

Nutrition Resource Kits

Kindergarten – Lesson Plans

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Introduction

This Nutrition Resource Kit is designed for Kindergarten. The manual is a curriculum-based tool that is divided into sections that promote healthy living, following the Alberta Education Health and Life Skills Curriculum. Each section includes: Background Information for Teachers, References, and Student Activities. Also included is basic information on Canada's Food Guide, which provides a review of material covered in primary grades, as well as a knowledge base for material to be covered in intermediate grades.

The purpose of this manual is to promote and teach a healthy lifestyle. There are three major components of a healthy lifestyle: eating well, positive body image and being physically active. A combination of these could prevent many adverse health effects and even some diseases. Healthy eating, physical activity and a positive body image should be encouraged early in life to develop lifelong commitments to health. Learning to make and enjoy healthy food selections early in life can greatly impact long-term health.

Alberta Health Services has developed a comprehensive list of provincial resources that have been approved for use in schools across Alberta. To receive this School Nutrition Education Resource List please email the Alberta Health Services Nutrition Education Resource Team at: nutritionresources@albertahealthservices.ca. The Nutrition Education Resource team can also provide more information on the nutrition services available to schools and answer any questions regarding school resources.

Outcome Objectives*

Students will be able to:

- W – K.1:** Describe ways, and make choices, to be physically active.
- W – K.2:** Identify and use positive hygiene and health care habits.
- W – K.5:** Recognize that nutritious foods are needed for growth and to feel good/have energy.
- R – K.1:** Demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words.
- L – K.7:** Identify ways to help.

* Alberta Education. (2002). K-9 Health and Life Skills Outcomes.

Background Information for Teachers: Nutrition

Canada's Food Guide

Healthy eating is a very important part of a healthy lifestyle. *Eating Well with Canada's Food Guide* is the tool used to teach healthy eating patterns and practices.

Canada's Food Guide provides an easy framework for healthy eating through the use of a colourful rainbow used to demonstrate the four food groups (Vegetables and Fruit, Grain Products, Milk and Alternatives and Meat and Alternatives). Just as different colours make up a rainbow, different food groups are the basis for healthy eating. Healthy eating is the overall pattern of foods eaten, and not only one food, one meal or one day's meals.

Canada's Food Guide describes both the **amount** (quantity) and **type** (quality) of food people need as part of a healthy eating pattern. The eating pattern provided by Canada's Food Guide promotes overall health by ensuring that nutrient needs are met each day, and by helping reduce the risk of obesity and other nutrition related diseases.

Amount:

Canada's Food Guide is divided into categories that provide age and gender specific recommendations on the amount of food that should be eaten from each food group each day. Table 1 below provides the recommended number of food guide servings required from each food group for children from 4 years to 8 years of age.

Table 1: Number of Food Guide Servings

	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives
Age 4-8	5	4	2	1

Note: Canada's Food Guide provides examples of what counts as one serving size from each food group. The serving size is not intended to necessarily represent what would be eaten in one sitting.

It is also important to include a small amount of unsaturated fat in the diet each day for essential fatty acids. 30-45 mL or 2-3 Tbsp of added oils and fats are part of the eating pattern.

Type:

The food guide also provides statements on the types of foods that should be chosen from the four food groups in order to; meet all nutrient needs (i.e. vitamins, minerals and other nutrients), limit energy intake (i.e. limit excess calorie intake), limit sodium (salt) intake, limit fat intake, and limit sugar intake. The following are the quality tips from each food group:

Vegetables and Fruit

- Eat at least one dark green and one orange vegetable each day
- Choose vegetables and fruit prepared with little or no added fat, sugar or salt
- Have vegetables and fruit more often than juice

Grain Products

- Make at least half of your grain products whole grain each day
- Choose grain products that are low in fat, sugar or salt

Milk and Alternatives

- Drink skim, 1%, or 2% milk each day
- Select lower fat milk alternatives

Meat and Alternatives

- Have meat alternatives such as beans, lentils and tofu often
- Eat at least two Food Guide Servings of fish each week
- Select lean meat and alternatives prepared with little or no added fat or salt

It is important to remember that foods and meals should not be labeled as good and bad. All foods fit to make an overall healthy eating pattern. As educators, we need to teach children how to eat more of the **everyday foods** (foods from the four food groups) and eat the **sometimes foods** (foods that do not fit into any of the food groups) in moderation.

Sometimes foods include a wide range of items such as: butter, margarine, jam, potato chips, popcorn, chocolate bars, candy, soft drinks, sugary fruit drinks, and condiments like salad dressing and mayonnaise. **Sometimes foods** can be part of a healthy diet when eaten in moderation. **Sometimes foods** should not replace **everyday foods**, which provide the essential nutrients our bodies need to stay healthy. More information on the food groups is provided in the section: Discovering the Food Groups.

Healthy eating is not a single choice, but rather a balance of many choices. Two important concepts to keep in mind when talking about a healthy eating pattern are: **variety** and **balance**!

Variety includes not only choosing food from each of the four food groups every day, but also choosing many different foods within each food group.

Balance means choosing foods from more than one food group for meals and snacks. The general rule of thumb is to choose food from at least 2 of the 4 food groups for snacks and food from at least 3 of the 4 food groups for meals.

More information about *Eating Well with Canada's Food Guide* is available at:

http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html

Please refer to the *Alberta Nutrition Guidelines for Children and Youth* for more information on creating healthy school environments and promoting healthy food choices and healthy attitudes about food. A copy of the *Alberta Nutrition Guidelines for Children and Youth* can be found at:

<http://www.health.alberta.ca/documents/Nutrition-Guidelines-AB-Children-Youth.pdf>

Discovering the Food Groups

Healthy eating includes eating food from each of the four food groups every day. A good place to start is learning what the four food groups are and what foods fit into each food group.

When discussing the food groups, there will be many foods that do not fit into any of the four food groups. It is important to remember to use terms such as **everyday foods** and **sometimes foods** when discussing these foods. Emphasize that all foods fit into a healthy eating pattern; however some foods should be chosen less often.

1. Vegetables and Fruit

The outside and most prominent arc of the food guide rainbow represents the Vegetables and Fruit food group. Being the largest arc of the rainbow is a visual way to emphasize the importance vegetables and fruits play in a healthy eating pattern. Vegetables and fruit come in many forms (fresh, frozen and canned), which should be emphasized.

Vegetables and fruits are usually low in fat and calories, and are the source of many important nutrients, such as vitamins, minerals and fiber.

There are many products with “vegetable” and “fruit” in their names, or written on their packaging. However, many of these products are actually very high in fat, sugar or salt. Examples include candy, fruit jams, fruit drinks that are not labeled 100% juice, or vegetable chips. These products may come up when discussing vegetables and fruit. It is important to reinforce the idea of **variety** and **sometimes food** when discussing these foods.

What is One Food Guide Serving?

