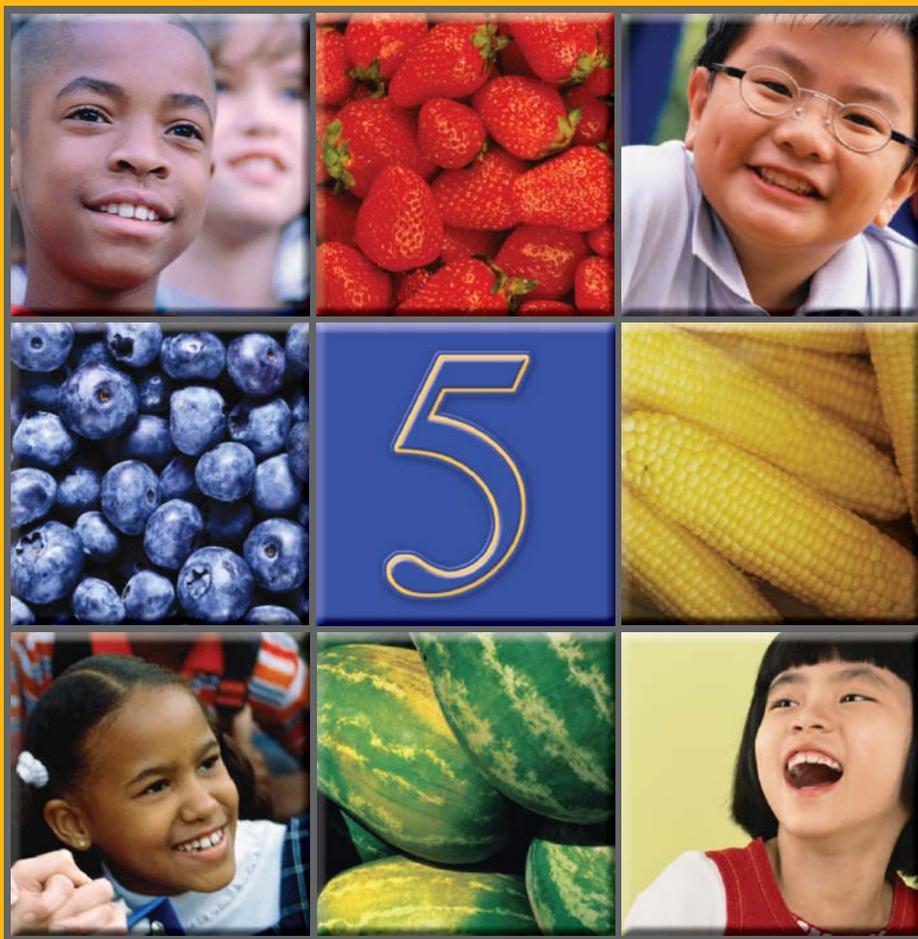


# Healthy Eating & Physical Activity Learning Resource



Every move is a good move.

# Grade 5

## Healthy Eating & Physical Activity Learning Resource

# Grade 5 | 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 5 | 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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Bryanna Lemiski	Davidson Road Elementary
Sandra Northcote	Davidson Road Elementary
Kelly Phillips	Davidson Road Elementary
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Laura Inglis	Abbotsford Middle School
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### School District # 36 (Surrey)

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### School District # 39 (Vancouver)

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# Grade 5 | 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 5 | 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 5 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 TV Talk Show.

A TV Talk Show 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.

Throughout the unit students will develop projects that are suitable for this kind of event. They can use the materials they have created in each lesson, create further 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 TV Talk Show 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](http://www.healthcanada.gc.ca/fooduide) and [www.paguide.com](http://www.paguide.com).

# Grade 5 | At a Glance

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
<b>LESSON 1</b> The Interview	<p>Identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media).</p> <p>Describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, regular physical activity, and maintaining emotional health.</p>	<p>Students explore what influences an individual's food and activity choices and how to achieve and maintain optimal physical and emotional health.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• recognize that healthy eating, physical activity and emotional health are all part of a healthy lifestyle,</li> <li>• recognize that healthy eating and daily physical activity contribute to emotional health,</li> <li>• recognize influence of family, peers and media on food and activity choices, and</li> <li>• identify effective strategies for making healthy food choices and for engaging in daily physical activity.</li> </ul>
<b>LESSON 2</b> Strategies for Making Healthy Choices	<p>Identify factors that influence attitudes and decisions regarding healthy lifestyles.</p> <p>Describe strategies for a healthy, balanced lifestyle, including healthy eating, regular physical activity and maintaining emotional health.</p>	<p>Students consider what influences their food and activity choices and explore a variety of strategies for making food and activity choices that contribute to a healthy lifestyle.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• recognize how family, peers and media influence their eating and physical activity habits and their emotional well-being,</li> <li>• recognize that influences can be both positive and negative, and</li> <li>• apply effective strategies to deal with common situations.</li> </ul>
<b>LESSON 3</b> Advertising Healthy Choices	<p>Identify factors that influence attitudes and decisions regarding healthy lifestyles.</p> <p>Describe strategies for a healthy, balanced lifestyle, including healthy eating, daily physical activity and maintaining emotional health.</p>	<p>Students describe how family, peers and media influence their healthy eating and physical activity choices and present strategies needed to make healthy choices.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• recognize <i>Eating Well with Canada's Food Guide</i> and <i>Canada's Physical Activity Guide for Youth</i> as resources that assist decision making for a healthy lifestyle,</li> <li>• explain how media, family and peers influence eating and physical activity choices,</li> <li>• describe strategies for making healthy food choices and for engaging in daily physical activity, and</li> <li>• apply advertising strategies to present messages about healthy eating, physical activity choices and maintaining emotional health.</li> </ul>

## Grade 5 | At a Glance continued

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
<b>LESSON 4</b> The Talk Show	<p>Identify factors that influence attitudes and decisions regarding healthy lifestyles.</p> <p>Describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, regular physical activity, and maintaining emotional health.</p>	<p>This lesson uses a Talk Show format to allow students to demonstrate and celebrate what they have learned throughout the unit of instruction.</p>	<p>Students:</p> <ul style="list-style-type: none"><li>• demonstrate their knowledge of the factors that influence their attitudes and decisions regarding healthy lifestyles, and</li><li>• demonstrate strategies for making healthy choices that contribute to a healthy, balanced lifestyle.</li></ul>

# Grade 5 | Lesson 1 - The Interview



## General Overview

In this lesson students will explore what influences an individual's food and activity choices and how to achieve and maintain optimal physical and emotional health.

## Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media).
- Describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, regular physical activity, and maintaining emotional health.

English Language Arts K to 7

## Objectives

Students will be able to:

- recognize that healthy eating, physical activity and emotional health are all part of a healthy lifestyle,
- recognize that healthy eating and daily physical activity contribute to emotional health,
- recognize the influences family, peers and media have on food and activity choices, and
- identify effective strategies for making healthy food choices and for engaging in daily physical activity.

### 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)

## Preparation

- Find a healthy adult who is willing to visit the classroom to be interviewed by the students.
- Find and read Principles and Benefits of Healthy Eating and Principles and Benefits of Physical Activity – Teacher Backgrounders.
- Find and read Guidelines for Emotional Health – Teacher Backgrounder.
- Find and read Sample Interview Questions – Teacher Notes.
- Copy The Interview Report for each student – Student Handout.

## Engaging the Learner

- Draw three columns on the board with the headings Healthy Eating, Regular Physical Activity, Emotional Health, like this:

<i>Healthy Eating</i>	<i>Regular Physical Activity</i>	<i>Emotional Health</i> <i>(feeling good about yourself)</i>
e.g. <i>Eat a healthy breakfast every day.</i>	e.g. <i>Reduce the amount of time watching television.</i>	e.g. <i>Get together with friends after school and go swimming.</i>

- Tell students that all three of these factors contribute to a healthy balanced lifestyle.
- Ask students to brainstorm healthy behaviours for each factor (Healthy Eating, Regular Physical Activity and Emotional Health – feeling good about yourself). A Think-Pair-Share teaching strategy can be used.
- Record student responses on the chart for all to view.

## Activities

- Tell students they will be conducting a 10-15 minute interview of a healthy person to determine what that person does to maintain a healthy lifestyle (healthy eating, regular physical activity and emotional health).
- Distribute and review The Interview Report – Student Handout and advise students that once the interview has been conducted they will need to complete this report.
- In groups of 3-4, have students compose 4 or 5 questions for the interviewee. Students may want to refer to the list of responses previously recorded (under engaging the learner). Encourage students to compose questions that relate

to physical activity, healthy eating, and emotional health. They also need to consider influences such as family, friends, and media. (See Sample Interview Questions.)

- Introduce the guest to be interviewed.
- Conduct the interview ensuring that questions are not repeated.
- Have each student complete the Interview Report.

## Assessment

Invite students to share their interview reports with the class, highlighting the strategies they will use to follow the guidelines to healthy eating, incorporate physical activity in their daily routines and maintain emotional health.

### Note

It is suggested that the actual interview be conducted after you have had the opportunity to review the appropriateness of each group's questions. This could be after recess or lunch or on a subsequent day.



# Lesson 1 | Sample Interview Questions - Teacher Notes

## Healthy Eating

Do you snack regularly? What are some of your favorite snacks?  
Do you eat foods and drink beverages from all four food groups of *Eating Well with Canada's Food Guide* at most meals?  
Do your friends ever influence what you eat? How?  
Does the media ever influence what you eat? How?  
Does your family ever influence what you eat? How?  
Do your emotions or feelings ever influence what you eat? How?  
What are your favourite foods? Why?  
What are your favorite beverages? Why?  
How does eating well make you feel?  
How do you feel when you don't eat well?

## Physical Activity

Are you physically active? If yes, how often are you active?  
What are your favorite physical activities? Why are these your favorite?  
Why do you think it is important to be physically active?  
Are your favourite physical activities done alone, with a friend or with a group?  
Which do you prefer? Why?  
Who or what inspires you to be physically active?  
How do you feel after being physically active?  
How do you feel when you are inactive?  
If you decide to be less active or inactive, what influences your choice?

## Emotional

Does anyone in your life inspire you to make healthy choices?  
What do you do when you are feeling sad or upset?  
What do you do when you are feeling stressed?  
What kinds of things do you do to relax?  
Do you have any hobbies or activities that make you feel happy?  
How do your friends help you make healthy choices?  
How do you maintain a positive self image?  
Are there things you avoid because they make you feel sad or angry?  
Are there people you can talk to when you're upset?  
When you eat well and when you're physically active, how do you feel about yourself?

## General

Who are your role models? Why?  
What advice would you give to a friend on healthy eating and/or physical activity?  
What would you consider to be your most impressive accomplishment in terms of healthy eating and/or physical activity?  
What makes it easy for you to be healthy?  
What makes it hard for you to be healthy?  
How much sleep do you get each night?  
Do you feel awake and full of energy in the morning?



# THE INTERVIEW REPORT



Name: \_\_\_\_\_

Interviewee: \_\_\_\_\_

S/he leads a healthy balanced lifestyle because:

Food choices are influenced by: (explain how)

Family:

Friends:

Media:

Other:

Activity choices are influenced by: (explain how)

Family:

Friends:

Media:

Other:

Emotional Health is influenced by: (explain how)

Family;

Friends:

Media:

Other:

# THE INTERVIEW REPORT

*continued...*

S/he uses the following strategies to maintain a healthy, balanced lifestyle.

