

# Healthy Active Schools

*A Resource to Support the 2005  
SummerActive Campaign*



**LIVE  
OUTSIDE  
THE BOX.**

**EVERYTHING IS MORE FUN WHEN IT IS REAL!**

*SummerActive* May 6 - June 20, 2005



Funding for this publication was provided by The Public Health Agency of Canada, Alberta Alcohol and Drug Abuse Commission and the Alberta Sport, Recreation, Parks and Wildlife Foundation.



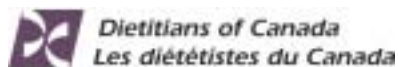
Alberta Alcohol and Drug Abuse Commission  
An Agency of the Government of Alberta



Alberta Cancer  
Board



Research and education for the promotion of physical activity



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## Who:

School Communities throughout Alberta, Grades K-12.

## What:

This resource encourages "living outside" many boxes both at school, at home and in the community.

## Where:

Promote SummerActive in your school, in your community, in your newsletters and in your classroom.

## When:

During SummerActive - May 6 to June 20, 2005. PLUS Keep this resource and use it all year round!

## Why:

Schools are important partners in fostering the healthy growth and development of children and youth. SummerActive, and the health and physical education program outcomes support the promotion of active living, tobacco reduction and healthy eating as essential elements of good health.

### ABCD's of Physical Education



### K-9 Health & Life Skills

# How to Use This Resource!

The "Healthy Active Schools - A Resource to Support the 2005 SummerActive Campaign" includes information and ideas for teachers, administrators, parents and community leaders to promote healthy active lifestyles. The Resource is divided into Home, School and Community sections, to model the importance of engaging a variety of partners in the creation of a healthy active school community.

Support student learning by incorporating the active living, healthy eating and tobacco reduction information throughout the school community during your participation in the May 6 - June 20, 2005 SummerActive campaign. Each section of the "Healthy Active Schools" resource is titled to encourage the school community to think and live "Outside the Box". Make use of this resource not only to "spring" in to summer, but all year long! An electronic copy of the resource can be downloaded at [www.everactive.org](http://www.everactive.org).

## CURRICULAR CONNECTIONS

### Support student learning of the K-12 Physical Education and K-9 Health and Life Skills programs of study.

Links to student learning outcomes included in the health and physical education programs are provided throughout the resource.

Curricular Connections indicate a general and a specific outcome of the Physical Education or Health & Life Skills Program of Study; e.g., A(4-9)-3 indicates Physical Education outcome A - Activity, grades 4 to 9, specific outcome 3. Copies of the programs can be found on the Alberta Education website, [www.education.gov.ab.ca/k\\_12/curriculum/bySubject](http://www.education.gov.ab.ca/k_12/curriculum/bySubject).

Many activities will support the implementation of the Daily Physical Activity Initiative (implementation for grades 1-9 is scheduled for September 2005).



## IN THE COMMUNITY

### Active Living, Healthy Eating and Tobacco Reduction Pages 7-10

#### Live Outside the Box and Celebrate

Involve staff, students, parents and community leaders by planning a theme day or challenge day promoting the benefits of "living outside the box". There are many opportunities to link these theme days to the Physical Education or the Health and Life Skills Programs of study.

- ⊙ Alberta Active Living Challenge Day May 26, 2005 – participate in this provincial event by being active for at least 30 minutes. This year's SPECIAL event is the GUINNESS WORLD RECORD WALKING CHALLENGE. Read on for more details.
- ⊙ Live Outside the Box Challenge Week – choose a week, any week during SummerActive and challenge yourself, your school and your community to be "screen free". That's right, no TV, computers (except for school activities or/ work) or video games for one full week!

## AT HOME

### Active Living, Healthy Eating and Tobacco Reduction Pages 39-49

- ⊙ Live Outside the Box and go Screen Free. Discover 60 ways to increase your family's participation in physical activity by reducing the amount of time spent in front of the TV.
- ⊙ Live Outside Pre-Packaged Foods. Healthy and exciting meal ideas for your family.
- ⊙ Live Outside the Pack. Learn how to talk to your kids about tobacco use.

**Parents:** support your schools' effort to create a healthy environment with these helpful family-focused information pieces and guidelines for adopting a healthy, active lifestyle.

**Teachers:** Consider writing these healthy living ideas for families in student agendas, inserting in school newsletters, posting on bulletin boards, discussing during parent-teacher conferences, and sharing with School Councils.

# Help School Communities Get Healthy and Live Outside the Box

## AT SCHOOL

### Active Living *Pages 11-24*

#### *Live Outside the Ordinary with these Extraordinary Programs*

Three provincial organizations are profiled: Ever Active Schools Program, Alberta Be Fit For Life Network and Safe Healthy Active People Everywhere (SHAPE).

#### *Live Outside the Desk with the May and June Activity Calendars*

Share these activity calendars with classroom teachers. The activity ideas can be modified for every grade level, and require limited equipment and space.

#### *Live Outside the Lineup... Increase Student Participation through Activity Stations*

Stations are an excellent way to manage large physical education classes, allow maximum participation and motivate students to learn. Four sample stations are provided for each of the following areas:

- ⊙ Gymnasium
- ⊙ Outdoors
- ⊙ Small Spaces
- ⊙ Playgrounds

### Healthy Eating *Pages 25-34*

#### *Why Nutrition is Important in Your School*

Discover the link between education and healthy eating, the health risks of poor nutrition, and school policy ideas. This section will help you to create a school environment that supports healthy nutritious choices. Share these healthy eating ideas with those responsible for the food choices in your school, i.e. administration, cafeteria manager, other teachers, student and school councils and fundraising committees.

### *Live Outside the French-Fries Box and Vending Machines - Give Your School a Food Makeover*

Learn how to give your school a successful food makeover. Learn which foods should be served most often, served sometimes and served least often - discover the 'shocking' nutritional content of items found in most vending machines. Ensure that classroom health teachings and messages are consistent with rewards in the classroom, school fundraising and foods served in the school. In this section you will find great ideas for snacks, classroom parties, large school events and fundraising.

### Tobacco Reduction *Pages 35-38*

#### *Why Tobacco Reduction is Important in your School*

Use this information about Alberta Alcohol and Drug Abuse Commission's (AADAC's) tobacco reduction programs to help prevent and reduce tobacco use among students.

The Alberta Tobacco Reduction Strategy (ATRS) consists of school-based tobacco prevention and education programs for children and youth, community-based tobacco reduction projects, a toll-free Smoker's Help Line, and a public awareness campaign that aims to improve the health and wellness of all Albertans.





# SPRING into SUMMER WITH SUMMERACTIVE

MAY 6 – JUNE 20, 2005

## The SummerActive Campaign

[www.summeractive.canoe.ca](http://www.summeractive.canoe.ca)

SummerActive, Canada's annual, six-week community-based physical activity campaign helps Canadians take their first steps to becoming more active. The goal is to spread the message that active living, healthy eating and living tobacco-free are all key components of a healthy lifestyle.

Last year, hundreds of events and programs organized as part of SummerActive helped thousands of Canadians take the first steps towards adopting a healthy lifestyle. Many of these events were promoted through existing healthy living programs and events that were organized locally under the umbrella of the national campaign.

Since 2002 the Alberta SummerActive School Resource Guide has been developed because of a recognized need to provide information on promoting and adopting healthy active lifestyles specific to the school setting. These resources have been developed in collaboration with many partnering agencies and government departments.

We invite you to visit the national SummerActive website and utilize the tools provided to help you organize and participate in a SummerActive event. On the web site you will find leader kits, a listing of Alberta events, and have the opportunity to win prizes when you register your event. We encourage you to register your participation numbers after your event has occurred. Let's make Alberta the most active province in Canada during SummerActive!

## The Live Outside the Box Campaign

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

After all... Everything is more fun when it's real!

Using "Live Outside the Box" as the theme, the Alberta, Sport, Recreation, Parks and Wildlife Foundation encourages youth to participate in an activity of their choice, and not be caught in a sedentary lifestyle dominated by time spent in front of a television or computer.

Our youth need to make conscious decisions to be more active in every way they can, by walking more, by spending more time outdoors, and by biking to the mall instead of taking the bus. This message is supported by Canada's Physical Activity Guides for Children and Youth. These resources encourage more daily physical activity and less time spent on non-active pursuits. The Guides recommend that youth build up their activity levels every month until they are active at least 90 minutes each day.

Recent studies show a rapid increase in the percentage of children in Canada who are overweight and obese. "There is a big world for young people to explore beyond the television screen. By motivating them to participate in physical activity, we can ensure that the next generation of Albertans are healthy and active," said the Honourable Gary Mar, Minister responsible for sport and recreation in Alberta.

You can use this resource to continue to organize events, support healthy living initiatives and implement policies in your school community all year round.

*The Alberta Sport, Recreation, Parks and Wildlife Foundation and Alberta Community Development sponsor both the SummerActive and the Live Outside the Box campaigns. The ASRPWF is a provincial Crown Corporation committed to the promotion of sport, recreation and active living in Alberta.*



# What The Research Tells Us

## PHYSICAL ACTIVITY

- ⊙ 57% of Canadian children and youth are not active enough for optimal growth and development. (1)
- ⊙ Physical activity reduces anxiety, depression, and tension. Physical activity results in increased self-esteem and ability to cope with mental stress. (2)
- ⊙ Regular physical activity can reduce the risk of diabetes, heart disease, osteoporosis and some cancers. (3)
- ⊙ Moderate to vigorous physical activity favourably enhances performance in the classroom. (4)
- ⊙ On days that students participate in physical education classes at school, they are more likely to be active during their leisure time. (5)

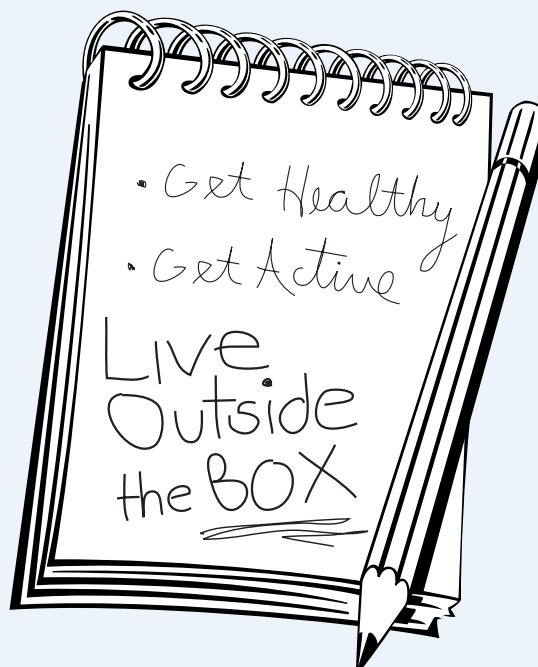
## HEALTHY EATING

- ⊙ While a majority of children aged 6-10 consume breakfast, less than half of male and one-third of female adolescents report eating breakfast on a regular basis. (6)
- ⊙ The consumption of milk is almost 30% lower in schools that also sell soft drinks daily. (7)
- ⊙ Currently 35.4% of Canadian boys and 29% of Canadian girls are overweight. (6)
- ⊙ In a recent study examining the food intakes of Alberta students in grades 7 and 8, 50% of boys and more than 50% of girls failed to consume the number of servings recommended in Canada's Food Guide to Healthy Eating for all four food groups. (6)
- ⊙ A recent Alberta study showed that approximately 50% of both boys and girls aged 12-14 ate fast food, restaurant meals, or take-out 2-4 times a week. Frequent restaurant eating often means - larger portions, higher intakes of soft drinks and French fries and smaller daily intakes of fruit, vegetables and milk. (6)

## TOBACCO REDUCTION

- ⊙ Approximately 47,000 Canadians die each year from tobacco-related illnesses. (9)
- ⊙ According to the Canadian Tobacco Use Monitoring Survey (2003), 18% of Alberta youth aged 15-19 are current smokers. (10)
- ⊙ Typically, experimentation with smoking begins between the ages of 12 and 16. (9)
- ⊙ Almost 40% of smokers start before the age of 15. (9)
- ⊙ 8% of Alberta youth in grades 7-12 used chewing tobacco or snuff at least once in the last 12 months. (9)

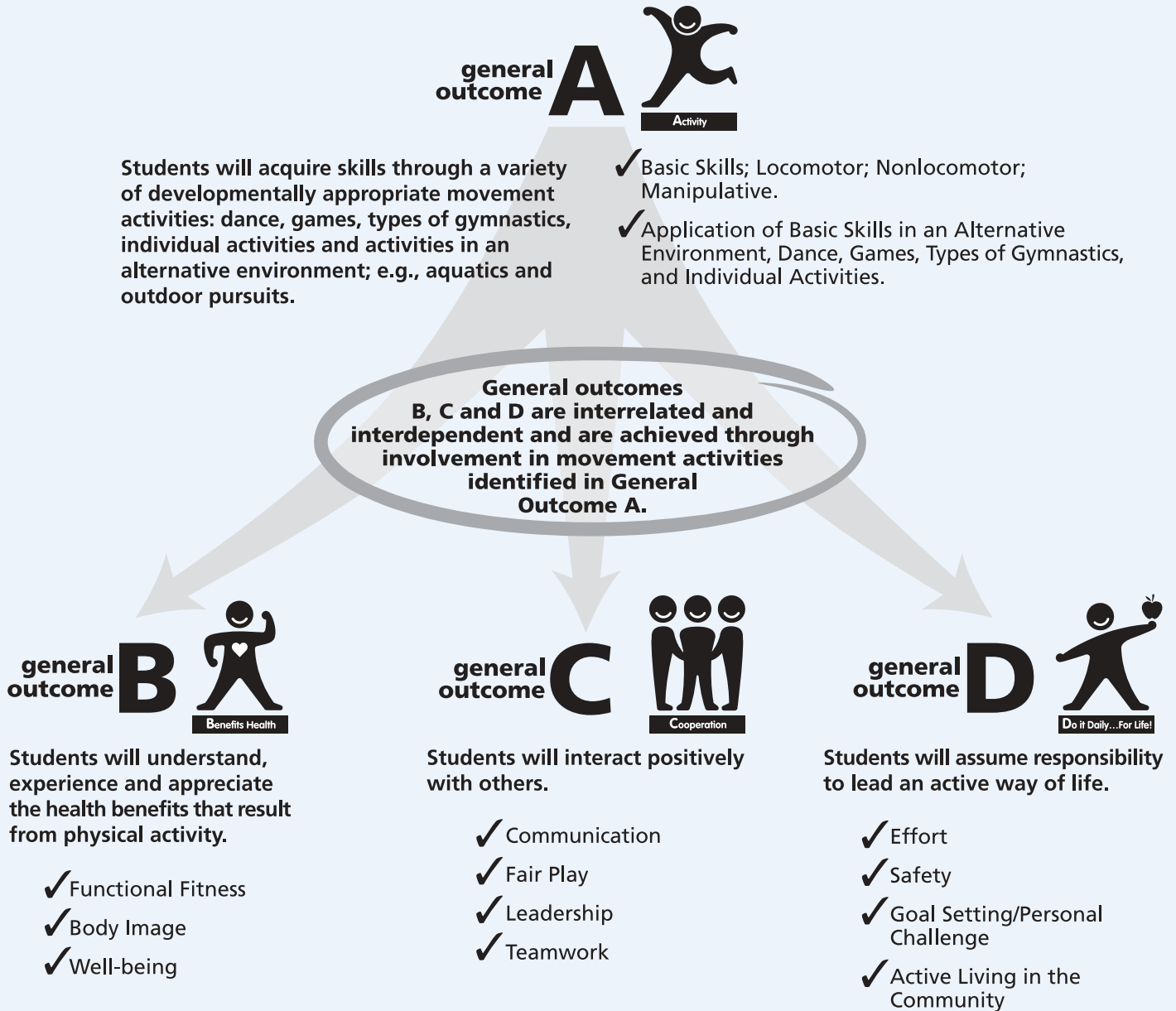
School communities can make a difference to the health of students. Start by participating in SummerActive and continue creating a healthy and supportive environment throughout the year.



- (1) Craig, et al., (2001). *Canadian Fitness and Lifestyles Research Institute*.
- (2) DeMarco, T. & Sidney, K. (1989). *Journal of School Health*.
- (3) Reid, C. et al., (2000). *British Columbia Centre of Excellence for Women's Health*.
- (4) Keays & Allison, (1995). *Canadian Journal Of Public Health*.
- (5) Dale, Corbin & Dale, (2000). *Research Quarterly for Exercise and Sport*.
- (6) *The Alberta Healthy Schools Initiative; Beyond an Apple a Day* [www.albertamilk.com/nutritioneducation/Reality%20Check-Background%20Paper.pdf](http://www.albertamilk.com/nutritioneducation/Reality%20Check-Background%20Paper.pdf).
- (7) *Dairy Farmers of Ontario Database Analysis, school volumes 1998-1999*.
- (9) *Alberta Alcohol and Drug Abuse Commission (AADAC). Tobacco Basics Handbook, (2004): Edmonton, AB*.
- (10) *Statistics Canada. (2004). Canadian Tobacco Use Monitoring Survey (CTUMS), (February - December 2003); Ottawa, ON*.

# physical education program of studies

The aim of the Kindergarten to Grade 12 Physical Education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.



**Resources available to support implementation:**

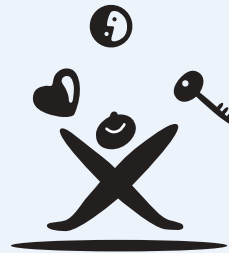
- Physical Education Online  
English: [www.education.gov.ab.ca/physicaleducationonline](http://www.education.gov.ab.ca/physicaleducationonline)  
French: [www.education.gov.ab.ca/educationphysiqueenligne](http://www.education.gov.ab.ca/educationphysiqueenligne)

- Resources @ [www.education.gov.ab.ca/k\\_12/curriculum/bySubject/physed](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed)
  - Physical Education Kindergarten to Grade 12 Guide to Implementation  
English: LRC Product #425597, French: LRC Product #461335, [www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)
  - Administrator's Overview, K-12 Physical Education
  - Physical Education Resource Guide
  - Daily Physical Activity Initiative in Alberta Schools, Discussion Paper
  - Daily Physical Activity Teacher and Administrator Handbooks



# K-9 health and life skills program of studies

The aim of the Kindergarten to Grade 9 Health & Life Skills program is to enable students to make well-informed healthy choices and to develop behaviours that contribute to the well-being of self and others.



## HOME SCHOOL COMMUNITY

### wellness CHOICES

Students will make responsible and informed choices to maintain health and promote safety for self and others.

- ✓ Personal health
- ✓ Safety and responsibility

### life learning CHOICES

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

- ✓ Learning strategies
- ✓ Life roles and career development
- ✓ Volunteerism

### relationship CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- ✓ Understanding and expressing feelings
- ✓ Interactions
- ✓ Group roles and processes

Home, school and community partnerships are critical to the delivery of the Health & Life Skills program of studies.

#### Resources available to support implementation:

- Resources @ [www.education.gov.ab.ca/k\\_12/curriculum/bySubject/healthpls](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls)
  - Health & Life Skills Kindergarten to Grade 9 Guide to Implementation  
English: LRC Product #495674, French: LRC Product #529315,  
[www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)
  - Health & Life Skills Kindergarten to Grade 9 Alberta Authorized Resource List
- Health & Life Skills Performance Assessment Tools Available as a result of collaboration between the Alberta Assessment Consortium and the Edmonton Regional Learning Consortium. [www.aac.ab.ca](http://www.aac.ab.ca), Assessment Materials – Public Domain

# Alberta Active Living Challenge Day

May 26, 2005

*A challenge to get your school community moving!*

## WHO?

Any Albertan!! Spread the word...Get your school, community, or workplace involved.

## WHAT?

Any Activity! Let's get as many people participating in physical activity as possible. All physical activities count!

## WHEN?

Anytime on May 26, 2005

## HOW?

- ☉ Choose an activity the whole school or class can participate in for at least 30 minutes.
- ☉ Participate in ANY physical activity on May 26, 2005.
- ☉ Forward your schools' participation numbers to the Be Fit For Life Centre in your area [using the form on page 8].

*Last year more than 35,000 Albertans registered their participation in physical activity on Challenge Day. With the support of Alberta schools we hope to double that number!*  
[www.befitforlife.ca](http://www.befitforlife.ca)

## This year's Alberta Active Living Challenge Day SPECIAL event is the **GUINNESS WORLD RECORD WALKING CHALLENGE**

*Albertans Take on the World!*

Albertans are challenging the Guinness World Record for the Most People Walking Simultaneously on Thursday, May 26th at 10 am MST. Your school or community can join thousands by walking at least one kilometer and sending us your results. Safe Healthy Active People Everywhere (SHAPE) is an Alberta organization that promotes the Active & Safe Routes to School programs in Alberta. SHAPE is joining forces with organizations and groups around Alberta to take on the world.

Register on-line at [www.shapeab.com](http://www.shapeab.com) or call 780-406-8530 to request a registration package with more details about the challenge and how to verify your results for Guinness.



*It's as easy as 1, 2, 3*

- 1) Register – online or contact one of the SHAPE representatives for details, response forms and ideas!
- 2) Participate – encourage students, staff and community members to join you!
- 3) Submit Results – complete forms and send to SHAPE!