- 125 mL (½ cup) fresh, frozen or canned vegetables
- 125 mL (½ cup) cooked leafy green vegetables
- 250 mL (1 cup) raw leafy green vegetables
- 125 mL (½ cup) fresh, frozen or canned fruit
- 125 mL (½ cup) 100% fruit juice

2. Grain Products

The second most prominent arc in the rainbow represents the Grain Products food group. Relative to some of the other food groups, a large number of servings are recommended from this group. Many different foods fall into the Grain Products category, providing many essential nutrients, therefore **variety** is important to emphasize.

Grain products include all grains, cereals, pasta, rice and products that are made with grain flour (including corn flour)

Choosing more grain products that are whole grain will help increase fiber intake. Whole grain products are made with grains that have not been refined, and therefore contain all nutrients naturally found in the grain, including many essential nutrients needed for health. Grain products that are not whole grain are products that are made with refined grains. This means that they have been processed and are missing parts of the grain, therefore missing some naturally occurring

essential nutrients. Choosing half of your grain products as whole grains will help ensure nutrient needs are met!

What is one Food Guide Serving?

- 1 slice of bread
- ½ bagel
- ½ pita or tortilla shell
- 125 mL (½ cup) cooked rice, bulgur or quinoa
- 175 mL (¾ cup) hot cereal
- 30 g cold cereal
- 125 mL (½ cup) cooked pasta or couscous

Hurray For Fibre! – Dietary fibre is found in plant-based foods such as whole grain breads, cereals, vegetables, fruits, legumes (beans, peas, and lentils), nuts and seeds. Fibre cannot be digested and therefore passes through our digestive system. It helps maintain a healthy digestive tract!

3. Milk and Alternatives

The blue arc in the rainbow represents the Milk and Alternatives food group. Although few Food Guide Servings are recommended from this food group each day, this group provides many key nutrients that are important for developing strong bones, helping with proper growth and development, and helping keep our teeth strong. Calcium is a commonly known nutrient, which is provided along with other essential nutrients from the Milk and Alternatives food group.

The Milk and Alternatives food group includes milk, fortified soy beverage (fortified with Vitamin D and Calcium), canned milk, powdered milk, yogurt and cheese.

What is one Food Guide Serving?

- 250 mL (1 cup) milk or fortified soy beverage
- 125 mL (½ cup) canned milk
- 175 mL (¾ cup) yogurt or kefir
- 1 ½ oz (50g) cheese

4. Meat and Alternatives

The smallest arc of the food guide rainbow represents the Meat and Alternatives food group. Like the Milk and Alternatives food group, large numbers of servings per day are not recommended. These foods do however provide many key nutrients that are necessary for proper growth and development.

All foods from this group are high in protein; protein is the building block for cell growth and development and helps our bodies fight infections. Fat is also an important component of Meat and Alternatives; it gives us energy and essential vitamins. Red meats are a high source of iron needed for healthy blood. Legumes are high in carbohydrate and fibre.

Healthy tips to follow when choosing foods from the Meat and Alternatives group: Try removing excess fat from beef, pork and chicken. Eat bacon, sausages, bologna, and breaded and fried meat

less often. Enjoy lean cuts of meat and fish. Choose foods like baked beans, split pea soup or lentil casserole.

What is one Food Guide Serving?

- 2 ½ oz (75 g) or ½ cup (125 mL) cooked fish, shellfish, poultry, lean meat
- 175 mL (¾ cup) cooked legumes
- 150 g or 175 mL (¾ cup) tofu
- 2 eggs
- 30 mL (2 Tbsp) peanut butter
- 60 mL (¼ cup) shelled nuts and seeds

Note: Serving sizes recommended by the Food Guide do not necessarily reflect the amount eaten at a meal or a snack. Children may have more than one serving at a time. For example, one cup (250 mL) of spaghetti, one pita or one hamburger bun each count as two servings of Grain Products. One cup (250 mL) of fruit is equivalent to 2 servings of Vegetables and Fruit.

Great Start – Eating Breakfast

Research shows that a sound breakfast is a prerequisite for learning.

Breakfast Is the Most Important Meal of the Day

“Breaking the fast” every morning is the most important thing *everyone* can do for their bodies. By morning, it may be eight hours or longer since eating, and breakfast helps replenish blood glucose levels. Glucose is needed to fuel the brain and give the body energy to function properly. Choosing a variety of foods in the morning can ensure that the body gets all the nutrients it needs and can help improve learning and school performance. Children who come to school hungry are disadvantaged when it comes to learning, getting along with their peers and feeling good about themselves.

- The body needs to replenish its fuel with food to break the overnight fast and keep the body energized.
- Eating breakfast can help you stay attentive and do better at school, work and play.
- Breakfast supplies essential nutrients such as carbohydrates, protein, fiber, calcium, iron, zinc and vitamins A, C, D, B6, riboflavin and folic acid that the body needs to stay healthy. These are found in some typical breakfast foods such as cereal, fresh fruit, and milk and fruit juice. These essential nutrients are almost never made up.
- Skipping breakfast will NOT help control weight because the person usually compensates for the lack of energy with high fat or high caloric meals later in the day.

When children come to school hungry and inadequately nourished, they are:

- Less curious, less attentive, less physically active and less responsive socially;
- More irritable, tired, and anxious;
- Easily distracted, lethargic and often cause disruptions in class and cannot concentrate on their studies.

These characteristics result in poor school performance.

Variety

Variety means eating many different kinds of foods prepared in different ways. Choosing a variety of foods allows the child to consume a wide variety of nutrients. Variety also means choosing different foods within each food group as the nutrient content of foods within each group varies.

Variety promotes:

- An adequate intake of essential nutrients.
- The use of foods and cuisines enjoyed by different ethnic and cultural groups.
- The positive and pleasurable aspects of eating by exploring a wide range of foods varying in colour, flavour and texture.

Breakfast on the Run

No time for breakfast? No problem! There are many ways you can eat breakfast on the go. Try preparing breakfast the night before and have “fast-breakfast-grabs” to eat on the way to school.

- For example: grab single size yogurt and juice, portable fruit such as bananas and apples, whole-wheat bagels and nuts, seeds and raisins.

Why not try something different! Try a non-traditional breakfast in the morning such as leftovers, pizza or spaghetti. These foods can be eaten at any time during the day.

Try to include at least 3, if not 4, of the four food groups from Canada’s Food Guide at every meal.

Healthy Snacking

Children need many nutrients that can be supplied through many different eating behaviors.

Sometimes there is a misconception that snacking is unhealthy. On the contrary, using foods from the four food groups can make nutritious and delicious snacks. Snacks help children meet their daily needs for nutrients and energy, help them to grow, to think and to stay active at school and at home. Children know when they are hungry and how much they can eat. Encourage children to listen to their bodies and eat only until full, rather than cleaning their plates. Giving children healthy snack ideas and good snack options will help them fuel up on healthy foods.

Aim for snacks that contain foods from the four food groups and that are low in sugar, salt and fat. Try to avoid snacks low in nutrients and high in fat, sugar and/or salt, such as potato chips, nachos, chocolate bars, donuts, candies, fruit roll-ups, bubble gum, fruit-drink crystals and pop. Go for foods packed with the essential nutrients the body needs to grow.

