

Healthy Active School Communities

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Find a Thirst for Nutrition
Poster inside

**LIVE
OUTSIDE
THE BOX.**

EVERYTHING IS MORE FUN WHEN IT IS REAL!

*Spring Into Summer with
SummerActive*



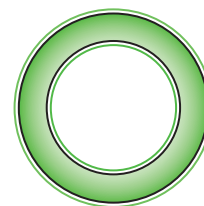
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- Alberta Alcohol and Drug Abuse Commission
- Alberta Be Fit For Life Network
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- Ever Active Schools
- Safe Healthy Active People Everywhere
- Schools Come Alive

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SPRING into SUMMER WITH SUMMERACTIVE

The SummerActive Campaign

www.summeractive.org

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 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 Healthy Active School Communities resource has been developed because of a recognized need to provide information about promoting and adopting healthy active lifestyles specific to the school setting. This resource has been developed in collaboration with many partnering agencies and government departments and has been broadened to include home and community.

We invite you to visit the national SummerActive Web site and use the tools provided to organize and participate in a SummerActive event. On the Web site, you will find leader kits, a list of Alberta events and have the opportunity to win prizes when you register your event. Let's make Alberta the most active province in Canada during SummerActive!

MAY 12 TO JUNE 21, 2006



The Live Outside the Box Campaign

www.liveoutsidethebox.ca

Everything is more fun when it's real!

Using Live Outside the Box as its 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, 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 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.



The Alberta Sport, Recreation, Parks and Wildlife Foundation and Alberta Community Development sponsor 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.



EVERYTHING IS MORE FUN WHEN IT'S REAL!

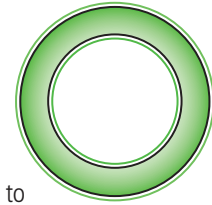
www.liveoutsidethebox.ca



HEALTHY ACTIVE SCHOOL COMMUNITIES



What The Research Tells Us



Related to **PHYSICAL ACTIVITY**

- ⌘ Schools that adopt a comprehensive approach to creating a healthy, active school environment have been successful at improving children's diets and decreasing the number of overweight children by 59% and the number of obese children by 72%. These schools have scheduled more physical education, offered healthy lunches, eliminated the sale of soft drinks, provided health and nutrition education, involved parents and community members in school activities and offered training for staff (1).
- ⌘ Research demonstrates that a reallocation of curricular time toward physical education has no negative impact on academic performance and may, in fact, facilitate academic performance (2).
- ⌘ On days that students participate in physical education classes at school, they are more likely to be active during their leisure time than on days they receive no physical education (3).
- ⌘ In 2001, the economic burden of illnesses or injuries associated with physical inactivity was \$5.3 billion (\$1.6 billion in direct costs and 3.7 billion in indirect costs). This represented 2.6% of all health care costs in Canada that year (4).

- ⌘ Physically active people make fewer visits to physicians, have lower hospital usage and require less medical attention overall than less active individuals. A 10% reduction in the number of inactive Canadians would save \$5 billion in health care costs (5).

Related to **HEALTHY EATING**

- ⌘ Eating breakfast may improve academic performance related to memory, grades and school attendance (6, 7). Only 49% of Canadian boys and 36% of Canadian girls eat breakfast on a regular basis (6).
- ⌘ Children who are undernourished have lower grades on tests of vocabulary, reading comprehension, arithmetic and general knowledge (8, 9).
- ⌘ Only 17% of Canadian children eat a lunch that includes choices from all four food groups (10).
- ⌘ Among adolescents, 78% of vending machine purchases occur at school. Of these, 64% of purchases include a beverage, 32% candy/gum and 26% salty snacks (11).
- ⌘ Fewer families are eating dinner together. However, adolescents who have more meals with their family have higher consumption of fruits, vegetables and dairy foods, and lower consumption of fried foods, high fat foods and soda drinks (12, 13, 14, 15).

Related to **TOBACCO REDUCTION**

- ⌘ Each year, over 45,000 Canadians die from tobacco-related causes (16).
- ⌘ According to the Canadian Tobacco Use Monitoring Survey (2006), 21% of Alberta youth aged 19-19 are current smokers (17).
- ⌘ Typically, experimentation with smoking begins between the ages of 12 and 16 (16).
- ⌘ Almost 40% of smokers start before the age of 15 (16).
- ⌘ 8% of Alberta youth in grades 7 to 12 used chewing tobacco or snuff at least once in the last 12 months (16).