## SHAPE CONTACT INFORMATION

### SHAPE Office:

Bev Esslinger,  
Provincial Manager  
Box 69102,  
13915 - 127 Street  
Edmonton, AB  
T6V 1G7  
Phone: (780) 406-8530  
E-mail: [shapeab@shaw.ca](mailto:shapeab@shaw.ca)

### Regional Coordinators:

Corlaine Gardner  
299 College Drive SE  
Medicine Hat, AB  
T1A 3Y6  
Phone: (403) 504-3546  
E-mail: [befitforlife@mhc.ab.ca](mailto:befitforlife@mhc.ab.ca)

Sherry Scheunert  
4 Ogden Avenue  
Red Deer, AB  
T4N 5B1  
Phone: (403) 347-7434  
E-mail: [scheuken@yahoo.ca](mailto:scheuken@yahoo.ca)

*Come on Alberta – work together to take on the world!*

*If The Guinness World Record Walking Challenge doesn't peak your interest, organize your own event on May 26 and register with your local Be Fit For Life centre. Check out page 8 for Sample Challenge Day Ideas.*

## Other Challenge Day Ideas

- ⊙ Challenge a rival school or town to see who can get the most participants active - encourage staff and students to participate and invite community members and families to get involved. The options are endless!
- ⊙ Set up a walking route and invite family, friends, and community members to join you...challenge another school in your area to see who can have the most participation. Arrange for local seniors to join your school for the walk. As an added twist, have participants wear ethnic costumes, carry different flags or celebrate participation with food and music from around the world.
- ⊙ Have student leaders and teachers volunteer to create activity breaks throughout the day, totaling 30 minutes of activity. Have the volunteers lead a short activity session by using your school's PA system.
- ⊙ Use the opportunity to get outside. Go for a walk as a school, observe nature or clean your schoolyard...cap off the event by taking a school photo. Take advantage of having your entire student body outside and energized!
- ⊙ Set up an active challenge between the staff and the students in your school. Challenge the staff to incorporate active class activities into their lesson plan for 30 minutes on Challenge Day. How can you incorporate physical activity into a science or math class? Be creative... have the students take their heart rates before, during and after activity. Then create bar graphs during math class. How about a walk to the local pond in science? Find ways to fit activity into your lesson plans! For more great activity ideas turn to the May and June Activity Calendars pages 13-20.
- ⊙ Organize a Pep Rally and get the student body and staff moving together. Ask your leadership class to help organize a 30-minute to 1-hour event. Hire a fitness leader; ask the physical education teacher, or students to lead active sessions. (Options for activities can include games, dancing, walking, outdoor activities, tai chi).

Phone the Be Fit For Life Centre near you for more information.

**Grande Prairie Regional College**  
(780) 539-2816  
(780) 539-2042 (fax)  
bffi@gprc.ab.ca

**Lakeland College Vermilion**  
(780) 853-8474  
(780) 853-8711 (fax)  
robin.schwartz@lakelandc.ab.ca

**Keyano College Ft McMurray**  
(780) 791-8916  
(780) 715-3929 (fax)  
lifestyle@keyano.ca

**Lethbridge Community College**  
(403) 382-6919  
(403) 317-3557 (fax)  
befitforlife@lethbridgecollege.ab.ca

**Portage College – Lac la Biche**  
(780) 623-5542  
(780) 623-5675 (fax)  
amanda.murphy@portagec.ab.ca

**Red Deer College, Kevin Sirois**  
(403) 342-3140  
(403) 343-8840 (fax)  
denise.klein@rdc.ab.ca

**Medicine Hat College**  
(403) 529-3839  
(403) 504-3533 (fax)  
zmorrison@mhc.ab.ca

**University of Calgary**  
(403) 220-8011  
(403) 284-5867 (fax)  
bfit4lif@ucalgary.ca

**University of Alberta**  
(780) 492-0758  
(780) 492-0764 (fax)  
lindsay.wright@ualberta.ca

### Information can be submitted 3 ways:



1. Called in to 1-866-900-4255 (toll free)
2. Emailed to your local Be Fit For Life Centre
3. Faxed to your local Be Fit For Life Centre

**ALL INFORMATION MUST BE SUBMITTED BY 6:00 PM, MAY 30, 2005**

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

Address & City: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Activity Participated in: \_\_\_\_\_

Age Range of Students: \_\_\_\_\_

# of Students: \_\_\_\_\_ Males \_\_\_\_\_ Females

# of Adults (18 and over): \_\_\_\_\_ Males \_\_\_\_\_ Females

Teacher Contact: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

I would like to receive more information on future Be Fit For Life physical activity events?    Yes    No

### YOU ONLY NEED TO REGISTER ONCE!

If you register your participation numbers for the **GUINNESS WORLD RECORD WALKING CHALLENGE** with SHAPE they will automatically count towards the **ALBERTA ACTIVE LIVING CHALLENGE DAY TOTAL.**

# 40 Ways

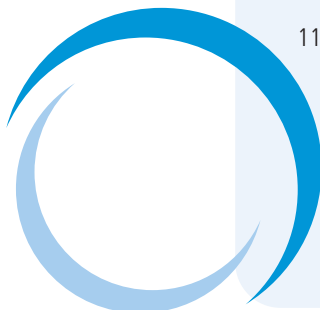
## Schools and Communities can work together

- 1) Involve students in promoting active living by asking them to develop active living public service announcements for the local radio station or local newspaper.
- 2) Form school/worksites committees to organize active living events.
- 3) Promote a Spring Scavenger Hunt that involves visits to schools, small businesses, and worksites in your community.
- 4) Get schools to promote a Fun Fitness Tip of the Day over the PA system to advertise local community activities.
- 5) Organize a School Photography Contest. Involve students, families and community members that are captured in the act of being physically active. Winning pictures can be added to a school calendar.
- 6) Encourage students to get involved in promoting winter activity messages through art. Have local students design active living murals to be displayed within the community.
- 7) Participate in the Commuter Challenge held during Environment Week (June 5 -11, 2005). The Commuter Challenge is a friendly competition between Canadian communities to encourage as many people as possible to use sustainable and active modes of transportation. All you have to do is make a commitment to walk, jog, cycle, in-line skate, take the bus, or carpool during Environment Week (June 5 - 11, 2005), for more information visit [www.goforgreen.ca](http://www.goforgreen.ca).
- 8) Spring and summer are great times to explore the outdoors; biking, walking (with your family and don't forget the dog), tennis, swimming, baseball, golfing, soccer, playground programs, hiking, flying a kite and playing Frisbee are some ideas to try. Help students identify activities that are fun and rewarding.
- 9) Support the activity choices of children. Youngsters who learn that exercise is a chore all too often become inactive adults.
- 10) Plan neighbourhood special event, and include activities to promote physical activity.
- 11) Many recreation departments and programs offer fee-reduction programs for individuals who are unable to pay. Just ask!
- 12) Contact your local recreation department or community services office. They offer recreation programs for all ages and operate facilities and sports fields in your area. They will also have information on programs and events in your area operated by community organizations.
- 13) Many communities have festivals, fairs and special events. Walking at those events is great exercise too.
- 14) Charity walk/runs/with your pet are a good cause and a great way to get some active living.
- 15) Take students on an "active" tour of a local business.
- 16) Make connections with parents' workplaces...see if any groups would be interested in partnering for a variety of activities; e.g., walking school bus, supporting school teams or intramural, playing against adults from a local business.
- 17) Participate in *International Trails Day* on June 4, 2005. This day is dedicated to celebrate trails, their development, uses and the healthy lifestyle they encourage. For more information visit [www.internationaltrailsday.com](http://www.internationaltrailsday.com).
- 18) Contact a local senior citizen's centre to see if there are opportunities to be active together. Walking together at lunch or after school as part of a community service program can be a great way to learn about your community's history.
- 19) Seek out groups to participate in school events like intramurals and after school programs.
- 20) Check out a local mall-walking group and challenge them to a Walk-A-Thon. Or "buddy-up" students to participants and walk and talk...share their active experiences with the student.
- 21) Live Outside The Box Challenge Week – pick a week during SummerActive where your whole school will try to be screen free – no TV, computers (except for work and/or school activities) or video games. Encourage parents and local community groups to do the same. Celebrate your success with the *Alberta Active Living Challenge Day* on May 26. Do you need ideas to *Live Outside the Box*? Check pages 40 and 41 for great ideas.
- 22) Bring community members together this spring to work on a Communities in Bloom Campaign, visit: [www.communitiesinbloom.ca](http://www.communitiesinbloom.ca).
- 23) Enthusiasm is contagious. Be creative and incorporate physical activity into many areas of the classroom to show that health/physical activity is important to you.
- 24) Use incentives for setting and reaching goals such as a fun contest or activity inspired prizes.
- 25) Have students get into groups and invent a new game by

...continued on next page



Do It Daily...	
Effort	
Safety	
Goal Setting	
In the Community	D(1-30)-8





## Wellness Choices

Personal Health	W(6-9)-5
Safety & Responsibility	

- combining aspects of different types of activities, dances, or games. Then have each group teach the class how the new activity is done and play it!
- 26) Ask students to come up with new rules for how to play games and sports.
  - 27) Many cultures have a strong tradition of being active. Ask students to do some investigative research to uncover ways that different cultural groups play games, play sports, or live actively, and then get the group active when presenting their findings to the class.
  - 28) As a large group participate in the "Add-on Game". Add on movements or sport actions one at a time and try to remember all of the actions in order.
  - 29) Reward students for being active at recess...assign students to give recognition to active students.
  - 30) Request donations from parents for used sports equipment to use at school.
  - 31) Encourage participation in school and community activity programs.
  - 32) Encourage students to share what they do for physical activity outside of school.
  - 33) Assign important homework "Make sure that you play".
  - 34) Answer Math equations with jumping jacks.
  - 35) Support and encourage families to attend active school events – square dance, Saturday morning fun walk/run, kite flying festival, track and field day.
  - 36) Organize a summer camp fair at school. Invite local day/overnight camps to talk with families about camp activities.
  - 37) Participate in *World No Tobacco Day* on May 31, 2005. Over 3 million people worldwide die each year as a result of tobacco use. *World No Tobacco Day* is sponsored by the World Health Organization to bring awareness to the impact of tobacco on health. World No Tobacco Day is the only global event where smokers around the world unite to break free from their dependence on tobacco. Take action against tobacco use! For information on how you can get involved, visit [www.wntd.com](http://www.wntd.com).
  - 38) Plan assemblies that excite students to get moving. Invite local sports heroes, police officers to talk about bike safety, and local clubs to demonstrate lesser-known activities.
  - 39) Take an active interest in the health of the staff. Hold a walk and talk meetings. Plan team-building activities that incorporate physical activity. Implement a staff wellness program and be active yourself!
  - 40) June is Recreation and Parks Month! Every June, Albertans will recognize and celebrate the year-round benefits of quality recreation and parks at the local, regional and provincial levels. Visit [www.june.arpaonline.ca](http://www.june.arpaonline.ca) for more information on what is going on for June 2005.

## Ideas for Providing Healthy Food Choices at School and Community Events

Consistency is the key to healthy messaging. When planning community events that promote healthy messages, remember to be consistent with Canada's Food Guide to Healthy Eating. Healthy food choices should be available during any active living event.

- ⊙ While donuts and candy can fit within a healthy diet, relying on them for special events and fundraising can send a contradictory message to students about nutrition.
- ⊙ If serving traditional summer fare like hamburgers and hot dogs, try balancing these choices with whole-wheat buns and serving a variety of fresh fruit and milk or bottled water rather than potato chips and pop.
- ⊙ Offer condiments on the side (mayonnaise, butter, salad dressings).
- ⊙ Drinks: Offer water, low fat milk and/or 100% unsweetened juice.
- ⊙ Try partnering with local grocery stores that may be able to provide fresh fruits and vegetables at a reasonable price.
- ⊙ Instead of coffee and donuts, try whole grain bagels or low fat muffins with light cream cheese and 100% unsweetened juice.
- ⊙ Limit "Serve Least Often" (page 28) foods to no more than two at one meal or function.
- ⊙ Host a chili cook-off in conjunction with a community event. Invite local organizations to compete for the best chili. Serve with whole grain buns and milk.
- ⊙ Watch portion sizes on items like muffins and cookies. They are often double or triple the recommended serving size.

Source: *Community Dietitians of Alberta.*

# Extraordinary Programs

## The Ever Active Schools Program

*Home, School & Community In Action... Adopting a comprehensive school health approach.*

The Ever Active Schools program is a membership-based program available to all Alberta school communities. The program assists schools in creating a healthy active school community by supporting the achievement of goals identified in each school's Game Plan. Schools reflect upon the four E's when building a Game Plan - Education, Everywhere, Everyone, and Environment. The Promising Practices document is a compilation of the best and most unique strategies Ever Active member schools have implemented to engage the home, school and community. It is one of the resources available on the Ever Active Schools website, [www.everactive.org](http://www.everactive.org). The following strategies are adapted from the Promising Practices:



For more information please contact Ever Active Schools.

Phone: (780) 454-4745

Email: [info@everactive.org](mailto:info@everactive.org)

Website: [www.everactive.org](http://www.everactive.org)

### Ever Active Steering Wheel

#### EQUIPMENT:

- ☉ Stakeholders  
e.g: School staff, administrators, students, parents, community representatives,
- ☉ meeting space
- ☉ snacks!

#### ORGANIZATION:

Create an Ever Active "Steering Wheel" to formulate a Game Plan to enhance your healthy active school community. Invite a broad representation of stakeholders to provide guidance, feedback and support to implement the Game Plan. Successful implementation occurs when home, school and community work together; when events and initiatives are effectively communicated; and when health-minded goals are an integral part of school planning.

### Dance Til Your Heart's Content

#### EQUIPMENT:

- ☉ School gym or community hall
- ☉ Sound system
- ☉ A variety of CD's
- ☉ Members of the school community!

#### ORGANIZATION:

Invite students and their families to a dance night at the school or local community centre. Have students teach their families the dances they have learned in physical education classes, or have a leader/caller lead the group through a number of mixer-type dances. The night can be structured to have "lessons" first, followed by an hour of dance time. Healthy snacks and fruit juice can be included (see page 32 for healthy snack ideas).

### Fitness Shoe Tree

#### EQUIPMENT:

- ☉ Copies of the Fitness Shoe Template, which can be found on page 237 of the K-12 Physical Education Guide to Implementation.

#### ORGANIZATION:

Provide all students and staff with a copy of the Fitness Shoe Template (consider copying two shoes on the same page). Students and staff are asked to color one part of the shoe for every 20 minutes they are active outside of school time (at home or in the community). When a shoe is completely colored, it is brought back to school and posted as a leaf on the "tree" which is painted or taped to a prominent wall in the school. Every month, copy the fitness shoe template on a different colored paper and challenge staff and students to change the colour of every leaf on the tree, each month of the school year. Have student volunteers replace one completed Fitness Shoe from the previous month with one completed Fitness Shoe copied on the new color of paper for the current month and watch the leaves change color!

### Chicken Coup

#### EQUIPMENT:

- ☉ Large, open space
- ☉ Lots of rubber chickens, rubber fish and rubber pigs.

#### ORGANIZATION:

Invite students and their families to participate in a family gym night with a rubber chicken theme. Families rotate through a circuit of rubber chicken activities such as "fowl shots", chicken bowling, target and cooperative activities. Have the students teach the activity to the parents, then play together. Involve the school council to help plan and promote the event. Encourage each family to bring chicken based donations for the local food bank.

# Live Outside the Ordinary

## The Be Fit For Life Network (BFFL)

The Be Fit for Life Network (BFFL) acts in a leadership capacity to disseminate physical activity and active living information, resources and programs to a variety of groups including schools, workplaces and communities. Nine geographic BFFL Centres serve communities throughout Alberta.

### ••••• Sample BFFL school programs •••••

#### GRADE K – 6 PROGRAMS

- ☉ Active Aliens (K-3) – An Active Living ambassador will visit your school to promote the concepts of active living through a fun and exciting presentation.
- ☉ Active Living Challenge (4-6) – The Challenge will give students an opportunity to learn about the different areas of their health-related fitness through participation in various activity challenges.
- ☉ Kids Come Alive (K-6) – Students are exposed to Active Living through a variety of games emphasizing the concepts of play, fun, and active living.

#### GRADE 7 – 12 PROGRAMS

- ☉ Lessons From the Heart (7-12) – Introduce and familiarize students with the concepts of heart rate monitoring to determine exercise intensity. Challenge students and teachers to get their hearts moving.
- ☉ Presentations (7-12) – Provide educational opportunities for students on various topics including healthy lifestyle, active living councils, body image, vitality, and physical activity demonstrations.

Contact information for the BFFL Network can be found on page 8.

Contact information for SHAPE can be found on page 7.



To contact the Be Fit For Life Network or book a program visit: [www.befitforlife.ca](http://www.befitforlife.ca).

## Safe Healthy Active People Everywhere (SHAPE)

Safe Healthy Active People Everywhere (SHAPE) is a province-wide program that promotes the national Active & Safe Routes to School programs and offers support to Alberta schools that aim to encourage students to walk or cycle to school. SHAPE provides resources, support and ideas on how to get students walking/biking.

Some ideas include a Walking School Bus and Walking Day Events such as Footloose Fridays, Bike Clubs and rodeos. The benefits of implementing these ideas include less traffic, healthier kids, cleaner air and community building.

#### BENEFITS OF WALKING

- ☉ Walking refreshes the mind, reduces fatigue and increases energy.
- ☉ More than half the body's muscles are designed for walking; it is a natural movement that is virtually injury-free.
- ☉ Walking provides an enjoyable time for sharing and socializing with friends and family.
- ☉ Regular brisk walking can reduce elevated blood fats or blood pressure and improve digestion and elimination.
- ☉ Walking strengthens bones.
- ☉ Walking relieves stress and tension.
- ☉ Regular walking increases the number of calories you expend and helps you feel good about your body.
- ☉ Brisk walking is an aerobic activity. It trains your heart, lungs and muscles to work efficiently.

Source: [www.goforgreen.ca](http://www.goforgreen.ca) Benefits of Walking Handout.

### ••••• Sample SHAPE program •••••

A Walking School Bus is like a school bus only it operates on "kid power". Volunteer Bus Drivers walk along a designated route picking up children along the way and walking to school. They meet at school and return home on the same route. The adult Bus Driver supervises the children and ensures they practice safe traffic behavior to

and from school. Buses can run daily, weekly or monthly. Join thousands around the world using the Walking School Bus as a safe way to get students to and from school, reduce traffic congestion and improve the health of students and the environment.



safe healthy active  
people everywhere

To learn more visit [www.shapeab.com](http://www.shapeab.com).

# MAY 2005

The activities shared in the May and June 2005

Activity Calendars are intended to support teachers with the creation of healthy active classrooms and are best offered in

addition to 30 minutes of daily physical activity!

The clock symbol



indicates an activity to

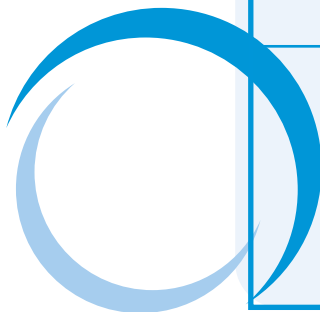
facilitate student learning

during a 30-minute lesson.

For more ideas visit

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

SUN	MON	TUES	WED	THURS	FRI	SAT
			<b>2005 International Year of Sport and Physical Education</b> <b>May's Theme — Back to Basics</b>			
1	2 Stretch Wave	3 Flash Up Flash Down	4 Walking Wednesday	5 Ring It Jump It	6 <b>Summer Active Begins!</b>	7 
			CAHPERD Conference 2005 — Regina "Celebrate the past - shape the future" <a href="http://www.cahperd.ca">www.cahperd.ca</a>			
MOTHERS DAY	9 Rock, Paper, Scissors Fitness	10 Desk Relay	11 Walking Wednesday	12 Desk Energizer	13 Dice Tag	14 
					HPEC Conference 2005 Fort McMurray "True North Strong and Fit" - <a href="http://www.hpec.ab.ca">www.hpec.ab.ca</a>	
15	16 Run! Buffalo Run	17 Jump! Elastic Skipping	18 Walking Wednesday	19 Throw! Juggling	20 Go! Partner Challenge	21 
<--- "Keep the Physical in Education Week" --->						
22	VICTORIA DAY Family Frisbee Golf	24 Limbo!	25 Walking Wednesday	26 Alberta Active Living Challenge Day!	27 Make a Move!	28 
29	30 Chicken in the Pot	31 Story Starters	<b>Schools Come Alive</b> 3rd Floor, Percy Page Centre 11759 Groat Road Edmonton, Alberta T5M 3K6 Ph: 780-454-4745, Fax: 780-453-1756 Email: <a href="mailto:shelley@schoolscomealive.org">shelley@schoolscomealive.org</a> <b>Website: <a href="http://www.schoolscomealive.org">www.schoolscomealive.org</a></b>			
		World No Tobacco Day				





# JUNE 2005

SCHOOLS  
COME *Alive*

SUN	MON	TUES	WED	THURS	FRI	SAT	
 <p>2005 Year of Sport and Physical Education</p>		<p>2005 International Year of Sport and Physical Education June's Theme — The Great Outdoors</p>		<p>1 Walking Wednesday</p>	<p>2 Orienteeing Review</p>	<p>3 Pip, Squeak &amp; Wilbur Spelling</p>	<p>4 International Trails Day</p> 
<p>5</p>	<p>6 Bike/Road Safety</p>	<p>7 Walking School Bus</p>	<p>8 Clean Air Day!</p>	<p>9 Commuter Challenge</p>	<p>10 Environment Aerobics</p>	<p>11</p> 	
<p>&lt;--- Environment Week! - Commuter Challenge ---&gt;</p>							
<p>12</p>	<p>13 Bocce</p>	<p>14 Maori Sticks</p>	<p>15 Walking Wednesday</p>	<p>16 Outdoor Showdown</p>	<p>17 Make a Move!</p>	<p>18</p> 	
<p>19 FATHERS DAY</p>	<p>20 Number Bridg</p>	<p>21 Memory Orienteeing</p>	<p>22 Walking Wednesday</p>	<p>23 The Tie that Binds</p>	<p>24 Tent Set-up Challenge</p>	<p>25</p> 	
<p>26</p>	<p>27 Memory Lane</p>	<p>28 Locker Clean-Up!</p>	<p>29 Walking Wednesday</p>	<p>30 Hopscotch</p>	<p><b>Schools Come Alive</b> 3rd Floor, Percy Page Centre 11759 Groat Road Edmonton, Alberta T5M 3K6 Ph: 780-454-4745, Fax: 780-453-1756 Email: shelley@schoolscomealive.org  Website: www.schoolscomealive.org</p>		

The Public Health Agency of Canada's Physical Activity Guides for Children and Youth recommend that students increase the amount of time they are active to 90 minutes, and decrease the amount of time they are inactive (watching TV, playing video games, surfing the net) by 90 minutes per day.