The following are some important points to consider when discussing snacking:

- Include foods from at least 2 food groups to maximize your snack attack!
- When discussing snacks, it is important to emphasize that there are **everyday snacks** and **sometimes snacks**. The **everyday snacks** are those that are made up of food from any of the four food groups, and **sometimes snacks** are snacks that don't fit into any of the four food groups.
- There are great snacks from all four of the food groups!
 - **Vegetables and Fruit** - Unsweetened juice, apple wedges, orange slices, bananas, canned fruit, fruit kabobs, grapefruit, pineapple, carrot, celery, cucumber sticks.
 - **Grain Products** - Whole wheat bread, pitas, crackers, whole grain cereals, granola.
 - **Milk and Alternatives** - Skim milk, 1% milk, 2% milk, yogurt, cheese cubes.
 - **Meat and Alternatives** - Lean meat and poultry slices, hard cooked eggs, peanuts, almonds, trail mix (allergy alert).

Student Activities: Nutrition

Follow the Food Guide Rainbow	
Objectives of Activity	To introduce students to Canada's Food Guide.
Teacher Background Information	<ul style="list-style-type: none"> • Eating Well with Canada's Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html • Eating Well with Canada's Food Guide: A Resource for Educators and Communicators http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html
Material Required	<ul style="list-style-type: none"> • Canada's Food Guide Poster (make a poster-size rainbow from construction paper. Use specified colours that correspond to each food group in the Food Guide. Green – Vegetables and Fruit (the biggest band of the rainbow); Yellow – Grain Products; Blue – Milk and Alternatives; Red – Meat and Alternatives) • Pictures of various foods that fit into food group categories • Sticky Tack or Tape
Instructions	<ol style="list-style-type: none"> 1. Ask the class why we need to eat good foods. Answers will likely include that foods help us grow, give us energy to work and play, and help keep our bodies strong and healthy, etc. 2. Using the Food Guide poster, explain that foods are grouped together according to the good things that they give us. Discuss with students that different foods provide our bodies with different things they need. 3. The first band of the rainbow is green. This represents vegetables and fruit. Have students think about a garden and trees. What colour comes to mind? Ask students to name some of their favourite vegetables and fruit. Although the vegetables and fruits we eat can be very colourful, this food group comes from garden plants and trees. Green represents the vegetable and fruit group 4. The second band on the rainbow is yellow. This represents grain products including cereals and foods made with flour. Ask students if they can name some foods made with flour (breads, macaroni, pancakes, biscuits, muffins, bagels, tortilla shells, etc.) Ask them if they know what colour a grain field is when it is ready to be harvested (yellow). This is an easy way to remember that the yellow band of the food guide is for grain products. 5. The third band of the rainbow is blue. This colour represents the milk and alternatives. Ask the students where milk comes from (cows). Ask them to picture a field of cows happily eating grass in the pasture on a nice sunny day. Have them imagine that they look up at the sky. What colour is the sky? (Blue). Blue represents the milk group.

6. The fourth band of the rainbow is red. This color represents the meat and alternatives. Ask the students if they have seen the colour of meat before it is cooked (red). This food group includes meat as well as other foods that give us the same good things that meat gives us. Also in this group are eggs, nuts, seeds, peanut butter, baked beans, beans in chili, fish and poultry such as chicken and turkey.
7. Ask students to close their eyes and think of the food guide rainbow. Have them name the colours of the rainbow and name a few foods from each food group.
8. Ask each student to name a favourite food that fits into the food guide rainbow.
9. Help them select the band of food guide rainbow to which their named food belongs.
10. Show the class a picture of a certain food. Ask the class to name the food group to which the food belongs. Use sticky tack or tape to stick the food picture onto the appropriate band of the Food Guide rainbow.

Mystery Bucket	
Objectives of Activity	To have students review Canada's Food Guide.
Teacher Background Information	<ul style="list-style-type: none"> • See Teacher Background Information in the previous activity – Follow the Food Guide Rainbow
Material Required	<ul style="list-style-type: none"> • Bucket or box that the students cannot see into, but is large enough for them to put their hand in and out of it (An ice cream pail in a cloth drawstring bag is ideal) • Pictures of a variety of foods and/or plastic models of different foods that would fit into the bucket or box; have enough food pictures (or food models) to allow each student to have at least one turn • Food Guide Poster (make a poster-size rainbow from construction paper using specified colours for each food group in Canada's Food Guide – green for vegetables and fruit, yellow for grain products, blue for milk and alternatives, and red for meat and alternatives)
Instructions	<ol style="list-style-type: none"> 1. Place the poster on the floor at the front of the classroom. 2. Ask students, one by one, to place their hand into the Mystery Bucket and pull out a food. 3. Ask students to take their “food” to the Food Guide poster and place it on the appropriate band of the food guide rainbow. 4. If needed, assist students in selecting the correct band of the rainbow. 5. Reinforce the name of each food group as the band of the rainbow is selected (Vegetables and Fruit, Grain Products, Milk and Alternatives, or Meat and Alternatives).

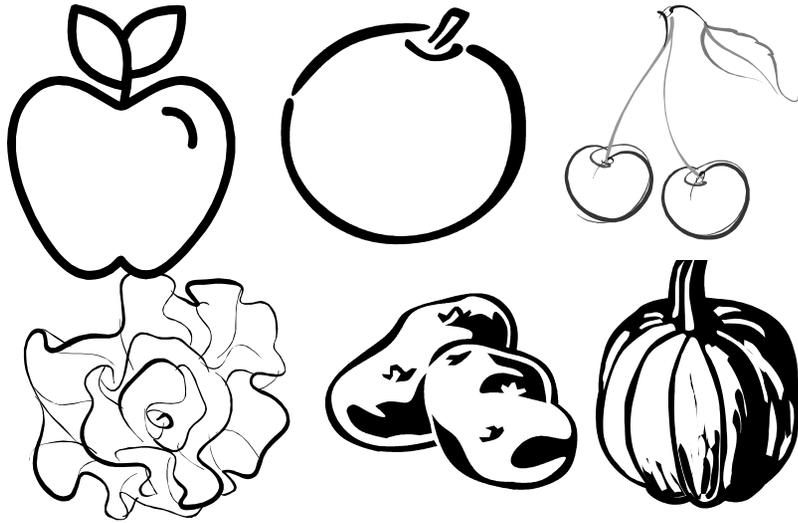
Build a Better Body with Fun Foods	
Objectives of Activity	To have students review Canada's Food Guide.
Material Required	<ul style="list-style-type: none"> • Magazines and/or grocery store flyers
Instructions	<ol style="list-style-type: none"> 1. Ask students to clip food pictures from flyers and magazines, or to draw their own foods. 2. Paste the pictures to resemble a human body with food for its body parts (i.e. celery for the arms, carrots for the legs, melon for the head, etc.) 3. Students can present their art to the class, telling which foods they included in the picture and which food groups they belong to.

