

# Healthy Eating & Physical Activity Learning Resource



Every move is a good move.

# Grade 6

## Healthy Eating & Physical Activity Learning Resource

# Grade 6 | 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 6 | 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 6 | 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 6 | 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 6 Learning Resource

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

The rally 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 and/or create further exhibits and materials that would be appropriate for this culminating activity. Other classes or their parents can be invited to attend the presentation.

It is suggested that students be told about the Health Rally 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 6 | At a Glance

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
<b>LESSON 1</b> Health Investigators	List and describe the benefits of attaining and maintaining a balanced healthy lifestyle, including the benefits of being physically active, healthy eating practices, and an emotionally healthy lifestyle.	Students explore the benefits of a healthy lifestyle and how to achieve it through healthy eating and regular physical activity.	Students: <ul style="list-style-type: none"> <li>• develop criteria for a Super Health Hero,</li> <li>• identify immediate and long-term benefits of healthy eating,</li> <li>• identify immediate and long-term benefits of daily physical activity, and</li> <li>• identify immediate and long-term benefits of emotional health.</li> </ul>
<b>LESSON 2</b> Super Health Heroes I	List and describe the benefits of attaining and maintaining a balanced healthy lifestyle.	Students research nutrients and explain how they contribute to overall health. They will learn the food sources of certain nutrients.	Students: <ul style="list-style-type: none"> <li>• determine the relationship among food, nutrients and their health.</li> </ul>
<b>LESSON 3</b> Super Health Heroes II	List and describe the benefits of attaining and maintaining a balanced healthy lifestyle.	Students continue to develop and expand their knowledge of the benefits of healthy eating, physical activity and emotional health and the strategies they can use to maintain good health.	Students: <ul style="list-style-type: none"> <li>• review and expand their knowledge of the benefits of healthy eating and daily physical activity, and</li> <li>• choose, research and report on a nutrient and/or on a physical activity including how they contribute to healthy living.</li> </ul>
<b>LESSON 4</b> Health Rally	List and describe the benefits of attaining and maintaining a balanced healthy lifestyle.	Students integrate their knowledge of healthy eating and physical activity by sponsoring a health rally.	Students: <ul style="list-style-type: none"> <li>• share information about the benefits of making healthy eating choices and engaging in daily physical activity and give advice about how to achieve these benefits,</li> <li>• review the attitudes, skills and knowledge gained throughout the unit's activities,</li> <li>• encourage youth their age to pursue a healthy lifestyle, and</li> <li>• link healthy eating and physical activity to emotional health.</li> </ul>



# Grade 6 | Lesson 1 - Health Investigators



## General Overview

In this lesson students will explore the benefits of a healthy lifestyle and how to achieve it through healthy eating and regular physical activity.

## Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- List and describe the benefits of attaining and maintaining a balanced healthy lifestyle, including the benefits of being physically active, healthy eating practices, and an emotionally healthy lifestyle.

English Language Arts K to 7

## Objectives

Students will be able to:

- develop criteria for a Super Health Hero,
- identify immediate and long-term benefits of healthy eating,
- identify immediate and long-term benefits of daily physical activity, and
- identify immediate and long-term benefits of emotional health.

### 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 and read Principles and Benefits of Healthy Eating and Principles and Benefits of Regular Physical Activity – Teacher Backgrounders.
- Find and read Guidelines for Emotional Health – Teacher Backgrounder.
- Find Help Wanted – Transparency

- Find large sheets of drawing paper and felt pens for each group of four students.
- Have available a large sheet of chart paper and coloured felt pens.
- Prepare a Benefits of a Healthy Lifestyle chart as illustrated.

### *Benefits of a Healthy Lifestyle*

<i>Healthy Eating</i>		<i>Physical Activity</i>		<i>Emotional Health</i>	
<i>Short Term</i>	<i>Long Term</i>	<i>Short Term</i>	<i>Long Term</i>	<i>Short Term</i>	<i>Long Term</i>

## Engaging the Learner

- Ask students who their super heroes are, what they look like, what they do and why they are considered super heroes. Discuss. Ask questions such as:
  - o How healthy do you think super heroes are?
  - o What kind of strength, endurance, and flexibility do they have?
  - o What kind of physical activities do you think they did to develop their strength, endurance and flexibility?
  - o What do you think a super hero eats to stay healthy?
  - o What does a super hero do to stay emotionally healthy?
- Direct students' attention to the Help Wanted - Transparency and discuss.
- Tell students that at the end of this unit they will have met all the criteria needed to apply for this job and they will have actually developed prototypes of Super Health Heroes which they will share with the other students in the school.



## Activities

- Have students form groups of four, distribute large sheets of drawing paper and felt pens. These groups will stay together for the entire project.
- Using a webbing technique, have each group list all the characteristics of a Super Health Hero. (See diagram on next page)
- Have students regroup as a class to share their webs of Super Health Hero characteristics. Amalgamate all their ideas onto a large Super Health Hero Characteristics Chart.
- Ask students to refer back to the HELP WANTED transparency and view all the characteristics of a Super Health Hero that they have created.