- (1) P. J. Veugelers and A. L. Fitzgerald (2005). Prevalence of and Risk Factors for Childhood Overweight and Obesity. *Canadian Medical Association Journal*, 173(6): 607 - 613.
- (2) Mackenzie 1972, Shephard 1996
- (3) Dale, D., Corbin, C. B., & Dale, K. S. (2000). Restricting Opportunities to be Active During School Time: Do children compensate by increasing physical activity levels after school? *Research Quarterly for Exercise and Sport* 71(3), 240-248.
- (4) Katzmarzyk & Janssen (2004). *Canadian Journal of Applied Physiology*; 29:90-115.
- (5) Rock, 1998
- (6) Rampersaud GC et al., (2005) Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *J Am Diet Assoc.*, 105(5):743-60.
- (7) Murphy JM et al., (1998) The relationship of school breakfast to psychosocial and academic functioning: cross-sectional and longitudinal observations in an inner-city school sample. *Arch Pediatr Adolesc Med.*, 152(9):899-907.
- (8) Kleinman RE et al., (2002) Diet, breakfast, and academic performance in children. *Ann Nutr Metab.*, 46 Suppl 1:24-30.
- (9) Brown JL & Pollitt E., (1996) Malnutrition, poverty and intellectual development. *Sci Am.*, 274(2):38-43.
- (10) Market Facts. 1997 Canadian Eating Habits. 1998.
- (11) *A Day in the Life of a Teen's Appetite*. New York, NY: Channel One Network; 1998.
- (12) Videon TM & Manning CK., (2003) Influences on adolescent eating patterns: the importance of family meals. *J Adolesc Health.*, 32(5):365-73. *Journal of Adolescent Health*.
- (13) Gillman MW et al., (2000) Family dinner and diet quality among older children and adolescents. *Arch Fam Med.*, 9(3):235-40.
- (14) Neumark-Sztainer D et al., (2003) Family meal patterns: associations with sociodemographic characteristics and improved dietary intake among adolescents. *J Am Diet Assoc.*, 103(3):317-22.
- (15) Fisher JO et al., (2002) Parental influences on young girls' fruit and vegetable, micronutrient, and fat intakes. *J Am Diet Assoc.*, 102(1):58-64.
- (16) Makomaski Iling EM, Kaiserman MJ (2004). Mortality attributable to tobacco use in Canada and Its Regions. *Canadian Journal of Public Health*, Volume 95: No.1.
- (17) Statistics Canada (January 19, 2006). Canadian Tobacco Use Monitoring Survey (February 2005-June 2005). Ottawa, ON: Statistics Canada

How to Use This Resource!

Building healthy, active school communities takes many partners. This resource has been compiled for teachers, administrators, parents and community leaders. Ideas and information on active living, healthy eating and tobacco reduction are arranged in sections to support healthy living at home, at school and in the community. Each section of the Healthy Active School Communities resource is titled to encourage your school community to think and Live Outside the Box.

We hope this resource will be valuable throughout the year and especially useful to prepare school communities participation in Canada's SummerActive campaign which runs for six weeks every May and June. Support student learning and energize your community by being SummerActive this year.

AT HOME

Active Living, Healthy Eating and Tobacco Reduction, pages 5 to 17

Parents: Support your school's efforts 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 in student agendas, inserting them in school newsletters, posting them on bulletin boards, discussing them during parent teacher conferences and sharing them with school councils. See page 5 and 6 for ideas about how to connect with parents.

AT SCHOOL

Active Living, pages 18 to 33

Use these activity ideas to energize your school community and encourage teachers, recreation leaders, community partners and parents to get involved and get active.

Healthy Eating, pages 34 to 45

Share these healthy eating ideas with those responsible for food choices in your school, including including administrators, school staff, students, school councils and fundraising committees. Learn which foods should be served most often, served sometimes and served least often.

Tobacco Reduction, pages 46 to 49

Use this information about the 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 (1866-33AADAC), a web cessation service (www.albertaquits.ca) and a public awareness campaign that aims to improve the health and wellness of Albertans.

ABCD's of Physical Education

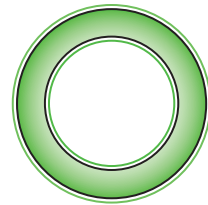


K-9 Health & Life Skills

Throughout this resource curricular links to the K-12 Physical Education and the K-9 Health and Life Skills programs of study are provided for your convenience.



Help School Communities Get Healthy and Live Outside the Box



IN THE COMMUNITY

Active Living, Healthy Eating and Tobacco Reduction, pages 50 to 53

Involve staff, students, parents and community leaders in the planning of a theme day or a 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

Participate in this provincial event on May 25, 2006 by being active for a minimum of 30 minutes.

⌘ 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.

This resource is intended to support the on-going development of healthy, active school communities.



School communities can positively impact the health of students. Start by participating in SummerActive and continue by creating an environment supportive of healthy choices.

Many activities support the implementation of daily physical activity.

Who:

School communities throughout Alberta, grades K to 12.