Colour Me Healthy

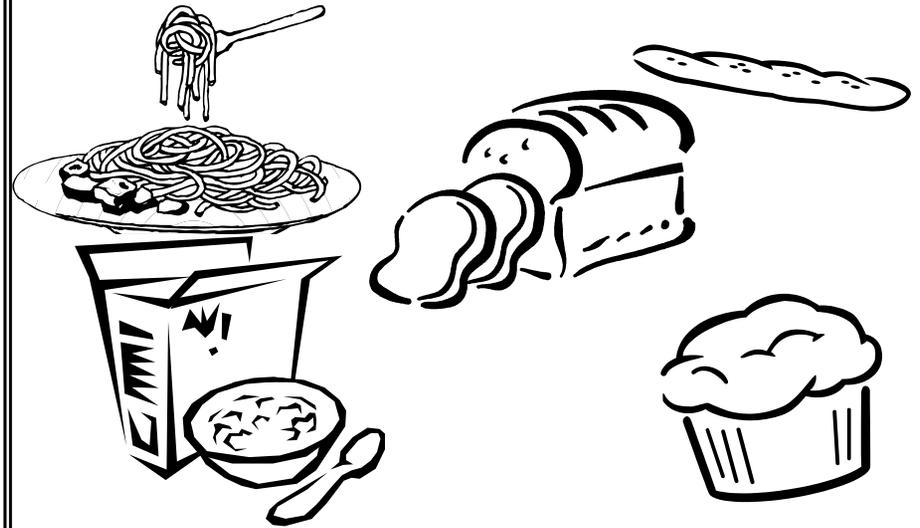
Objectives of Activity	To have students recognize that certain foods are grouped together in Canada's Food Guide according to the good things they give our bodies.
Teacher Background Information	<ul style="list-style-type: none"> • Eating Well with Canada's Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html • Eating Well with Canada's Food Guide: A Resource for Educators and Communicators http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html
Material Required	<ul style="list-style-type: none"> • "Colour Me Healthy" activity sheet • Crayons or markers
Instructions	<ol style="list-style-type: none"> 1. Review the names of each of the food groups (Vegetables and Fruit, Grain Products, Milk and Alternatives, and Meat and Alternatives). 2. Ask students to complete the colouring sheet.