### Note

**Immediate health benefits** of healthy eating and regular physical activity are benefits experienced while doing the activity, throughout the day or even throughout the week. Some examples of immediate benefits include having more energy, feeling happier, and being less fidgety and more attentive at school.

**Long-term health benefits** of healthy eating and regular physical activity are benefits experienced throughout our lives as we age. Some examples of long-term benefits include having a stronger heart, healthy bones, healthy muscles, a healthy blood pressure, a reduced risk of developing certain diseases, and feeling good about ourselves.

- Draw students' attention to the Benefits of a Healthy Lifestyle chart.
- Ask students to do a think-pair-share and then a general brainstorm of the long and short-term benefits of a healthy lifestyle and document on a chart. (See callout at left and teacher backgrounders.)

## Characteristics Web



## Assessment

- Reflect on and discuss the long and short-term benefits of healthy eating, regular physical activity, and emotional health. Have students record these benefits in their Journals.
- Invite students' comments about how they might develop this Super Health Hero that experiences all these benefits. How does eating healthy food result in increased energy, strong muscles, bones and hearts? (Answer is nutrients.) Tell students that in the next lesson they will become detectives in order to investigate what is required to actually make this Super Health Hero.

fax resume:

## HELP WANTED

The Healthy Eating & Physical Activity for Human Health Agency (HEPAfHHA) seeks applicants to create:

### SUPER HEALTH HEROES

The objective is to have the successful applicants' Super Health Heroes be role models for Canadians to achieve a healthy lifestyle. Applicants for this position must be able to exhibit:

- knowledge of the short and long-term benefits of healthy eating, physical activity and emotional health,
- understanding of how to achieve the benefits
- understanding of macro and micro nutrients and their importance in creating good health and Super Health Heroes,
- research skills,
- creativity, and
- presentation skills.

**WORK TO BEGIN IMMEDIATELY!**

COMPLETED PROTOTYPE SUPER HEALTH HEROES  
TO BE PRESENTED OR DISPLAYED  
AT A TIME AND LOCATION OF YOUR CHOICE!

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# Grade 6 | Lesson 2 - Super Health Heroes I



## General Overview

In this lesson students will research nutrients and explain how they contribute to overall health. They will learn the food sources of certain nutrients.

## Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- List and describe the benefits of attaining and maintaining a balanced healthy lifestyle.

English Language Arts K to 7

Science K to 7

## Objectives

Students will be able to:

- determine the relationship among food, nutrients and their health.

## Preparation

- Read and copy Nutrients and Nutrient Fact Collecting Document – Student Handout – one for each group of three or four students.
- Find Nutrient Fact Collecting Answers – Transparency.
- Prepare a K-W-L Chart (See diagram.)

Nutrients		
<i><b>K now</b></i>	<i><b>W ant to know</b></i>	<i><b>L earned</b></i>

## Engaging the Learner

- Review the information on the charts created during the last lesson and add any new information that the students may have. Discuss.
- Tell students that they are going to begin the research needed to create their SUPER HEALTH HEROES.
- Review the Help Wanted advertisement pointing out that one of the criteria is: understanding of nutrients and their importance in creating good health and Super Health Heroes.
- Ask students what they know about nutrients and list their responses in the KNOW column of the K-W-L Nutrient Chart.

## Activities

- Tell students that in today's lesson they will begin a scientific investigation about nutrients. Have them brainstorm what they want to know about nutrients and list them in the WANT TO KNOW column of the K-W-L Nutrient Chart.
- Tell students that they will review a variety of resources; however, to get started they will engage in a scavenger hunt of a top secret document to collect some facts and become more knowledgeable about the importance of each nutrient for healthy growth and development.
- Have students form their same groups. Appoint one person as a Reader and one as a Recorder. (Readers may wish to take turns.)
- Distribute Nutrients and Nutrient Fact Collecting– student handouts – one set to each group.
- Tell students to read through the questions first, and then read the document for answers. Do one or two questions with them as samples.

## Assessment

- Once students have completed this assignment, check answers, using the Fact Collecting Teacher's Answers Key – transparency.
- In the discussion of the answers, ensure that students can relate the information to their own growth and development. Ask questions such as:
  - o How do you feel when you've eaten or drank a lot of sugar?
  - o Do you eat foods high in calcium every day? What about foods high in vitamin D and iron?
  - o How do you know when you get all the nutrients you need? *Eating Well with Canada's Food Guide* gives advice on foods to eat so that we get all of the important nutrients that we need each day.
  - o Carbohydrates are a great source of fuel for your muscles. What kind of

### Note

Sports or energy drinks that are high in sugar and sodium are not recommended unless participating in over 60 minutes of vigorous, continuous physical activity.