1) Healthy Eating:

2) Regular Physical Activity:

3) Emotional Health:

What strategies will YOU use in the future to maintain a healthy, balanced lifestyle?

1) To eat healthy every day:

2) To be active every day:

3) To feel good about myself:

I, \_\_\_\_\_, understand that in order to achieve and maintain optimum physical and emotional health, I must eat healthy, engage in regular physical activity, try to have some close friendships and get enough sleep.



# Grade 5 | Lesson 2 - Strategies for Making Healthy Choices



## General Overview

In this lesson students will consider what influences their food and activity choices and explore a variety of strategies for making food and activity choices that contribute to a healthy lifestyle.

## Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media).
- Describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, regular physical activity and maintaining emotional health.

## Objectives

Students will be able to:

- recognize how family, peers and media influence their eating and physical activity habits and their emotional wellbeing,
- recognize that influences can be both positive and negative, and
- apply effective strategies to deal with common situations.

## Preparation

- Make a transparency of Have You Ever Been Influenced? Quiz.
- Gather large sheets of poster paper. Copy one of the Common Situations on to each paper. (To save time you may want to enlarge each situation and cut and paste it on the paper.)
- Gather coloured markers.

### Note

Copies of *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Youth* 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)

- Find *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Youth*.
- Find and read *Strategies for Making Healthy Choices*.
- Copy the Ticket Out the Door – Teacher Assessment for each student.

## Engaging the Learner

- Have students number from 1 – 15 on a page in their notebooks.
- Display the “Have You Ever Been Influenced?” Quiz on the overhead projector, reading each question one at a time.
- Ask students to respond to each question with a Yes (Y) or No (N) in their notebooks. There is no right or wrong answers, so students should be encouraged to respond honestly.
- Once all the questions have been read, ask students to add up the number of Yes responses. Responses will vary; however, even if a student has only one yes, it can be argued that we are all influenced (either positively or negatively) at one time or another.

## Activities

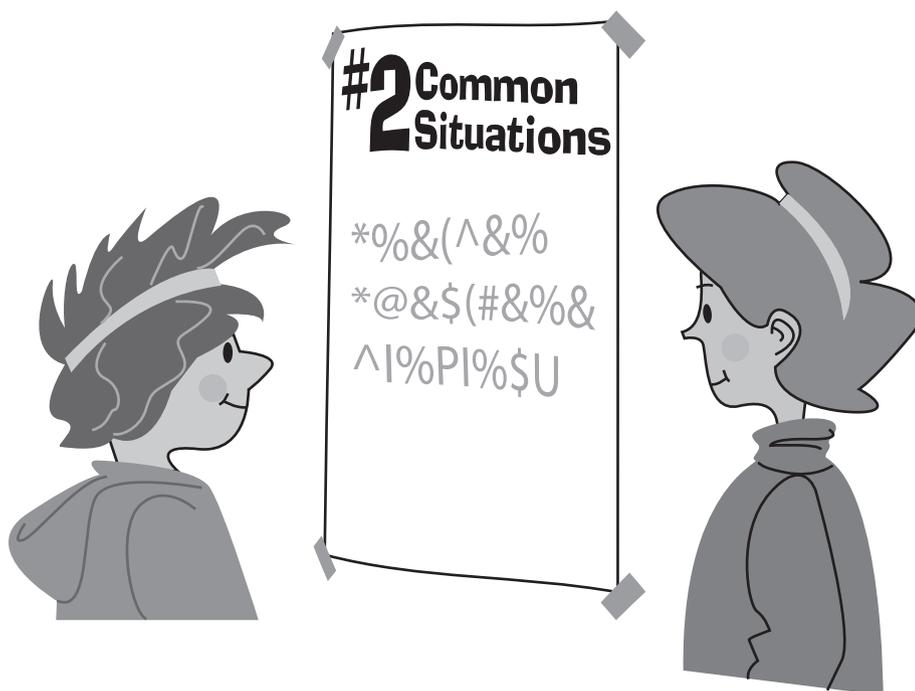
- Tell students that many things influence our decisions about healthy eating and physical activity. Lead a discussion that includes the following concepts:
  - o family, friends, and media often influence our decisions about what, when, where and how much we eat, whether we are physically active or inactive and our emotional state,
  - o influences can be both positive and negative, and
  - o common situations affecting our eating, physical activity and how we are feeling can be positively dealt with by using some simple strategies.
- Put students into six groups. Number the groups from one to six.
- Give each group a different coloured marker.
- Tell students that there are six common situations posted around the room numbered one to six.
- Instruct each group to gather at the scenario that matches their group number.
- Tell students that their task is to come up with 1-2 strategies they can use to deal with that common situation.
- Every 2-3 minutes, ask groups to move to a different situation.
- Instruct students to read the strategies written by the previous groups and add another strategy for that situation. Have students place a check mark beside the strategies already listed if they agree with them.

- As ideas become exhausted, lessen the time spent at each station.
- Continue rotating groups until each group has had an opportunity to deal with each situation.
- Ask students to return to their seats and debrief the activity by:
  - o reading the common situation and reviewing the suggested strategies to deal with that situation,
  - o adding any strategies that were not mentioned by students (See Strategies for Making Healthy Choices Teacher Notes), and
  - o telling students that we are influenced at times to choose less healthy foods, to be inactive or to do things that don't make us feel good about ourselves; knowing how to deal with these influences is important to living a balanced, healthy lifestyle.
- Save the student responses for next lesson.

## Assessment

Using a Ticket Out the Door!:

- ask students to identify a recent situation in which their health choices were influenced,
- ask students to identify the strategy they used in that situation, and
- ask students to identify a strategy they will use if faced with that situation again.