COLOUR ME HEALTHY

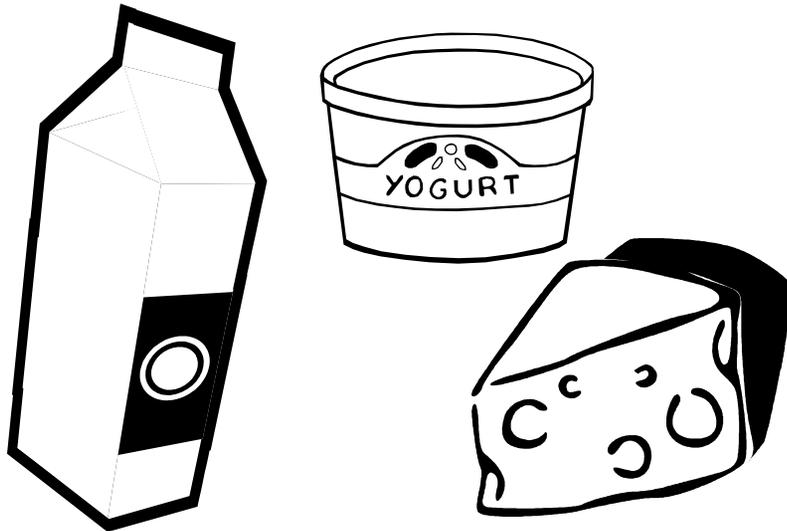
The Yummy Vegetable and Fruit Group



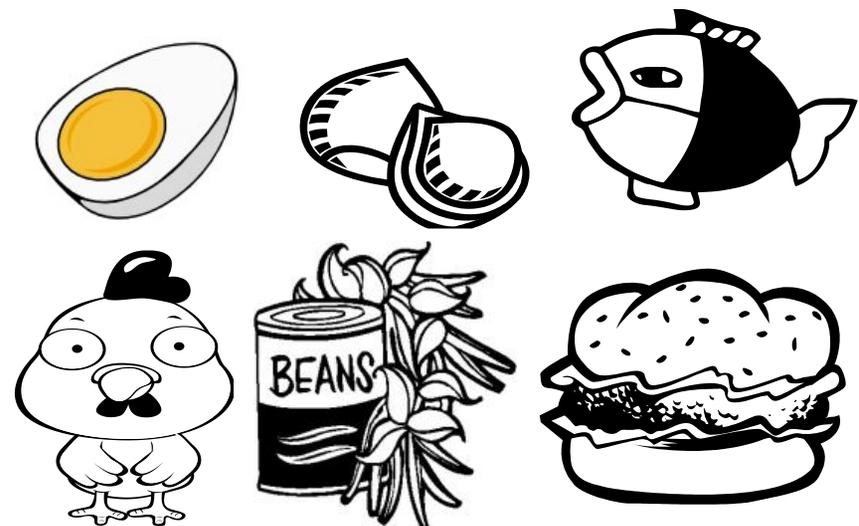
The Crunchy, Munchy Grain Group



The Magic Milk and Alternatives Group



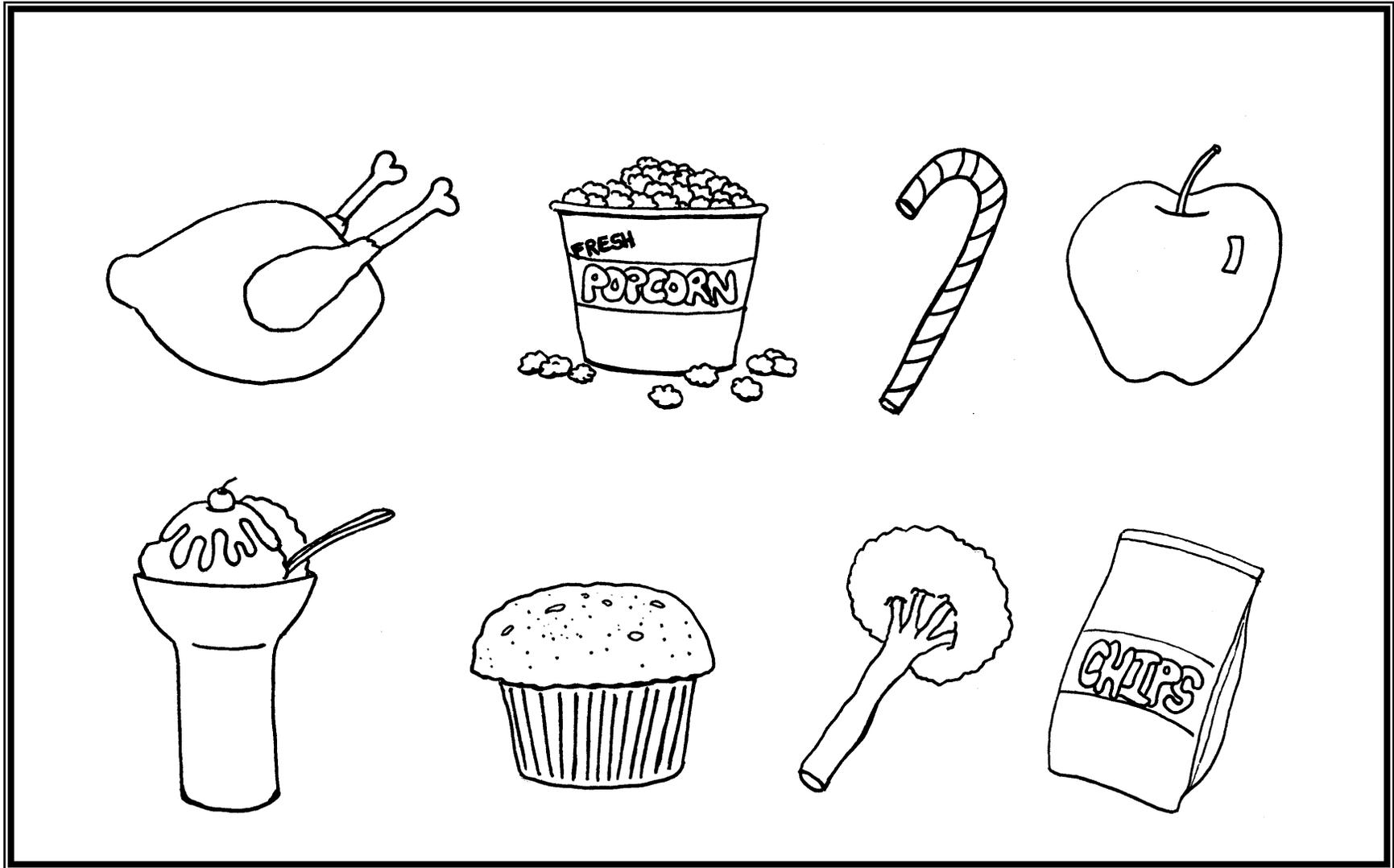
The Mighty Meat and Alternatives Group



Colour the Foods that are Good For You

Objectives of Activity	To have students start thinking about every day foods and sometimes foods.
Teacher Background Information	<ul style="list-style-type: none"> • Eating Well with Canada’s Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html • Eating Well with Canada’s Food Guide: A Resource for Educators and Communicators http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html
Material Required	<ul style="list-style-type: none"> • “Colour the Foods that are Good For You” activity sheet • Markers or crayons
Instructions	<ol style="list-style-type: none"> 1. Foods that fit into Canada’s Food Guide are considered everyday foods. Ask the class to name examples of everyday foods that fit into the food guide. 2. Many foods are combination foods that fit into more than one food group (e.g. Pizza, a meat sandwich, etc.). Ask students if combination foods are healthy for you. (Yes, they are healthy for you and they do fit into the food guide.) 3. Foods that do not fit into a food group category are called sometimes foods; these foods are generally high in sugar, fat, and/or salt. These foods should not be used to replace the foods that fit into the food guide because they do not give our bodies the building blocks we need to keep us healthy and growing. Examples of sometimes foods include candy, pop, potato chips, chocolate bars, etc. 4. Distribute the activity sheets. 5. As a group, ask students which of the foods are everyday foods. (All foods except for the candy cane, chips, ice cream and theater popcorn fit into food group categories). 6. As a class, identify what food group the foods on the colouring sheet belong to. (Answers: Chicken – Meats and Alternatives; Apple – Vegetables and Fruit; Whole Wheat Muffin – Grain Products; Broccoli – Vegetables and Fruit) 7. Have the students complete the “Colour the Foods that are Good for You” activity sheet.

COLOUR THE FOODS THAT ARE GOOD FOR YOU



My Favourite Healthy Foods Placemat

Objectives of Activity	To have students be creative while keeping Canada's Food Guide in mind.
Teacher Background Information	<ul style="list-style-type: none"> • Eating Well with Canada's Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html • Eating Well with Canada's Food Guide: A Resource for Educators and Communicators http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html
Material Required	<ul style="list-style-type: none"> • Heavy stock legal-sized paper • Pencils, markers • Access to a Laminator
Instructions	<ol style="list-style-type: none"> 1. Ask the students to think of their favourite foods. 2. Remind students to select foods that fit into the food guide. 3. Distribute a sheet of paper to each student. 4. Have students draw and colour some of their favourite foods. 5. Be sure to put the student's name on their picture. 6. Laminate the pictures and use them as personal place mats for snack time.

Food Twister

Objectives of Activity	To have students review the food groups in Canada's Food Guide.
Teacher Background Information	<ul style="list-style-type: none"> • Eating Well with Canada's Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html • Eating Well with Canada's Food Guide: A Resource for Educators and Communicators http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html
Material Required	<ul style="list-style-type: none"> • Coloured cards for each student (green, yellow, blue and red)
Instructions	<ol style="list-style-type: none"> 1. Discuss the four food groups from Canada's Food Guide and the types of food that belong in each food group. It is important to introduce the idea of everyday foods and sometimes foods. 2. Using masking tape, outline a rainbow to mimic Canada's Food Guide on the floor. Each arc of the rainbow should be labeled with the name and colour of the food group it represents. 3. Place the coloured cards in a bag. 4. Have students pick a card one at a time. 5. Once a student picks a card, they should provide an example of a food that fits into the food group represented by the colour card they picked. Once an example of food is provided by the student, they can place a hand or foot in the arc of the rainbow represented by the colour they chose.

Breakfast Discussion

Objectives of Activity	To have students learn about the importance of having breakfast everyday and learn what a healthy breakfast incorporates.
Teacher Background Information	See Background Information for Teachers- Nutrition
Material Required	N/A
Instructions	<ol style="list-style-type: none"> 1. Ask students if they like to eat breakfast in the morning. Why? 2. Discuss why it is important to eat breakfast to break the overnight fast. 3. Explain that a complete breakfast includes foods from at least three of the four food groups: Vegetables and Fruit, Grain Products, Milk and Alternatives and Meat and Alternatives. Examples: <ul style="list-style-type: none"> • Peanut butter (Meat and Alternatives), whole wheat bread (Grain Products) and milk (Milk and Alternative) • Cereal (Grain Products) with milk (Milk and Alternatives) and a glass of 100% fruit juice (Vegetables and Fruit) • Breakfast burrito: tortilla wrap (Grain Products), eggs (Meat and Alternatives), salsa (Vegetables and Fruit) and cheese (Milk and Alternatives) and a yogurt (Milk and Alternatives) • French toast (Grain Products), fruit (Vegetables and Fruit) and yogurt (Milk and Alternatives) <p style="text-align: center;">NOTE: Sensitivity is needed where students' food choices may be limited by home situations</p> 4. Discuss examples of breakfasts that contain foods from at least three of the four food groups. 5. Ask students to describe the most unusual breakfast they have ever eaten, or describe their favourite breakfast.