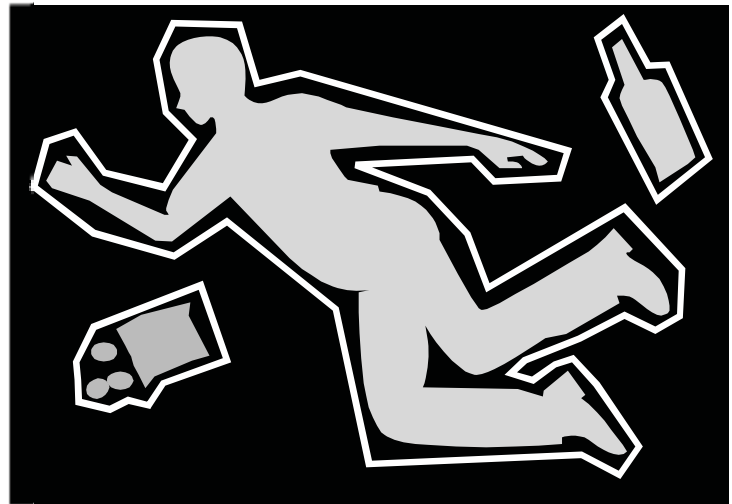
meal should you choose before your soccer practice?

- o One food or one nutrient does not provide enough of what we need. Your body and your mind need all of the nutrients, found across all four food groups. Healthy eating means eating the right amounts of different foods for your age. How can you make sure that you eat the recommended amounts of all nutrients?
- o Are you often hungry and/or thirsty after you engage in physical activity? What do you eat and drink after you have been active? Do you ever drink sports drinks or energy drinks? Why or why not?

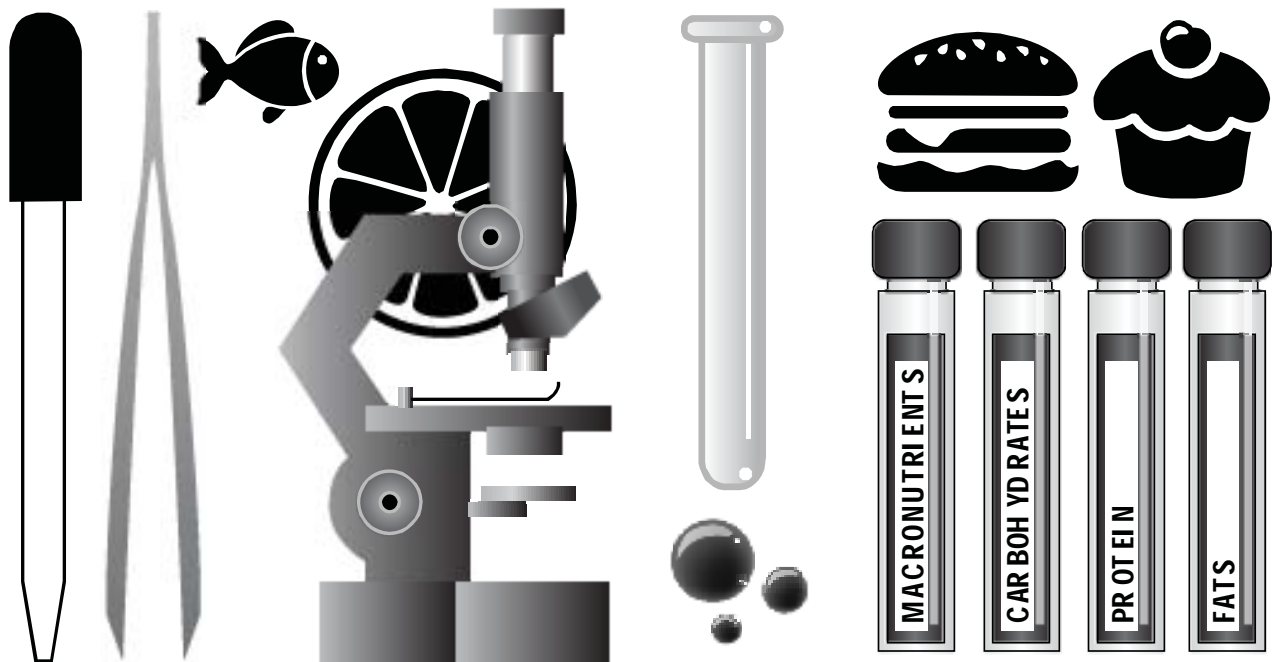
Tell students that next lesson they are going to use all the information collected so far and expand their knowledge so they can create the ultimate Super Health Hero.



# NUTRIENTS



FOR YOUR EYES ONLY FOR YOUR EYES ONLY FOR YOUR EYES ONLY



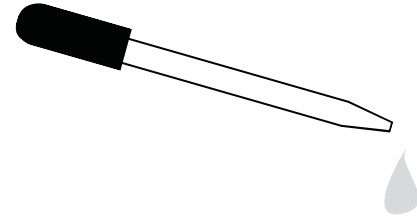




## Nutrients

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. These six categories are divided into two further categories called macronutrients and micronutrients. Foods in each of these categories provide specific nutrients that help us to be healthy, and to grow, learn and play.



### Macronutrients

Carbohydrates, protein and fat are macronutrients because our bodies require more of them (macro) than the other nutrients. Macronutrients provide us with energy (calories) and with the major building blocks for our bodies.

## Carbohydrates

Carbohydrates provide energy to fuel our bodies and brains every day. There are three different types of carbohydrates found in foods - starches, fibre, and sugar.