## Grade 5 | Lesson 2 - Have You Ever Been Influenced? Quiz

### *Have you ever:*

<b>1</b>	eaten food when you were not hungry because you didn't want to hurt someone's feelings?	YES [ ]	NO [ ]
<b>2</b>	tried a food because it looked appealing on an advertisement?	YES [ ]	NO [ ]
<b>3</b>	followed the nutrition and activity advice in fitness magazines?	YES [ ]	NO [ ]
<b>4</b>	bought sports clothing or equipment because a celebrity said it was good?	YES [ ]	NO [ ]
<b>5</b>	been encouraged by a family member to try new foods?	YES [ ]	NO [ ]
<b>6</b>	chosen a restaurant based on flyers or coupons?	YES [ ]	NO [ ]
<b>7</b>	participated in a community sports event?	YES [ ]	NO [ ]
<b>8</b>	super-sized a meal because it was a good deal?	YES [ ]	NO [ ]
<b>9</b>	read the labels on food products?	YES [ ]	NO [ ]
<b>10</b>	eaten less or more than you wanted in order to please a family member or friends?	YES [ ]	NO [ ]
<b>11</b>	joined a sports team because your friends did?	YES [ ]	NO [ ]
<b>12</b>	given up a physical activity to do something else with a friend?	YES [ ]	NO [ ]
<b>13</b>	been told to be home by dinner to eat with the family?	YES [ ]	NO [ ]
<b>14</b>	been served healthy, well balanced meals and snacks by your family?	YES [ ]	NO [ ]
<b>15</b>	eaten fast food more than once a week?	YES [ ]	NO [ ]

# Grade 5 | Lesson 2 - Strategies for Making Healthy Choices

## COMMON SITUATIONS

### Common Situation #1

You are at your grandparent's house for dinner. They want you to have a piece of apple pie for dessert. You're full but you don't want to hurt their feelings. What do you do?

1

### Common Situation #2

You are at the movies with your family. You're buying a small popcorn and a beverage. For just fifty cents more you can supersize your popcorn and your beverage. Your brother tells you it's a good deal. What do you do?

2

### Common Situation #3

You and your friends are hanging out after school. One of your friends suggests going to his place and playing video games. You'd like to try out the new bike trails but you still want to hang out with your friends. What do you do?

3

### Common Situation #4

It's lunch time and you're hungry. You've brought a cheese sandwich, an apple and a container of milk for lunch but your best friend's mother has offered to take you and your friend to enjoy a double cheeseburger and fries with a super-size cola because she has a 2-for-1 coupon. What do you do?

4

### Common Situation #5

Your parents run their own business and have had to work late taking inventory. The last three evenings you've had fast food for dinner because no one has had the time to cook a nutritious meal. What do you do?

5

### Common Situation #6

You eat three well-balanced meals and two healthy snacks each day. The magazine you've been reading tells you that in order to receive all the vitamins and minerals you need, you need to supplement your diet with "Energy PLUS", a popular sports drink. Lots of students at your school are drinking "Energy PLUS". What do you do?

6

# Grade 5 | Lesson 2 - Strategies for Making Healthy Choices

## Teacher Notes

<p><b>Common Situation #1</b></p> <p>You are at your grandparent’s house for dinner. They want you to have a piece of apple pie for dessert. You’re full but you don’t want to hurt their feelings. What do you do?</p>	<p><b>Example Strategies:</b></p> <ul style="list-style-type: none"> <li>• Say you are full right now but ask for the piece of pie to take with you so that you can enjoy it later.</li> <li>• Say “no thank you” because you are just too full from the delicious meal.</li> </ul>	<p><b>1</b></p>
<p><b>Common Situation #2</b></p> <p>You are at the movies with your family. You’re buying a small popcorn and a beverage. For just fifty cents more you can supersize your popcorn and your beverage. Your brother tells you it’s a good deal. What do you do?</p>	<p><b>Example Strategies:</b></p> <ul style="list-style-type: none"> <li>• Stick with your plan and tell your brother that a small is enough.</li> <li>• Ask your brother if he wants to share the supersized portion with you – that way it is an even better deal.</li> </ul>	<p><b>2</b></p>
<p><b>Common Situation #3</b></p> <p>You and your friends are hanging out after school. One of your friends suggests going to his place and playing video games. You’d like to try out the new bike trails but you still want to hang out with your friends. What do you do?</p>	<p><b>Example Strategies:</b></p> <ul style="list-style-type: none"> <li>• Ask your friends to go for a half hour bike ride and then go play video games.</li> <li>• Hang out with your friends for an hour and then go biking on your own or with one keen friend.</li> </ul>	<p><b>3</b></p>
<p><b>Common Situation #4</b></p> <p>It’s lunch time and you’re hungry. You’ve brought a cheese sandwich, an apple and a container of milk for lunch but your best friend’s mother has offered to take you and your friend to enjoy a double cheeseburger and fries with a super-size cola because she has a 2-for-1 coupon. What do you do?</p>	<p><b>Example Strategies:</b></p> <ul style="list-style-type: none"> <li>• Go and have the burger with your friend but instead of fries have the milk and apple with the burger and save your cheese sandwich for a snack after school.</li> <li>• Thank your friend’s mother but tell her that you have to stay and eat lunch at school so you can play volleyball in the gym after you eat.</li> </ul>	<p><b>4</b></p>
<p><b>Common Situation #5</b></p> <p>Your parents run their own business and have had to work late taking inventory. The last three evenings you’ve had fast food for dinner because no one has had the time to cook a nutritious meal. What do you do?</p>	<p><b>Example Strategies:</b></p> <ul style="list-style-type: none"> <li>• Offer to make a salad and grilled cheese sandwiches for dinner.</li> <li>• Go for the fast food but choose healthier options such as subs, grilled burgers with side salad or a veggie burger.</li> </ul>	<p><b>5</b></p>
<p><b>Common Situation #6</b></p> <p>You eat three well-balanced meals and two healthy snacks each day. The magazine you’ve been reading tells you that in order to receive all the vitamins and minerals you need, you need to supplement your diet with “Energy PLUS”, a popular sports drink. Lots of students at your school are drinking “Energy PLUS”. What do you do?</p>	<p><b>Example Strategies:</b></p> <ul style="list-style-type: none"> <li>• Find out more before buying Energy PLUS by calling Dial-a-Dietitian or asking the pharmacist at your local store. Share what you learn with your friends.</li> <li>• Tell your friends that you get all the energy and vitamins and minerals you need from the food you eat.</li> </ul>	<p><b>6</b></p>