Designer Cereal Box	
Objectives of Activity	To have students explore the importance of having breakfast everyday.
Teacher Background Information	See Background Information for Teachers- Nutrition
Material Required	<ul style="list-style-type: none"> • Empty cereal boxes • Construction paper • Glue • Markers or crayons
Instructions	<ol style="list-style-type: none"> 1. Explain that breakfast is important because it gives you energy to learn, work and play in the morning. 2. Ask students to design their own cereal box that illustrates how they feel after they eat breakfast. Students can glue construction paper onto the empty cereal boxes and use markers or crayons to draw their designs. 3. Students can then show their cereal box designs and talk about their own personal breakfast experiences!

I Choose Healthy Snacks

Objectives of Activity	To have students learn about selecting healthy snacks.
Teacher Background Information	See Background Information for Teachers- Nutrition
Material Required	<ul style="list-style-type: none">• “I Choose Healthy Snacks” activity sheet• Crayons or markers
Instructions	<ol style="list-style-type: none">1. Ask students why we need to select healthy snacks. (They give us good things needed to grow and energy to play and learn).2. Remind students that healthy snacks fit into the Canada’s Food Guide as discussed in the previous activities.3. Distribute the handout “I Choose Healthy Snacks”.4. Ask the children to colour the healthy snacks that make a path through the maze.

I CHOOSE HEALTHY SNACKS

Colour the healthy snacks to make a path!

The maze consists of a grid of cells. The starting point is a boy and a girl at the top right. An arrow points down from them into the maze. The path of healthy snacks is: a banana (top row, right cell), an apple (second row, fourth cell), an orange (third row, fifth cell), a pear (fourth row, fifth cell), a slice of cheese (fifth row, fourth cell), a carrot (bottom row, second cell), and a bunch of grapes (bottom row, third cell). An arrow points from the grapes to another boy and girl at the bottom right. Other cells contain unhealthy snacks: Popcorn, Candy, Gum, Pie, Ice Cream, Soda, and other sweets.

Snack Talk	
Objectives of Activity	To have students learn about healthy snacks.
Teacher Background Information	See Background Information for Teachers- Nutrition
Material Required	N/A
Instructions	<ol style="list-style-type: none"> 1. Feature a discussion about healthy snacks. 2. Ask students to bring their favourite healthy snack for show and tell. 3. Ask students to draw a picture of their snack, or cut a picture of their snack out of a magazine or grocery store flyer, and then write a sentence about their snack next to the picture. Students can then talk about their snack and their sentence. 4. The snack pictures and sentences could then be used to make a book full of snack ideas!

How Does Your Garden Grow?

Objectives of Activity	To increase awareness of locally-grown produce and recognize that gardens are a source of food.
Teacher Background Information	<ul style="list-style-type: none"> • www.kidsgardening.com • http://www.albertafarmfresh.com/
Material Required	<ul style="list-style-type: none"> • Paper for drawing • Pencil, crayons or markers
Instructions	<ol style="list-style-type: none"> 1. Ask students to name foods grown in gardens. Ask them to share examples of foods that they have sampled directly from the garden (examples will most likely include peas, carrots, turnips, potatoes, cucumbers, tomatoes, raspberries, strawberries, apples, lettuce, etc.) 2. Ask students that have experienced food right from the garden to share their experiences in planting, picking, and enjoying their harvest. 3. Ask students to draw themselves either in a garden (or by a fruit tree) eating one of their favourite foods that can be grown locally. <p><u>Optional:</u></p> <p>Field Trip to a local greenhouse, backyard garden, or grocery store Arrange a field trip to a local greenhouse, backyard garden or apple tree, or the produce section of a grocery store. Discuss how vegetables and fruits grow. Reinforce that we need vegetables and fruits every day to keep us healthy. Have a tasting session if possible (Remember to ask about any food allergies.)</p> <p>Ask the expert and sample a snack Have a snack day based on garden produce. Ask parents / grandparents / other school staff with gardens to tell students about their garden and to supply a snack for the students. Examples of snacks might include apples, carrots, turnip, cherry tomatoes, cucumber slices, raspberries, etc. Ask the guest(s) to share information such as how the garden is prepared for planting, when the garden is planted, how they must care for the garden as it grows, when and how the food is harvested, how the food is prepared and how the food is stored after harvest.</p>

The Food Train

Objectives of Activity	To have students learn about the different food groups in Canada's Food Guide.
Teacher Background Information	<ul style="list-style-type: none"> • Eating Well with Canada's Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html • Eating Well with Canada's Food Guide: A Resource for Educators and Communicators http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html
Material Required	<ul style="list-style-type: none"> • Magazines with food pictures and/or grocery store flyers or Food colouring pictures (coloured by students)
Instructions	<ol style="list-style-type: none"> 1. Discuss the four food groups from Canada's Food Guide, and the types of food that belong in each food group. It is important to introduce the idea of everyday foods and sometimes foods. 2. Set up five train stations around the classroom. The train stations should be made up of the four food groups plus one station for sometimes foods. 3. Provide each student with one food picture (this could be a picture that the students could colour before beginning the activity or a picture cut from a magazine or flyer). 4. Have students form a train and chug around the classroom passing each of the five train stations. As the train passes each train station, have students with food pictures belonging to the food group represented get off of the train. Continue until all students have gotten off the train at the appropriate train station. 5. Have the class decide if each student has arrived at the correct food group train station.

Background Information for Teachers: Physical Activity

Physical activity plays an important role in the health, well-being and quality of life of all Canadians, and it is particularly important for children and youth. Healthy habits formed early can last a lifetime. An active lifestyle with **at least 60 minutes** of physical activity a day brings health benefits now, and helps children grow up to become healthy, active adults. Healthy active living requires a ‘whole day’ lifestyle approach, with parents, caregivers and teachers all as primary role models.

Canadian Physical Activity Guidelines

The Canadian Society for Exercise Physiology (CSEP) released new *Canadian Physical Activity Guidelines* in 2011. The Guidelines describe the amount and types of physical activity that offer substantial health benefits to children, youth, adults and older adults.

How much physical activity do children need?

The *Canadian Physical Activity Guidelines* recommend that children aged 5-11 years should accumulate **at least 60 minutes** of moderate- to vigorous- intensity physical activity daily. This should include:

- Vigorous-intensity activities at least three days per week.
- Activities that strengthen muscle and bone at least three days per week.

More physical activity provides greater health benefits.

What is moderate to vigorous aerobic activity?

On a scale of 0 to 10 (with 0 being completely at rest and 10 being absolute maximum effort), *moderate-intensity aerobic activity* is a 5 or 6. Kids will breathe harder and their hearts will beat faster. They should be able to talk, but not sing.

Examples of *moderate* physical activity include:

- Walking quickly
- Skating
- Bike riding
- Skateboarding.

Vigorous-intensity activity is a 7 or 8. Heart rates will increase even more and children will not be able to say more than a few words without catching a breath.