The Public Health Agency of Canada's Physical Activity Guide for Adults recommends adults accumulate at least 60 minutes of physical activity every day to stay healthy. Every little bit counts! To order your free copies of the Physical Activity Guides visit [www.paguide.com](http://www.paguide.com) or call 1-888-334-9769.

**Live it Everyday!**  
**June is Recreation and Parks Month**

Contact your local community organizations to find out about active opportunities!

# May and June Activity Calendar - Live Outside the Desk

## 2005 INTERNATIONAL YEAR OF SPORT AND PHYSICAL EDUCATION

The United Nations has declared 2005 the International Year of Sport and Physical Education. Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) is taking the lead in Canada to ensure that schools across the country are informed and have the opportunity to celebrate this important year. We hope that schools and partners from across Canada will participate so that, together, we can put Canada on the international map as a key participant. Physical Education provides the foundation of what our children need to be physically active. So... help us to Keep the Physical in Education and celebrate the 2005 International Year of Sport and Physical Education! For more information visit [www.cahperd.ca](http://www.cahperd.ca) or [www.yearofsportandpe.ca](http://www.yearofsportandpe.ca).

### May - Back to Basics

Focus: Running, jumping, throwing; track & field, athletics games and events, run/jump/throw, skill development competency challenges, movement skills, gymnastics.

Primary message: "Establishing the Basic Skills – Foundation skills to all activities".

#### PROGRAM IDEAS:

- ⊙ Skill programs and activities centered on running, jumping and throwing in a fun and challenging environment.
- ⊙ Movement skills and techniques.
- ⊙ Sprinting and distance activities – small space tag games, timed activities.
- ⊙ Personal challenge/personal best.
- ⊙ Gymnastics – springs, landings, rotations, swings.

### June - The Great Outdoors

Focus: Traditional and non-traditional outdoor activities and outdoor education.

Primary message: "Celebrate the great outdoors".

#### PROGRAM IDEAS:

- ⊙ Orienteering.
- ⊙ Tai Chi.
- ⊙ Hiking, outdoor water sports, rock climbing.
- ⊙ Playground, asphalt games, school activities.
- ⊙ Outdoor intramurals.
- ⊙ Soccer, field hockey, baseball/softball, rugby, touch football, Ultimate Frisbee.

Stretching ideas can be found in the Teacher Resources – Teaching Tools – PDF Resources section of the Physical Education Online website, [www.education.gov.ab.ca/physical-educationonline](http://www.education.gov.ab.ca/physical-educationonline). Stretch Wave and others can be found in the Activ8 resources produced by the Foundation for Active Healthy Kids. To order your free copy of this curriculum-based physical activity challenge program for students from kindergarten to grade 8 visit [www.activ8.org](http://www.activ8.org).

### STRETCH WAVE

Stretching is a great way to slow down and relax amidst the hustle and bustle of every day. 5-7 students stand in a circle (be sure to vary the way groups are formed – eye colour, birth month, sock colour). One student starts a stretch and one at a time the other students do the same stretch. Once it has been passed around the circle, another student starts a different stretch. Continue until everyone has led a stretch.

### FLASH UP FLASH DOWN

Provide every student with a piece of recycled paper. Students fold the paper in half, then in half two more times until they have a small square. The teacher will ask a review question; e.g., 6x7 is...; or the Premier of Alberta is... Students quickly write their answer on one side of the paper and wait for the teacher to call "3-2-1 flash up"! Students then jump out of their desk and show their answer to the front of the room so the teacher can quickly view how many correct answers are shown before calling "flash down". Students then sit down while the teacher writes the correct answer on the board. Discuss answers as needed. Consider challenging groups of 2-3 students to create review questions for the class.

...continued on next page



## WALKING WEDNESDAY

Why not walk? It's a wonderful active break and a great way to include more steps in your day! Building a walking Wednesday into your schedule allows you to plan a focus for the walk as well as invite buddy classes or parent volunteers to join you. For extra fun, look for evidence of erosion, different architectural structures, environmental concerns, count the number of red cars, animals or evergreen trees that you see along your walk, sing songs, or find an object that begins with each letter of the alphabet!

## RING IT, JUMP IT RELAY

A(K-9)-13 Physical Education - Individual Activities

Students participate in running, jumping and throwing activities; individual manipulatives; combatives or self-defense activities, and target activities.



Organize students into teams of at least four. Each team has a hula hoop and a stick long enough to jump over. After reading the directions below, determine how far students must travel for each part of the relay and then demonstrate the activities.

### PART ONE OF THE RELAY: RING IT

- ⊙ First person in line runs down the floor as far as they think the next person in line can toss the hoop.
- ⊙ Hoop must encircle this first person and fall to the ground.
- ⊙ Any time the throw doesn't "hoop" the player the hoop must be re-thrown from where it was tossed.
- ⊙ Once the second person in line is "hooped" they pick up the hoop that has encircled them and the third person in line runs ahead of the second as far as they think they can, while still being able to get "hooped". Continue for a pre-determined length of time (3 minutes) - challenge each team to beat their distance.
- ⊙ Once the team completes this portion of the relay they continue with part two.

### PART TWO OF THE RELAY: JUMP IT

- ⊙ First person in line grabs the stick and runs to the designated area and back.
- ⊙ Once they come back, the front person in line grabs the other end of the stick so on the stick can be used to jump over. Lower the stick and encourage the other people in line to jump over it one at a time until they get to the end of the line.
- ⊙ The person who has already run moves to the end of the line. The second person who was holding the stick now runs to the designated area and back, again hold the stick.

- ⊙ The next person in line then grabs the other end of the stick and the relay continues as they encourage the people in line to jump over the stick. Continue for a pre-determined length of time (3 minutes), challenge each team to beat their score next time!

## ROCK, PAPER, SCISSORS FITNESS

Before beginning the activity, determine a start number and a start activity. The start number can be determined by rolling dice, asking one student their shoe size or the number of siblings they have. For this example, the start number will be 3, the start activity will be mountain climbers. Start in a front prone/push-up position and bring alternate knees to chest. Turn on the music and begin! Students walk around the classroom and challenge other students to a game of rock, paper, and scissors. Whoever wins the challenge balances on 3 body parts while the other student completes 3 mountain climbers. Both students shake hands and move on to challenge another student! After one minute, change the start number and start activity! Rock, paper, scissors winners are determined by: paper covers rock, rock crushes scissors, scissors cuts paper.

## DESK RELAY

Have students sit in rows of 5-7 desks or chairs. Students pass a ball, rubber chicken, or book with two hands over their head to the person sitting behind them. The ball continues to be passed to the end of the row. The last student then runs to the front of the row while the other students move to sit in the chair behind them. Continue passing the ball for one minute. Ask the students how many times they were able to change seats, and then challenge each row to beat their best number by two! Take note of how students can raise their heart rates by participating in the desk relay for only 1 minute.

## DESK ENERGIZER

Get the blood flowing and re-energize with this activity. Students sit comfortably and place their hands on their desk in front of their shoulders, fingers pointing slightly inward. Rest the forehead between hands. Inhale deeply and feel the breath flowing into the body like a fountain of energy – slowly lift the forehead first, then neck, and torso to be sitting in an upright position. Shoulders and lower body stay relaxed. Exhale while tucking the chin to chest to pull the head forward, lengthening the back of the neck. Relax and breathe deeply as the forehead is brought back to rest on the desk. Repeat three times!



Ring it Jump It Relay and others like it can be found in the Teacher Resources – Activities section on page 16 of the PE Online website [www.education.gov.ab.ca/physicaleducationonline](http://www.education.gov.ab.ca/physicaleducationonline).

## DICE TAG

Have 5-6 students each start with one foam die. These students are "it" and try to tag others by touching them with the foam die. All other students start with the number 10 and travel around the activity area while hopping on one foot or crab walking, trying not to get tagged. If tagged, students roll the die for a number. The student that was tagged subtracts the rolled number from 10, and calls their new number out loud; e.g., a 3 was rolled, new number is 7, student says "10-3=7" out loud. The tagged student then picks up the die and is now a tagger. When tagged again, subtract the dice number from the new number, and continue until the difference is 0, at which point the student gets a new die from the teacher or designated area and becomes another tagger!

## RUN! - BUFFALO RUN

Students work in pairs to complete the buffalo run. Have partners sit on the floor back to back. Turn on some music and ask the students to stand up and walk in opposite directions. When the music stops, the partners need to get back to back and sit down again. Students must continue to move in the same direction and are not allowed to turn around to find their partner. Therefore, they finish the lap around the room and then sit back to back.

## JUMP! - ELASTIC SKIPPING

Jumping is a great way to increase bone density and requires little equipment! Have students practice jump rope footwork without a rope. Try elastic skipping with sewing elastic or covered elastic ropes that can be purchased from dollar stores. Tie the ends of the elastic together to form one large loop. Two students stand 2-3 meters apart with the elastic band stretched around their ankles. The first student creates a jumping pattern and other students try to repeat it. Jump inside, outside, on, or straddle the elastic, or get more creative! Try having three students each hold the elastic with one foot in the shape of a triangle. Always have students start with the elastic around their ankles. As they become more proficient, increase the challenge by raising the elastic to mid-calf and around the knee. Challenge students to create a jumping course throughout the room by placing elastics around the legs of tables and desks at various heights. Jump through with two feet together, on one foot, alternating feet, or jumping sideways!

## THROW! - JUGGLING

A(K-9)-13 Physical Education - Individual Activities

Students participate in running, jumping and throwing activities; individual manipulatives; combatives or self-defense activities, and target activities.

Juggling can be done not only with balls, but also with scarves, koosh balls, rubber chickens, plastic bags and recycled dryer sheets! Allow students to choose the objects they would like to juggle. Offer tips for success and allow time for practice juggling with one object, then two and finally adding the third. Practice juggling by throwing objects in the air, or by throwing objects to the floor so they bounce off the wall. Take juggling to the next level by challenging students to throw one object in the air and catch it on their foot. Then throw a second object in the air and catch it on their right elbow. Throw the third object and try to catch it on their head and balance all three! Challenge students to demonstrate how else they can throw and catch objects. Conclude the lesson with a game of Beanbag Rescue. Students place one object on their head and move around the activity area trying to keep the object balanced on their head with no helping hands! Should the object fall to the ground, that student is frozen until another student is able to pick up their object and place it back on their head without dropping their own. If they do, they too are frozen. Challenge the abilities of students by having them walk, jog, or take lunge steps around the area!

## GO! - PARTNER CHALLENGE

Have the students move around the room linked at the elbows, hips, heads, hands or feet. Have the students hold left hands and try to touch their partner's knees with their right hands, or stand facing each other with palms together and try to push each other off balance.

## FAMILY FRISBEE GOLF

Get the whole family outside and moving with a game of family Frisbee Golf! Should you have access to a community course, bring discs, some water and have fun! If a course is not available, have each group select a target for the hole. Each player tees off by making one throw with a disc. When all players have completed one throw, the player furthest from the target throws again. Continue until all group members have hit the target! Score one point for every throw. If you choose, set par before beginning each hole and score like golf; e.g., birdie, bogey. Consider asking a local golf course for permission to play a round of Frisbee golf on their fairways.

Step by step instructions for helping students learn how to juggle can be found in the Teacher Resources – Teaching Tools – PDF Resources section of the Physical Education Online website, [www.education.gov.ab.ca/physicaleducationonline](http://www.education.gov.ab.ca/physicaleducationonline).



## ALBERTA ACTIVE LIVING CHALLENGE DAY

Be active for 30 minutes today – you can do it! Be sure to register your participation in the Alberta Active Living Challenge – see page 7 for more information.

### MAKE A MOVE!

Your turn to create an activity that requires limited equipment and can be done in small spaces. Be creative, ask your students, and get everyone in your school moving! Be sure to share your ideas so others can enjoy your activity in future activity calendars! Call or email anytime – (780) 454-4745, shellee@schoolscomealive.org.

### CHICKEN IN THE POT

Groups of 4-5 students start at a designated spot at one end of the room and each group are given one rubber chicken. Scattered around the classroom/space are hula-hoops and beanbags. Each team member, when they have the chicken, runs to a beanbag, stands on it and tosses the chicken into the nearest hoop. If the chicken stays in the hoop, the student picks up the beanbag and the chicken and returns to their team. The next member of the group takes a turn. The beanbags are collected in a pile and the chicken is passed to the next team member. If the chicken misses the hoop or pops out, the team member picks up the chicken and leaves the beanbag. When the beanbags are all gathered, they are counted. Then spin a dial that has the words 'more' and 'less' printed on it to see which team wins. It doesn't always have to be the team that has the most!

Variation - Use playing cards face down instead of beanbags and then the students have to add up their points!

### STORY STARTERS

Provide each student with a piece of recycled paper. Choose a theme such as healthy choices or activity adventure and have students start writing a story. After one-minute call "stop". Students then stop writing, crumple their paper and throw it to the other side of the room. Students continue clearing paper away from around their desk for 30 seconds, then pick up the crumpled paper closest to them, read the beginning, and add to the story for the next minute. Continue for a few more rounds, and then have students share the stories in small groups.

## ORIENTEERING REVIEW



A(K-9)-7 Physical Education – Alternative Environment

Students participate in a variety of land or water based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

Challenge pairs of students to work together to find the correct answers and solve the final equation. Post a number for the final equation solution in the location of each correct answer. Consider including an explanation or probing question in the locations of incorrect answers. The challenge is not only to complete the final equation, but also to keep the heart rate elevated throughout the search! Encourage students to check their heart rates often – use heart rate monitors if they are available. When finished, students return to the gym to cool down by drinking water and stretching.

### SAMPLE ORIENTEERING REVIEW QUESTIONS MIGHT INCLUDE:

- #1 To hydrate your body after activity, a good choice would be:
  - ⊙ Water – GO TO the basketball hoops
  - ⊙ Gatorade/sports drink – GO TO the entrance to the gym
- #2 "Let me win, but if I cannot let me be brave in the attempt" is the oath of...
  - ⊙ The Special Olympics – GO TO the portables
  - ⊙ Boy Scouts/Girl Guides – GO TO the bench of the east baseball diamond
- #3 The sun rises in the...
  - ⊙ East – GO TO the elementary bike racks
  - ⊙ West – GO TO the playground slide
- #4 BMX biking is what kind of activity...
  - ⊙ Strength – GO TO the evergreen tree farm
  - ⊙ Flexibility – GO TO the fire exit door of the gym
- #5 To be healthy, children and youth should accumulate how many minutes of physical activity every day...
  - ⊙ 90 minutes – GO TO the SW corner of the field
  - ⊙ 30 minutes – GO TO the garbage can on the tarmac
- #6 You and a friend are skating on a very cold day. Your friend complains that her hands are cold as she takes off her mittens. You might guess her hands are frostbitten if they are...
  - ⊙ Red – GO TO the picnic tables
  - ⊙ White – GO TO the nearest water fountain
- #7 Stretching is a stress management technique...
  - ⊙ Yes – GO TO the southeast soccer post
  - ⊙ No – GO TO the picnic tables

$$\frac{\quad}{\#1} + \frac{\quad}{\#2} - \frac{\quad}{\#3} \times \frac{\quad}{\#4} + \frac{\quad}{\#5} - \frac{\quad}{\#6} + \frac{\quad}{\#7} = \frac{\quad}{\text{Final Answer!}}$$



## PIP, SQUEAK & WILBUR SPELLING

Groups of three students sit down, one behind the other. The entire class creates a circle/wheel; each group acts as a “spoke” of the wheel. The student in the middle of the group of three is now called PIP. To the front of Pip is now WILBUR. Behind Pip is now SQUEAK. Place Scrabble pieces, or letter cards in the center of the circle. The teacher calls out one name – for example, ‘Wilbur’. All the ‘Wilburs’ stand up and run clock-wise around the outside of the circle. Meanwhile, ‘Pip’ and ‘Squeak’ stand up, face each other, hold hands with arms up straight and form a bridge. When ‘Wilbur’ has run around the outside of the circle, he runs under the bridge, retrieve a letter and sits back in place with the group. Continue until all the letters are gone from the centre circle and challenge each group of three to create as many words as possible with the letters they have collected. Vary the game by changing the locomotor movement from running to skipping, galloping, or crab walking! Challenge the two making the bridge to balance on one body part each when the first name is called; two body parts when the second name is called and these body parts when the third name is called.

## ENVIRONMENT WEEK

It’s Environment Week! Take part in Clean Air Day as well as the Commuter Challenge. Why not invite the local police or health region in to talk about street and bike safety as a refresher before the summer months. Clean Air Day is a celebration of environmentally friendly activities that promote clean air and good health. The Commuter Challenge is a friendly competition between Canadian cities to see which city can cut its air pollution the most by using active and /or sustainable modes of transportation. Make the commitment to walk, jog, in-line skate, cycle, take the bus or car pool to school!

## ENVIRONMENT WEEK AEROBICS

Have students work in pairs or groups of three to write an 8-line poem that promotes environmentally friendly activities, clean air and good health. Each group will create arm and leg movements or dance steps to go along with their poem. Once finished, have each group share their poem. Post all poems in the classroom, recite and complete the actions together! Share the poems with other classes, post on a bulletin board, or send home in the school newsletter to promote environmentally friendly activities at home as well!

## BOCCE

Two equal teams of 2-4 players are needed to play bocce. Each team must have different coloured balls or be easily distinguishable. One team starts by throwing a smaller target ball into the playing areas and then throws one ball trying to get it as close as possible to the target. Teams alternate throwing to see who can get the ball closest to the target. Start the next round by throwing the target ball in a new direction!

## MAORI STICKS

Maori sticks can be one-inch dowels or old broom handles cut into one-foot lengths, relay batons, or lummi sticks. Every student needs two sticks. Partners sit facing each other and tap the sticks in the following patterns while singing the tune (or creating their own tune to sing!) “Makue – Koteo – Ekue – Tanga” x 2 for each trick.

*Down – Clap – Tap (Right), Down – Clap – Tap (Left)*

Down = tap sticks on the floor, on either side of your body

Clap = tap sticks together in front of your body

Tap = tap stick in your right hand, with stick in your partner’s right hand, then left

*Down – Clap – Single Throw (Right), Down – Clap – Single Throw (Left)*

Single Throw = instead of tapping right sticks, throw and exchange right sticks – then left sticks

*Down – Clap – Double Throw (exchange right sticks twice in a row, then left sticks)*

*Down – Clap – Two Stick Throw (exchange both sticks – one partner throws inside, the other outside)*

*Down – Clap – Two Stick Double (exchange both sticks, twice in a row)*

*Down – Clap – Square (sticks move in a square, throw one to your right hand, the other one forward)*

Repeat all of the above tricks, except instead of clapping, flip the sticks *Down – Flip – Tap!*

Repeat all of the above tricks in a group of three, four or more students!

Have students create tricks and share with the group.

Get involved in the One-Tonne Challenge and reduce your annual greenhouse gas emissions by one-tonne – use less energy, conserve water and reduce waste! Visit the Go For Green website for information about how to set up a walking school bus, the Commuter Challenge and more! Visit: [www.goforgreen.ca](http://www.goforgreen.ca) for more details.



## OUTDOOR SHOWDOWN

Meet your buddy class, another class from your school or from pen pals from a neighboring school outside on your school grounds. Play a variety of tag games to build community and get active! Try "It Tag" where everybody is it, and everybody is trying to tag everyone else. If tagged, kneel down on one knee. Any other player can touch the tagged player's shoulder and they are back in the game. Progress to "Group It Tag" where everyone is in a group of 5-6 people. Same game as before except this time only partners are able to touch the shoulder to free their tagged partners. Further challenge by playing "Partner It Tag" where the groups are smaller and there are fewer partners who can free the tagged players!

## NUMBER BRIDGE



(K-9)-5 Physical Education - Games

*Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.*

Place 30 numbered cards on the floor in random order inside a rectangular area marked with skipping ropes or masking tape. This is the "number bridge". Students are grouped in teams of 5-7. Starting from a line 8-10 meters away, one group at a time will run to the number bridge on the signal to begin. The challenge is for the group to touch the numbers in order starting with number 1 and moving through number 30 as fast as possible. A team member must touch each number with their hand and call it out loud. No body parts are allowed to touch the ground inside the boundaries, the number cards cannot be moved, and only one number can be touched at a time. Each team will be timed and have several opportunities to discuss strategy and better their time. The record is 14 seconds!