Starches and fibre are found in vegetables, fruit, whole grains (e.g. 100% whole grain bread, brown rice), nuts, soy products and legumes (dried beans, peas). High fibre foods help us to have regular bowel habits, and help us to feel full. Sugar is found in most baked goods, sugary drinks (soft drinks, sports drinks), sugary cereals, white bread and white rice. These foods break down quickly in the body, which leaves us feeling hungry sooner.

## Protein

The main sources of protein are meat, chicken, fish, nuts and seeds, eggs, and dairy products. Protein's main function is to build, maintain and repair all our bodies' tissues, such as muscles, organs, skin and hair. Proteins also transport important messages between cells and carry nutrients in our bodies.

## Fats

Fats (or more correctly, fatty acids) are an essential part of the diet. They are a source of energy, are important for healthy brain and nerve function, provide padding for organs, help the body fight disease and illness, and help us to feel full. Fat is found in oils, butter, margarine, many baked goods and desserts, meat, chicken, fish, eggs and dairy products.

Refer to *Eating Well with Canada's Food Guide* to provide examples of the macronutrients of carbohydrates, protein and fat sources in all four food groups, including alternatives in the milk alternative and meat alternatives.

### Micronutrients

Water, vitamins and minerals are micronutrients because our bodies need smaller amounts (micro). These substances are the "magic wands" that enable the body to produce enzymes, hormones and other substances essential for proper growth and development. Although the amounts are tiny, we can't live without them.



## Vitamins

There are 13 known vitamins and each has a different role that is essential for a healthy body. Vitamins are necessary for healthy growth and development, the body's ability to use energy, muscle movement, blood clotting, repair of all tissues, and the body's ability to fight disease and illness. Eating a variety of foods every day is important because our bodies require a constant supply of different vitamins.

Vitamin D is a vitamin that is especially important for children and youth. Vitamin D helps build strong bones and teeth and helps our bodies fight disease and illness. Our bodies can make Vitamin D when we spend time in the sun. Food and beverages that contain Vitamin D are milk, and some fish.

## Minerals

There are 22 minerals that are necessary for a healthy body. Minerals control the action of nerves and muscles, help maintain the body's water balance, help with blood clotting, and are important for maintaining normal heart rhythm. Minerals are also a part of bones, teeth, muscles and other body parts.

Calcium and iron are two minerals that are especially important for children and youth. Calcium is important for healthy bones and teeth, helps with blood clotting, is important in nerve function, and helps make our muscles work. Some food and beverages that contain calcium are milk, yogurt, cheese, dark green leafy vegetables, broccoli, oranges, canned salmon, and almonds.

Iron is needed for healthy blood and helps transport oxygen to body cells. If we don't eat enough iron rich foods, we will feel tired even when we have had enough sleep. Some food sources of iron are shellfish, meat, liver, poultry, oatmeal, whole wheat bread, chard, Quinoa, soybeans and lentils.

By following *Eating Well with Canada's Food Guide* and the messages regarding the types and amounts of food to choose each day, we will get the right amounts of vitamins and minerals (including Vitamin D, calcium and iron) that we need to be healthy, and to grow, learn, and play.

## Water

Water is about 60% of our body weight and is essential to life. Water transports nutrients around the body, and removes wastes. Water keeps the body hydrated so that it can function. Too much or too little total body water can be dangerous to health. People need different amounts of water depending on exercise, temperature and other factors.

In addition to drinking water, we can also get water from other drinks and foods such as vegetables, fruit, and soup.

### Recommended intake from water, other beverages and food:

- 4-8 years old – 6.5 cups/day
- 9-13 years old – males 9.5 cups/day, females 8.5 cups/day
- 14-18 years old – males 13.0 cups/day, females 9.0 cups/day
- 19+ years – males 14.5 cups/day, females 10.5 cups/day



Reference: Institute of Medicine of the National Academies. 2006.

Dietary Reference Intakes: The Essential Guide to Nutrient Requirements. The National Academies Press, Washington, DC.

# Grade 6 | Lesson 2 - Super Health Heroes I



## Nutrients - FACT COLLECTING DOCUMENT

<b>1</b>	What is a nutrient?
<b>2</b>	Name the 6 main categories of nutrients.
<b>3</b>	List the 3 categories of carbohydrates found in foods.
<b>4</b>	Why does a body need carbohydrates?
<b>5</b>	Name 5 foods that contain carbohydrates.
<b>6</b>	Why do we need protein?
<b>7</b>	Name 5 foods that contain protein.
<b>8</b>	Why do we need some fat in our diets?
<b>9</b>	Name 2 things vitamins do to keep us healthy.
<b>10</b>	Name 2 things minerals do to keep us healthy.
<b>11</b>	How much water do 9 – 13 year-old males need each day?
<b>12</b>	Name one thing water does to keep us healthy.
<b>13</b>	Why do children and youth need calcium?
<b>14</b>	Name 3 foods that contain calcium.
<b>15</b>	Name 1 reason that we need vitamin D.
<b>16</b>	Name 5 foods and beverages that contain iron.

