

Healthy Eating & Physical Activity Learning Resource



Every move is a good move.

Kindergarten

Healthy Eating & Physical Activity Learning Resource

Kindergarten | 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

Kindergarten | 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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Kindergarten | 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.

Kindergarten | 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 Kindergarten Learning Resource

Kindergarten is the first and a very special year in the BC school system. It is a year in which young students explore their universe in a carefully structured way that allows freedom within boundaries and a maximum of choice and interests. This resource, while focused on healthy eating and physical activity can be integrated with a multitude of other subject areas in the spirit of excellence in learning/teaching activities. This resource is organized around three types of kindergarten activities:

1. the dramatic play centre,
2. monthly activities that can be conducted during circle time or at specific learning centres,
3. activities that can be extended throughout the year.

Information to guide healthy eating and physical activity discussions when students are participating in any of the activities can be found in the appendices.

Note

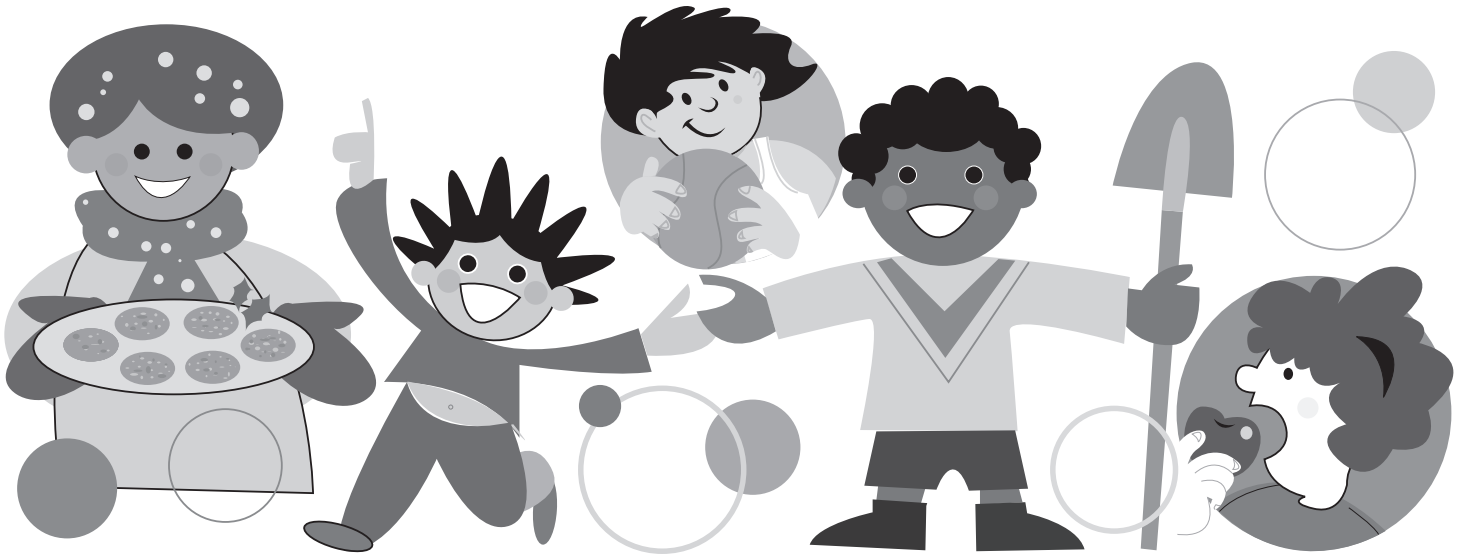
Some lessons require student access to *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide to Healthy Active Living*. These publications can be accessed by contacting your local Health Authority, phoning 1 800 622-6232 or downloading them from www.healthcanada.gc.ca/fooduide and www.paguide.com.

Kindergarten | At a Glance

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
Exploring Healthy Eating and Physical Activity	Identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices.	Through four dramatic play centres, monthly activities and all year activities, students explore the concept that there are healthy practices such as healthy eating and daily physical activity that help make you healthy.	Students: <ul style="list-style-type: none"> • identify what helps them be healthy (eating a variety of foods, participating in daily physical activity, getting enough sleep, having healthy friendships, etc.), and • participate in activities that identify and support the importance of healthy eating and daily physical activity.
Centre 1 Grocery Store	Identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices.	A dramatic play centre creates a grocery store environment and interactions.	Students: <ul style="list-style-type: none"> • identify the names of a wide variety of foods and classify them by category, shape, size, colour and where they come from, • engage in conversations regarding the choosing, purchasing and preparation of a variety of foods, • recognize that grocery stores contain food that is both packaged foods and loose or in bulk and create a store where they can make healthy food choices.
Centre 2 Kitchen	Identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices.	A dramatic play centre creates a kitchen environment and related activities.	Students: <ul style="list-style-type: none"> • identify a variety of fruits, vegetables, grain or dairy products and role-play creating nutritious meals. • demonstrate appropriate hygiene such as proper hand washing and cleaning up the kitchen and food safety, such as storage.

LESSON	PRESCRIBED LEARNING OUTCOME	GENERAL OVERVIEW	OBJECTIVES
Centre 3 Restaurant	Identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices.	A dramatic play centre creates a restaurant environment where students act out good choices in food selection and preparation.	Students: <ul style="list-style-type: none"> • create meals and menus that are nutritious, and • choose healthy items when given a choice.
Centre 4 Outdoor Spring and Summer Activities	Identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices.	Students go outdoors to engage in fun activities that educate them about the origins of food and making good choices for physical activity and healthy eating.	Students: <ul style="list-style-type: none"> • engage in a variety of fun “outdoor” activities that can be played in the backyard or on the beach, • plant, hoe, weed, water, fertilize, etc. a garden patch and recognize the value of sun and rain for growing vegetables and fruit, and • plan and make safe picnic snacks.

Kindergarten | Exploring Healthy Eating and Physical Activity



General Overview

In this resource, students will explore healthy practices such as healthy eating and daily physical activity through four dramatic play centres, monthly activities and all year activities.

Note

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

Curriculum Connections

The prescribed learning outcome for kindergarten as mandated in Health and Career Education K to 7 is that students will:

- Identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices.

Objectives

Students will be able to:

- identify what helps them be healthy (eating a variety of foods, participating in daily physical activity, getting enough sleep, having healthy friendships, etc.), and
- participate in activities that identify and support the importance of healthy eating and daily physical activity.

