss the activities and products that have been developed during the unit, evaluate them for appropriateness and decide how they can be used at the Food & Fun Fest.

SUGGESTIONS

Lesson 1 – Students could set up a demonstration area where participants guess the amount of cereal that is one serving or create a display showing serving sizes using common household items.

Lesson 2 – Students could demonstrate and talk about fast food and how to make fast food healthy.

Lesson 3 – Students could have an ‘advice booth’ to advise schoolmates how to have a healthy day based on healthy eating, physical activity and having fun with friends.

- Ask students if they have other ideas that could be included as part of the Food & Fun Fest and list them on the board for all to view. (e.g., A food tasting booth where participants guess the flavour of juice they are tasting or the kind of apple they are tasting)
- Decide which activities will be included at the Food & Fun Fest and assign students their responsibilities.
- Design a Food & Fun Fest advertisement.



Grade 4 | 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: Analyze factors that influence personal health decisions	Not Yet Within Expectations	Minimally Meeting Expectations	Fully Meeting Expectations	Exceeding Expectations
KNOWLEDGE Student can recall ideas and information shared in the lessons:				
recognizes importance of portions and recommended servings; makes healthy food choices based on <i>Canada's Food Guide</i>	needs consistent assistance to understand portions and serving sizes, and the <i>Canada's Food Guide</i>	with some assistance explains the difference between portions and serving sizes, and uses the <i>Canada's Food Guide</i> to make healthy choices	explains the difference between portions and serving sizes, and uses the <i>Canada's Food Guide</i> to make healthy choices	gives a thorough explanation of the difference between portions, serving sizes, and uses the <i>Canada's Food Guide</i> to make healthy choices
identifies strategies to make healthy fast food choices	needs consistent assistance to identify strategies to make healthy fast food choices	recalls a few strategies for making healthy fast food choices	recalls many strategies for making healthy fast food choices	recalls most or all of the strategies discussed for making healthy fast food choices and explains what makes it a healthier choice
plans strategies for healthy eating, regular physical activity, and positive interpersonal relationships	needs consistent assistance to plan strategies	includes one strategy for each (3) element of healthy living in their plans	includes a few strategies for each (3) element of healthy living in their plans	includes many strategies in their plans for healthy living

COMPREHENSION Student can answer the following questions:				
<p>Why is it important to - eat well?</p> <p>- use Food Guide serving sizes?</p> <p>- plan for healthy eating, regular physical activity, and positive interpersonal relationships?</p>	needs consistent assistance to recognize the importance of using <i>Canada's Food Guide</i> to properly fuel the body, and plan for healthy living	describes the importance of using <i>Canada's Food Guide</i> to properly fuel the body, and plan for healthy living with some support	describes the importance of using <i>Canada's Food Guide</i> to properly fuel the body, and plan for healthy living	infers the importance of using <i>Canada's Food Guide</i> to properly fuel the body, and plan for healthy living
What makes these fast food strategies healthier?	needs consistent support to explain what makes the choice healthier (cooking methods, etc.)	gives a few examples of what makes the choice healthier (cooking methods, etc.)	gives many examples of what makes the choice healthier (cooking methods, etc.)	spontaneously recognizes many examples of what makes the choice healthier (cooking methods, etc.)
How are healthy eating, regular physical activity, and positive interpersonal relationships connected?	needs consistent support to make the connection to a balanced lifestyle, and feeling healthy and happy	describes the connection to a balanced lifestyle, and feeling healthy and happy when asked leading questions	independently describes the connection to a balanced lifestyle, and feeling healthy and happy	spontaneously recognizes the connection to a balanced lifestyle, and feeling healthy and happy

Grade 4 | 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
METACOGNITION Student reflects on past thinking and plans for change where necessary:				
<p>What have you previously chosen to eat, to do for exercise?</p> <p>Describe your relationships with family and friends. What do you think about that?</p>	needs consistent support to reflect on past thinking and make a connection to their resulting decisions and behaviours	reflects on past thinking and makes a connection to their resulting decisions and behaviours about eating and activity when asked leading questions	reflects on past thinking and makes clear connections to (gives a reason for) their resulting decisions and behaviours	spontaneously reflects on past thinking and makes insightful connections to their resulting decisions and behaviours
<p>What do you know now that you didn't know when we started?</p> <p>What do you think differently about now?</p>	needs consistent support to recognize changes in their thinking	recognizes changes in their thinking	recognizes changes in their thinking	recognizes changes in their thinking
<p>How will that affect your future decisions?</p>	needs consistent support to identify some changes they plan to make in the future	identifies some changes they plan to make in the future	identifies some changes they plan to make in the future	identifies many 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.