## MEMORY ORIENTEERING

Place flags or markers in various places throughout a classroom/hallway, or outside on the school grounds. Indicate the locations of the flags on a map of the classroom/school grounds that is posted or drawn on the blackboard. On each flag could be a number, letter, answer, or concept. Students are challenged to locate as many flags as possible in within a pre-determined time limit. When a flag is located, students record the number, letter, answer or concept. When time is up, students will solve the equation, spell as many words as possible, link the similar concepts, or write a question for the answer provided! To increase the level of difficulty, only allow students 1 minute to look at the map!

## HOPSCOTCH

Use hula-hoops or chalk and have students design a hopscotch course. Have students rotate through all the hopscotch courses. Further challenge students to throw a beanbag or rock in one square of the course and complete the course without stepping in the square with the beanbag. Another idea would be to have a hopscotch relay where 3-4 students complete a course as many times as possible in two minutes.

## TENT SET UP CHALLENGE

Cooperation and communication are a must for this activity! Gather a few tents, and nylons or cut up bed sheets to tie ankles and arms together. Have partners stand side by side and tie their inside legs and inside arms together. Challenge 2-3 pairs of students to set up a tent!

## MEMORY LANE

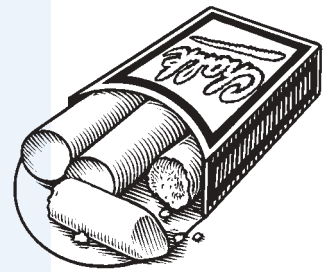
The teacher calls out a task and pairs or small groups of students complete the appropriate action. Call out one task at a time. Students will always begin with the first task and work together to remember the sequence. When all tasks have been called, challenge students to complete the sequence accurately as fast as they can! Sample tasks include: high five right; high five left; low five right; low five left; high ten; low ten; backwards ten high; backwards ten low; tunnel ten (feet apart, back to back, reach between legs and hit low ten); sole of shoes right; sole of shoes left; elbow right; elbow left; both elbows.

## THE TIE THAT BINDS

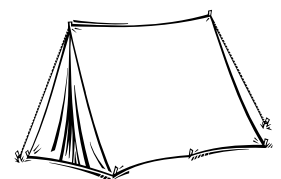
Cut 1-meter lengths of rope, or use shoelaces for this cooperative activity. Provide every student with one length of rope. Students stand facing a partner – one partner ties each end of one rope loosely around their wrists. The second rope is tied around the wrists of the other partner, but is looped through the first rope so the pair cannot pull apart. The challenge is to unhook the ropes without slipping their wrist through or untying the knots!

## FITNESS SHOE

The Alberta Learning K-12 Physical Education Guide to Implementation suggests a Fitness Shoe activity where students color in a part of a "running shoe" for every 20 minutes they participate in physical activity outside of school. Outcome D – Do it Daily! challenges students to be active outside of PE classes. Modify this activity to challenge students to be active individually, with their families and friends.



*The Fitness Shoe template can be found in the Appendices section of the K-12 Physical Education Guide to Implementation; [www.education.gov.ab.ca/lk\\_12/curriculum/bySubject/phised](http://www.education.gov.ab.ca/lk_12/curriculum/bySubject/phised) or LRC Product #425597 (English), #461335 (Français), \$14.75 each.*



# Activity Stations - Outdoors

1.



Team Work  
C(K-30)-5



Group Roles  
R(K-9)-9

2.



Communication  
C(K-30)-1

3.



Safety  
D(K-30)-3

4.



Application of  
Basic Skills  
A(K-30)-10

## 1. Camp Relocation

### EQUIPMENT:

Hoops, beanbags, benches, mats, ropes, towels, sponge balls.

### ORGANIZATION:

In the gym, set up one "camp" for each team of 4-5 students. A camp might include a hoop on the floor as a fire pit, a few beanbags as plates and utensils, a couple mats as bamboo mats on which to sleep, a bench as the log to sit by the fire, or a rope as a snake on the ground. Each group will also be given a map of the school grounds. The map will indicate the spot where students are to relocate their "camp" and set it up exactly as it was when they entered the gym.

### VARIATION:

To increase the level of difficulty, instead of a map, challenge students to find the new location for their camp by using a compass and following a set of coordinates, or add more equipment to each camp. To decrease the level of difficulty, only include a few pieces of equipment in the camp and have groups move their camps to a designated area a few feet away.

### INCLUSION:

Include equipment with a variety of weights (heavy to light) and various sizes. Ensure new campsite is accessible for the entire group. For example, if there is a student in a wheelchair, make sure their "new" site is not outside in the middle of a field with long grass.

2.

## Catapult

### EQUIPMENT:

Old bed sheets or towels, sponge balls, beanbags, water balloons.

### ORGANIZATION:

For this challenge, each group of 5-8 students is given an old bed sheet or towel and 8 objects. Each group will have to use the sheet to catapult the objects into an elevated target/basket. Be sure to use soft objects such as sponge balls and beanbags to avoid injuries. Elevated targets can be basketball hoops, buckets secured to the top of a wall, buckets secured to the top rung on a playground, or the roof!

### VARIATION:

To increase the level of difficulty, decrease the size of the target to challenge groups to be more accurate, or have two groups work together to pass a water balloon to each other using the sheet – how many passes until the balloon bursts?! To decrease the level of difficulty, have two students use a towel to catapult objects to a large target (e.g., over a stick placed across two chairs).

### INCLUSION:

Offer a variety of balls- various sizes, weights and allow the group to choose and experiment with different balls. Provide a range of targets- different heights, different sizes- encourage groups to challenge themselves.

3.

## Human Foosball

### EQUIPMENT:

4-6 large sponge balls, pool noodles cut in half or pinnies.

### ORGANIZATION:

Like the table game, the challenge of human foosball is to score goals by kicking the ball into the opposing team's net. Two teams play against each other. Groups of 5-6 students are connected by holding half a pool noodle, or pinnie between them. Team A holds yellow pool noodles, team B holds pink pool noodles. Start in the centre of the playing area with one row of team A facing one row of team B. Alternate teams behind them, i.e., a line of team B stands behind a line of team A, and a line of team A stands behind team B. Ensure that a defensive team is standing directly in front of their goal.

Each line of players may move to the left or right, forward or back to play the ball, but they are not permitted to pass the lines in front of and behind them - they must stay in order, as do the wooden players on a foosball table. Should a line of players break apart, that line is not permitted to play the ball until they have reconnected.

For safety reasons, the ball must be played at waist height or lower. If a ball is popped up, play is stopped and a free kick is awarded to the other team.

### VARIATION:

Start with one ball to allow students to get used to communicating and moving together, and then add a second, third and fourth ball. To decrease the level of difficulty, challenge two students to move while connected together (e.g., arm around shoulders, link elbows, three-legged) and play a soccer game with four or more balls.

### INCLUSION:

If available, use flag football belts with flags, or similar equipment to attach teammates so that students can focus solely on kicking the ball rather than holding a pool noodle. Students in wheelchairs could be attached in this manner also- they could use a hockey stick to pass the ball instead of kicking. Work in smaller groups, 2 to 3 students. Encourage teams to use simple communication terms; i.e., left (and point left), right (point right).

4.

## Chuck the Chicken

### EQUIPMENT:

One rubber chicken for every 20 students, large obstacle free area.

### ORGANIZATION:

Divide students into groups of 8-10. Each group will be playing against one other group, while one team is "batting" the other team is "fielding". The team batting starts with the chicken, one shouts "CHUCK THE CHICKEN" and throws the rubber chicken wherever they like in the playing area. The team then stands in a very tight circle while one person travels around the circle scoring "runs". The entire team counts the number of runs until they hear "chuck the chicken". The fielding team runs to the chicken, wherever it was thrown. They line up in a single file and pass the chicken alternating over the head and between the knees until the chicken reaches the end of the line. The last person in line then shouts "CHUCK THE CHICKEN" and throws the chicken to a new location. The teams continue to switch roles and score as many runs as possible! The same student is not allowed to throw the chicken, or score runs until each person on the team has taken a turn.

### VARIATION:

If two or more groups are playing at the same time, provide each group with a different object to throw – "chuck the chicken", "pitch the pig", "fling the fish", "kick the koosh ball".

### INCLUSION:

Allow students to pass the object over their head, around their waist, with one hand, with two hands, or through their knees. Include different options in place of running around the circle; encourage a student with mobility difficulties to touch their toes 5 times, or jump a number of times- any activity that could be equivalent to the time it takes another student to run around the circle.

For students with visual impairments, have them run around the circle with a partner.



# Activity Stations - Gymnasium

Activity Stations  
Submitted by Schools  
Come Alive & Ever  
Active Schools.



1. Goal Setting  
D(K-9)-6



2. Basic Skills  
A(K-30)-5



Relationship Choices  
Interactions  
R(K-9)-7



3. Basic Skills  
A(K-30)-1



4. Communication  
C(K-30)-1

## 1. Stalled Car

### EQUIPMENT:

4 pylons, large crash mat.

### ORGANIZATION:

Groups of 4-8 students will work together to push the mat/stalled car, to a set of pylons and back.

### VARIATION:

Increase the level of difficulty by placing 10-20 cosm balls on the mat, which cannot be touched and must not roll off while pushing the mat.

### INCLUSION:

Distance to pylons can be reduced depending on group abilities. If there's a handle on the mat, a rope could be tied to it and then attached to a child in a wheelchair to allow them to pull the front of the mat. This might also be easier for children with crutches, or other mobility difficulties.

## 3. Pictionary Relay

### EQUIPMENT:

Paper, pencils, cards with names of activities.

### ORGANIZATION:

Groups of 4-6 students line up along the basketball end line. Place a pile of 8-12 activity cards in line with each group at the other end of the gym. One student from each line sprints to their group's card, chooses one and then sprints back to his or her group to begin drawing the word. The runner/illustrator is not allowed to talk or make actions. The group has to figure out what activity the illustrator is drawing. Once the group guesses correctly they all perform the activity ten times. The next student in line sprints to the cards and chooses another activity word. Continue until all team members have been the runner/illustrator. Sample activity cards might include jumping jacks, lunges, knee touches, tuck jumps, arm circles, pencil jumps, toe touches, or push-ups.

### VARIATION:

To decrease the level of difficulty, instead of creating activity cards, students run to the teacher at the other end of the activity area who tells them an activity to bring back to the group; e.g., jump, hop, twist, gallop, skip. To increase the level of difficulty, provide task cards as opposed to activity cards; e.g., touch all four walls in the gym, stand in single file and pass a beanbag from the front to the back three times.

### INCLUSION:

If student has mobility impairments, move cards closer. If student is in a wheelchair, place cards on a desk or chair. Use a variety of movement patterns for all students to get to the cards; e.g., skipping, jogging, one foot, slow walking. Working in partners to get the card, a student could read out the card for the child with a disability who could draw the action, or act it out.

## 2. Blanket Volleyball

### EQUIPMENT:

4-8 old bed sheets, volleyballs or gatorskin balls, nets.

### ORGANIZATION:

Students form teams of 6-8 and face another team across the volleyball net. Each team holds on to the edges of their sheet to form a catapult. The first team "serves" the ball over the net by flicking it off of their sheet. Only the sheet may touch the ball. The other team tries to catch the ball and then, without changing position, pass it back over the net. Teams try to make as many catches in a row as they can.

### VARIATION:

To decrease difficulty, use smaller sheets, remove the net, or just have a team try and pass the ball to themselves. For a greater degree of difficulty, try raising the net, using a smaller ball or playing with regular volleyball rules.

### INCLUSION:

Change the size or weight of the ball (ex. use a beach ball). Lower the net. Work in partners with a small sheet instead of groups.

## 4. Blindman's Quest

### EQUIPMENT:

Scooters, blindfolds, pylons, ropes.

### ORGANIZATION:

Each group of 4 students must choose two navigators that will each sit on a scooter, and two drivers that will be blindfolded and will listen to the verbal directions of the navigators and safely guide the team through an obstacle course. The two scooters will be connected (tied with rope, navigators link right elbows, or link both elbows while sitting back to back). Create a course that might have groups touch a designated spot on a wall, collect a beanbag from a corner and deposit it inside a hoop, or move under ropes stretched around the legs of a chair. Be sure to review safety rules with scooters – only belly, knees, or bottom on the scooter – no standing!

### VARIATION:

Increase the difficulty by creating a list of words the navigator is not allowed to use, or decrease the challenge by having only one student lead a blindfolded partner through the obstacle course.

### INCLUSION:

If possible, have a couple of obstacle courses with a range of difficulty levels.

Encourage partners to work together, allowing both students to keep their eyes open; e.g., a child with a developmental disability, or someone who has difficulty following instructions, work with another child and take turns giving directions. This can still be challenging if both partners have their eyes open.

# Activity Stations - Small Spaces



Safety  
D(K-30)-3



Basic Skills  
A(2-9)-2



Functional  
Fitness  
B(2-30)-3



Leadership  
C(K-30)-4



Feelings  
R(K-9)-4

## 1. Stick Wrestling

### EQUIPMENT:

Stick – one-inch dowel, broom handle, floor hockey stick, baseball bat.

### ORGANIZATION:

Divide the class into small groups of 2,3, or 4. Each group will be given one of the sticks. Two players will go at a time. They will sit facing one another with their knees up and feet touching, or with their legs extended and feet touching. Each one will form a grip on the stick. They will then try to pull each other up on to his/her feet and cause the other one to lose their balance. No jerking or sudden movements allowed.

### INCLUSION:

Use a scarf instead of an implement.

## 2. One-Foot High Kick

### EQUIPMENT:

Hanging target –ball/pinnie/beanbag hanging at various heights.

### ORGANIZATION:

Considered to be the most difficult Inuit Traditional game, the One Foot High Kick involves power, with a high degree of body coordination. The object is to jump from two feet, kick a hanging target (usually in the shape of a seal) and land on the kicking foot with control.

### VARIATION:

Try taking off from one foot – the kicking foot, or take a run-up to the target by hopping on the kicking foot.

### INCLUSION:

Try to contact the hanging targets with a variety of body parts; e.g., shoulder, head, fingers.

## 3. Ball Wall Sit

### EQUIPMENT:

A variety of mid to large size balls - stability ball, volleyball, soccer ball.

### ORGANIZATION:

Stand with feet shoulder width apart, back towards the wall. Place a ball behind waist between the back and the wall. Bend knees and hips, arms extended forward, until in a half squat position (knees at 90 degrees) while allowing the ball to roll up the spine. **Be sure to keep knees over feet while completing the movement.** Slowly straighten to the starting position.

### VARIATION:

To increase the level of difficulty, try lifting one foot while squatting. Try using a different size ball, or squat while holding another ball extended in front of the body.

### INCLUSION:

Encourage students to try a variety of ball exercises- for example, for some children; sitting on the ball is a great way to work on balance.

Students in a wheelchair can raise a variety of balls above their head to increase their upper body strength.

## 4. Stepping Stones

### EQUIPMENT:

Obstacle free area, pieces or paper.

### ORGANIZATION:

Lay out on the floor a straight line of bases (pieces of paper or squares marked with tape) – use one more base than there are group members (groups of 5-6). Students begin by each standing on one base, then move from base to base until they are in reverse order from the original starting position. Group members will need to help one another move and maintain their balance to be successful. Only one student may touch a base at one time; shoes are considered part of the person; no one may touch the floor with any part of the body; if any rules are broken, the entire group starts over again!

### VARIATION:

To increase the level of difficulty, change the position of the empty base. To decrease the level of difficulty, allow any two feet to touch one base – e.g., two students may each have one foot on a base.

### INCLUSION:

Ensure markers on the floor are stable (ex. Use sticky mats or tape squares). Pretend the group is crossing the Amazon river, instead of starting over if someone steps off the square, the person "loses that body part" (for example, loses a toe). Encourage the group to work together and cross the river by keeping the most number of body parts.

# Activity Stations - Playground

## 1. Orienteering

### EQUIPMENT:

Flags/markers placed throughout the playground, paper, pencils, and stopwatch.

### ORGANIZATION:

Place flags or markers in various places throughout the playground. Indicate the locations of the flags on a map that is posted on a wall. On each flag could be a number or letter. Students are challenged to locate as many flags as possible within a pre-determined time limit. When a flag is located, students record the number or letter on a recycled piece of paper. When time is up, students will solve the equation, or spell as many words as possible!

### VARIATION:

Increase the level of difficulty by placing markers in an area larger than the playground, and only allow students one minute to look at the map indicating the locations of the markers. Decrease the level of difficulty by having students work together to find all 30 markers (no map required). When a student finds a marker, they bring it to the teacher/leader who counts the total. When finished, students could then hide the markers for the next group!

### INCLUSION:

Work in partners. Put flags in a variety of places. Ensure they are accessible. Allow students to take the map with them.

## 2. Skipping

### EQUIPMENT:

1 rope for each student.

### ORGANIZATION:

In a large area (tarmac), challenge students to skip alone or with a partner and create and perform tricks. Consider posting pictures of different skipping tricks. Skip forwards and backwards, or turn around; jump on one foot, two feet, or double jump; jump with hands crossed, have a partner hold one handle of your rope, while you hold one handle of their rope and jump side by side, or stand back to back with a partner and jump with one rope!

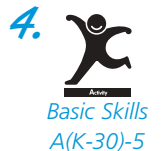
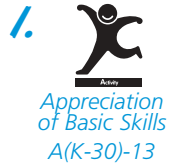
### VARIATION:

To increase the level of difficulty, increase the speed of jumps or link three or four tricks together. To decrease the level of difficulty, jump without a rope, or over a rope placed on the ground.

### INCLUSION:

Encourage creativity and allow students who cannot jump rope to use creative movements instead of skipping tricks.

Work in groups with two students turning the rope and one or two students jumping, then switch. Students in wheelchairs could turn the rope or wheel under it with someone else turning it.



## 3. Mission Impossible

### EQUIPMENT:

Playground equipment.

### ORGANIZATION:

Students attempt to travel on as many parts of the playground as possible without getting "caught". Pair students, one partner will be on the equipment (adventurer) while the other partner follows without being on the equipment (guardian). While the adventurer travels the course, the guardian is watching for mistakes such as making noise (e.g., talking, coughing, clapping, landing), touching metal, or touching "mines" such as beanbags, metal, or the ground. The guardian quietly says, "caught" when they see a mistake, and then the pairs switch roles and the new adventurer begins a turn. Set a time limit for each partner to ensure all students can participate. Continue switching roles.

### VARIATION:

Increase the level of difficulty by challenging adventurers to travel through the playground backwards, connected to a partner or two, or carrying a backpack with a medicine ball – "nitroglycerine".

### INCLUSION:

Ensure playground is accessible and that a wide variety of equipment options are available.

Encourage the children to use a variety of movement patterns (walking, one foot movement, crawling, jumping) to move around the equipment. For example, a child in a wheelchair might be able to move around the equipment out of their chair by crawling.

Work in partners to move around the equipment if child needs extra support.

## 4. Jacks

### EQUIPMENT:

Jacks, small balls.

### ORGANIZATION:

Challenge groups of students to toss jacks on the ground. Toss the ball in the air, and pick up one jack with the same hand before the ball bounces twice. Continue until all jacks have been picked up. Then try picking up two jacks at a time, then three, four (onesies, twosies...!). Try playing "Horses in the Stable": Make a stable for your horses by placing a hand on the ground with fingers spread apart. Put one jack into each of the four "doorways". Throw the ball and push one of the horses into the stable. Keep throwing the ball and pushing the horses into the stable one by one until all four horses are in the stable. Throw the ball one last time and scoop up all four horses.

### VARIATION:

To increase the level of difficulty, toss the ball and pick up jacks with the non-dominant hand. To decrease the level of difficulty, allow two bounces before catching the ball.

### INCLUSION:

Allow students to use two hands, one to catch the ball and one to pick up the jacks.

Work in partners, one person bounces and catches the ball, the other pick up the jacks, then switch.

Reprinted with permission from *More Positive Playgrounds*, [www.positiveplaygrounds.ca](http://www.positiveplaygrounds.ca).

# Why Nutrition Is **IMPORTANT** in Your School

*Food choices children make directly influence learning and health.*

This section is intended to provide information, practical tools and resources recommended by Alberta Registered Nutritionists/Dietitians to help make the school environment one that fosters skills required for a lifetime of healthy nutritious habits. Please share this information with the individual responsible for the food choices within your school, e.g. an administrator, the cafeteria manager (page 27) or the fundraising committee (page 33).

*The information on this page has been adapted from Feeding The Future: School Nutrition Handbook, Calgary. Visit [www.calgaryhealthregion.ca/nutrition](http://www.calgaryhealthregion.ca/nutrition).*

## **EDUCATION AND HEALTHY EATING ARE INTIMATELY LINKED**

- ⊙ A study showed children who were at nutritional risk had significantly poorer attendance, punctuality and grades at school, and more behavioural problems. Adequate nutrition has been shown to improve learning skills, especially memory work.
- ⊙ When at school most children and youth will eat one meal or snack. While parents have the most impact on shaping students' eating habits, schools can reinforce healthy choices.
- ⊙ Most children learn about nutrition in the classroom but are given few opportunities to practice these lessons when food choices in vending machines, canteens, and at school events are often limited to the less nutritious choices. See "Serve Less Often" foods (page 28).