Preparation

The dramatic play centre needs to contain sufficient equipment and material to stimulate role-playing, self-expression and initiative. It should be a clearly defined area that provides some sense of privacy and separateness from the other activity areas. Shelves or cupboards may be used to provide “walls” or a simple structure can be easily constructed with boxes or blocks. These “walls” should be high enough for students, but low enough for the teacher to monitor it at all times and to engage in broadening the students’ learning.

Dramatic Play Centres

Students get a sense of ownership if they participate in the creation of each of the centres. The development of the centre could begin during a morning circle time when all the students are gathered together to discuss the shape of the day. Begin with a large KWL (Know – Want to Know – Learned) activity using a large chart. Once students have brainstormed what they know and listed what they want to know, discuss what is needed to construct the specific centre and who could make contributions. A sample letter to parents has been included to help solicit items needed for the construction of each centre.

Although there are a multitude of objectives for student learning at each of the Dramatic Play Centres, only those focusing on healthy eating and physical activity are listed.

Sample Questions and Answers to Guide the Health Learning Throughout the Year

- What are some things we need to do to stay healthy?
 - Eat different kinds and types of foods EACH day (variety of foods) such as vegetables and fruit, milk, meat, bread, cereal, etc.
 - Be involved in different types of daily physical activity.
 - Get enough sleep.
 - Play with family members or good friends.
- Why should we practice healthy behaviours?
 - Healthy eating helps build healthy bones, teeth, muscles and blood and helps us grow, learn and play.
 - Physical activity helps build healthy bones, healthy hearts, healthy muscles and a healthy self.
 - Getting enough sleep helps us stay awake and focus on our work and learn new things.
 - Healthy eating and physical activity all make us feel good about ourselves.
- Why is it important to eat a variety of foods?
 - Different foods keep our bodies healthy in different ways and help us grow, learn and play.
 - It is fun to enjoy foods with different tastes, smells, colours and textures.
- Why is it important to eat a good breakfast every day?



- o It gives us energy.
 - o It helps us grow.
 - o It helps us to stay awake so we can learn.
 - o It makes our bones strong.
 - o It makes our stomachs feel full until the next snack or meal time.
 - o It makes us feel good.
- Why is it important to enjoy daily physical activity?
 - o It helps us move our bodies better.
 - o It gives us energy so we can play longer.
 - o It makes our bones and muscles stronger.
 - o It helps us sleep better.

Note: For further information, see the Teacher Backgrounders in the appendix, *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide for Children*.



Kindergarten | Centre 1 - Grocery Store



Objectives

At the Grocery Store Centre students will be able to:

- identify the names of a wide variety of foods and classify them according to shape, size, colour and where they come from,
- engage in conversations regarding the choosing, purchasing and preparation of a variety of foods, and
- recognize that grocery stores contain food that is both packaged foods and loose or in bulk and create a store where they can make healthy food choices.

Note

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

Activities

- Display various food items and have students identify what they are and where they would be found in a grocery store (e.g., an apple would be found with the produce and pitas would be found in the bakery section).
- Have students shop for items in the Grocery Store Centre and tell you why they purchased that item and how it is usually prepared and/or eaten in a meal or a snack.
- Using grocery store flyers, have students cut out the pictures to make a meal or grocery list. This is followed by the students role-playing shopping for and purchasing the items and putting their purchases in cloth (reusable) grocery bags.
- Discuss the way food is sold in grocery stores, in packages, and also loose or in bulk. Have them use this information when they are constructing their Grocery Store Centre to help them make healthy food choices when they "shop" at their grocery store centre.
- Create newspaper advertisements and food flyers for the Grocery Store Centre, advertising the healthiest food items.

Grocery Store Centre

Sample Letter to Parents

Dear Parents/Guardians,

Our kindergarten class will be constructing a grocery store dramatic play centre as we learn about healthy eating as part of our school curriculum. If you have any of the following materials, could you please contact me in the school or by telephoning the school at (school number).

- Empty cereal and pasta boxes or other food packaging
- Empty food cans with the top and bottom removed with a safety can opener to ensure there are no sharp edges, but with the labels still intact
- Empty plastic food containers thoroughly rinsed
- Plastic play foods
- Play cash register
- Play money (Canadian)
- Food scale
- Adding machine or calculator
- Play telephone
- Food coupons
- Grocery store flyers
- Grocery bags (environmentally friendly re-usable)
- Small shopping baskets or cart
- Small pads of paper (for grocery lists)

Thank you so much for your help.

Yours truly,

Teacher's Signature





Objectives

At the Kitchen Centre students will be able to:

- identify a variety of fruits, vegetables, grain or dairy products and role-play creating nutritious meals, and
- demonstrate appropriate hygiene such as proper hand washing and cleaning up the kitchen and food safety, such as storage.

Activities

- Supply a variety of food in the kitchen area and have the students feel, smell, taste and classify them as sweet, sour, salty or bitter.
- Have students create an imaginary lunch for a friend and work with them to write a list of groceries they would require.
- Supply a variety of food and food packages in a grocery bag and have students put away the groceries in the correct place (e.g., frozen foods in the freezer, cereal in a cupboard, etc.). Help them understand the importance of correct food storage for safety.
- Have students role-play different scenarios in the kitchen such as making a nutritious breakfast, packing a picnic lunch, planning dinner, stocking the kitchen with staples, etc.
- If there is access to a real kitchen, have students make a snack by having them assemble all the ingredients and cooking utensils required, measure each ingredient and help create the snack. Demonstrate how each piece of equipment can be used safely. Ensure that hands are washed before touching food and that students are required to clean up the area.

Kitchen Centre

Sample Letter to Parents

Dear Parents/Guardians,

Our kindergarten class will be constructing a kitchen dramatic play centre to help students learn about healthy eating as part of our school curriculum. If you have any of the following materials, could you please contact me in the school or by telephoning the school at (school number).

- Large boxes that the children can decorate to look like kitchen cupboards, sink, stove, counters, etc.
- Children's plastic dinnerware, including cutlery
- Small pots, pans, measuring spoons and cups, baking trays

We will also be participating in cooking and baking, so if you can help with these activities it would be very much appreciated.