# Grade 6 | Lesson 2 - Super Health Heroes I

## Nutrients - TEACHER ANSWER KEY

1	What is a nutrient? <i>a component of food and beverages that provides nourishment for our bodies</i>
2	Name the 6 main categories of nutrients. <i>carbohydrates, protein, fat, vitamins, minerals, water</i>
3	List the 3 categories of carbohydrates found in foods. <i>sugars, starches, fibre</i>
4	Why does a body need carbohydrates? <i>major fuel or energy source</i>
5	Name 5 foods that contain carbohydrates. <i>nuts, soy products, dried beans, dried peas, baked goods, sugary cereals, white bread, white rice</i>
6	Why do we need protein? <i>part of all body cells, plays a role in most body functions and provides energy</i>
7	Name 5 foods that contain protein. <i>meat, chicken, fish, nuts, seeds, eggs, dairy products</i>
8	Why do we need some fat in our diets? <i>Fats are a source of energy, are important for healthy brain and nerve function, provide padding for organs, help the body fight disease and illness, and help us to feel full</i>
9	Name 2 things vitamins do to keep us healthy. <i>role in muscle movement, blood clotting, growth, development, use of energy stores in the body (any two)</i>
10	Name 2 things minerals do to keep us healthy. <i>help muscles work, keep oxygen carried throughout the body, blood clotting, maintain body water, maintain normal heart rhythm (any two)</i>
11	How much water do 9 – 13 year-old males need each day? <i>9.5 cups per day</i>
12	Name one thing water does to keep us healthy. <i>acts as a transporter supplying all parts of the body with nutrients and removing waste</i>
13	Why do children and youth need calcium? <i>builds healthy bones and teeth</i>
14	Name 3 foods that contain calcium. <i>milk, yoghurt, cheese, dark green leafy vegetables, broccoli, oranges, canned salmon, almonds</i>
15	Name 1 reason that we need vitamin D. <i>helps absorb and use calcium, helps keep the immune system healthy, aids in cell growth (any one)</i>
16	Name 5 foods and beverages that contain iron. <i>shellfish, meat, liver, poultry, oatmeal, whole wheat bread, chard, Quinoa, soybeans, lentils</i>

# Grade 6 | Lesson 3 - Super Health Heroes II



## General Overview

In this lesson students continue to develop and expand their knowledge of the benefits of healthy eating, physical activity and emotional health and the strategies they can use to maintain good health.

## Curriculum Connections

Health & Career Education K to 7 Prescribed Learning Outcomes

- List and describe the benefits of attaining and maintaining a balanced healthy lifestyle.

English Language Arts K to 7

## Objectives

Students will be able to:

- review and expand their knowledge of the benefits of healthy eating and daily physical activity, and
- choose, research and report on a nutrient and/or on a physical activity including how they contribute to healthy living.

## Preparation

- Book the computer lab.
- Read Principles and Benefits of Healthy Eating and Principles and Benefits of Regular Physical Activity and Guidelines for Emotional Health – Teacher Backgrounders.
- Find *Eating Well with Canada's Food Guide* and *Being Active with Canada's Physical Activity Guide for Youth*.

- Find HELP WANTED - Transparency.
- Find Super Health Hero Draft Plan – Transparency.
- Have available the charts created in Lesson 1 and the documents used by the students in Lesson 2.

## Engaging the Learner

- Direct students' attention to the K-W-L Chart created during the last lesson and use it to review their learning to date.
- Invite them to focus on the L (Learned) column and have them begin to complete the information on the chart.
- Ask them if they have any more "Want to Know" questions to add and record their answers for all to view.

## Activities

- Ensure that students understand that both healthy eating and daily physical activity are necessary to attain and maintain good health (physical and emotional).
- Remind students about the discussion regarding their favourite Super Health Heroes and quickly review why a super hero is held in such high regard.
- Display the HELP WANTED – Transparency and review what is required.
- Display the Super Health Hero Plan – Transparency and discuss the information that students will need to find out or create.
- Brainstorm a list of items that should be included in the description of each Super Health Hero. These can be added to the Super Health Hero Chart from Lesson One.
- Tell students that it is now time to thoroughly research healthy eating and physical activity and create some prototype Super Health Heroes. List the following nutrients on the board and tell students that each of these must be part of their Super Health Heroes' makeup.
  - Calcium
  - Iron
  - Vitamin D
  - Carbohydrates
  - Protein
  - Fat
  - Water
- Tell students that ALL the Super Health Heroes are to have the physical attributes of strength, endurance and flexibility. They need to be able to describe the role of different physical activities and healthy eating in the development of each of

these physical attributes.