## **HEALTH RISKS**

- ⊙ The number of Canadian children who are overweight has tripled in the last 20 years to 30% and obesity levels have risen to 15%.
- ⊙ The increasingly high consumption of sugar-sweetened drinks by children is of serious concern. It is estimated that each additional can or glass of sugar-sweetened drink they consume every day increases the risk of becoming obese by 60%. (1)

- ⊙ Immediate health risks of poor nutrition include undernourishment, iron-deficiency anemia, overweight and obesity, eating disorders, unsafe weight loss methods and dental cavities. (2)
- ⊙ Up to 80% of coronary heart disease, 90% of Type 2 Diabetes and one third of cancers could be avoided by healthy eating, maintaining normal weight and exercising throughout life. (3,4)

(1) Mattes RD. Dietary compensation by humans for supplemental energy provided as ethanol or carbohydrate in fluids. *Physiology and Behaviour*, 1996, 59: 179-187.

(2) Stampfer MJ et al. Primary prevention of coronary heart disease in women through diet and lifestyle. *New England Journal of Medicine*, 2000, 343:16--22.

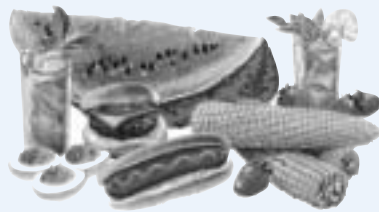
(3) Hu FB et al. Diet, lifestyle, and the risk of type II diabetes mellitus in women. *New England Journal of Medicine*, 2001, 345:790--797.

(4) Key TJ. The effect of diet on risk of cancer. *Lancet*, 2002, 360:861-868.

## **POOR EATING HABITS**

Recent research suggests that despite the importance of a healthy lifestyle, many school-aged children suffer from poor eating habits and physical inactivity.

- ⊙ Roughly three quarters of young Canadians do not consume the recommended five servings of fruits and vegetables daily.
- ⊙ Only 17% of Canadian children eat a lunch that includes choices from all four of Canada's Food Guide to Healthy Eating food groups. The predominant source of energy (>25%) in teenagers was from the "Serve Less Often" foods.



*When the home, school and community work together, an environment that supports healthy food choices will be created.*

*Contact your local Registered Nutritionist/Dietitian or Public Health Nurse for information and ideas.*



# School Food and Nutrition Policy

## A FOOD AND NUTRITION POLICY IS...

- ⊙ Established to make the healthy choice the easy choice.
- ⊙ A way to ensure that good nutrition is promoted both in theory and in practice.
- ⊙ A statement of philosophy and belief.
- ⊙ A direction for action.

## WHO BENEFITS FROM A POLICY?

- ⊙ SCHOOLS- Healthy choices enhance academic performance and concentration, eliminate inconsistencies and confusing messages about food and health, and reinforces messages learned in the classroom. In addition, vending revenues have the potential to increase when healthy choices are available.
- ⊙ STUDENTS- Making healthy choices are easier in an environment where nutritious foods are made available; students are exposed to a greater variety of choices that encourage healthy eating; consistent messaging reinforces classroom learning; students feel increased pride in their school.
- ⊙ PARENTS- Healthy choices positively influence student learning and behaviour; school councils don't have to debate the issue year after year; healthy choices at school may impact choices made at home.

## MAKING YOUR POLICY WORK...

- ⊙ Involve as many representatives from the school community as possible in policy development, e.g. students, teachers, parents, and administrators.
- ⊙ The policy should include all foods and beverages served or sold within the school and at school sponsored activities.
- ⊙ The policy should be widely publicized and apply to students, student organizations, staff and meal/snack providers.

*Adapted from School Food and Nutrition Policy, HEAL BC. Visit [www.healbc.ca/schools.html](http://www.healbc.ca/schools.html).*



## Sample Policy Guidelines:

- ⊙ Snacks: Only snacks belonging to one of the four food groups of Canada's Food Guide to Healthy Eating will be available at school food outlets.
- ⊙ Pricing/promotion: Nutritious foods are competitively priced and appropriately promoted and advertised.
- ⊙ Fundraising: In-school fundraising does not rely on the sale of non-nutritious foods.
- ⊙ Beverages: Our school will not enter into an exclusive "pouring rights" contract.

## OTHER AREAS A POLICY GUIDELINE CAN ADDRESS:

- ⊙ Foods available at special events, commercial vending/catering contracts, food packaging, waste and disposal, nutrition education for students/staff, support of local food producers, using food as reward, and many more, depending on the issues identified by your school community!

*If you are writing your own policy, visit Healthy Eating and Active Living in Schools (HEAL BC) for further information, [www.healbc.ca/schools.htm](http://www.healbc.ca/schools.htm).*

*Seek out your jurisdiction's Food and Nutrition Policy and consider how it can apply to your school. If your jurisdiction does not have a policy, advocate for one! Visit [www.cspinet.org/schoolfood](http://www.cspinet.org/schoolfood) for advocacy ideas.*

*Visit <http://departments.oxy.edu/uepi/schoolfood-schecklist.htm> for a Healthy School Food Policies checklist.*

## Success story!

*Ecole Elbow Valley Elementary (EEVE) Calgary*

*MUNCH (More Understanding of Nutrition for Children's Health) is a program that the EEVE School Council formed to engage the entire school community (e.g., parents, teachers, staff and students) in an ongoing effort to improve nutrition in the school. They have developed nutrition policies, made healthy changes to their menu, linked the upcoming projects to their school website and have a monthly newsletter. They also implemented a feedback process to allow people to voice their concerns. They have also partnered with JUGO JUICE to offer healthy food at a reasonable cost.*



*Personal Health  
W-9.5*

*Students will develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage placement of nutritional foods in vending machines.*

# Give Your School a Food Makeover

## Canteens, cafeterias and vending machines

### Success story!

River Heights  
Elementary

Medicine Hat

At the start of the 2003-2004 school year the teachers and parents of River Heights began a search for healthier food choices because they saw the need. The school sought alternatives to their Hot Lunch program as well as items served within the school cafeteria.

They began to offer such items as apple-sauce, fruit cups, yogurt tubes, fruit-to-go, pure fruit juices, milk, soup cups, pretzels and Rice Krispie squares. Although they still sold bagel bites and mini pizzas as a main food item, the children in the school still bought the healthy food choices and the school has not lost money in the process.

Many schools are reluctant to change the foods they sell for fear of losing much-needed funds. However, many parents are more willing to give their children money for food when they know that healthy choices are available. As a result, many schools have been able to maintain a profit while improving nutrition among students and staff.

While all foods can be part of a healthy diet, there are some foods that are higher in nutrition and should be "Served Most Often" (page 28) while those of lower nutrition (e.g., empty calories, high fat, high sugar) should be "Served Least Often". REMEMBER, students are more likely to make healthy choices if they are readily available.

### Canteens and Cafeterias

Students need healthy foods to help them grow and learn. When selecting snack and meal ideas, choose foods that are lower in salt, fat and/or sugar. Use the four food groups of Canada's Food Guide to Healthy Eating and the information found on the Nutrition Facts label to guide you in making nutritious choices. Helpful information about reading nutrition labels can be found at [www.healthyeatinginstore.ca](http://www.healthyeatinginstore.ca).



<b>Grain Products</b> <b>5-12</b> SERVINGS PER DAY	<b>1 Serving</b> 1 Slice Cold cereal 30 g Hot cereal 175 mL 3/4 cup	<b>2 Servings</b> 1 Bagel, Pita or Bun Pasta or Rice 200 mL 1 cup
<b>Vegetables and Fruit</b> <b>5-10</b> SERVINGS PER DAY	<b>1 Serving</b> 1 Medium Size Vegetable or Fruit Fresh, Frozen or Canned vegetables or fruit 125 mL 1/2 cup Juice 200 mL 1 cup 125 mL 1/2 cup	
<b>Milk Products</b> <b>SERVINGS PER DAY</b> Children 4-8 years: 2-3 Youth 9-18 years: 3-4 Adults: 3-4 Pregnant and Breast-feeding Women: 3-4	<b>1 Serving</b> 250 mL 1 cup Cheese 30 g 1 oz 200 mL 1 cup 175 g 3/4 cup	
<b>Meat and Alternatives</b> <b>2-3</b> SERVINGS PER DAY	<b>1 Serving</b> Meat, Poultry or Fish 50-100 g 1-2 Eggs 1/2-2/3 Can 50-100 g 1/2 cup 100 g 1/2 cup 30 mL 2 tbsp	

For a free copy of Canada's Food Guide to Healthy Eating visit [www.hcsc.gc.ca/hpfb-dgpsa/onpp-bppn](http://www.hcsc.gc.ca/hpfb-dgpsa/onpp-bppn) or contact your local Health Region Office

For a free copy of Canada's Food Guide to Healthy Eating visit [www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn) or contact your local Health Region office.

If you are not the individual responsible for the cafeteria food choices please share pages 27-30 with the cafeteria manager or the administrator responsible for this area.

# Live Outside the French Fries Box:

## Guidelines to Help Your School Make Healthy Food Choices

### Serve Most Often

GRAIN PRODUCTS		MILK PRODUCTS	
Whole grain bread/toast/bun Home made muffins Pasta/rice/whole wheat or rice noodles Unsweetened/low sugar cereals English muffins	Homemade whole wheat banana bread Roti Baked Bannock Whole-wheat bagels/pita/bread Whole grain crackers Tortillas/rice cakes	Low fat cheese (e.g. cheddar <20% MF) Cottage cheese Milk based soups Yogurt Low fat milk (1% and skim) Fortified soy beverage	
VEGETABLES & FRUIT		MEATS & ALTERNATIVES	
Fresh/unsweetened frozen fruit Canned fruit in juice Raw/ cooked vegetables	Unsweetened juices Vegetable soups *Dried fruit (no sugar added) Baked potatoes	Cooked beans and lentils Canned fish (packed in water) Eggs Ham	Fish/seafood Lean cuts of beef/pork **Peanut butter/nuts Tofu Lean cuts of chicken/turkey

### Serve Sometimes

GRAIN PRODUCTS		MILK PRODUCTS	
Granola/granola bars Plain popcorn/pretzels Fruit crisps/cobblers White bread/crackers (e.g. soda)	Plain homemade cake **Cookies (made with oatmeal, peanut butter or dried fruit) Croissants Biscuits	Eggnog Milk puddings Ice cream ***Flavoured milk Low fat milk (1% and skim)	Frozen yogurt Regular cheese Custards Processed cheese slices
VEGETABLES & FRUIT		MEATS & ALTERNATIVES	
Fruit in syrup Vegetables with sauces or breading		Wieners/sausages Canned luncheon meats Pepperoni sticks Deli meats	Fish sticks Breaded meat strips Canned fish (in oil)

### Serve Least Often

These foods are high in sugar, fat or salt and should not be every day choices.

Pastry/danishes	Cookies (with icing)	Gravy
Syrup/honey	Frozen ice treats (popsicles)	*Fruit leather with sugar added
Pie	Cheese puffs	Milkshakes
Cream cheese	Presweetened cereals	Whipped cream
Cakes with icing	Soft drinks	French fries
Chocolate/candy	Sherbet	Sport drinks
Chilled coffee drinks	Cheese spreads	Flavored popcorn/chips
Sticky buns	Bacon	Jams/jellies
Sour cream	Fruit drinks (e.g. punch)	Instant packaged noodle soups
Chips	Flavored jelly powder	Poutine

Source: Good Nutrition at School, David Thompson Health Region

\* These foods are sticky and tend to stick to teeth, increasing the risk of tooth decay. When these foods are eaten with meals, the risk of tooth decay is lower. The risk is lower yet if these foods are eaten and followed by brushing, rinsing with water, eating a piece of cheese or chewing a piece of sugarless gum.

\*\* Check for students' food allergies before serving food at school.

Resources for allergies:

Calgary Allergy [www.calgaryallergy.ca](http://www.calgaryallergy.ca).

\*\*\* Although the nutrient content is similar, white milk is a better choice over flavoured milks because it has fewer calories and less sugar.

#### TIPS:

**Milk Products:** aim for 2% MF (milk fat) or less, aim for 15% RDI of calcium and 25% RDI of Vitamin D per serving

**Grain Products:** aim for 2g of Fibre or more per serving

**Meats and Alternatives:** aim for 5% RDI or more of B vitamin and iron per serving

**Vegetables and Fruit:** a good source of Vitamin C (aim for 30% RDI), Vitamin A and Folic acid (aim for 15% RDI)

**For all food groups:** Aim for less than 2 g saturated fat/serving and no hydrogenated vegetable oil/vegetable oil shortening or added "trans fats"

\*RDI=Recommended Dietary Intake

Adapted from: The Role of Schools in Promoting Healthy Eating as well as Dietitians of Canada – School Food and Nutrition Recommendations for Ontario Ministry of Education  
[www.dietitians.ca/news/media.asp](http://www.dietitians.ca/news/media.asp)

# Tips for Making Your Food Makeover a Success

## Success story!

Lac La Hache  
Elementary

British Columbia

"We purchased a stove with our funding and the parent volunteers in our hot lunch program were gratified that they had the proper equipment that did not burn the food. The kids were enthusiastic about the new menu items, especially the soft tortillas."

Adapted from *Making Your Cafeteria More Nutritious, Feeding The Future: School Nutrition Handbook, Calgary*. Visit their website: [www.calgaryhealthregion.ca/nutrition](http://www.calgaryhealthregion.ca/nutrition).

Being a role model is an important part of a supportive environment. Eat healthy foods and encourage those around you to do the same.

Among teenagers, 78% of vending machine purchases occur at school. Of these, 64% of purchases include a beverage, 32% candy/gum, and 26% salty snacks. *A Day in the Life of a Teen's Appetite*. New York, NY: Channel One Network; 1998

BEFORE THE MAKEOVER...	AFTER THE MAKEOVER...
Cafeteria classics such as hamburgers and pizza.	Make small changes: using lower fat cheese, light mayo and whole grain buns/whole wheat crust; add more vegetable toppings.
French fries on the side.	Side salad or baked/roasted potatoes.
Deep fried and breaded meats.	Grilled meat sandwiches or smaller regular burgers.
Mayonnaise, butter or margarine, sour cream, gravy, high-fat dressings.	Low-fat dressings, mustard, BBQ sauce.
High fat snacks such as regular chips, sour cream dips, ice cream or milkshakes.	Baked corn/potato chips, salsa, frozen yogurt or fruit smoothies.

## Tips for Success

- ⊙ Ask students for their input on what foods they would like to eat. You may be pleasantly surprised.
- ⊙ Consult your community nutritionist for ideas of what healthy foods to serve in your school.
- ⊙ All foods can fit! If foods that are considered "Serve Least Often" are served (e.g. French fries), offer a combo special with something from the "Serve Most Often" food list (page 28). Also ensure that small sizes are available for the less healthy choices.
- ⊙ Buying in bulk is generally cheaper. Consider buying a large package and portioning into smaller servings. e.g. buy a large container of yogurt instead of individual serving sizes. For more great ideas visit [www.calgaryhealthregion.ca/nutrition](http://www.calgaryhealthregion.ca/nutrition).
- ⊙ To reduce costs, buy local produce and fresh produce when it is in season; canned or frozen is just as good and you may wish to use it between seasons (e.g. buy fresh berries and peaches in the summer; frozen and canned ones in the winter, or apples in the fall). Visit Alberta Farm Fresh Producers Association [www.albertafarmfresh.ca](http://www.albertafarmfresh.ca).
- ⊙ Partner with programs such as Alberta Milk's School Milk Program and offer nutritious snacks alongside it. Visit [www.albertamilk.com](http://www.albertamilk.com).
- ⊙ Consider adding a milk vending machine in your school. Contact your local milk supplier.
- ⊙ Put high nutrient foods up-front-and-centre where students can see them.
- ⊙ Offer "combos" that reflect all four food groups. e.g. Sandwich, piece of fruit and milk; baked meat, vegetable, pasta and yogurt.
- ⊙ Have a "hot sellers" snack section filled with healthier snacks.
- ⊙ Consider lowering the price of healthy food choices.
- ⊙ Offer frequent purchase cards e.g. buy 4 healthy combos and get the 5th at half price.
- ⊙ Discount days; e.g., Thirsty Thursdays with \$0.50 milk and juice.
- ⊙ For more great ideas see Top 30 Food Choices for Canteen or Cafeterias (page 30).
- ⊙ Introduce new items one or two at a time. Change less healthy choices to healthier ones until they are all eliminated.

Did you know that one can (355 mL) of regular pop contains 10 teaspoons of sugar and zero nutrients? Sport drinks and fruit drinks (e.g. punches, cocktails) are just as sugary and are often in bigger bottles than pop cans, thus more sugar and very little nutrients!

What about diet pop? Even though diet pop contains no added sugar it can cause dental enamel to erode.(1) Diet pop can also displace other more nutritious drinks, such as milk and 100% unsweetened juice.(2) Many varieties of diet soft drinks also contain caffeine – see Page 31.

(1) *Dissolution of dental enamel in soft drinks* J. Anthony von Fraunhofer, MSc, PhD, FADM, FRSC, Operative Dentistr (2004)

(2) Adapted from: *Capital Health/Caritas; Sugar Shocker Education Kit*



# Add Nutrition to Vending Machines, Concessions, Canteens, Coffee Room Refrigerators and Snack Boxes

Offering healthy food and drinks is possible, even in a vending machine! Each slot in a school vending machine should be dedicated to high-nutrition choices like milk, fruits, vegetables and whole grains. Instead, they are often filled with pop, candy bars, chocolate, cookies, chips and other low-nutrition foods. Many vendors will supply products that a school requests.

## COMMON BEVERAGES SOLD IN SCHOOLS

	SUGAR (TSP)
Water	0
1% Milk (250 mL)*	3
Chocolate milk (250 mL)	5
1% Milk bottles (500 mL)*	6
Juice, unsweetened*(1 juice box- 250 mL)	7
Chilled coffee drinks (281 mL)	8.25
Fruit drink (1 cup- 250 mL)	8.5
Regular pop (1 can-355mL)	10
Sport drink (1 bottle- 591mL)	12
Flavoured milk (500 mL, 2 servings)	12.5
Slush drink (795 mL)**	13
Regular pop (1 bottle- 600 mL)	17

\* Naturally occurring sugars

\*\* Sugar in slush drinks vary - many slush drinks of the same size have much more sugar than this - up to 25 teaspoons

[TIP: Most of the sugar we eat is hidden]

Source: Capital Health/Caritas Sugar Shocker Education Kit

## TOP 30 FOOD CHOICES FOR CANTEENS AND CAFETERIAS

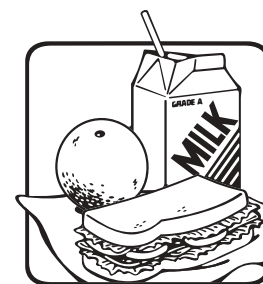
If your school does not have the resources to prepare homemade products, you can stock up with some of these healthier prepackaged products!

NON-PERISHABLE		PERISHABLE
<ul style="list-style-type: none"> <li>Granola bars (not dipped)</li> <li>Fruit/vegetable bars</li> <li>Oatmeal raisin cookies, ginger snap &amp; peanut butter cookies</li> <li>Rice crisp cereal squares</li> <li>Rice cakes</li> <li>Low fat crackers and cookies</li> <li>Crackers &amp; cheese or peanut butter*</li> <li>Pretzels</li> <li>Bottled water</li> </ul>	<ul style="list-style-type: none"> <li>100% Fruit or vegetable juice</li> <li>Applesauce cups</li> <li>Canned fruit, packed in juice</li> <li>Dried fruit or fruit leathers*</li> <li>Milk puddings</li> <li>Tuna/salmon snack kits</li> <li>Beef/pork jerky</li> <li>Nuts and seeds</li> <li>Trail mix</li> </ul>	<ul style="list-style-type: none"> <li>Bran or oatmeal muffins</li> <li>Vegetables &amp; dip</li> <li>Fresh fruit</li> <li>Frozen juice bars</li> <li>Chocolate or flavoured milk</li> <li>Milk (1% or Skim)</li> <li>Cheese slices</li> <li>Cheese strings</li> <li>Yogurt cups or tubes</li> <li>Rice pudding</li> <li>Variety subs &amp; donair sandwiches</li> </ul>

Source: Adapted from the Public Health Nutritionists of Saskatchewan working group



Wellness Choices	
Personal Health	W(K-9)-5
Safety & Responsibility	



### Activity:

When talking with students about sugar in common beverages, try adding the teaspoons of sugar to water and see if students think this is appetizing. For older students, you could ask them to calculate how many teaspoons of sugar they consume in an entire week from beverages. You could then measure out the amount for them to visualize.

1 tsp = 16 calories

\*explanation on page 28

\*\*explanation on page 28

# Live Outside the Vending Machine...

*Not all drinks are equal in nutrition.*

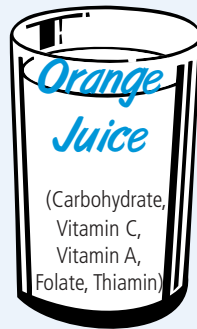
Below are the nutrient contents of 6 common beverages. Post this information on vending machines at school to spread the message!



= Strong bones



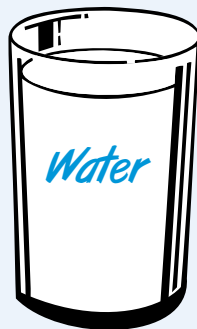
= Excess weight gain, dental cavities and irritability



= Healthy immune system



= Excess weight gain and dental cavities



= Hydration



= Excess weight gain, dental cavities and electrolytes



Children who consume soft drinks average one less serving of milk each day. (Source: Market Facts 1998, 1997 Canadian Eating Habits.)