Examples of *vigorous* activity include:

- Running
- Playing tag
- Jumping rope
- Soccer
- Swimming

What are strengthening activities?

Muscle-strengthening activities build up the muscles. Examples of muscle-strengthening for kids include climbing and swinging on playground equipment, playing tug of war, and doing sit ups or modified push ups.

With *bone-strengthening* activities, muscles push against bones helping make them stronger. Examples of bone-strengthening activities include running, walking, hopscotch, and jumping rope.

Combining aerobic and strengthening activities

To achieve health benefits, children need to do both aerobic and strengthening activities. Aerobic activities result in faster breathing, a warmer feeling and an increased heart rate. Strengthening activities build muscles and bones.

What are some health benefits of physical activity?

- Improved health
- Improved fitness
- Stronger bones and healthier muscles
- Better posture and balance
- Stronger heart
- Healthy growth and development
- Increased concentration
- Better academic scores
- Improved self-esteem
- Lower stress
- Opportunities for socializing
- Learn new skills
- Prevention of chronic diseases later in life. Examples include type 2 diabetes and heart disease.

Canadian Sedentary Behaviour Guidelines

CSEP also developed new *Canadian Sedentary Behavior Guidelines* in 2011. These Guidelines provide recommendations for Canadian children on limiting sedentary behaviour in order to reduce health risks. Sedentary behaviours are characterized by little physical movement and low energy expenditure.

Some examples are:

- sitting for long periods of time
- using computers
- playing passive video games
- motorized transportation
- watching television

The *Canadian Sedentary Behaviour Guidelines* state that for health benefits, children aged 5-11 years should:

- Limit recreational screen time to no more than two hours per day.
- Limit sedentary (motorized) transport, extended sitting, and time spent indoors throughout the day.

Scientific evidence has shown a direct connection between increased sedentary time and decreased fitness, poor self-esteem, weak academic performance, obesity and increased aggression.

The *Canadian Sedentary Behaviour Guidelines* for children aged 5-11 are complementary to the *Canadian Physical Activity Guidelines* for the same age range. The two Guidelines together can be thought of as a recipe for families, teachers and caregivers to give children the best possible chance to gain health and social benefits.

References:

- The Public Health Agency of Canada:
www.phac-aspc.gc.ca
<http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>
- Canadian Physical Activity Guidelines and Canadian Sedentary Behavior Guidelines (CSEP) www.csep.ca
<http://www.csep.ca/english/view.asp?x=804>

Student Activities: Physical Activity

Being Fit is Fun!	
Objectives of Activity	To have students explore activities that they like to do to stay healthy.
Teacher Background Information	<ul style="list-style-type: none"> • Canadian Physical Activity Guidelines for Children 5-11 Years 2011 Scientific Statement http://www.csep.ca/CMFiles/Guidelines/CanadianPhysicalActivityGuidelinesStatements_E%201.pdf • Canadian Physical Activity Guidelines for Children 5-11 Years http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheetsComplete-ENG.pdf
Material Required	<ul style="list-style-type: none"> • “Being Fit is Fun” activity sheet • Markers or crayons for colouring
Instructions	<ol style="list-style-type: none"> 1. Being physically active is part of a healthy lifestyle. Being physically active includes walking, biking, going to the playground, playing outside with friends and family, playing catch, jumping, running, skating, swimming, and just getting up and moving. Also included are more organized activities such as soccer, baseball, hockey, gymnastics, dancing, etc. 2. Ask students what physical activities they like to do. Go around the room and have students name one of their favourite activities. 3. Distribute the activity sheet and ask students to colour the activities they enjoy doing.

BEING FIT IS FUN

Colour the activities you like to do that help you stay healthy.

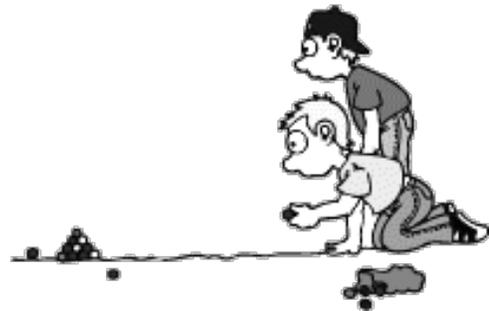


Low vs. High Energy

Objectives of Activity	To have students recognize what activities require high amounts of energy and what activities require little energy.
Teacher Background Information	<ul style="list-style-type: none"> • Canadian Physical Activity Guidelines for Children 5-11 Years 2011 Scientific Statement • http://www.csep.ca/CMFiles/Guidelines/CanadianPhysicalActivityGuidelinesStatements_E%201.pdf • Canadian Physical Activity Guidelines for Children 5-11 Years • http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheetsComplete-ENG.pdf
Material Required	<ul style="list-style-type: none"> • “Low vs. High Energy” activity sheet
Instructions	<ol style="list-style-type: none"> 1. Provide each student with a “Low vs. High Energy” activity sheet. 2. Ask students to circle the activities that require the most energy. 3. Ask students to add in any other activities they enjoy that use high amounts of energy.

Low vs. High Energy Activity Sheet

Circle the activities that require the most energy. Can you think of more activities that use high amounts of energy?



Blob Tag	
Material Required	<ul style="list-style-type: none"> • Gymnasium or outdoor field
Instructions	<ol style="list-style-type: none"> 1. In a gym or in an outdoor field, choose one person to be 'it'. 2. 'It' runs and tries to tag the other students. 3. Once another student is tagged, he/she must hold hands with 'it' to become part of the chain. Together, they are both 'it'. 4. Once three students have been tagged, the blob may divide in half to make two 'its' or two teams of two. 5. The students continue tagging, attaching and splitting, until all the students have been tagged.

Parachute Games	
Material Required	<ul style="list-style-type: none"> • One large parachute • Plastic balls and/or bean bags
Instructions	<p>A. Popcorn (light activity, flexibility activity)</p> <ol style="list-style-type: none"> 1. Ask the students to hold the outside edge of the parachute 2. Place balls or beanbags on the parachute and raise the parachute up and down to make the balls pop/jump like popcorn 3. Continue until all the balls have fallen off the parachute <p>Variation: Divide the students into two groups. Try to make the balls fly off the opponent's side.</p> <p>B. Running Number Game (moderate energy, endurance activity)</p> <ol style="list-style-type: none"> 1. Ask students to gather around a parachute and number them one to four. 2. Holding the parachute in one hand, slowly get the students to run in a circle. 3. Call out a number and the children having that number immediately run to the next vacated place while the rest of the students hold on to the parachute.