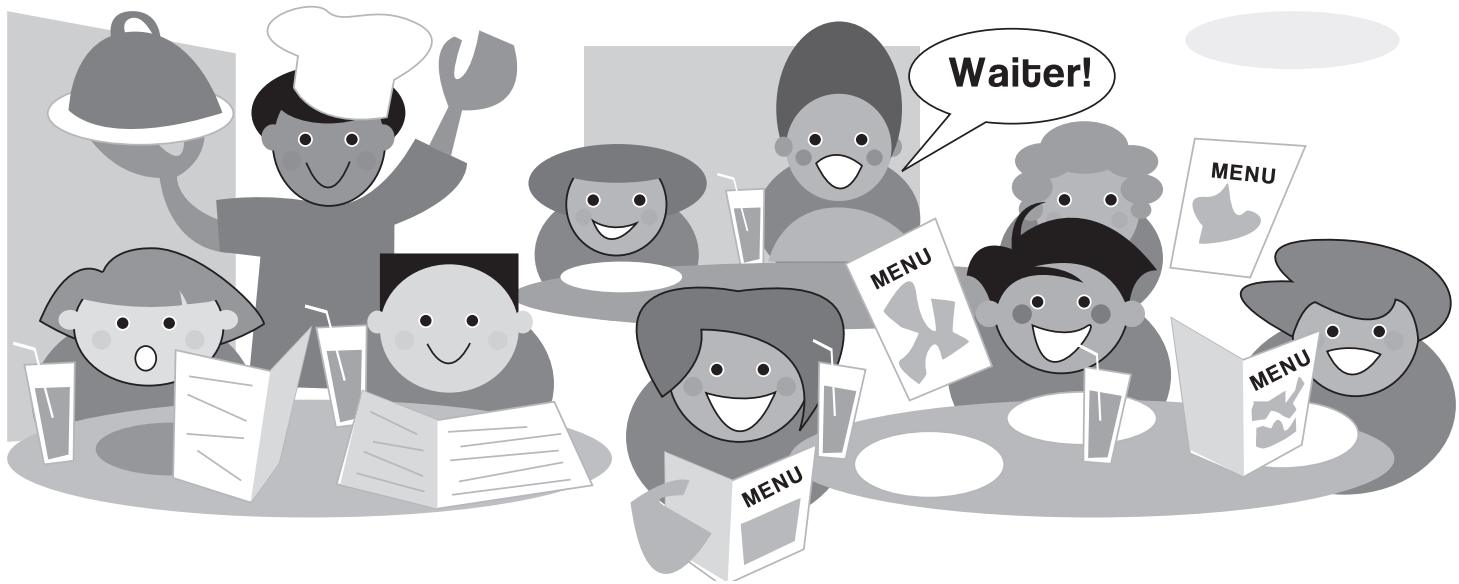
Thank you so much for your help.

Yours truly,

Teacher's Signature



Kindergarten | Centre 3 - Restaurant



Objectives

At the Restaurant Centre students will be able to:

- create meals and menus that are nutritious, and
- choose healthy items when given a choice.

Activities

- Provide pictures of foods and have students create menus for a healthy restaurant. Ask them why they have chosen each food and help them understand the importance of eating a variety of foods for each meal.
- Supply heavy paper and felt pens and have students create a menu for the restaurant by drawing pictures (or printing if they are able).
- Have students role-play being the chef, a server and a customer. Have the server and customer choose the healthiest items from the menu. Discuss choices.
- Allow students to cut food pictures from magazines and flyers to make a collage of healthy food items they can display in their restaurant.
- Demonstrate appropriate table manners, chewing food well, keeping mouth closed when eating and practicing good hygiene.

Restaurant Centre

Sample Letter to Parents

Dear Parents/Guardians,

Our kindergarten class will be constructing a restaurant dramatic play centre as we learn about healthy eating as part of our school curriculum. If you have any of the following materials, could you please contact me in the school or by telephoning the school at (school number).

- Sets of child-sized plastic dinnerware and cutlery
- Sample menus from restaurants
- Small table cloths and napkins
- Magazines and flyers containing pictures of food
- Pads of paper suitable for using as food order forms

Thank you so much for your help.

Yours truly,

Teacher's Signature



Kindergarten | Centre 4 - Outdoor Spring and Summer Activities



Objectives

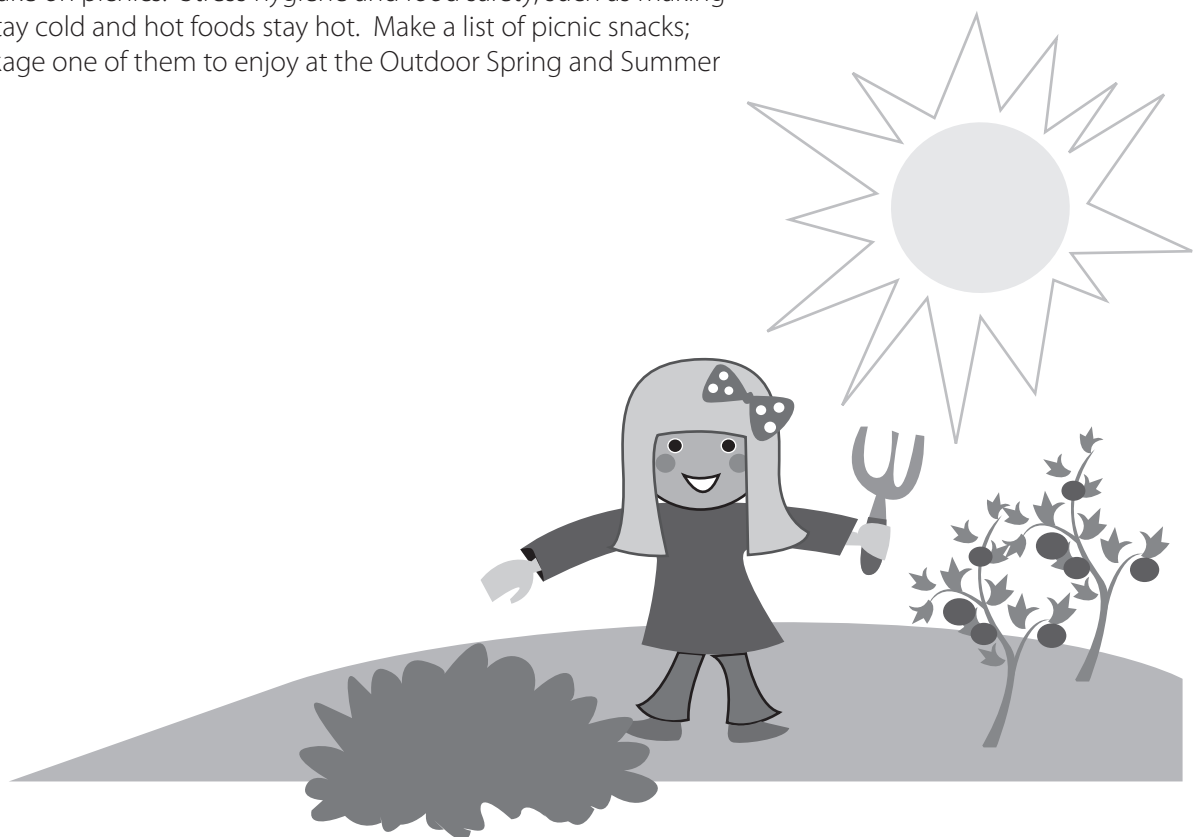
At the Outdoor Spring & Summer Activity Centre students will be able to:

- engage in a variety of fun “outdoor” activities that can be played in the backyard or on the beach,
- plant, hoe, weed, water, fertilize, etc. a garden patch and recognize the value of sun and rain for growing vegetables and fruit, and
- plan and make safe picnic snacks.

Activities

- Provide hula hoops and have students perform the following activities.
 - jump in/out or through hoop
 - roll hoop
 - count number of times hoop passes around waist
 - invent different ways to use a hula hoop other than these ideas
 - blow and chase soap bubbles
- Teach students your favourite backyard game or invite parents to share their favourites, which may include some of the games listed below.
 - frisbee games
 - tag games

- o hopscotch
 - o 4-square
 - o red Rover
 - o skipping games
- Create an obstacle course using hoops, balance benches, chairs, etc. Some parents or senior students could help to set up and take down this activity. Have students proceed through the obstacle course. With guidance, students in the upper grades can assist in creating the course.
 - Have students (helped as necessary by teachers, teacher assistants or parent helpers) take their pulse and record it while sitting quietly during Circle Time. After participating in a running activity outside, have them take their pulse again and record it. Discuss.
 - Get permission to use part of the schoolyard to create a garden. Invite a parent with gardening skills or a garden expert to talk with the students about how to construct a school garden. Have parents work with the students to prepare the ground and plant seeds or seedlings. Observe the growth of the plants. Use pictures during discussions to explain how plants grow and identify plants and accompanying vegetables or fruit. Play an under/over game where you call out the name of a vegetable or fruit and the student crouches if it grows under the ground, jumps up if it grows above ground.
 - Discuss the kinds of food students enjoy eating outside. Talk about the healthy snacks they can take on picnics. Stress hygiene and food safety, such as making sure cold foods stay cold and hot foods stay hot. Make a list of picnic snacks; prepare and package one of them to enjoy at the Outdoor Spring and Summer Activity Centre.



Outdoor Summer Activity Centre

Sample Letter to Parents

Dear Parents/Guardians,

Our kindergarten class will be constructing an Outdoor Summer Activity Centre as we learn about healthy eating and physical activity as part of our school curriculum. If you have any of the following materials, could you please contact me in the school or by telephoning the school at (school number).

- Hula hoops
- Nerf balls
- Marbles
- Coits
- Empty seed packages
- Gardening tools
- Plants or seeds

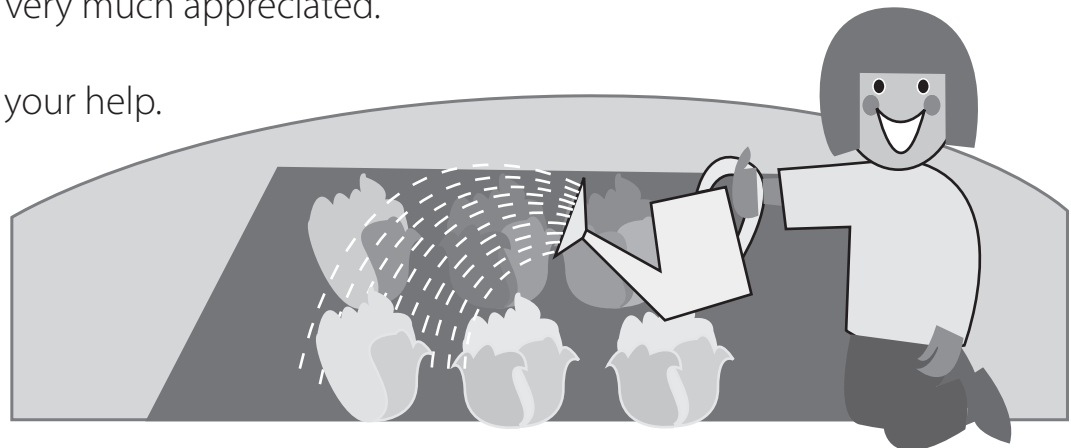
If you have some family-oriented backyard games that can be played with small groups of children, our students would enjoy having you come to the school to share them at our Outdoor Summer Activity Centre.

Also, if you have gardening skills that you can share with the students this would be very much appreciated.

Thank you so much for your help.

Yours truly

Teacher's Signature



Kindergarten | Monthly Activities



The following is a list of possible activities that focus on healthy eating and physical activity for each month of the school year. They are congruent with the prescribed learning outcome for kindergarten as mandated by the Ministry of Education in Health and Career Education K to 7 and they are easily integrated with Language Arts, Math, Science, P.E. and Art.

Students will be able to:

- identify what helps them be healthy (eating a variety of foods, participating in daily physical activity, getting enough sleep, having healthy friendships, etc.), and
- participate in activities that identify and support the importance of healthy eating and daily physical activity.

Some of the activities are suitable for circle time, some for learning centres and some for the 'teachable moment'.

September

- Autumn Foods
 - o Introduce students to a variety of autumn foods; categorize them by taste, preparation methods and origin.
 - o Play "What's in the Bag?" by putting a fruit or vegetable in an opaque bag and having students put their hand in and guess what it is. Have them categorize the items as fruit or vegetables.
 - o Bring a selection of apples to class and set up a tasting centre.
 - o Plan a field trip to an orchard or to a cornfield.