## PORTION DISTORTION

*It's amazing how portions have changed!*



**SODA 20 YEARS AGO**  
6.5 ounces  
85 calories



**SODA TODAY**  
20 ounces  
250 calories

Source: National Institute of Health  
<http://hin.nhlbi.nih.gov/portion/>

Literature states there is a relationship between the consumption of sugar-sweetened drinks and childhood obesity Source: Capital Health/Caritas, Sugar Shocker Education Kit.

To help you learn more about reading food labels visit the virtual grocery tour at [www.healthyeatingisinstore.ca](http://www.healthyeatingisinstore.ca).

Some beverages, such as cola, contain caffeine. Caffeine can cause children to feel irritable, restless and have difficulty sleeping potentially affecting their ability to learn and concentrate

Milk, water and 100% unsweetened juice provide the most nutritional bang for your dollar.



# Live Outside the Donut Box

## Ideas for Classroom Snacks, Parties and Staff Meetings

Healthy classroom snacks are a great idea for many reasons, students who eat a healthy balanced diet are more likely to have better concentration and providing an opportunity for students to try new foods can make nutrition a positive experience.

“Live Outside the Donut Box” when planning classroom celebrations, try foods that are delicious and nutritious. If parents are bringing food to the classroom, ask them to bring healthy snacks that follow Canada’s Food Guide to Healthy Eating.

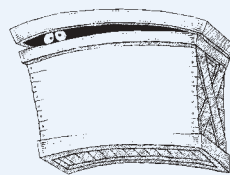
- ⊙ Fresh fruit kabobs – apples, oranges, pineapple, kiwi, blueberries, plums, bananas, grapes.
- ⊙ Trail mix, sunflower seeds.
- ⊙ Mini-pizza on English muffins.
- ⊙ Vegetables- baby carrots, green or red pepper strips, “ants on a log”, and broccoli with low-fat dip.
- ⊙ Low-fat baked tortilla chips with salsa and bean dip.
- ⊙ Pretzels, animal/graham crackers, popcorn mix (popcorn, raisins and peanuts), oatmeal raisin cookies, mini bagels.
- ⊙ Low-fat string cheese, cheese kabobs.
- ⊙ Yogurt, yogurt parfaits (fruit and yogurt topped with granola).
- ⊙ Crackers with low-fat cheese.
- ⊙ Hot, soft pretzels with mustard.
- ⊙ Hummus with whole-wheat pita wedges or vegetables.
- ⊙ Sub sandwiches on whole grain bread, lean meats, and cheeses, topped with lettuce, tomato and peppers, dressed with mustard, oil and vinegar or low-fat mayo.
- ⊙ 100% fruit juice, milk, water.

## Alternatives to Food Rewards

Rewarding children with food can contribute to health problems, interfere with eating in response to hunger and fullness cues, and contradict nutrition messages learned in the classroom.

Food Rewards can develop habits that stay with children throughout their school careers...and their lives! Students can learn to expect something in return instead of helping for the intrinsic value. If you plan to use rewards, here are a few alternatives to consider:

- ⊙ Pick a prize from a treasure box filled with non-food items e.g. stickers, bubbles, jump ropes, puzzles, key chains, yo-yo’s, charms, trading cards, pencil toppers, coupons for extra credit.
- ⊙ Help the teacher e.g. distribute handouts, sharpen pencils, help teach class.
- ⊙ Sit by friends.
- ⊙ Computer time.
- ⊙ Extra reading time.
- ⊙ Reduced homework or give a homework pass.
- ⊙ A few minutes of “free choice” time at end of class.



## EASY GUIDELINES FOR COORDINATING FOOD FOR SCHOOL EVENTS

- ⊙ Choose whole grain products.
- ⊙ Include at least one fruit or vegetable. Two or three is ideal.
- ⊙ Limit “Serve Least Often” (page 28) foods to no more than two at one meal or function.
- ⊙ Drinks: Offer water, low fat milk and/or 100% fruit juice in addition to other items.
- ⊙ Watch portion sizes on items like muffins and cookies. They are often double or triple the recommended serving size.
- ⊙ Offer condiments on the side (mayonnaise, butter, salad dressing).



Personal Health

W-5.5

Students will examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes.

## Success story!

Wilson Middle School

Lethbridge

To kick off the fall/winter Alberta Health and Wellness – Healthy U Community Choosewell Challenge in September 2004, students and staff of Wilson Middle School in Lethbridge created Alberta’s largest tossed salad – the size of a hot tub!

Now that’s a challenge! See what your school can do. Try a “bake sale” of healthy food items and raise money or have a contest to see who can make the healthiest yummiest muffin!

Adapted from *Food for Thought, Healthy Food Guidelines for Schools*, Lexington- Fayette County Health Department

## Success story!

Vermillion School  
Vermillion, AB

Snacks that Make the Grade! Teachers collected snack wrappers from students and then graded them according to an A, B, C & D scale. For example, Grade A snacks were generally low in fat and sugar and provided essential nutrients for growth and development. Grade D were snacks that were high in fat, sugar, low in fiber and had no nutritional value. Classes as a whole would be compared so as to not single out individual students.



# Live Outside the Chocolate Almond Box

## Explore fundraising beyond the chocolate almond boxes!

Fundraising is more important than ever as many schools today face the challenge of doing more with less. While generating funds is the primary purpose, it is also important to consider what will be learned through the process.

### THINGS YOU CAN SELL: *(note these are only a few examples, not intended to be a complete listing)*

- ⊙ Popcorn Examples:
  - Pop and portion into baggies, toss with parmesan cheese or chili powders.
- ⊙ Voucher Examples:
  - Contact your local grocery store and ask if they have a fundraising program.
- ⊙ Pasta Examples:
  - Great Canadian Fundraising Products - Pasta Packs, Sauce Mix Packs, Pasta Poppers (snacks) and seasoning. Foods for school breakfast and lunch programs and vending machines are also available. Toll-free (877) 414-0186 [www.canadianfundraisers.com](http://www.canadianfundraisers.com).
- ⊙ Fresh Fruit Examples:
  - Ever-Krisp Fundraising Ltd. (part of Students Union Ticket Pak Ltd. [www.sutp.com](http://www.sutp.com), BC apples, Citrus fruits and mandarin oranges, vary with season.
  - Sunsweet Fundraising Inc - Citrus fruit. Toll-free (800) 268-1250.
- ⊙ Other Food Examples:
  - Kellogg's has cereal and granola bars and cash donations depending on the project. Requests in writing only. Kellogg's Canada Inc. 5350 Creek Bank Rd. Attn: Corporate Affairs Office Mississauga, ON L4W 5S1
- ⊙ Personalized Item Examples:
  - School name on t-shirts, watches, mugs, pens, and fabric lunch bags). Look in the Yellow Pages under "Promotional Items".
  - Stuck on You [www.stuckonyou.ca](http://www.stuckonyou.ca) Toll-free (866) 904-9790 Fax (604) 904-9791.
- ⊙ Picture it Examples:
  - Take pictures of students with milk mustaches and sell for \$1. Mix ice cream and small amount of milk in a blender and have students drink in small Dixie cups.
- ⊙ Coupon Book Examples:
  - Student Union Ticket Pak Ltd. [www.sutp.com](http://www.sutp.com), Toll-free (800)-667-WINS (9467).
  - Entertainment Treasure Chest [www.entertainment.com](http://www.entertainment.com) (Both companies also have gift-wrap).
- ⊙ Flower Examples:
  - Daffodil Days.

### THINGS THAT INVOLVE SCHOOL/COMMUNITY:

- ⊙ Fruit or veggie-gram. Students can purchase an apple or bag of veggie sticks to send to a friend with a personalized message. Or card-gram, flower-grams.
- ⊙ Agendas or day planner – include school events, holidays, test days and dances.
- ⊙ Cookbooks (collect recipes from families and staff).
- ⊙ Singing telegrams – get the school choir involved!
- ⊙ Craft sale – coordinate with home economics to have projects suitable to sell.
- ⊙ Greeting cards - students design cards to sell, consider having them printed professionally.
- ⊙ School BBQ - invite the community to join in the fun!
- ⊙ Organize a walk, bike, jump rope, sled, bowl, skate, spell or read-a-thon.
- ⊙ Sport tournaments – charge teams an entrance fee.
- ⊙ "Service" or GST auction = Goods, Services and Talents – students and teachers volunteer to provide a service of their choice for the winning bidder.
- ⊙ Talent shows/recitals/lip-sync contests – can charge small admission fee, call local businesses to donate prizes.
- ⊙ Organize a rummage sale and ask for items to be donated.
- ⊙ Penny wars – have classrooms collect loose change. Pennies = 1 point, nickels = 5 points, quarters = 25 points. The team with the most points wins.
- ⊙ Volunteer - provide a rent-a-teen-helper to the community – rake leaves, water plants, walk dog.
- ⊙ Organize a Bottle Drive.

*Adapted from Fundraising Ideas for Calgary Schools, Feeding The Future: School Nutrition Handbook, [www.calgaryhealthregion.ca/nutrition](http://www.calgaryhealthregion.ca/nutrition) Calgary; and Making the Transition: How to get healthier food choices into canteens, vending machines, fundraisers and school functions, Peace Country Health.*

# Live, Love, Laugh and Learn

## Keys to a positive self-esteem and body image!

Body image is what you think you look like and how you feel about that. Having a positive body image makes you feel good about yourself and contributes to general well-being and positive self-esteem, affecting how you approach your day-to-day life. Negative body image can be associated with problems such as low self-esteem, teasing and bullying, smoking, substance abuse, depression, unhealthy dieting, and even eating disorders. Teaching students to take care of their bodies is critical to promoting positive body image; this includes healthy eating, active living, effective stress management, and learning positive communication skills.

- ⊙ Messages all around us make us want to have the unrealistic “ideal” body. Help students to understand that people come in a variety of shapes and sizes. Accept students the way they are, tall or short, large or small. Avoid making critical comments about a student’s body, physical appearance or features.
- ⊙ Be aware of the non-verbal messages sent. Take care not to criticize your own body. Pay attention to comments made about the appearance of others.
- ⊙ Enjoy each student’s unique qualities and let them know that you do. Focus on strengths and abilities, not physical appearance.
- ⊙ Help students become well-rounded, supporting their unique skills and interests in hobbies, friendships and activities.
- ⊙ Discuss the false and unrealistic images portrayed in the media. Discuss the TV promises of talent, competence, and love for the “perfect” shape are misleading and dangerous.
- ⊙ Help students develop skills to deal with teasing and bullying. Teasing about appearance is not okay.
- ⊙ Promote healthy eating to be healthy, not to lose weight.
- ⊙ Being active is one of the best ways to promote positive body image. Find an activity that the class enjoys and make physical activity a part of everyone’s routine. Role model the importance of being active for fun, enjoyment and health.

(Adapted from: *Healthy Eating and Active Living for Toddlers and Pre-Schools and The Alberta Health and Wellness publication, 2005*).

### The Perfect Body



Wellness Choices	
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- GET READY** ⊙ Collect pictures of celebrities and models who represent the “perfect body” or lifestyle.
- ⊙ Discuss the idea that body image is learned and discuss how media influences what the current “perfect body” or lifestyle is.
- EXPLORE** ⊙ Brainstorm a list of criteria for “the perfect body”. Discuss how most people may not meet these criteria but can still look and feel good anyway.
- ⊙ In small groups, create a story board, powerpoint presentation or slide show for a public service ad promoting self-acceptance and a realistic perspective on body image.
- ⊙ Display the products throughout the school community.

Reference: *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation, Alberta Education, 2002 page 466*  
[www.education.gov.ab.ca/k\\_12/curriculum/bysubject/healthpls](http://www.education.gov.ab.ca/k_12/curriculum/bysubject/healthpls)



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Safety & Responsibility	



Benefits of Health	
Functional Fitness	
Body Image	B(K-30)-4
Well-Being	

*Parents and teachers are powerful role models and can influence how children of all ages feel about their body. Focus on promoting positive self-esteem and positive attributes to foster healthy body images.*

### CLASSROOM ACTIVITY:



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Have students color a star and put their picture inside it. On the bottom of the star, complete the statement “Some things I like about me are: \_\_\_\_”. Hang the stars from the ceiling or post a few stars every month through-out the school year.

### Great websites to check out!

- ⊙ Visit [www.missionnutrition.ca](http://www.missionnutrition.ca) to find more activities for all ages to promote healthy body image.
- ⊙ Visit [www.cca-canada.com](http://www.cca-canada.com) to learn about helping your students be media wise.
- ⊙ Visit [www.crha-health.ab.ca/eatingdrs/bodyimage/](http://www.crha-health.ab.ca/eatingdrs/bodyimage/) for information on the Body Image Resource Collection

# Why Tobacco Reduction is Important in Your school

## Creating Policy for Tobacco-free Schools



In order to create healthy, tobacco-free environments for Alberta youth, it is essential to address and prevent tobacco use during childhood and adolescence.

### Creating a school tobacco policy

School tobacco policies can play a critical role in preventing youth from using tobacco.

The Prevention of Youth Tobacco Use Act, implemented in April 2003, makes it illegal for youth under the age of 18 to possess or use tobacco in a public place. Youth found to be using, or in possession of, tobacco in a public place face a fine of \$100.

In 2004, the act was amended to further define public places where the act can be enforced including school buildings, school grounds, parking lots and other public places. To complement the act and reduce youth tobacco use, it is the responsibility of school policy makers to create smoke-free policies for students, staff and visitors.

### Ten steps toward an effective school tobacco policy

Use the following outline as a guide to help create effective tobacco-free schools in your community.

#### **STEP 1: Bring people together**

Form a working committee and designate a group facilitator to arrange meetings, delegate tasks and help the group clarify its purpose and expected outcome.

#### **STEP 2: Clarify the purpose and principles of the policy**

Become familiar with the issues and state the purpose of your tobacco-free school policy to ensure it is consistent and will be applied fairly to everyone.

#### **STEP 3: Ensure that prevention resources and strategies are in place**

Include an effective tobacco prevention curriculum. Include strategies that build young people's leadership and coping skills through involvement in tobacco reduction projects and activities.

#### **STEP 4: Support student and staff efforts to quit**

Programs that help smokers stop using tobacco are important supports to successful tobacco-free school policies.

#### **STEP 5: Agree on the content of the policy**

Clear guidelines help everyone in the school community know what is expected of them and that the policy applies to everyone on school property.

*For more information about how to create a tobacco-free policy for your school, visit AADAC's Truth About Tobacco website at [www.aadac.com](http://www.aadac.com).*

#### **STEP 6: Write the policy using clear language**

Clearly state the purpose of the policy, the consequences of unacceptable behavior, how the policy will be enforced and the responsibility of students, teachers, parents, and administrators.

#### **STEP 7: Develop a communication strategy**

Inform everyone in the school community about the policy, when it will come into effect, and where students and staff can go if they need help dealing with tobacco use.

#### **STEP 8: Implement the policy**

Apply the policy consistently to all students, staff members, parents and visitors. Develop enforcement strategies and deal with violations in a positive yet diligent manner. Also, provide information regarding cessation, education and support resources to students and staff.

#### **STEP 9: Evaluate the policy**

Evaluate the policy to determine the extent of awareness and whether or not the policy is having the desired effect.

#### **STEP 10: Celebrate your tobacco-free school policy**

Express pride in being a tobacco-free school that creates a healthy, supportive environment for the rest of your community.

# Smokeless Doesn't Mean Harmless

Spit tobacco use is a significant part of the overall world tobacco problem. It has many negative effects on health and athletic performance. The Alberta Spit Tobacco Education Program (ASTEP) aims to reduce spit tobacco use in Alberta. It focuses on youth prevention and targets areas of high use, including rural communities and sports such as hockey, football and rodeo.

For more information about spit tobacco, visit [www.aadac.com](http://www.aadac.com) or contact your nearest AADAC office. For information on how to quit, call the Smoker's Helpline at 1-866-33AADAC.



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## WORLD NO TOBACCO DAY

May 31, 2005

[www.wntd.com/about\\_index.cfm](http://www.wntd.com/about_index.cfm)

Over 3 million people worldwide die each year as a result of tobacco use. World No Tobacco Day is sponsored by the World Health Organization to bring awareness to the impact of tobacco on health. World No Tobacco Day is celebrated on May 31st every year and is the only global event where smokers around the world unite to break free from their dependence on tobacco.

What are you doing to raise awareness about the dangers of tobacco, encourage people not to use tobacco or motivate users to quit? Take advantage of this opportunity to get involved!



*Would you like to nominate someone for the Barb Tarbox Youth Scholarship Fund?*

*The Barb Tarbox Youth Scholarship Fund is presented to a young person, under the age of 18, who has made a significant contribution to reduce tobacco use in their community. The Youth Recognition Award is presented to recognize outstanding achievements in tobacco reduction.*

*The Alberta Alcohol and Drug Abuse Commission (AADAC) is accepting nominations for the Barb Tarbox Youth Scholarship Fund and the Youth Recognition Award. For a copy of the awards criteria and nomination forms, contact the nearest AADAC office or visit [www.aadac.com](http://www.aadac.com)*

## Live Outside the Classroom!

### Cigarette Butt Clean-up

Do you love being outside? Has your school ground or favorite park been ruined by old cigarette butts covering the ground? Think there's nothing you can do? Why not organize a cigarette butt clean up? With a few friends and a few hours, you may be able to clean up your favorite spot!

#### HERE'S HOW:

##### 2 WEEKS BEFORE EVENT:

- ⊙ Check with the city to receive a permit for the location of the clean-up.
- ⊙ Hand out flyers and advertisements of the date and location of the clean-up.
- ⊙ Recruit volunteers and have them turn in permission slips if necessary.
- ⊙ Assign volunteers to certain areas of the location. Each volunteer or group of volunteers will be responsible for picking up all the cigarette butts in their assigned area.

##### EVENT DAY:

- ⊙ Collect cigarette butts in garbage bags and count them along the way. Be sure to wear latex or gardening gloves to stay clean while you pick up the cigarette butts.
- ⊙ Call the media and announce how many cigarette butts you picked up. Offer them a photo opportunity of your group and the garbage bags full of cigarette butts.

To make the event as fun as possible organize the clean up on May 26 to celebrate the Alberta Active Living Challenge Day (pages 7-8). Provide food, music or games to celebrate a successful day! For ideas about healthy food options check out pages 10 and 28.



Wellness Choices	
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## *Live Outside the Pack... Building Leaders for Action in Schools Today (BLAST)*

BLAST is an interactive program that educates junior high (grades 7-9) youth about tobacco. Offered in partnership by AADAC and the Lung Association, BLAST is a free weekend conference available to schools or youth organizations.

The program identifies the social influences prompting youth to use tobacco and teaches skills to resist these influences. By empowering youth with the resources they need, they can make the healthy choice not to smoke.

Reward a student by selecting them to participate in one of four BLAST weekend conferences this fall. Student delegates will enjoy free accommodation and meals as they learn about the dangers of smoking, while building leadership and communication skills.

For more information, please contact the BLAST coordinator at (780) 488-6819 ext. 2266, or toll free at 1-888-566-5864, or visit the website at [www.blastonline.com](http://www.blastonline.com).

### *BLAST Activities*

A Review of Tobacco Advertising

In this activity, students discuss how tobacco advertising appears attractive in the media while overlooking the health consequences of using tobacco.

#### **PART A. GROUP DISCUSSION**

Divide the class into groups and have them discuss one of the following methods the tobacco industry uses to advertise and promote their products:

- ⊙ Promotion at sporting events
- ⊙ Ads in magazines
- ⊙ Product placement and smoking in movies



Ask each group to answer the following questions:

1. How do tobacco companies make their products look appealing?
2. What group or groups is the tobacco industry targeting?  
(Women, children and athletes)

As a class, discuss each kind of advertising and answer the following questions:

1. What are the similarities between all three kinds of advertising?
2. What are the differences between the three kinds?

#### **PART B. ART PROJECT**

Ask students to find tobacco advertisements in magazines. Using markers, draw the effects that smoking will have on the person in the ads.



# Live Outside the Ordinary...

## Extraordinary Tobacco Reduction Programs

### Sport For Life

Sport For Life is an innovative partnership between AADAC and the Calgary Olympic Development Association (CODA) that uses sport as a powerful tool to encourage Alberta's youth to adopt healthy, active, tobacco-free lives.

Sport For Life delivers tobacco-free messages through a three-part program that includes:

- ⊙ Team Sport For Life – A group of Canadian Olympic athletes including Olympic hockey gold medalist Kelly Béchard; speed skating world champion Clara Hughes; women's wrestling pioneer Christine Nordhagen; and Olympic gold medalist in cross-country skiing Beckie Scott, deliver Sport For Life messages to schools throughout the province.
- ⊙ Facility Outreach – CODA's Canada Olympic Park in Calgary offers a non-smoking facility that reinforces healthy messages and programs for youth.
- ⊙ Grassroots Initiatives – Sport For Life messages are delivered at youth sporting events throughout Alberta to support young people to be tobacco-free leaders in their communities.

By actively promoting healthy lifestyles and physical development in a tobacco-free setting, Sport For Life contributes to tobacco reduction in our province and continues to help Alberta youth learn to keep their bodies healthy, stay in control, overcome personal and social challenges, and make a difference in their communities.