- Tell students that they are going to work in their same groups and that they are to use the Internet, the documents from last day's work, *Eating Well with Canada's Food Guide*, and *Being Active with Canada's Physical Activity Guide for Youth* to discover more information about each nutrient and about the importance of physical activity.
- Each group is to decide HOW they wish to present their research and their hero but there must be an oral display and presentation of their Super Health Hero at the Health Rally.
- Encourage their creativity. (E.G., They may create costumes and become the hero or they may make large puppets, sculptures or stuffed paper heroes, or they may create a 'sandwich board' from chart paper or large rally signs with the attributes of their hero along with how to become as healthy as the hero, etc.)
- Some ideas to pursue for the presentation:



- o The Super Health Heroes could brag about their strength, flexibility and endurance capabilities and explain that through healthy eating and regular physical activity they been able to achieve this level of fitness.
- o They could discuss nutrients and talk about how they helped their bodies grow and develop; how much of each nutrient they need, what foods contain them, and what would happen if they didn't get enough of them.
- o They might refer to the importance of reading food labels to illustrate one way of keeping track of the amount of nutrients they consume each day.
- o They might discuss how healthy eating and daily physical activity makes them feel about themselves and make links to emotional health.
- o They might create a skit of the Super Hero coming to the aid of a student making poor eating and/or physical activity choices.

#### Suggested Internet Sites

[www.hc-sc.gc.ca/fn-an/food-guide-aliment/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html)

[www.phac-aspc.gc.ca/pau-uap/paguide/index.html](http://www.phac-aspc.gc.ca/pau-uap/paguide/index.html)

[www.healthyeatingisinstore.ca](http://www.healthyeatingisinstore.ca)

[www.missionnutrition.ca](http://www.missionnutrition.ca)

[www.actnowbc.gov.bc.ca](http://www.actnowbc.gov.bc.ca)

[www.dietitians.ca](http://www.dietitians.ca)

## Assessment

Use the student Super Hero draft plan and observations during student presentations to evaluate whether teams have met the specified criteria of the project. (Includes intake of calcium, iron, vitamin D, Carbohydrates, Protein, Fats, Water; includes elements of strength, endurance and flexibility; includes elements of emotional health; friendships, family activities, etc.)





# SUPER HEALTH HERO DRAFT PLAN

Name of Super Health Hero \_\_\_\_\_

Our Super Health Heroes' Key Messages to help the population gain and maintain good health are:



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

Details about healthy eating & physical activity we want our audience to know about are:



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



To be a Super Health Hero like me you need to:

\_\_\_\_\_

Description (possibilities include (skin, face, hair, mask, helmet, shirt, skirt/pants/leggings, footwear, gloves, belt, coat, shield))

My Super Powers \_\_\_\_\_

How I Got My Super Powers \_\_\_\_\_

Mode of Transportation \_\_\_\_\_

Secrets \_\_\_\_\_

# Grade 6 | Lesson 4 - Health Rally



## General Overview

In this lesson students integrate their knowledge of healthy eating and physical activity by sponsoring a health rally.

## Curriculum Connections

Health and Career Education K to 7 Prescribed Learning Outcomes

- List and describe the benefits of attaining and maintaining a balanced healthy lifestyle.

English Language Arts K to 7

Science K to 7

Visual Arts K to 7

## Objectives

Students will be able to:

- share information about the benefits of making healthy eating choices and engaging in daily physical activity and give advice about how to achieve these benefits,
- review the attitudes, skills and knowledge gained throughout the unit's activities,
- encourage youth their age to pursue a healthy lifestyle, and
- link healthy eating and physical activity to emotional health.

## Preparation

- If this is to be a whole school activity, get permission from the principal and staff to hold a health rally.

### NOTE

A rally is a large gathering of people organized by a group of people who wish to inspire and generate enthusiasm for a cause. In this case the cause is GOOD HEALTH.

- Copy Health Rally Plan – Transparency.
- Find Teacher Notes to accompany Transparency.
- Collect materials such as cardboard paper rolls and crepe paper in school colours for pompoms, poster making and banner making materials.

## Engaging the Learner

- Ask students if they have ever gone to a rally – like a sports rally. Discuss their experiences.

## Activities

- Tell students that their task is to develop a health rally for other students in the school (either another class or for the whole school) where they will, through their Super Health Heroes, share with them what they have learned about healthy eating and physical activity and encourage them to pursue a healthy lifestyle by improving daily eating and physical activity choices. (Note: If students are in a Middle School, they may like to have the health rally for younger students in an elementary school.)
- Review what they have learned and make a list of the health messages their Super Health Heroes would like to share with other students. Record these messages for all to view. These might be:
  - o Immediate and long-term benefits of a healthy lifestyle.
  - o What constitutes healthy eating and regular physical activity?
  - o Nutrients – what they are and why they are important for a healthy body.
    - \* Important nutrients for youth (calcium, vitamin D, iron, carbohydrates, protein, fat and water) and food/beverages that contain them.
  - o Benefits of healthy eating and physical activity.
  - o Link between nutrients, food, physical activity and overall feeling of happiness and well-being.
- Use the Health Rally Plan – Transparency to help students create the activity.

### NOTE

All students should have some involvement in this culminating activity. Those who are not doing actual presentations could set up the location, create banners, make pompoms, clean up, etc.

## Lesson 4 | HEALTH RALLY PLAN



- Key Messages
- Date
- Location
- Choose Charts
- Quiz Show
- Select Super Health Hero
- Create advertisements or invitations, decorations, banners, etc.
- Choose hosts
- Introduction & Ending

## Lesson 4 | Teacher Notes for Health Rally Plan Transparency

- List the key messages of the Rally.
- Choose a date.
- Choose location.
- Use charts from Lesson 1.
- Create a quick quiz show using the health facts from Lesson 2. List who will do this.
- Select Super Health Heroes to make presentations. (There could be the MARCH OF THE SUPER HEALTH HEROES with each one campaigning about how s/he became a health spokesperson.)
- Create advertisements or invitations, decorations, banners, etc. List who will do this.
- Choose hosts
- Create an introduction and ending for the rally. List who will do this.