- o Play 'Where Do They Grow?' by showing students a fruit or vegetable and having them demonstrate where it grows by jumping (if it grows in a tree), standing (if it grows on the ground) or crouching (if it grows under the ground).

- Healthy Breakfast

- o Lead a discussion about healthy breakfast items, taking into consideration ethnic preferences.
- o Plan and cook a healthy breakfast with the assistance of parents.
- o Bring to class a variety of cereal boxes, discuss which ones the students prefer and compare the sugar content of each cereal and discuss what makes the cereal a healthy choice.
- o Create a collage on why it is important to eat a healthy breakfast. Include pictures of people looking awake and full of energy, students learning, children and youth playing, etc.

- Summer Physical Activities

- o Discuss the physical activities students did during the summer.
- o Make puppets, tell a story, paint a picture, create a mural or show photographs to illustrate their summer fun.
- o Play charades to demonstrate some of the activities done over the summer.
- o Make simple graphs of physical activities.



October

- The Squash Family

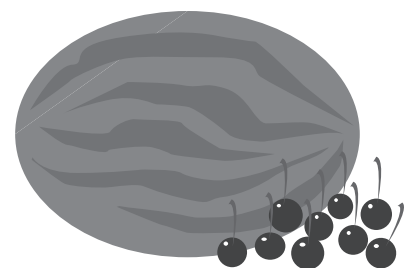
- o Observe the ripening of a squash from green to yellow, orange or red.
- o Using a variety of squash, cut them open and discuss how many fruits and vegetables grow from seeds. Demonstrate how a squash seed grows into a mature squash using pictures.
- o Plan a field trip to a pumpkin patch. Select pumpkins to turn into jack-o-lanterns if the class is celebrating Hallowe'en.
- o Demonstrate that pumpkins, after being carved, can be cooked and eaten like all other squash.



- o Roast pumpkin seeds for snack time.
- Vegetable Soup
 - o Introduce the concept of a winter vegetable soup as part of a nourishing meal. Discuss favourite soups and the kinds of local vegetables that are available at this time of year.
 - o Discuss the health benefits of a soup that includes many vegetables that all contain nutrients needed for their bodies to move and grow.
 - o Have students bring one vegetable to school to make a class soup.
- Run or Walk
 - o Have students demonstrate when it is appropriate to run or walk in their everyday lives by playing “Run or Walk”. Call out phrases and have the students run or walk according to what is said. (e.g., “in the hallway” – students walk, “playing tag” – students run, “at the swimming pool” – students walk, “in the playground” – students run).

November

- Vegetables and Fruit
 - o Introduce vegetables and fruits as being an important component of healthy eating.
 - o Develop an alphabet book with each letter of the alphabet representing a vegetable or fruit beginning with that letter. (e.g., “a” is for apple or “b” is for butternut squash, etc.) Have students draw and colour their vegetables and fruit. This could become a Classroom Big Book or form a bulletin board display.
- Pack a Healthy Lunch
 - o List items that could be included in a healthy lunch. (Choose from Vegetables and Fruit, Grain Products, Milk and Alternatives, Meat and Alternatives). These could be compiled and sent home to parents.
 - o Cut out pictures from magazines and grocery store flyers of items that could be included in a healthy lunch. Have students place the items in a bag and then demonstrate to the class or in small groups what they included in their lunch.



- o Draw or paste healthy food pictures on a paper plate. When completed post plates on a bulletin board called “Healthy Lunch Ideas”.
- Indoor Physical Activities
 - o Explain how indoor activities differ from outdoor activities.
 - o List ideas for indoor activities and have students categorize the activities according to home, classroom or gym.
 - o Play a variety of classroom activities throughout the day such as stretching, jumping jacks, nerf ball, Simon Says, creative dance, etc.

December

- Celebrations
 - o Discuss how celebrations can influence eating.
 - o Have students share some of their favourite foods eaten during celebrations.
 - o Create healthy treats that would be fun to eat during the holidays (e.g., oatmeal cookies that are low in fat and sugar, fruit or vegetable faces, red or green smoothies, etc.).
 - o Make a placemat of healthy celebration foods – decorate according to the celebration and laminate them so they can be used more than once.
 - o Plan a fieldtrip to a turkey farm.



- Empty or Full?
 - o Ask students to describe how they feel when they are hungry (before snack), when they are satisfied (after snack), when they have eaten too much.
 - o Discuss the importance of eating slowly and have students demonstrate how to eat slowly during snack time. (See Hunger and Satiety Teacher Backgrounder.)



- Winter Physical Activities
 - o Discuss and list a variety of activities that students can do over the

school winter break. Discuss the “fun factor” of each idea.

- o Have students print or draw a variety of activities on separate pieces of paper. Fold each paper and put them into a container. Have students take their container home and choose an activity each day over the holidays. Decorate the container with pictures or drawings of winter activities.
- o From a list of winter physical activities, survey the class to determine which activities are the most popular.
- o Share a story of a time when their family did an activity together. Why was it fun?
- o Tell about their favourite activity and explain why it is their favourite.

January

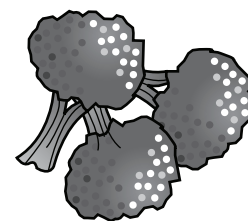
- Canned or Fresh?

- o Introduce the idea that canned vegetables and fruits are just as nutritious as fresh vegetables and fruit.
- o Have students bring a can of vegetables and/or fruit to school and make a donation to the food bank.



- Outdoor Physical Activities.

- o List ideas for outdoor activities.
- o Have students determine which activities require special equipment and which activities do not. These may be graphed.
- o Go outside and play a variety of outdoor activities that do not require special equipment.
- o Build a healthy snow person (use Math shapes such as circles, squares, rectangles, triangles).
- o Make a collage of winter activities (could discuss 2010 Olympics).



February

- Heart Smart Snacks

- o Create healthy Valentine's cookies.
- o Use a heart shaped cookie cutter to cut up fruit.
- o Use cut up vegetables to fill a heart shaped plate.
- o Make tiny heart shaped sandwiches using healthy ingredients.
- o Make vegetable or fruit faces.

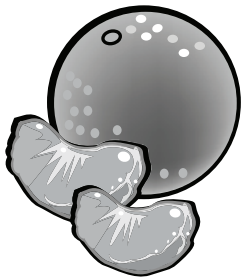
- Healthy Beverages

- o Explain why the body needs water.