# Lesson 2 | Ticket Out the Door

Self-assessment

Name: \_\_\_\_\_

## Strategies for Making Healthy Choices - Self-Assessment Tool

A health-related situation that I recently faced:

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The strategy I used was:

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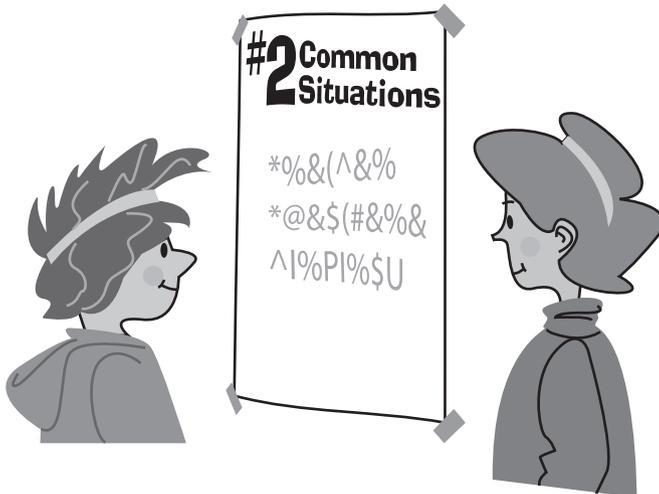
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A strategy I will use in future:

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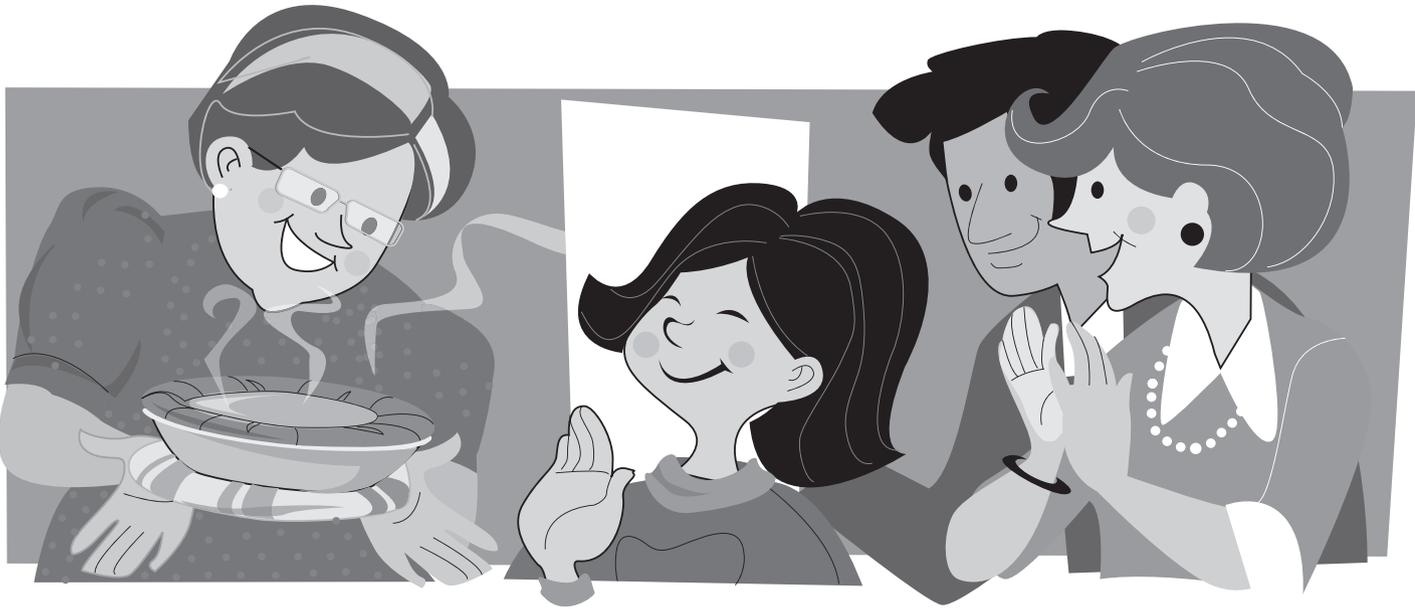
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Teacher's Initials \_\_\_\_\_

# Grade 5 | Lesson 3 - Advertising Healthy Choices



## General Overview

In this lesson students will describe how family, peers and media influence their healthy eating and physical activity choices and present strategies needed to make healthy choices.

## Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media).
- Describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, daily physical activity and maintaining emotional health.

Fine Arts K to 7

## Objectives

Students will be able to:

- recognize *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Youth* as valuable resources that assist decision making to achieve a healthy lifestyle,
- explain how media, family and peers influence eating and physical activity choices,
- describe strategies for making healthy food choices and for engaging in daily physical activity, and
- apply advertising strategies to present messages about healthy eating, physical activity choices and maintaining emotional health.

## Preparation

- Find *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Youth* for each group.
- Copy the Advertisement Plan – Student Handout for each group of four students.
- Review the Common Situations and Strategies for Making Healthy Choices activity from the previous lesson
- Find and read Sample Advertisement – Teacher Notes.