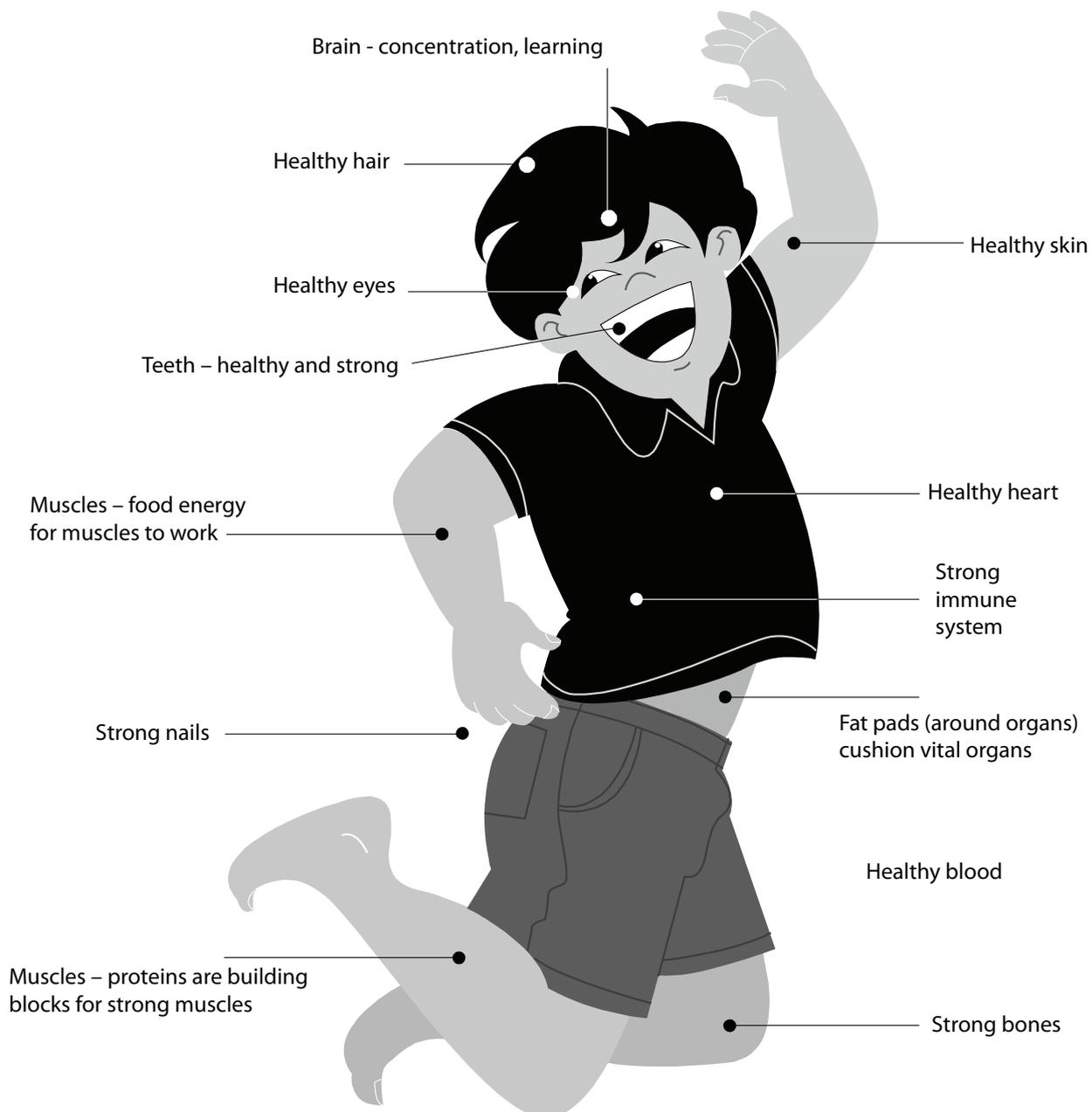
Benefits

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 Guide for Children recommends 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.

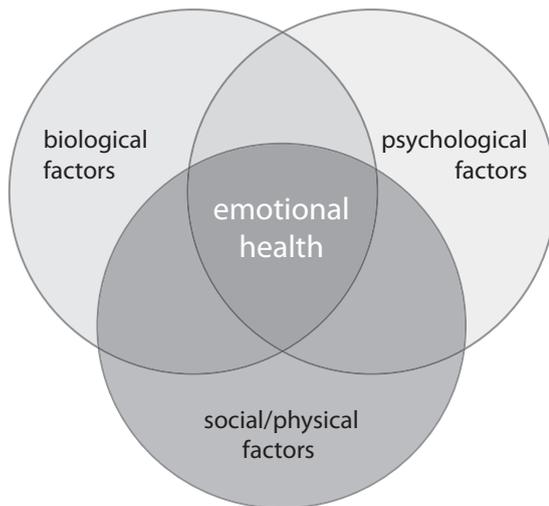
Action Schools! BC (2006)
www.actionschoolsbc.ca

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.



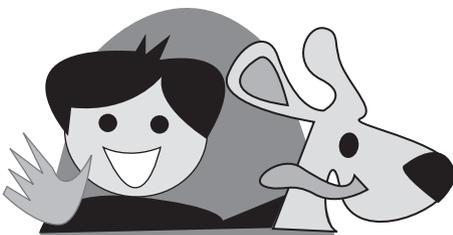
The relationship between nutrition and emotional health is starting to emerge through research. So far we know that:

- 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?

1. Wet your hands under warm running water.
2. 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.
3. Rinse hands under warm running water to remove the lather.
4. 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 4 | 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 4 | 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 4 | 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 4 | Further Resources and Contacts

continued

Heart and Stroke Foundation of Canada

www.heartandstroke.ca

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

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

Heart and Stroke Foundation of B.C. and Yukon

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

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

Making it Happen: Healthy Eating at School

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

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

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

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

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