“The best thing to drink when you are thirsty is water. Drinking water can help your body to feel good so that you can play and do other activities that you like. If you do not drink enough you may feel tired, weak and your head may hurt. It is important to drink more water when you are running around and playing a lot.”

- o Make fruit smoothies.

- o Select a common soda. Read the nutrition facts label, making note of the sugar content. Demonstrate how much sugar is in the soda. (4 grams of sugar = 1 teaspoon)



- o Demonstrate how many oranges it takes to make one cup of orange juice.

- o Discuss the importance of milk to build healthy bones.

“The things that you eat and drink can help you grow, learn and play. Drinking milk or soy beverages can help you build strong bones and healthy teeth. Strong bones and teeth will be with you for life. This means that you will be able to play and do other fun activities now and when you are a grandparent.”

- o Plan a trip to a dairy farm.

- o Make a healthy beverage coaster and laminate it.

- Heart Smart Activities

- o Sit at desk and take pulse. Go outside (or to the gym) and run for one minute; take pulse again. Discuss student findings. This may require the assistance of older students or teacher assistants.

- o Discuss and list a variety of activities that make the heart beat faster.

March – Nutrition Month

- One Food Leads to Another
 - o Introduce the idea that one food (a potato for instance) can make a variety of dishes.
 - o List a variety of methods used to prepare a potato (or other versatile food); ask students to discuss which methods might be healthier and why.
- Commercial Activities
 - o Family commits to doing physical activities during the commercial breaks of their favourite television program (e.g., group stretch, run upstairs, switch seats, dance, Mother-May-I, etc.) Students discuss outcome next day.

April

- Benefits of Salads
 - o Make a salad using a variety of vegetables and fruit.
 - o Create salad idea trading cards using pictures and words from magazines.
 - o Discuss the importance of eating brightly coloured vegetables and fruit.
 - o Use pieces of vegetables and fruit to create interesting-looking bugs or bunnies on a plate and then eat them at snack time.
- Earth Day
 - o Describe all the steps a potato takes from field to plate.
 - o Create a story called “The Adventures of Potato Patty” that traces and describes each step.
- Turn off the TV/Computer Challenge
 - o Have students pledge to turn off the TV/computer for one evening each



week. Ask students to list healthier activities that they could do instead of watching TV or playing games on the computer.

- o Have students track the number of minutes spent decreasing TV/computer use and the number of minutes increasing physical activity; add together to come up with a class total.

May

- Growing Plants

- o Plan a fieldtrip to a farm or a garden centre or a community garden.
- o Invite a guest speaker to explain how vegetables and fruit are grown.
- o Plant a vegetable or grow herbs for a Mother's Day present; observe the plant throughout its growing period (water, nutrients and sun).
- o Grow an herb garden. Discuss how herbs can be used in cooking to flavour foods.

- Brightly Coloured Vegetables

- o Explain why it is important to eat a variety of brightly coloured vegetables and fruit.

- Plan a Playground

- o Use plasticine modeling to plan an ideal playground.
- o Discuss how the body works on a variety of playground equipment (e.g., on a swing the arms need to hold on tight to the chains and the legs need to pump up and down to make the swing go higher).

June

(If you are able to set up a Summer Outdoor Activity Centre, these activities can be combined with the centre.)

- Summer Food

- o Fill a picnic basket with summer foods (pictures, drawings or plastic vegetables or fruit).



- o Plan and have a picnic.
- o Discuss food safety.
- o Plan a fieldtrip to a strawberry patch.
- o Make a card that lists activities to do with Dad or decorate a water bottle to give to him on Father's Day.

- Water

- o Explain why the body and all animals and plants need water. (See February activities.) Explain how important it is to drink water, especially in the summer when it is hot or when you are running around and playing a lot. Ask students to think about how they know when to drink. Talk about thirst and that drinking water is the best way to satisfy thirst.

- Summer Activities

- o Create a list of summer activities that can be done during the summer break. Discuss the "fun factor" of each activity.
- o Have students print a variety of activities on separate pieces of paper. Fold each paper and put them into a container. Have students take their container home and choose an activity each day over the summer. Decorate the container with pictures or drawings of summer activities.
- o From a list of summer activities, survey the class to determine which activities are the most popular. Graph activities according to their popularity.
- o Share a story of a time when their family did an activity together. Why was it fun?
- o Tell about their favourite activity and explain why it is their favourite.



Kindergarten | All Year Activities

Celebrate a different food and a different activity each month and have students draw them in a school made calendar.

- **20 Kilometre (20 K) Club** – In September, students sign up for the 20 K Club. Each day before, during or after school, students could walk (or run) once around the school track or walk a designated hallway distance. With the help of their teacher, the students keep track of their accomplishments by recording their daily distance on a chart in the classroom. At year-end the students are awarded a 20K (or further) certificate at a school assembly.
- Ask students to make their body into the shape of letters and numbers as the students learn about them.
- Set up a tree with lots of branches in the classroom that can be a ‘Healthy Foods Tree’. Decorations can be added to the tree as each season brings in new and different foods. The students can come up with ways to use their Healthy Food Tree. They could sit down with a buddy and compare their favourite food choices, talk about which foods, vegetables, cereals, snacks, etc. that they like.
- Create a board game and call it “Going to Market” or “The Adventure Trail”. Place playing pieces on start. One student rolls the die and counts the appropriate number of squares. Some squares might say things like “miss a turn”, or “move back two spaces,” or “move ahead one space” while other squares have an activity instruction. If a student lands on an activity instruction they must imitate that activity. For instance, activities could include such instructions as “jump over the log,” or “swim across the river,” or “climb the hill,” etc. The first student to get to the “market” or another appropriate destination wins the game. The prize could be that they get to be the vendor at the grocery store centre.
- **What’s my Food?** This is an interactive game that has students guessing the name of a food by listening to another student describe its shape, taste, colour, smell, etc. Tape a picture of a single food on the back of one student. The 2nd student describes its shape, taste, colour, smell, etc. while the 1st student guesses what the food is.



Backgrounder - Principles and Benefits of Healthy Eating

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

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

Principles

What are the principles of healthy eating?