Timed Relay Race-in the classroom	
Material Required	<ul style="list-style-type: none"> • One bean bag for each row or desks
Instructions	<ol style="list-style-type: none"> 1. This activity can be played in the classroom; arrange students' desks into rows. 2. Each row (desks) of students is one team. 3. The first person in the row passes a beanbag over their head to the person behind them. 4. Once the last person in the row catches the beanbag, they must walk to the front of the class, touch the wall or blackboard and sit in the first desk. 5. The other students all move back one desk while the student walks to the blackboard. 6. The first team to sit in their original desks wins. <p style="text-align: center;">* Start with walking and progress (if possible) to fast walking/running</p>

Treehawk	
Material Required	<ul style="list-style-type: none"> • Gymnasium or outdoor field • Pylons
Instructions	<ol style="list-style-type: none"> 1. Place pylons around the gym or outside in a field. 2. Each player stands beside the pylon (or 'tree') except one student, who is the hawk. 3. The object of the game is for the players (birds) to trade trees while the hawk is not looking. 4. The hawk wants to find an empty tree so he/she can become a bird. 5. The bird that loses his/her tree becomes the hawk.

Student Activities: Other Health Topics

Wash, Wash, Wash Your Hands	
Objectives of Activity	To have students learn about the importance of washing hands.
Teacher Background Information	<ul style="list-style-type: none"> • http://www.canfightbac.org • www.fightbac.org • www.inspection.gc.ca
Material Required	N/A
Instructions	<ol style="list-style-type: none"> 1. Ask the students why they need to wash their hands. (Germs are everywhere and they are so small that you cannot see them. Washing your hands with soap and running water helps get germs off of your hands.) 2. Ask the students why they need to get germs off of their hands. (Germs can make you sick and spreading germs to others could make them sick.) 3. Ask students when it is most important to wash (before eating, before touching food, after sneezing or coughing, when we get dirty from playing, after going to the bathroom, after playing with animals, etc.). 4. Reinforce that we cannot see germs and need to wash even when our hands don't look dirty. 5. Review the basics of proper hand washing with the students. (Use warm running water, lather up our hands with soap, rub our hands together for at least ten seconds, scrub our fingernails, rinse off the soap and dry our hands.) 6. Teach the students the following song (tune Row, Row, Row Your Boat): <div style="margin-left: 40px;"> <p>Scrub, scrub, scrub your hands; Put the soap between. Wash the germs right down the drain; Make them nice and clean.</p> <p>(Song reproduced with permission from "Healthy Kids / Happy Kids Resource Booklet", Canadian Institute of Child Health)</p> </div>

Let's Talk About Feelings

Objectives of Activity	To have students increase their awareness of different feelings or emotions.									
Teacher Background Information	N/A									
Material Required	<ul style="list-style-type: none"> Paper, pencils, crayons and/or markers 									
Instructions	<ol style="list-style-type: none"> We all experience a variety of feelings or emotions. Expressing our emotions (by telling others how we are feeling) is healthy. Sharing positive emotions often makes things more exciting and fun. If we have problems, talking with people we trust helps us feel better. Have the children describe when someone might experience each of the following emotions. Ask children how someone's facial expression (mouth, eyes, etc.) might look as they experience these feelings or emotions. Ask students to try and make these facial expressions. <table border="1" style="margin-left: 20px; margin-top: 10px;"> <tr> <td>- Love</td> <td>- Happy</td> <td>- Surprised</td> </tr> <tr> <td>- Mad</td> <td>- Scared</td> <td>- Peaceful</td> </tr> <tr> <td>- Proud</td> <td>- Excited</td> <td>- Sad</td> </tr> </table> Ask the students to draw a face that describes a feeling that they have experienced. 	- Love	- Happy	- Surprised	- Mad	- Scared	- Peaceful	- Proud	- Excited	- Sad
- Love	- Happy	- Surprised								
- Mad	- Scared	- Peaceful								
- Proud	- Excited	- Sad								

Be a Helper, Be a Friend

Objectives of Activity	To have students think of ways they can help others and to discuss how good it feels to help someone else.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • Paper, pencils, crayons or markers
Instructions	<ol style="list-style-type: none"> 1. Ask the students how they feel when they've done something good for someone else. 2. Discuss that we often feel good about ourselves when we help others. 3. Ask the students to think of ways they have helped out in some way. 4. Ask the students to think of ways that they have helped others. Think of ways to help friends, others in class, family members, teachers, neighbours, etc. 5. Team students up in pairs. Have each student think of a way they can help their partner. Give students a short period of time to help and be a friend to their partner. Discuss how they felt. <p>OPTIONAL:</p> <ol style="list-style-type: none"> 6. For homework, have students think of a way to help at home. The next day, students can tell their class members how they helped at home.

Optional Activity

ABC Snacks

Materials:

- No special materials required for this activity

Using all the letters from the alphabet, get the students to come up with nutritious and fun snacks. Encourage students to think about everyday foods. Here are some examples:

A: apple, apricots, avocado, artichokes, asparagus, apple juice (100%)
B: banana, brown bread, bagel (whole grain), blueberries, bran buds, bannock, blackberries, blackcurrants, breakfast burrito, beans, beef (lean)
C: cereal (whole grain), cherries, cheese, cantaloupe, cottage cheese, carrots, chicken, corn flakes, cashews, cauliflower, celery
D: dragon fruit, dates, dried fruit (no sugar added)
E: eggs, eggplant, English muffin (whole grain), edamame beans
F: fish, French toast (whole grain), figs, falafel, fava beans, feta cheese, fruit salad (no sugar added), fajitas, frittata
G: grapes, grapefruit, green pepper, goat cheese, goat's milk, gooseberries, gouda cheese, granola, green beans, Greek salad, ground beef (lean), guacamole, guava
H: honeydew melon, hot cereals (no sugar added), hash browns, hot peppers, halibut, hazelnuts, hummus
I: iceberg lettuce, Indian curry, ices made from fruit or 100% fruit juice
J: juice (100% fruit or vegetable), jalapanos
K: kiwi, kefir, kidney beans, kumquat, kale
L: lemon, lime, lima beans, lobster, lentils, lychee, legumes, lettuce
M: mango, muffin (whole grain), milk, mushrooms, melon, macadamia nuts, mozzarella cheese
N: nectarines, navy beans, naan bread
O: oatmeal (no sugar added), oranges, onion, olives, orange juice (100%)
P: pineapple, pancakes (whole grain), peanut butter, papaya, plum, peaches, potatoes, pita bread, peppers, pasta (whole wheat), pomegranate, pumpkin, pistachio, peas, pears, pork
Q: quiche, quinoa, quesadilla, quick oats
R: rhubarb, raisins, raspberries, rice (brown), ricotta cheese, red peppers, radish, red beans, rye bread, red potatoes, red cabbage, rutabaga
S: strawberries, spinach, salsa, squash, salad, sandwiches (made with lean meat), sausage (low-fat), scallops, seeds, snow peas, snap peas, soy milk, soup, star fruit, string beans, sushi
T: tangerines, tomatoes, tortilla, turkey sausage, turkey, tofu, toast (whole grain), taco, turnip, tzatziki
U: ugli fruit
V: vegetables, Valencia orange.
W: watermelon, waffles (whole grain), walnuts, water chestnut, wheat germ, wild rice
X: if you find one, insert it here!
Y: yams, yogurt
Z: zucchini