# Grade 6 | Healthy Living Culminating Unit Assessment

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

<b>PL0: Analyze factors that influence personal health decisions</b>	<b>Not Yet Within Expectations</b>	<b>Minimally Meeting Expectations</b>	<b>Fully Meeting Expectations</b>	<b>Exceeding Expectations</b>
<b>KNOWLEDGE</b> Student can recall ideas and information shared in the lessons:				
Factors that influence our eating and activity choices (7+)	needs consistent assistance to identify factors that influence our eating and activity choices	identifies 2-4 factors that influence our eating and activity choices	identifies 5-7 factors that influence our eating and activity choices	identifies all factors mentioned in lesson content and mentions additional influences
Physiological/psychological triggers (13+ examples)	needs consistent assistance to distinguish between physiological and psychological triggers	explains physiological and psychological triggers and gives a few (2-6) examples.	explains the difference between physiological and psychological triggers and gives many (7-12) examples	gives a thorough explanation of physiology and psychology, explains the relative importance of each, gives several examples for each type of influence
Positive strategies for overcoming negative influences (9+)	needs consistent assistance to give examples of positive strategies	needs some assistance to explain a positive strategy	explains a positive strategy to overcome each psychological trigger	gives many suggestions for overcoming each negative influence

<b>COMPREHENSION</b> Student can answer the following questions:				
Why is that important?	needs consistent assistance to describe how knowledge helps us make healthier choices	with some support describes how knowledge helps us make healthier choices	describes how knowledge 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 eating 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
Assesses own attitudes	needs consistent support to describe their attitude towards eating/physical activity	describes their attitude towards eating/physical activity when asked leading questions	independently describes their attitude towards eating and physical activity	spontaneously recognizes their own attitudes and changes they wish to make based on their new knowledge

# Grade 6 | 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 about eating and activity	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
What do you know now that you didn't know when we started?	needs consistent support to evaluate their attitudes/ behaviours as positive or negative and gives reasons	evaluates their attitudes/ behaviours as positive or negative and gives reasons	evaluates their attitudes/ 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/attitudes	recognizes changes in their thinking/attitudes	recognizes changes in their thinking/attitudes
How will that affect your future decisions?	needs consistent support to identify some changes they plan to make in the future	identifies some changes they plan to make in the future	identifies some changes they plan to make in the future	identifies some changes they plan to make in the future



# Backgrounder - Principles and Benefits of Healthy Eating

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

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

## Principles

What are the principles of healthy eating?