For more information about Sport For Life, contact your local AADAC office or visit the Sport For Life website at [www.SportForLife.ca](http://www.SportForLife.ca).



In The Community  
D(K-9)-9

 **SPORTFORLIFE.ca**

### Teaming Up for Tobacco-Free Kids

Teaming Up for Tobacco-Free Kids is a school-based prevention program for kids in grades 4 to 6. The program's goals are to increase awareness about the health risks of tobacco, prevent youth from using tobacco and help communities address tobacco use.

#### THE PROGRAM INCLUDES:

- ⊙ Teachers' resource kits containing lesson plans based on Alberta Education's Health and Life Skills program for grades 4 to 6.
- ⊙ Classroom visits to grade 6 students by local role models.
- ⊙ Teaming Up for Tobacco-Free Kids T-shirts presented at each role model visit.
- ⊙ Poster contests for grade 6 students supporting tobacco-free messages.

For more information, contact your local Alberta Alcohol and Drug Abuse Commission office or visit [www.tobaccostinks.com](http://www.tobaccostinks.com).



Personal Health  
W(4-5)-6



Safety & Responsibility  
W-6.7

teaming up  
for  
tobacco-free  
KIDS

### Kick the Nic

#### A Smoking Cessation Program for Teens

Kick the Nic is a 10-week cessation program to help youth aged 13-17 quit smoking.

Quitting isn't easy for anyone, including the one out of five Alberta teens who smoke. Kick the Nic is an effective program that focuses on skill building and peer support. During 10 group sessions, lead by a trained facilitator, teens learn reasons behind their tobacco use, the consequences of use, strategies to avoid tobacco, withdrawal coping tactics, and ongoing support strategies.

Kick the Nic uses comprehensive, easy to use facilitator guides and resources. Training support and free materials are available through local AADAC offices to schools, non-profit groups, organizations and individuals. In some locations an AADAC tobacco reduction counsellor may be available to facilitate a group.

For more information on Kick the Nic, contact your nearest AADAC office or visit the Truth About Tobacco website at [www.aadac.com](http://www.aadac.com).



Personal Health  
W(8-9)-6



Feelings  
R(8-9)-3

# Letter to Parents

## ABCD's of Physical Education



*The aim of the Kindergarten to Grade 12 Physical Education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.*

- Alberta Education  
2000



## K-9 Health & Life Skills

*The aim of the Health and Life Skills Kindergarten to Grade 9 Programs of studies is to enable students to make well-informed healthy choices and develop behaviours that contribute to the well-being of self and others.*

- Alberta Education  
2002

*Feel Free to download a copy of this letter and change it to meet your schools specific needs:  
[www.everactive.org](http://www.everactive.org)*

Dear Parents;

Great News! We have received a resource that features active living, healthy eating and tobacco reduction messages, tips and ideas. Children spend a great amount of time at school and *[insert school name]* would like to make their experience here a healthy one.

### About The Resource:

The "Healthy Active Schools" resource was created to support the 2005 SummerActive Campaign ([www.summeractive.canoe.ca](http://www.summeractive.canoe.ca)). SummerActive, Canada's annual, six-week community-based physical activity campaign helps Canadians take their first steps to becoming more active. The goal is to spread the message that active living, healthy eating and living tobacco-free are all key components of a healthy lifestyle. This year's campaign will run May 6-June 20, 2005.

Based on the expertise of provincial Active Living agencies, Registered Dietitians/Nutritionalists and the Alberta Alcohol and Drug Abuse Commission, this resource provides reliable information that parents can use to help create a healthy school environment.

### What the Research Tells Us:

- ⊙ 57% of Canadian children and youth are not active enough for optimal growth and development. (1)
- ⊙ A recent Alberta study showed that approximately 50% of both boys and girls aged 12-14 ate fast food, restaurant meals, or take-out 2-4 times a week. Frequent restaurant eating often means - larger portions, higher intakes of soft drinks and French fries and smaller daily intakes of fruit, vegetables and milk. (2)
- ⊙ According to the Canadian Tobacco Use Monitoring Survey (2003), 18% of Alberta youth aged 15-19 are current smokers. (3)

### The Challenge – Live Outside the Box:

Try to be screen free for at least two weeks. That's right – no TV, computers (except for school/work) or video games. The resource features tools to help you with this challenge, which we have attached for your convenience or you can download more copies from [www.liveoutsidethebox.ca](http://www.liveoutsidethebox.ca).

### What Can You Do?

The habits your children learn now will carry them throughout their lives. By helping your children make healthy choices you are helping them build a healthy future. Through SummerActive our school wants to support you in this effort. We recognize that the home and school are integral in the creation of healthy and supportive environments, therefore parents are encouraged to get involved by:

- ⊙ Volunteering;
- ⊙ Keeping the message consistent;
- ⊙ Providing expertise.

Together we can make a difference!

Sincerely, .



*To download a complete copy of the 2005 Alberta SummerActive School Resource Guide: [www.everactive.org](http://www.everactive.org). Want to know more about SummerActive? Visit [www.summeractive.canoe.ca](http://www.summeractive.canoe.ca).*

*(1) Craig, et al., (2001). Canadian Fitness and Lifestyles Research Institute.*

*(2) The Alberta Healthy Schools Initiative; Beyond an Apple a Day*

*[www.albertamilk.com/nutritioneducation/Reality%20Check-Background%20Paper.pdf](http://www.albertamilk.com/nutritioneducation/Reality%20Check-Background%20Paper.pdf)*

*(3) Statistics Canada. (2004). Canadian Tobacco Use Monitoring Survey (CTUMS), (February - December 2003); Ottawa, ON*

# Live Outside the Box

SummerActive - May 6-June 20, 2005



## HOW MUCH ACTIVITY SHOULD MY CHILD DO?

The Public Health Agency of Canada recommends children and youth should aim to gradually increase the amount of time they spend being active until they are physically active for at least 90 minutes or more per day and decrease 'non-active' time by at least 90 minutes or more per day.

## WHAT KIND OF ACTIVITY SHOULD MY CHILD DO?

Physical activities should include a variety of both moderate activity (such as brisk walking, skating and bike riding) and vigorous activity (such as running and playing soccer).

## HOW MUCH ACTIVITY SHOULD I DO?

Scientists say adults should accumulate 60 minutes of physical activity every day to stay healthy or improve health. Add up your activities in periods of at least 10 minutes each. Start slowly...and build up.

## WHAT KIND OF ACTIVITY SHOULD I DO?

Endurance - 4-7 days a week - continuous activities for your heart, lungs and circulatory system.

Flexibility - 4-7 days a week - gently reaching, bending and stretching activities to keep muscles relaxed and joints mobile.

Strength - 2-4 days a week - activities against resistance to strengthen muscles and bones and improve posture.

*Adapted from: Public Health Agency of Canada's Physical Activity Guides for Children, Youth and Adults.*

## WHERE CAN I GET MORE INFORMATION?

Canada's Physical Activity Guides for Children, Youth and Adults include fun activity ideas that the whole family can enjoy and are available online at [www.paguide.com](http://www.paguide.com).

## The Live Outside the Box Challenge

Get the whole family involved! For two weeks, Live Outside the Box and turn off the TV, computer and video games! A log sheet has been provided for you and your family to write or draw the activity they did each day instead of watching TV and to record how much time they spent at the screen (TV, computer and video game). The following week try to reduce screen time and increase activity time from the week before.

Need Ideas? Check out the 60 Ways to Live Outside The Box on page 41.



For more information on the Live Outside the Box Campaign visit: [www.liveoutsidethebox.ca](http://www.liveoutsidethebox.ca)

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Screen time: ____	Screen time: ____	Screen time: ____	Screen time: ____	Screen time: ____	Screen time: ____	Screen time: ____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Screen time: ____	Screen time: ____	Screen time: ____	Screen time: ____	Screen time: ____	Screen time: ____	Screen time: ____



*In The Community*

*D(K-30)-9*

*Students will assume responsibility to lead an active way of life.*

*Feel free to copy this resource page and distribute to the families in your school or reprint in your school newsletter.*

# 60 Ways to Live Outside the Box

- 1) Walk to the library and get a book.
- 2) Organize a community clean-up.
- 3) Attend a community concert.
- 4) Go inline skating or ice-skating.
- 5) Wash the car.
- 6) Go swimming.
- 7) Act out a story.
- 8) Move the television set(s) to less visible locations. This will make watching TV less tempting.
- 9) Remove the TV from any bedrooms.
- 10) Keep the TV off during dinner. Meals are a great time for conversation.
- 11) Limit the number of hours you and your children watch TV, play video games, and use the computer each day. One to two hour(s)/day is a good guideline.
- 12) Involve children in household activities and meal preparation.
- 13) Plan a picnic or a barbecue.
- 14) Go bird watching with a relative or friend.
- 15) Walk the dog.
- 16) Jump rope.
- 17) Plant a garden. Work in your garden.
- 18) Clean out your closet. Donate to charity.
- 19) Start a walking club.
- 20) Walk through a museum.
- 21) Learn to use a compass.
- 22) Teach someone your favourite games.
- 23) Hike or bike.
- 24) Play Frisbee.
- 25) Walk to school or work.
- 26) Watch the sunset/sunrise with a friend.
- 27) Invent a new game and teach it to a friend.
- 28) Play flashlight tag at night.
- 29) Go camping (even in your backyard).
- 30) Invite the neighbours to play soccer.
- 31) Organize a play day at a local park.
- 32) Play charades.
- 33) Fly a kite.
- 34) Play basketball with a friend.
- 35) Give the dog a bath.
- 36) Organize a scavenger hunt.
- 37) Go bowling.
- 38) Plan your TV viewing. Watch only your favourite shows and then turn the TV off.
- 39) Try a new activity each week.
- 40) Develop a list of physical activities and place them in a jar. Plan to meet regularly during the week and on the weekend try out a different activity from the jar.
- 41) Visit your local library and borrow books on games from around the world. Try games that you have never played before.
- 42) Take turns walking the kids to school or camp by creating a walking school bus with members of your family, friends and neighbours.
- 43) Participate in community programs. Consult your local Recreation Department.
- 44) Walk, wheel or cycle on short trips or family outings.
- 45) Build an obstacle course in your backyard.
- 46) Walking the talk - It is not just an action...it is a lifestyle! Be a physically active role model. Find fun, "active" ways to celebrate special occasions like swimming, roller-blading or other active parties.
- 47) Add physical activity to vacation plans. Ensure that you explore activities like hiking, biking or long walks. Make sure that your family packs the appropriate clothing and footwear to participate in a variety of activities over your vacation.
- 48) Make sure you and your child walk at every opportunity, try to walk to destinations that are close that you would normally use your vehicle for.
- 49) Take time to have physically active fun with your children, such as dancing to your favorite music.
- 50) Only allow your children to have one to two hour(s) of screen time per day.
- 51) Use TV commercials as an opportunity to get active for a few minutes.
- 52) Get involved with community events and activities; many community events allow for walking or other physical activity opportunities.
- 53) Support Daily Physical Activity in your child's school, get involved and participate in activities yourself or volunteer at school events. Connecting with your parent council may also help to drive participation in Daily Physical Activity and related events.
- 54) Get involved in your child's activities both during and after school.
- 55) Encourage installation of park equipment, bike paths or other resources for physical activity in your neighborhood.
- 56) Hide the remote control.
- 57) Instead of sitting at the table to do homework, take a walk with your child while practicing spelling words, multiplication tables, or geography facts.
- 58) Designate a space where kids can roll, climb, jump, dance and tumble. Garages without cars and clutter can become an activity zone on rainy days.
- 59) Stash a box in the family car that holds balls, baseball gloves, a jump rope, Frisbee, kite, running shoes, etc. Be ready for fun!!
- 60) Turn off the television, computer and video games!

# When your family is Living Outside the Box this spring, remember to be sun safe!

Spending time outside is a great way to keep your family active. Sun protection is also an important part of a healthy lifestyle. Whether your family is active at the park or on local trails this spring, the Alberta Cancer Board wants you to know that sun safety is as easy as 1, 2, 3!

Overexposure to the sun's ultraviolet (UV) rays can lead to painful, blistering sunburn. Just one sunburn during childhood can increase your child's risk of developing skin cancer later in life. Skin cancer is now the most common cancer in Canada, but it is also highly preventable. There are important steps that you can take to protect your family from the sun. It's as easy as 1, 2, 3!

## 1. COVER UP!

Be sure to wear a wide-brimmed hat that shades the face and neck. Wear clothing that covers the arms and legs. And don't forget those sunglasses!

## 2. USE SUNSCREEN!

Apply a broad-spectrum sunscreen with an SPF of 15 or greater on all exposed skin 20 minutes before going outside. Remember to re-apply at least once every two hours.

Information provided by the Alberta Cancer Board.  
Visit our website: [www.cancerboard.ab.ca](http://www.cancerboard.ab.ca).

## 3. SEEK SHADE!

UV rays from the sun are most powerful between 11am and 4pm. Try to plan your child's outdoor activities around this window of time. If outside, teach your child to seek shade. Trees, porches, and umbrellas make great shade stops.

Remember that as a parent, you are an important role model for your child. Lead by example! Make sun protection part of your daily routine

**SunSafety**  
easy as...



Safety & Responsibility  
W(K-9)-2

Students will make responsible and informed choices to maintain health and promote safety for self and others.

**Tip for teens:**  
Avoid tanning beds! There is no such thing as a "safe tan"!

## Healthy Eating

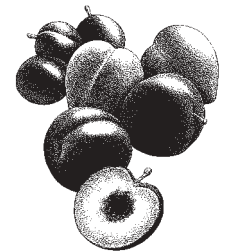
# Live Outside the Frozen Dinner....

Today we are faced with thousands of different food items to choose from when grocery shopping. Use this guide to help you make healthy balanced choices at the grocery store.

FOOD GROUP	DIRECTIONAL STATEMENTS	SPECIFIC CRITERIA	EXAMPLES OF RECOMMENDED FOODS AND SERVING SIZE
<b>Milk Products</b>	Choose lower-fat milk products more often.	Lower-fat or non-fat (2% MF or less). Good or excellent source of calcium (15% RDI** or more per serving). And for fluid milk products: Excellent source of Vitamin D (25% RDI or more per serving).	2% partly skimmed or skim, white or chocolate milk (250 ml). Calcium-fortified soy beverage (250 ml). Yogurt (175 ml).
<b>Vegetables &amp; Fruit</b>	Choose dark green vegetables and fruit more often.	Good source of Vitamin C (30% RDI or more per serving); Fibre (2g or more per serving); Good source of Vitamin A and or folacin (15% RDI per serving).	1 piece of fruit. 100% fruit juice. Vegetable juice (125-250 ml).
<b>Grain Products</b>	Choose whole grain and enriched products more often.	Low Saturated Fat (2g or less per serving). Aim for no hydrogenated vegetable oil/vegetable oil shortening. Source of Fibre (2g or more per serving). Source of B Vitamin (5% RDI or more per serving). Iron (5% RDI or more per serving). Upper Fat limit of 5g per serving.	Grain based bars 30-40g. Muffins and snack breads 55g. Crackers 20g.
<b>Meat and Alternatives</b>	Choose leaner cuts of meats, poultry and fish, as well as dried peas, beans and lentils peanut butter and nuts more often.	Sodium – 480 mg or less per serving. Source of a B vitamin (5% RDI or more per serving). Source of Iron (5% RDI or more per serving).	Check with your child's teacher for students' food allergies before sending nuts and peanut butter to school
<b>Other Foods</b>	Taste and enjoyment can also come from other foods and beverages that are not part of the 4 food groups.	Low fat (3g or less per serving) Sodium – 480 mg or less per serving Source of at least one vitamin or mineral (5% RDI or more per serving).	Plain water is a healthy beverage choice. Pretzels, plain popcorn 50g.

Note: Tooth brushing is encouraged after eating dried fruit.

\*Criteria based on Nutrient Content Claims. Guide to Food Labelling and Advertising, CFIA, 2003  
\*\*RDI=Recommended Daily Intake



Adapted from: Dietitians of Canada Criteria and Examples of Foods for Ontario School Vending Machines. School Food and Nutrition Recommendations for Ontario Ministry of Education Re: Snacks and Beverages dispensed by Vending Machines is available at [www.dietitians.ca/news/media.asp](http://www.dietitians.ca/news/media.asp).

# IT ALL STARTS IN YOUR CART!

When preparing meals and snacks at home the portions served can send strong messages about “what is healthy eating”. Healthy eating is not just about food but about the portion size as well. Here are some guidelines and resources to help the whole family avoid portion distortion.

Visit <http://hin.nhlbi.nih.gov/portion/> for a Power Point presentation on how portions have changed throughout the years.



FOOD GROUPS	EXAMPLES: ONE SERVING LOOKS LIKE...	
<b>Grain Products</b> (5 to 12 servings)	1/2 bagel 2/3 cup (175 ml) hot cereal 30g cold cereal	= hockey puck = light bulb or small fist = see package labels
<b>Vegetables &amp; Fruit</b> (5 to 10 servings)	1/2 cup (125 ml) fresh, frozen or canned One medium sized piece 1 cup (250 ml) raw greens or salad 1/4 cup (50 ml) dried fruit	= light bulb or small fist = tennis ball = fist or cupped hand = small box of raisins
<b>Milk Products</b> (2 to 4 servings)	1 cup (250 ml) milk 2/3 cup (175 ml) yogurt 50 g cheese	= small measuring cup = small single serve container = size of two thumbs or two processed cheese slices
<b>Meat &amp; Alternatives</b> (2 to 3 servings)	50-100 g of poultry, meat or fish 1/2 to 1 cup (125 ml-250 ml) of beans or lentils 2 tbsp (30 ml) peanut butter	= deck of cards, computer mouse or palm of hand = light bulb or small fist = ping pong ball

## Give Your Dinner Plate a Quick Check.

Here is another way to make sure your portions are reasonable. You will also be able to tell if you are eating according to the Canada's Food Guide to Healthy Eating.

Visit [www.dietitians.ca](http://www.dietitians.ca) to link to Nutrition Month to find great nutrition activities to do with children.

<b>1/2 PLATE</b>	
	<b>1. Vegetables;</b> e.g., salad, carrots, green beans.
<b>1/4 PLATE</b>	
	<b>2. Grain Products;</b> e.g., whole grain pasta, potatoes, or rice.
<b>1/4 PLATE</b>	
	<b>3. Meat &amp; Alternatives;</b> e.g., lean meat, fish, poultry, cheese, or legumes.
<b>Options for the side...</b>	Fruit, low fat milk or yogurt, or water

Source: Peterborough County-City Health Unit

# Are you feeling the brown bag blahs?

Here are some tips to add excitement to lunchboxes.

## Guidelines for Healthy Lunches and Snacks

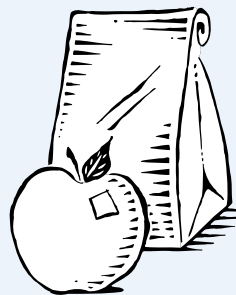
### PRE-PLAN FOR SUCCESS

Planning takes away 3/4 of the battle; healthy fun lunches get eaten when they are planned.

- ⊙ Get the whole family involved - if the child/youth is included in making food choices, they are more likely to eat it!
- ⊙ Everyone can help plan a lunch menu and shop for the groceries. Weekends are a great time to plan lunches for the coming week.
- ⊙ Make a grocery list after the lunch menu is planned. When you come home from the store, prepare foods so they are ready to be packed; e.g., cut and wash fruits and vegetables, grate cheese.
- ⊙ Realize how much your child can eat. Often, younger children have smaller appetites and cannot finish all the food that is given for lunch. Pack smaller portions.
- ⊙ Be organized - keep all the necessary supplies for lunches in a convenient spot; e.g., re-usable containers, lunch bags/boxes, plastic wraps, thermos and napkins.
- ⊙ Make lunches the night before. Have older children make their own lunch.

### YOU CAN NEVER BE TOO SAFE

- ⊙ Encourage children to wash hands before and after meals.
- ⊙ Wash and sanitize lunch boxes/bags and reusable beverage containers daily.
- ⊙ Always wash all fruits and vegetables before packing.
- ⊙ Use an insulated lunch box with freezer packs or frozen drink containers to keep cold lunches cold.
- ⊙ Refrigerate sandwiches that are made ahead of time.
- ⊙ Keep hot foods hot with a thermos, fill the container with boiling water and let it stand for a few minutes, empty out the water then place the hot food into the container.



### PACK HEALTHY FOODS

Poor nutrition is a concern for children. A poor diet can affect your child's learning, concentration and energy levels and may be one of the causes of childhood obesity. No one eats perfectly all of the time, but if we make it a priority for our children to eat healthy lunches, they will benefit.

What is a healthy diet? A healthy lunch should include at least 3 of the 4 food groups and a healthy snack should include 2 food groups. A healthy diet for children also limits excessive salt, fat and sugar:

- 1) Choose whole grain products more often. Try using whole grain bread instead of white bread for sandwiches. Not all children will eat whole grain; try making a sandwich with 1 slice enriched and 1 slice whole grain.
- 2) Choose dark green and orange vegetables and orange fruit more often. Try buying one or two new choices each week to let your child discover new favourites while also adding more variety. Try serving fruits in different ways sliced, cubed or with yogurt for dipping. Also try lettuce, cucumber, tomato, green pepper, roasted peppers, zucchini or sweet onion slices in sandwiches.
- 3) Choose lower-fat milk products. Include lower-fat milks, cheese and yogurt in different flavours.
- 4) Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often. Use lean cuts of cold, sliced meat and water-packed tuna and salmon. Try some meat alternatives such as bean chili or lentil soups.
- 5) Choose "Other Foods" wisely. Occasionally pack snack foods that are high in salt, fat and sugar instead of daily.
- 6) Encourage your child to drink plenty of water during the day.