### Note

For more ideas on advertising techniques targeting youth, refer to:

The Media Awareness Network  
[www.education-medias.ca](http://www.education-medias.ca)

## Engaging the Learner

- Give students a few minutes to think about popular food or activity related jingles and slogans for advertisements that they have heard or seen on television. (e.g., “I’m lovin’ it!”, “finger lickin’ good”, “roll up the rim to win”, “every move is a good move” or “just do it!”)
- Have students recall a jingle or slogan and ask them to share it with the class.
- Ask the class to identify the product that the jingle or slogan entices us to buy.

## Activities

- Lead a discussion about the power of media and how it influences us. Discuss the following common strategies employed by advertisers to get our attention:

Advertisements use animation, music, bright colours, celebrities, characters, humour, popular youth lingo and testimonials in an attempt to appeal to your:

- o health and happiness (it makes you healthier and happier);
  - o senses (it tastes good, looks good, smells good or feels good);
  - o pocketbook (it saves you money);
  - o desire to be “like everyone else” (bandwagon technique);
  - o desire to be like celebrities (e.g. a famous person says s/he likes it);
  - o desire to succeed and make good choices (it’s the best choice).
- Ask students how they think these techniques make them feel about the product. Do these techniques make them want to buy it?
  - Put students into groups of 4.
  - Inform students that they will create and perform a one-minute TV advertisement that speaks to friends, family or media about the importance of healthy eating and regular physical activity. Their advertisement will be viewed at the upcoming Talk Show.

- Tell students that they may use any of the common situations previously discussed in lesson two or they may create a new situation.
- Review how media, family and peers can influence eating and physical activity choices and the strategies they can use to make healthy choices. (Refer to the Common Situations and Strategies to Make Healthy Choices activity in Lesson 2.)
- Distribute *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Youth* and review the concepts that are important to maintaining a healthy lifestyle. For example:
  - o establishing a healthy eating pattern and incorporating daily physical activity,
  - o choosing a variety of foods from all food groups,
  - o eating the recommended number of Food Guide servings each day,
  - o eating moderate portion sizes, and
  - o participating in fun physical activities of varying intensities and durations.
- Distribute the Advertisement Plan – Student Handout to each group of students.
- Discuss the following criteria.
  - o Their advertisement must be directed at family, friends or media.
  - o Their advertisement must contain a message that deals with strategies for making healthy eating and physical activity choices based on *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Youth* and strategies for maintaining emotional health as based on class discussions.
- If media is chosen as the audience, students may want to consider an advertisement that challenges the messages of existing commercials and addresses the reality of eating unhealthy food on a regular basis (e.g., an advertisement that promotes huge servings of fast food is not a healthy message).

## Assessment

- After each presentation, ask students to discuss the key messages shown in the advertisements and why these health messages are important. Remind students that media messages are powerful in influencing choices around eating and activity.

# Grade 5 | Lesson 3 - Advertisement Plan )))



Group Names: \_\_\_\_\_  
\_\_\_\_\_

Our advertisement is for: (choose two)  
Healthy Eating   
Physical Activity   
Emotional Health

Our advertisement is directed to:  
Media   
Friends   
Family

Our group chose common scenario # \_\_\_\_.

Our group will create a new scenario \_\_\_\_.

Our message is based on information contained in:

*Eating Well with Canada's Food Guide* [ ]

*Canada's Physical Activity Guide for Youth* [ ]

Our message is:

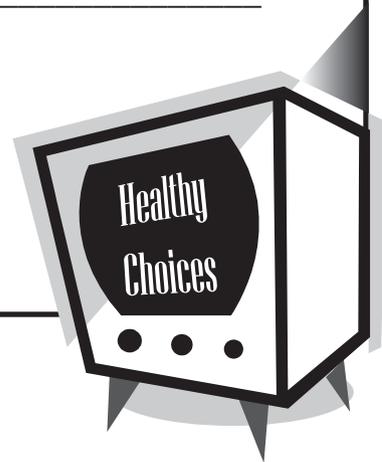
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This message is important because:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The hook for our message will be a:

Slogan [ ]  
Jingle [ ]  
Other (please specify) \_\_\_\_\_



## SAMPLE ADVERTISEMENT TEACHER NOTES

### Common Situation # 1

**Setting:** A family is sitting around the dinner table at grandma's house.

**Characters:** Grandma, child, mother and father.

**Situation:** Grandma is encouraging the child to have a piece of pie. The child has just eaten a full and satisfying dinner and is no longer hungry. The child politely refuses but grandma insists saying: "You need to put some meat on your bones, child." Grandma cuts a piece of pie and puts it in front of the child. Parents wait to see how child responds.

The child (using one of the suggested strategies for dealing with this situation) asks grandma for a container for the pie so she can take the pie home. She tells grandma that she really loves her apple pie but she would like to save it for tomorrow when she is not so full. That way she'll enjoy it more.

Parents smile and praise the child's good decision making. They might say: "Sally you made a very good decision because you shouldn't eat when you're full."

Grandma gets Sally a container for the pie and says: "Sally, you're a very smart little girl!"

The advertisement ends with the family singing a jingle about healthy eating.

This advertisement about healthy eating speaks to family. It stresses how family can influence our eating choices and it provides a strategy for dealing with that influence in a polite and respectful way that fosters positive relationships.



# Grade 5 | Lesson 4 - The Talk Show



## General Overview

This lesson uses a Talk Show format to allow students to demonstrate and celebrate what they have learned throughout the unit of instruction.

## Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- Identify factors that influence attitudes and decisions regarding healthy lifestyles.
- Describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, regular physical activity, and emotional health.

English Language Arts K to 7

Visual Arts K to 7

## Objectives

Students will be able to:

- demonstrate their knowledge of the factors that influence their attitudes and decisions regarding healthy lifestyles, and
- demonstrate strategies for making healthy choices that contribute to a healthy, balanced lifestyle.