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



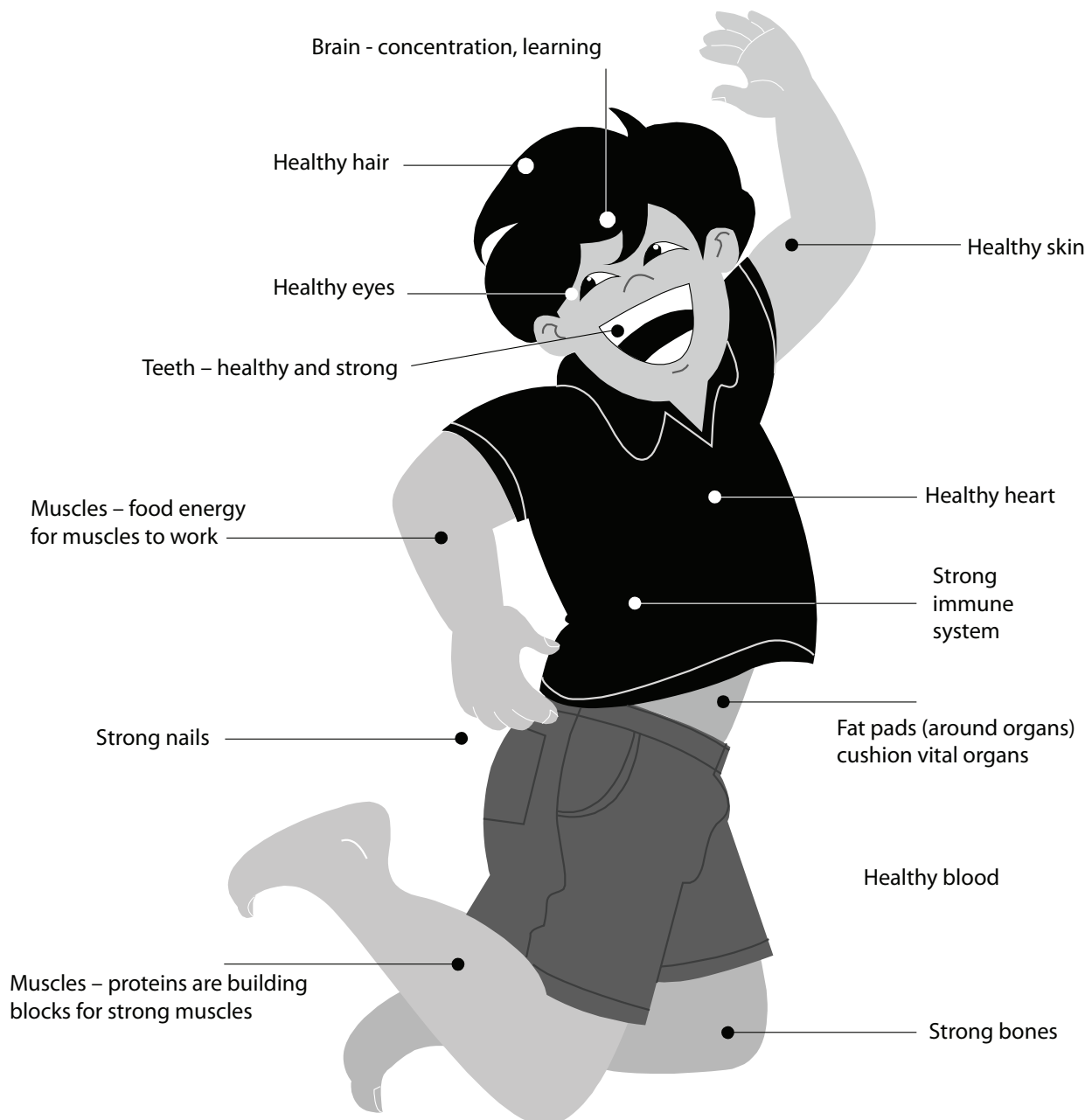
Benefits

Why is the food we choose so important?

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

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

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



Backgrounder - Principles and Benefits of Physical Activity

Canada's Physical Activity Guides for Children and Youth recommend increasing time currently spent on physical activity, starting with 30 minutes more per day with a goal of achieving 90 minutes of moderate to vigorous physical activity daily.

Principles

There are three types of physical activities: endurance, flexibility and strength.

- **Endurance** – continuous activities that strengthen the heart and lungs
- **Flexibility** – reaching, bending and stretching activities that increase range of motion and promote relaxed muscles
- **Strength** – activities against resistance that build strong muscles and bones

For the greatest health benefits, participate in all three types of activities every day and **make it fun!** Children are more likely to be physically active every day if it is fun.

Fun **endurance** activities

- Playground games, such as tag, four-square and playground circuits
- Riding a bike, scooter or skateboard
- Hiking and orienteering
- Soccer, basketball, hockey
- Skating (ice or in-line), swimming, x-country or downhill skiing
- Dancing
- Jumping, bouncing and skipping

Fun **flexibility** activities

- Dancing
- Gymnastics
- Yoga
- Martial Arts

Fun **strength** activities

- Climbing on playground equipment
- Swinging on the monkey bars
- Jumping, bouncing and skipping
- Hopscotch or hopping on one foot



- Canoeing and kayaking
- Exercise band routines

Many fun physical activities can be categorized in more than one category. For example, skipping rope is both an endurance and a strength activity.

Benefits



Being physically active every day is both fun and healthy. There are many benefits to daily physical activity, such as contributing to the development of healthy bones, a healthy heart, healthy muscles and a healthy self.

Healthy Bones – Strong bones are built during childhood and adolescence. Jumping, weight-bearing, and strength training activities build strong skeletons, and decrease the risk of osteoporotic fractures later in life.

Healthy Heart – Cardiovascular disease is the second leading cause of death in Canada. Physical inactivity is considered to be a major modifiable risk factor for heart disease. Regular participation in active games, individual pursuits, and running or walking will contribute to students' heart health.

Healthy Muscles – Muscle strength and flexibility enhance functional ability and support life-long active living. Weight bearing and strength training activities strengthen bones and exert forces on the bones contributing to healthy bone development. Stretching increases range of motion and contributes to muscle development.

Healthy Self – Healthy living contributes to the development of self-esteem, decreases tobacco use, supports proper nutrition, maintains healthy weight, and enhances academic performance.

Other benefits of regular physical activity include: increased energy, reduced stress, improved concentration, improved posture and balance, and opportunities to meet new friends.