### A DOLLAR SAVED IS A DOLLAR EARNED

- ⊙ Use reusable containers - it is less expensive to buy frozen concentrated juice than to buy the little juice boxes.
- ⊙ Buy foods in bulk when they are on sale; e.g., bread, you can freeze the extra.
- ⊙ Purchase less "ready to eat" foods - they are more expensive and are often higher in salt, sugar and/or fat; e.g., lunchmeat kits.
- ⊙ Watch spending on less nutritious foods like fruit gummies, chips, pop, and pastries. These food items offer little nutrition and should be "Served Least Often".

A healthy and balanced diet includes a variety of foods from each food group of Canada's Food Guide to Healthy Eating- Grain Products, Vegetables & Fruit, Milk Products, Meat & Alternatives. [www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn)

# Live Outside Pre-Packaged Foods

Remember to include foods from at least 3 of the 4 food groups at each meal

## SAMPLE 2-WEEK LUNCH MENU

The Day	The Filling	The Crisp	The Sweet	The Smooth
MONDAY	Hummus & mini pitas	Apple	Fruit yogurt	Pineapple juice
TUESDAY	Grilled hamburger on whole wheat bun	Tomato and lettuce	Canned peaches	Yogurt drink
WEDNESDAY	Chicken salad sandwich on rye	Dill pickles	Sliced cantaloupe	Tomato juice
THURSDAY	Scrambled eggs in tortilla wrap	Celery sticks	Banana	Milk
FRIDAY	Tuna sandwich on a Kaiser roll	Carrot sticks	Blueberry/oatmeal muffin	Apple juice
MONDAY	Dahl and naan bread	Radishes	Bunches of grapes	Smoothie
TUESDAY	Pizza	Apple	Raisin & oatmeal cookie	Chocolate milk
WEDNESDAY	Left over stir fry	Green pepper strips	Gingerbread cookie	Milk
THURSDAY	Peanut butter and jelly on whole wheat pita	Green salad with dressing on the side	Applesauce	Vegetable soup
FRIDAY	Salmon salad on dark rye bread	Handful of almonds	Melon wedge	Orange juice

Adapted from *Portable Lunch Menus*, Chinook Health Region

Note: Children should try new food ideas at home before you send them to school.

The more the child is involved, the less likely it will be thrown out/not eaten.



Make over your kitchen! Visit *Healthy Living for a Healthy U* at [www.nutritionfile.ca/pdfs/HealthyLiving\\_march2003.pdf](http://www.nutritionfile.ca/pdfs/HealthyLiving_march2003.pdf), for a great pantry makeover, compliments of Dietitians of Canada's cookbook, *Cook Great Food*©. Dietitians of Canada, 2001 – published by Robert Rose

## Sample Snack Ideas - the challenge is to include at least 2 food groups when preparing a snack!

Building Blocks	- Ham, marble cheese and pineapple cubes on a toothpick.
Rabbit Rollup	- Wrap a cheese stick in a cabbage or lettuce leaf.
Edible Flowers	- Broccoli and cauliflower with yogurt dip.
Caterpillars on a Log	- Stuff celery with peanut butter and top with alfalfa sprouts.
Banana Yummies	- Cut a banana into bite-size pieces. Dip in fruit juice and roll in wheat germ.
Flying Saucers	- Spread whole grain crackers with peanut butter. Top with a banana slice.
Peanut Butter Dip	- Blend 1/4-cup peanut butter with 1-cup plain yogurt.
Pancake Power	- Top dollar-size pancakes with unsweetened applesauce and cinnamon.
Peach Cream	- On a whole-wheat cracker, place a teaspoon of cottage cheese and a peach slice.
Fruit Shake	- Blend 1 part milk, 1 part unsweetened fruit and 2 parts plain yogurt.
Mini-Pizza	- Spread top half of a whole-wheat bun or pita bread with tomato sauce, mushrooms & cheese.

Adapted from *Good Nutrition at School*, David Thompson Health Region.

## FUN IDEAS for lunch boxes

- ☉ Tuck in a special surprise- stickers, small trinkets, school supplies (e.g. pencil, eraser), special note, riddles.
- ☉ Add a little treat – homemade goodies such as oatmeal cookies are often coveted lunch box items.
- ☉ Try special occasion lunches; e.g., orange foods on Halloween, green foods on St. Patrick's Day.
- ☉ Cut sandwiches in different shapes or with a cookie cutter.
- ☉ Use colourful products; e.g., napkins and fun utensils/straws.

Adapted from *Lunch Box Pointers*, Peace Country Health; *What's For Lunch?* and *Good Nutrition at School*, David Thompson Health Region.



# Nutrition Makes Cents!

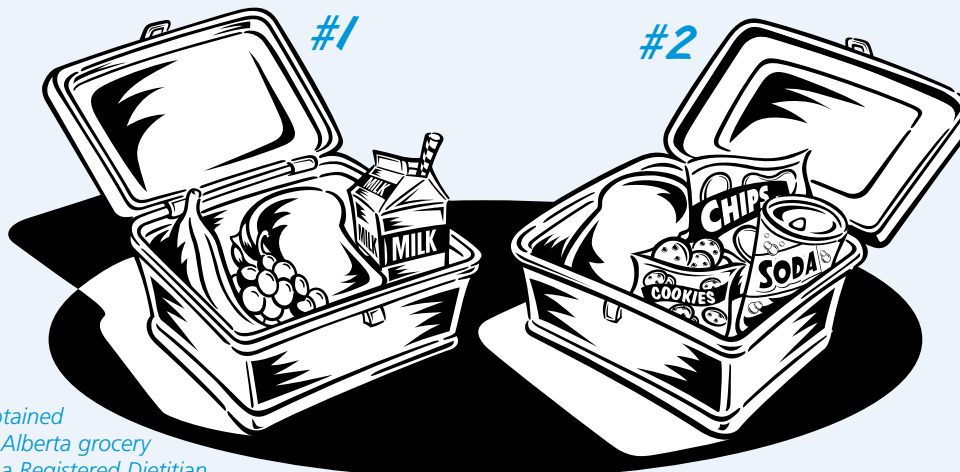
Compare the cost-savings and nutritional benefits of eating a healthy lunch!

LUNCH #1		LUNCH #2	
Homemade lunch meat kit	\$1.11	Small Pre-Packaged lunch meat kit	\$2.89
- 6 reduced fat crackers			
- 25 g low fat deli turkey			
- 25 g reduced fat cheese			
Water, 1 bottle	\$0.00	1 can soft drink	\$0.49
Unsweetened applesauce, 1/2 cup	\$0.30	1 Fruit Roll-Up	\$0.30
Yogurt (175 g)	\$0.58	Potato chips, 50g	\$0.37
<b>Total</b>	<b>\$1.99</b>	<b>Total</b>	<b>\$4.05</b>

Savings per meal **\$2.06**  
 Savings per school year **\$412.00**

## Nutrients

LUNCH #1	LUNCH #2
Higher in Vitamin C	Higher in fat
Higher in protein	Higher in sugar
Higher in calcium	Higher in salt
Higher in Vitamin A	
Higher in Vitamin D	



Prices obtained from an Alberta grocery store by a Registered Dietitian, January 2005.

Source: David Thompson Health Region

## Success story!

Central Park School Medicine Hat  
 Every year, the staff and students at Central Park School dedicate one week to Health and Wellness. During this week nutrition and wellness messages are incorporated into all subject areas.

Last year, the grade four class decided to look at the cost of eating healthy during their Math class. The students got the prices from products that were pre-packaged and from fresh food that needed "assembly". The results were staggering. The pre-packaged food cost more than three times what the same food would cost if it were prepared fresh. Who says that nutrition doesn't make "cents"?

TIP: Visit [www.5to10aday.com](http://www.5to10aday.com) for tips on increasing your vegetable and fruit consumption.

## BUYING LUNCH AT SCHOOL

Some students have the opportunity to buy lunch at school. Be aware of what the school is selling-is it healthy? Consider planning other meals around the school's food selections. Get involved, where appropriate, when it comes to food choices and meal planning at school.

# Tips for Being a Positive Role Model at home

*NOTE: Breakfast is one of the most important meals of the day to fuel the body and “break the fast” from the night before. Ensure your child or teenager leaves with healthy food in their tummies each and every morning. This will help them stay more alert and give them more energy throughout the day. Limit high sugar cereals; instead fill them up with food from at least three of the four food groups.*

## **IMITATION NATION:**

Modeling healthy eating habits is a great way to help your kids develop positive eating habits.

- ⊙ The next time you are at a convenience store with the kids, grab a 100% fruit or vegetable juice instead of a pop.
- ⊙ If you are at a fast food restaurant, try a grilled chicken sandwich with mustard. Add a side salad with low-fat dressing. Split an order of fries or get a baked potato. Try milk instead of pop.

## **VOICE YOUR CHOICE:**

- ⊙ When it comes to serving vegetables and fruit, offering kids 2-3 choices lets them know their opinions matter. Try offering your kids the choice between orange juice and pineapple juice for breakfast or between baby carrots and celery sticks for lunch.

*Source: Alberta Cancer Board and USDA Food and Nutrition Service*

- ⊙ Park farther away from stores. Walk your child to school or to the bus stop.
- ⊙ If going on a picnic or providing snacks for a special event at school, bring foods like crunchy veggies with low-fat dip, whole-grain bread, baked or grilled meats, fruits in season for dessert.

## **EFFORTLESS EASY:**

- ⊙ Keep a bowl of fresh fruit on the counter or kitchen table.
- ⊙ Put containers of 100% vegetable or fruit juice and milk in a visible spot in the fridge.
- ⊙ Teach older children how to use the blender and keep bananas and frozen fruit available for smoothies.
- ⊙ Have “grab and go snacks” in plastic bags ready and waiting in your refrigerator.

## *Tips for parents, parent councils and school boards to become more involved in changing the school environment, implementing policy or guidelines.*

A growing number of school and school boards are making healthy food choices in schools a priority. The benefits of healthy eating at school are well-known and many success stories are being documented by the media. Be a champion, get involved and try some of the following strategies:

- ⊙ Form a committee and include parents, teachers, the principal, staff and students in the process of changing the school food environment.
- ⊙ Contact your local Health Region office to get in contact with a Registered Nutritionist/Dietitian in the area who can direct you to reliable resources and tools to help you make decisions about what foods are healthy choices.
- ⊙ Get student input on food and beverage choices offered.
- ⊙ Change the pricing so that healthy choices are less expensive than unhealthy ones.
- ⊙ Promote healthy choices through advertising on vending machines.
- ⊙ Make healthy choices more visible.

*Adapted from Dietitians of Canada, Feeding the Minds & Bodies of BC Students*

*Dietitians of Canada (DC) has worked with the Ontario Ministry of Education to develop a set of guidelines for school boards that will support schools to “practice what they preach” – that is, ensure that foods made available to children within the school premises model what is taught in the classroom about healthy eating. Visit [www.dietitians.ca/news/downloads/Vended\\_foods\\_at\\_school\\_Final\\_Oct20\\_2004.pdf](http://www.dietitians.ca/news/downloads/Vended_foods_at_school_Final_Oct20_2004.pdf).*



# Talking to Kids About Tobacco

It's never too early to talk to your children about tobacco. Research indicates children whose parents talk to them about smoking are less likely to start. That's especially true if a parent is a smoker.

Talking about tobacco works. Take a stand at home and talk directly to children about the risks of tobacco use. Here are some tips on how to strike up a conversation with your child about tobacco:

- ⊙ If your child/youth is concerned about appearance, mention how smoking causes bad breath, smelly clothes and stained fingers and teeth.
- ⊙ If your child/youth is physically active or into sports, talk about the shortness of breath and loss of endurance that tobacco causes.
- ⊙ Let your child/youth know that most people don't smoke, and that every six seconds someone in the world dies because they smoked.
- ⊙ Remember that kids who have tried smoking or other forms of tobacco aren't bad kids: it's tobacco use that's bad for you.
- ⊙ Let your child/youth know that smokers risk getting sick more often and mention the things they might miss out on if they were sick.
- ⊙ Talk about the damage tobacco can do in terms your child/youth can relate to – not just the long-term effects like cancer, but the immediate harm like shortness of breath and greater risk of colds and asthma.

## Practice makes perfect

Chances are your child/youth will be offered a cigarette. Try to prepare him or her to say no – before the situation arises. Share the following responses or spend time together making up new ones:

"Nope, my mom would freak!"

"Are you kidding? I'd be grounded for life."

"No thanks, I don't want my clothes to stink."

"My girlfriend has a problem with kissing ashtrays, so I'll say no."

"Really? Why would I want to smoke?"

"I'm excited about making the team and I think smoking will slow me down."

"No thanks, I don't want to chance getting hooked, I see people spending \$75 a week on cigarettes."

"Cancer runs in our family, so I don't want to push my luck."

"Is this what you do to be cool?"



*Interactions*

*R(K-9)-5*

*Students will develop effective interpersonal skills that demonstrate responsibility, repeat and caring in order to establish and maintain healthy interactions.*

# Live Outside the Haze with this Quiz

If you're having trouble starting the conversation about tobacco, use these quizzes as a tool to get some honest answers about tobacco, what it does to you, and the kinds of pressures it puts on kids and their friends. So grab a piece of paper, answer honestly, and compare notes when you're done.

## PARENT'S QUESTIONS

1. Teens are more likely to smoke if
  - a. their friends do
  - b. their brothers and sisters do
  - c. their parents do
  - d. all of the above
2. True or false?

Teens can smoke once in a while without any harmful effects and without becoming a regular smoker as an adult.
3. If you start smoking in your teens and continue for two decades, your life expectancy will decrease by:
  - a. About 5 years
  - b. 5-10 years
  - c. 20-25 years
  - d. It varies too widely to estimate
4. How long does it take for the nicotine in cigarettes to affect your nervous system?
  - a. 7 seconds
  - b. 30 seconds
  - c. 1 minute
  - d. 10 minutes
5. If offered a cigarette, what do you think your child would do?
6. What tools can you give your child to help them avoid tobacco?

## CHILD'S QUESTIONS:

1. Teens are more likely to smoke if
  - a. their friends do
  - b. their brothers and sisters do
  - c. their parents do
  - d. all of the above
2. True or false?

Teens can smoke once in a while without any harmful effects and without becoming a regular smoker as an adult.
3. If you start smoking in your teens and continue for two decades, your life expectancy will decrease by:
  - a. About 5 years
  - b. 5-10 years
  - c. 20-25 years
  - d. It varies too widely to estimate
4. How long does it take for the nicotine in cigarettes to affect your nervous system?
  - a. 7 seconds
  - b. 30 seconds
  - c. 1 minute
  - d. 10 minutes
5. Have you or a friend ever been offered a cigarette? What happened?
6. What kinds of things will help you say "no" to tobacco? *(For example, if your parents said they'd ground you, would that be a good excuse you could give your friends if they offered you a cigarette?)*

For more information, contact your local AADAC area office, call the Smoker's Help Line at 1.866.33AADAC or visit our website at [www.aadac.com](http://www.aadac.com).

Answer Key: 1. d 2. False 3. c 4. a

# *Additional Online Resources to Support Your SummerActive Initiatives*



Alberta Coalition for Healthy School Communities (ACHSC).....	www.achsc.org
Alberta Egg Producers .....	www.eggs.ab.ca
Alberta Milk.....	www.albertamilk.com
Alberta Recreation and Parks Association (ARPA) .....	www.arpaonline.ca
Alberta TrailNet Society .....	www.albertatrailnet.com
Alberta Health and Wellness .....	www.healthyalberta.com
Alberta Healthy Living Network.....	www.health-in-action.org/AHLN/
Activ8.....	www.activ8.org
Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD).....	www.cahperd.ca
Canadian Association for School Health (CASH) .....	www.schoolfile.com/CASH.htm
Canadian Coalition for Active Living.....	www.activeliving.ca
Centre for Science in the Public Interest School Foods Toolkit .....	www.cspinet.org/schoolfood
Dietitians of Canada .....	www.dietitians.ca
Dole 5 A Day.....	www.dole5aday.com
Health and Physical Education Council (HPEC) .....	www.hpec.ab.ca
Feeding The Future: School Nutrition Handbook .....	www.calgaryhealthregion.ca/nutrition
Learning Resources Centre (LRC) - Alberta Education Authorized Resources .....	www.lrc.education.gov.ab.ca
Mission Nutrition for Teachers, parents and students, K-8.....	www.missionnutrition.ca
Nutrition Resources for Teachers, K-9, David Thompson Health Region.....	.....
.....	www.dthr.ab.ca/services/resources/documents/nutrition/index.htm
School Health, Capital Health.....	www.schoolhealth.ab.ca

## 2005 SummerActive School Resource Guide Partners



The Alberta Alcohol and Drug Abuse Commission (AADAC) provides information, prevention and treatment programs to assist Albertans in overcoming problems with alcohol, tobacco, other drugs and gambling. AADAC and its funded agencies are located in 49 communities throughout the province. [www.aadac.com](http://www.aadac.com)



The Alberta Cancer Board is a Provincial Health Authority, which coordinates all cancer prevention, research, and treatment programs in the province of Alberta. [www.cancerboard.ab.ca](http://www.cancerboard.ab.ca)



The Alberta Centre for Active Living works with practitioners, organizations, and communities to improve the health and quality of life of Albertans through physical activity. The centre provides research and education on physical activity through a comprehensive web site, WellSpring, Research Update, the Alberta Survey on Physical Activity, and consulting and collaborative projects. [www.centre4activeliving.ca](http://www.centre4activeliving.ca)



Alberta Government Ministries play an important role in assisting Alberta communities achieve a high quality of life.

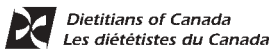
- ⊙ Alberta Education: [www.education.gov.ab.ca/k\\_12/curriculum/bySubject](http://www.education.gov.ab.ca/k_12/curriculum/bySubject)
- ⊙ Alberta Community Development: [www.cd.gov.ab.ca](http://www.cd.gov.ab.ca)



The Alberta Sport, Recreation, Parks and Wildlife Foundation (ASRPWF) is committed to the sponsorship, facilitation and promotion of sport, recreation and active living for all Albertans. [www.cd.gov.ab.ca/asrpfw](http://www.cd.gov.ab.ca/asrpfw)



The Be Fit for Life Network (BFFL) acts in a leadership capacity to disseminate healthy lifestyles information and resources to encourage Albertans to be physically active. [www.befitforlife.ca](http://www.befitforlife.ca)



Dietitians of Canada is the national professional association for approximately 5000 dietitians, who are recognized food and nutrition experts serving the public as educators, policy makers, researchers and managers. [www.dietitians.ca](http://www.dietitians.ca)



The Ever Active Schools (EAS) program, in partnership with Alberta school communities, contributes to the development of children and youth by fostering social and physical environments that support healthy active lifestyles. This membership-based program is supported by the Health and Physical Education Council of the Alberta Teachers' Association. EAS recognizes and rewards schools that focus on physical activity and well-being in their school communities. EAS also provides resources to critically reflect and measure current practices, policies and environments. [www.everactive.org](http://www.everactive.org)



Government of Canada

- ⊙ Canada's Physical Activity Guides for Children, Youth, and Adults: [www.paguide.com](http://www.paguide.com)
- ⊙ Canada's Food Guide to Healthy Eating: [www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn)



The Health and Physical Education Council (HPEC), as a professional organization of teachers, advocates for quality health and physical education programs and provides opportunities for professional growth and development of its members. HPEC is committed to providing leadership in creating healthy active school communities. [www.hpec.ab.ca](http://www.hpec.ab.ca)



Safe Healthy Active People Everywhere (SHAPE) is a province-wide program that promotes the national Active & Safe Routes to School programs and offers support to Alberta schools that want to encourage students to walk or cycle to school. SHAPE provides resources, support and ideas on how to get students walking/biking. [www.shapeab.com](http://www.shapeab.com)



The Schools Come Alive program is dedicated to providing leadership for teachers and administrators through workshops, resource development, and collaborative partnerships to support the effective implementation of health and physical education programs in Alberta schools. Supported by the Health and Physical Education Council of the Alberta Teachers' Association, its ongoing activities include developing and delivering workshops, producing the ACTIVE! Newsletter, consulting with school districts, and supporting community events that promote healthy active lifestyle choices. [www.schoolscomealive.org](http://www.schoolscomealive.org)

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Alberta Alcohol and Drug Abuse Commission  
An Agency of the Government of Alberta



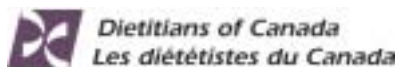
Alberta Cancer  
Board



Research and education for the promotion of physical activity



Enhancing Alberta's Communities



This document was produced in collaboration by: Alberta Alcohol and Drug Abuse Commission © Alberta Be Fit For Life Network © Alberta Cancer Board © Alberta Centre For Active Living © Alberta Community Development © Alberta Education © Alberta Sport, Recreation, Parks and Wildlife Foundation © Dietitians of Canada © Ever Active Schools © Safe Healthy Active People Everywhere © Schools Come Alive

**EVERYTHING IS MORE FUN WHEN IT IS REAL!**



Supporting the creation of healthy active school communities

**EVER ACTIVE SCHOOLS &  
SCHOOLS COME ALIVE  
CONTACT INFORMATION**

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www.everactive.org

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