## Preparation

- Find and read Principles and Benefits of Healthy Eating and Principles and Benefits of Physical Activity – Teacher Backgrounders.
- Find and read Guidelines for Emotional Health – Teacher Backgrounder.
- Find the Talk Show Plan - Transparency.
- Arrange the classroom so there is space for the presenters and for the audience.

### NOTE

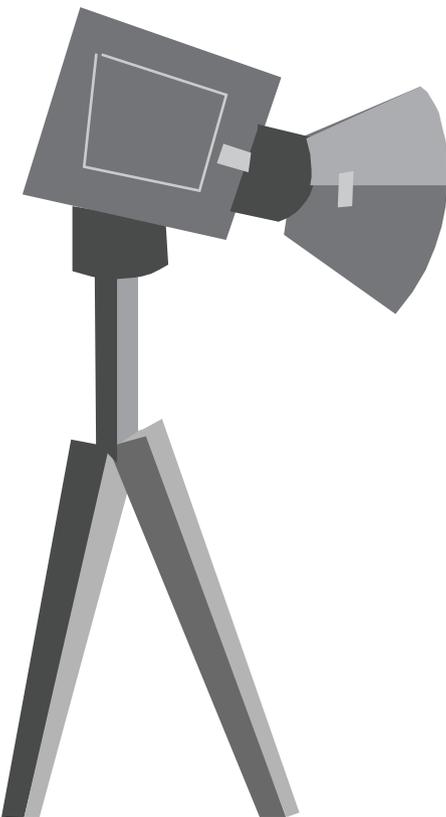
It is not intended that this be a big production. It can be as simple as clearing a space at the front of the classroom for the presenters. However, it could also be an effective presentation for a parent evening or a student assembly.

## Engaging the Learner

- Have students discuss the variety of television Talk Shows with which they are familiar.

## Activities

- Tell students that they are going to create their own talk show about healthy eating, physical activity and emotional health.
- Review the past three lessons by having students brainstorm the main messages and record them for all to view. Ensure the following main ideas are covered.
  - o Healthy eating, regular physical activity and emotional health all contribute to a healthy lifestyle.
  - o Family, peers and media influence the eating and activity choices we make.
  - o Influences can be both positive and negative.
  - o It is important to develop appropriate strategies to deal with negative influences on our lifestyle choices.
  - o It is important to establish a healthy eating pattern, incorporate daily physical activity and find time to spend with family and friends regularly.
  - o Students should be guided by information contained in *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Youth*.
- Use the Talk Show Plan Transparency to help students develop a plan for the show.
- Consider presenting the Talk Show to another class, at a school assembly or to parents.



## Lesson 4 | The Talk Show PLAN



Choose a name.

Choose host/s.

Plan and construct a background/banner for a television program. (Optional)

Select guests:

- **Lesson 1** – A doctor or a reporter who summarizes the latest findings on what it takes to lead a healthy, balanced lifestyle.
- **Lesson 2** - A panel of health strategists, author(s) or psychologist(s) who talk about effective strategies for dealing with negative influences on our eating and activity choices.
- **Lesson 3** – Choose appropriate advertisements that ‘sponsor’ the show.
- Other guests as appropriate.

Create questions and introductions for the Talk Show Host to use.

Decide on the amount of audience participation (e.g., a question/answer period).

Create an appropriate introduction and ending for the show.

# Grade 5 | 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
<b>KNOWLEDGE</b> Student can recall ideas and information shared in the lessons:				
Identifies factors that influence our lifestyle choices	needs consistent assistance to identify factors that influence our lifestyle choices	identifies 2-4 factors that influence our lifestyle choices	identifies 5-7 factors that influence our lifestyle choices	identifies all factors mentioned in lesson content and mentions additional influences
Describes strategies for contributing to healthy eating, regular physical exercise, and maintaining emotional health	needs consistent assistance to give examples of ways to eat healthy, be active regularly, and maintain emotional health	needs some assistance to explain a positive strategy for healthy eating, and for regular physical exercise, and for maintaining emotional health	explains a positive strategy for healthy eating, and for regular physical exercise, and for maintaining emotional health	explains many positive strategies for healthy eating, and for regular physical exercise, and for maintaining emotional health
Can identify and use helpful resources, such as <i>Eating Well with Canada's Food Guide</i> and <i>Canada's Physical Activity Guide for Youth</i>	needs consistent assistance to use available resources for planning a healthy lifestyle	uses with some support available resources for planning a healthy lifestyle	effectively uses available resources for planning a healthy lifestyle	spontaneously uses available resources for planning a healthy lifestyle

<b>COMPREHENSION</b> Student can answer the following questions:				
Why is it important to know about what influences our decisions?	needs consistent assistance to describe how knowledge about what influences our behaviour helps us make healthier choices	with some support describes how knowledge about what influences our behaviour helps us make healthier choices	describes how knowledge about what influences our behaviour helps us make healthier choices	draws a reasoned conclusion that behaviours are affected by attitudes, attitudes are affected by knowledge
How are you influenced? How does that affect your healthy lifestyle choices?	needs consistent support to give examples of their personal influences and the behaviours they demonstrate as a result	gives a few examples of their personal influences and the behaviours they demonstrate as a result	gives many examples of their personal influences and the behaviours they demonstrate as a result	spontaneously recognizes many examples of their personal influences and the behaviours they demonstrate as a result
Recognizes influences as positive or negative	needs consistent support to categorize influences as positive or negative	categorizes influences as positive or negative with some assistance	independently categorizes influences as positive or negative	spontaneously categorizes influences as positive or negative

# Grade 5 | 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 did you do in that situation? What do you think about that?	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 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 decisions and behaviours
What do you know now that you didn't know when we started?	needs consistent support to evaluate their attitudes and behaviours as positive or negative and gives reasons	evaluates their attitudes and behaviours as positive or negative and gives reasons	evaluates their attitudes and behaviours as positive or negative and gives reasons	recognizes patterns in their attitudes and behaviours
What do you think differently about now?	needs consistent support to recognize changes in their thinking/attitudes	recognizes changes in their thinking with support	recognizes changes in their thinking	spontaneously recognizes changes in their thinking
How will that affect your future decisions?	needs consistent support to identify some changes they plan to make in the future	identifies one or two 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.