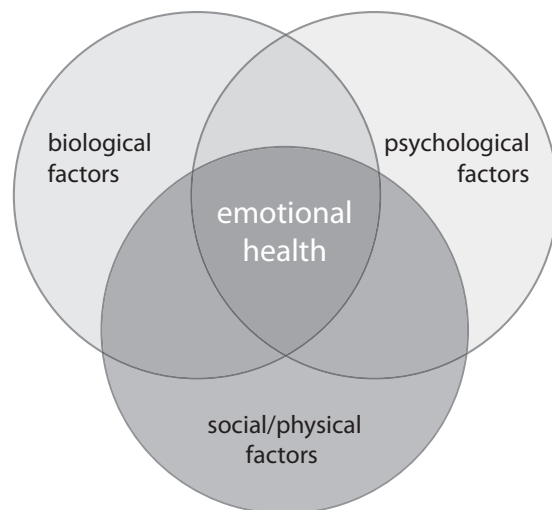
Action Schools! BC (2006)
www.actionschoolsbc.ca

Backgrounder - Emotional Health

What is emotional health?

Emotional health is difficult to define in a precise, definitive way. It is often described as feeling good about oneself (having positive self-esteem) and having the confidence and skills to deal effectively with problems or challenges in life.

Children's emotional health is determined by a complex interplay of factors including biology, psychology (the child's temperament) and the social and physical environment.



Children with good mental and emotional health generally:

- Have good self-esteem and a solid sense of who they are;
- Are able to understand and express emotion appropriately;
- Are able to “bounce back” from difficult experiences;
- Perceive themselves as capable and competent;
- Have positive family and peer relationships;
- Are able to spend time by themselves; and
- Have the capacity to tackle developmental challenges successfully.

What is the link between healthy eating, physical activity and emotional health for children?

When students are physically and mentally healthy, they learn better and interact appropriately in the classroom. Stress, hunger, anxiety, depression, and an inability to concentrate can all interfere with learning. Poor school performance can increase feelings of frustration and anxiety in children, further interfering with learning and success.

The relationship between physical activity and emotional health is pretty clear.



Being physically active promotes psychological well-being and reduces feelings of depression and anxiety. Children who are physically active show:

- increased levels of self-efficacy and higher self-esteem,
- improved academic and cognitive performance, and
- positive improvements in attitudes, discipline, behaviour and creativity.



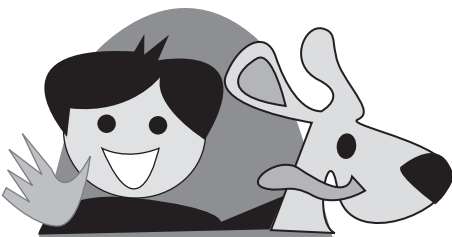
The relationship between nutrition and emotional health is starting to emerge through research. So far we know that:

- blood sugar levels which are directly related to the types of foods and how often a child eats can create lows and highs in children's mood and behaviour,
- children living in poverty and experiencing lack of food in the household, experience difficulty with school performance,
- a lack of certain nutrients may be associated with a range of mental and behavioural disorders including ADHD, depression, learning disorders, impulsivity and aggression,
- food allergies and food sensitivities may also trigger emotional and behavioural reactions in children,
- caffeine intake can cause increased arousal, irritability, nervousness or anxiety in children.

Although research is emerging, we do know that eating a healthy diet and being active daily contributes positively to both physical and emotional health in children.

Children's emotional wellbeing can be supported by:

- helping them to understand and develop knowledge and skills in healthy eating,
- helping them to understand, and develop knowledge and skills, as well as providing opportunities to engage in daily physical activity,
- helping them to understand the importance of a healthy sleep pattern,
- providing opportunities for the child to experience successes,
- creating a safe environment for the child by establishing routines, setting clear expectations, and providing rewards for positive behaviour,
- teaching communication and problem solving skills,
- teaching children to identify and understand their own feelings and the feelings of others, and
- addressing learning needs that could interfere with school success.



Backgrounder - Hand Washing Tips for Teachers

Effective and frequent hand washing prevents the spread of disease. This will decrease the number of sick days and lead to better academic performance.

Wash hands before and after coming into contact with germs (e.g., bacteria), such as using the washroom, blowing your nose, playing, or touching food and/or animals.

What are the steps to washing your hands correctly?

- Wet your hands under warm running water.
- Scrub all parts of your hands with soap and water for at least 15-20 seconds (i.e., the time it takes to sing Happy Birthday twice). Make sure you create a good lather, and scrub fingertips and under the nails.
- Rinse hands under warm running water to remove the lather.
- Use a paper towel to pat dry your hands, to turn off the tap, and to open the bathroom door.

Additional information on hand washing for use in the classroom:

Here is a link to BC HealthFiles explaining hand washing in more detail:

<http://www.bchealthguide.org/healthfiles/hfile85.stm>

Here is a link to the *Do Bugs Need Drugs* campaign that offers detailed lesson plans on hand washing:

<http://www.dobugsneeddrugs.org/>

Here is a link to a cartoon that teaches hand washing:

http://www.henrythehand.com/pages/content/sub_d.html

Developed by Fraser Health Authority



Kindergarten | Further Resources and Contacts

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

Action Schools! BC

www.actionschoolsbc.ca

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

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

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

ActNow BC

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

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

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

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

BC Healthy Living Alliance

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

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

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

BC Dairy Foundation

www.bcdairyfoundation.ca

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

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

BC Ministry of Education – Healthy Schools

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

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

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

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

Canadian Health Network

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

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

Kindergarten | Further Resources and Contacts

continued

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

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

Canadian Paediatric Society, Caring for Kids

www.caringforkids.cps.ca

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

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

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

DASH BC

www.dashbc.org

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

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

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

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

Dial-A-Dietitian

<http://www.dialadietitian.org>

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

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

Dietitians of Canada

http://www.dietitians.ca/public/content/eat_well_live_well/english/index.asp

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

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

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

Go for Green

www.goforgreen.ca

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

Kindergarten | Further Resources and Contacts

continued

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

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

Health Canada – Physical Activity Guides for Children and Youth

www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/index.html

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

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

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

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

Health Canada – Eating Well with Canada's Food Guide

www.healthcanada.gc.ca/foodguide

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

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

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

Healthy Eating is in Store for You

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

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

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

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

Kindergarten | Further Resources and Contacts

continued

Heart and Stroke Foundation of Canada

www.heartandstroke.ca

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

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

Heart and Stroke Foundation of B.C. and Yukon

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

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

Making it Happen: Healthy Eating at School

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

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

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

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

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