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





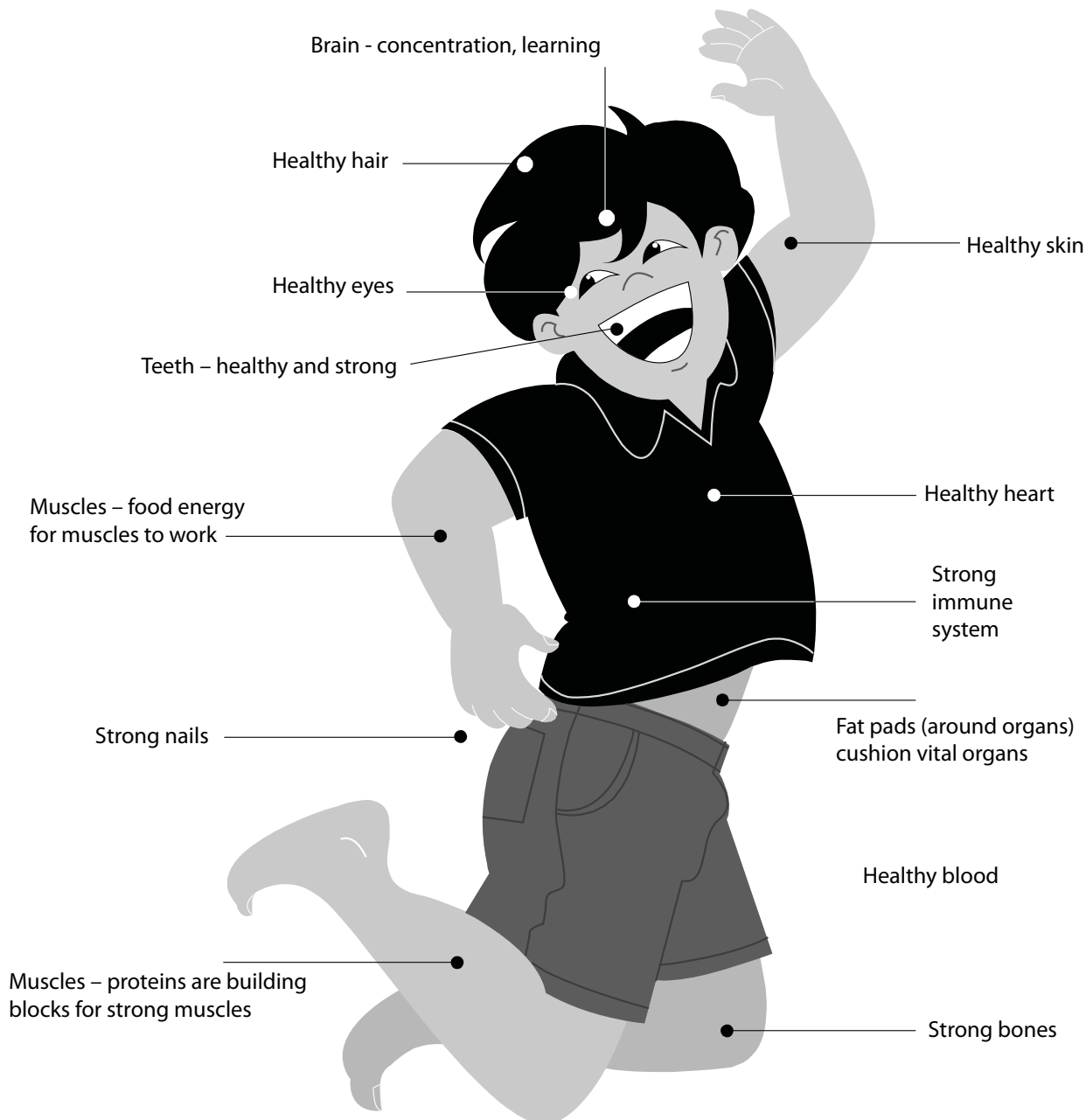
## Benefits

Why is the food we choose so important?

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

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

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



# Backgrounder - Principles and Benefits of Physical Activity

*Canada's Physical Activity 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.

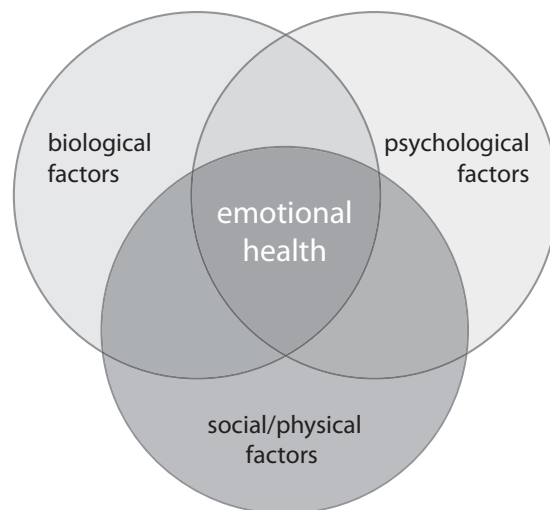
*Action Schools! BC (2006)*  
[www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)

# 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.



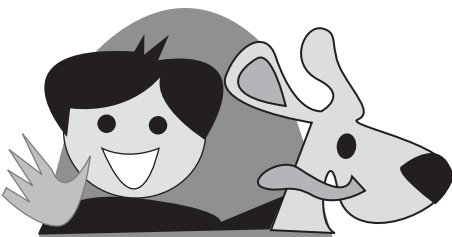
The relationship between nutrition and emotional health is starting to emerge through research. So far we know that:

- 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?

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

*Developed by Fraser Health Authority*



## Grade 6 | Further Resources and Contacts

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

### Action Schools! BC

[www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)

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

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

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

### ActNow BC

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

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

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

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

### BC Healthy Living Alliance

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

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

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

### BC Dairy Foundation

[www.bcdairyfoundation.ca](http://www.bcdairyfoundation.ca)

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

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

### BC Ministry of Education – Healthy Schools

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

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

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

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

### Canadian Health Network

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

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

# Grade 6 | Further Resources and Contacts

continued

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

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

## Canadian Paediatric Society, Caring for Kids

[www.caringforkids.cps.ca](http://www.caringforkids.cps.ca)

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

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

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

## DASH BC

[www.dashbc.org](http://www.dashbc.org)

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

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

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

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

## Dial-A-Dietitian

<http://www.dialadietitian.org>

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

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

## Dietitians of Canada

[http://www.dietitians.ca/public/content/eat\\_well\\_live\\_well/english/index.asp](http://www.dietitians.ca/public/content/eat_well_live_well/english/index.asp)

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

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

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

## Go for Green

[www.goforgreen.ca](http://www.goforgreen.ca)

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



## Grade 6 | Further Resources and Contacts

continued

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

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

### Health Canada – Physical Activity Guides for Children and Youth

[www.phac-aspc.gc.ca/pau-uap/paguide/child\\_youth/index.html](http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/index.html)

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

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

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

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

### Health Canada – Eating Well with Canada's Food Guide

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

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

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

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

### Healthy Eating is in Store for You

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

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

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

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

# Grade 6 | Further Resources and Contacts

continued

## Heart and Stroke Foundation of Canada

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

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

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

## Heart and Stroke Foundation of B.C. and Yukon

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

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

## Making it Happen: Healthy Eating at School

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

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

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

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

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