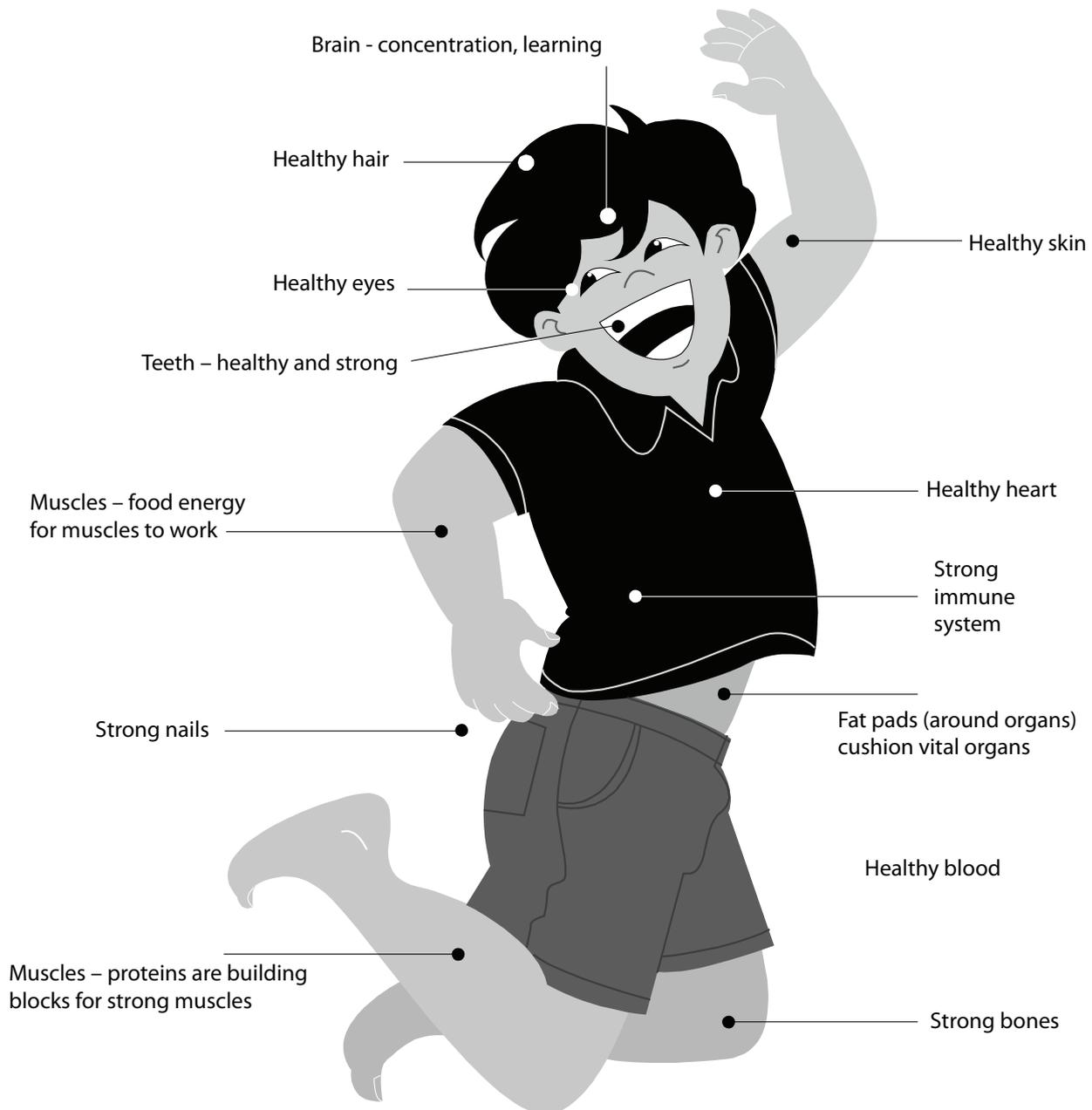
## Benefits

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 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.

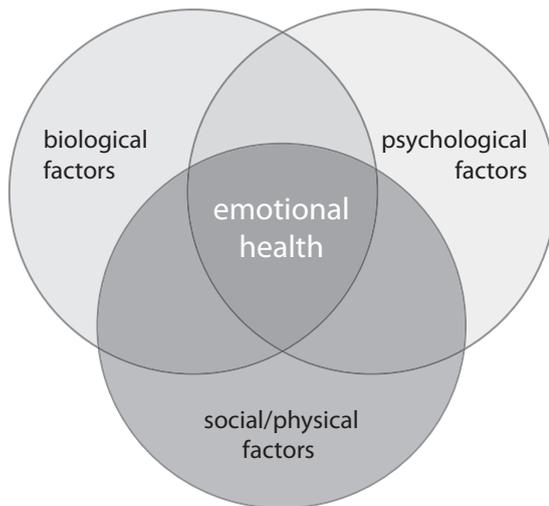
*Action Schools! BC (2006)*  
[www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)

# 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.



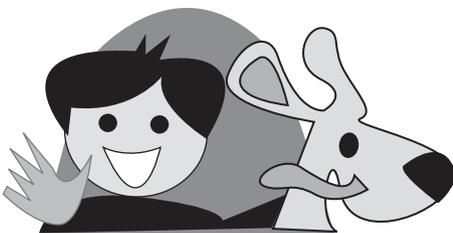
The relationship between nutrition and emotional health is starting to emerge through research. So far we know that:

- 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 5 | 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

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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,

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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.

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## 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.