What:

This resource encourages “living outside the box” at school, at home and in the community and supports the creation of healthy, active school communities.

Where:

Promote SummerActive and healthy choices at home, at school and in your community.

When:

During SummerActive, May 12 to June 21, 2006. 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.

AN ELECTRONIC COPY OF THIS RESOURCE CAN BE DOWNLOADED IN ENGLISH OR FRENCH FROM WWW.EVERACTIVE.ORG

HOME

Connecting With Parents in Your Community

The active living, healthy eating and tobacco reduction messages, tips and ideas contained in the Healthy Active School Communities resource can be shared with parents and community partners. Here are some strategies for sharing the message beyond the walls of the school.

Bring It Home

- ⌘ Active Anecdotes – Attach an idea-filled addendum, with a catchy title to the monthly school newsletter. Make each newsletter timely and topical with activities occurring in your school community. For example:
 - ❖ June newsletter can feature the Commuter Challenge for Environment Week and suggest routes and active modes of transportation to and from school (pages 23 and 53). The challenge could be facilitated by a volunteer group of parents who help provide the routes and supervision to get students safely to school.
 - ❖ The December newsletter could feature activities for the two-week Christmas break. Information on dressing in layers for the cold weather (page 6) would be a great health and wellness addition to the activity suggestions provided.
 - ❖ Remember to include any information about your physical education, health and athletics programs that may inspire more participation outside classroom hours.
- ⌘ Tie a Yellow Ribbon – Have students brainstorm ideas they want to do with their family. Suggest ideas for the ribbons by asking students,
 - ❖ What can we do this afternoon (as a family)?
 - ❖ What can we do tonight (as a family)?
 - ❖ What can we do this weekend (as a family)? (page 27)

Give everyone at least one long, thick ribbon (school colours are popular) and a permanent felt marker and ask each student to write down a family-friendly activity idea on the ribbon. Ask students to take the ribbon home and put it on the car antenna as a visual reminder to choose a fun, family-oriented activity, no matter what time of day. Do this activity once in the fall and once in the spring to get different ideas for all types of weather.

Strutting our Stuff at School

Bulletin Boards

- ⌘ Create a rolling bulletin board that is visible to parents visiting the school that captures the ideas of healthy active lifestyles. Change the theme every month and rotate the location of the bulletin board so that visitors can see the board in key spots (in front of the gym during volleyball tournaments, in front of the office during interviews). Themes could include nutritious snacks for recess, Daily Physical Education and Daily Physical Activity, Canadians participating in the upcoming Olympics, and recreation opportunities in your community. Include brochures and contact information for parents to take home.
- ⌘ Create a wall of wonder bulletin board that captures the excitement of the future with the phrase, “I wonder what I’ll be”. Profile a local personality whose lifestyle or vocation contributes to the well-being of the community or promotes healthy, active living. For example, one of the teachers might be organizing the Run for the Cure. An Olympic level athlete might live and train in your city or town. Coordinate local celebrities with events in the community for added interest. For example, highlight members of the men and women’s Olympic hockey teams during Minor Hockey Week. Create a board featuring Lori-Ann Munzer Olympic medallist in cycling, during your spring outdoor pursuits program. Create a girl power bulletin board during a Go Girl event that features local and international female athletes.

Parent Teacher Interviews and Open Houses

Interviews, open houses, school concerts and “meet the teacher” nights are great opportunities to set up active displays and get your message out. You could:

⌘ Have multiple examples and samples of unhealthy and healthy lunches on a table. Include lunches that you see everyday at school and are advertised on television. Label the nutrition and cost differences of each lunch and have a student stand at the table to explain why one choice is better than another (pages 14 and 36).

⌘ Active living stations – while parents are waiting to see a teacher at parent teacher interviews or are waiting for their children at a school dance, ask them to play at a station or two set up in front of the gym or at the front of the school. Toss a beanbag at a target, dance at a dance fever arcade machine station, play Maori sticks, play hacky sack with their child or try out Speed Stacks. Active living prizes can be given for best dance, longest hacky sack rally or coolest dance move on the floor.

Out and About

⌘ Create a list and map of neighbourhood parks and playgrounds in and around the school community that are within walking or cycling distance. List what equipment is available and what age group best suits the equipment. If your students are familiar with all of the parks, ask them to create a rubric that evaluates the fun or appeal of the park so that parents can use the information to plan for their family.

⌘ Have a family fun night at the local pool, recreation centre, skating rink, roller-skating rink, bowling alley, curling rink or any recreation and/or fitness facility in your community. Ask the facility to charge a minimal fee for each family, create a theme night and be active with the staff, students and families of your school.

⌘ Challenge Days – invite families to come out to your school's athletic games, tournaments or practices. Ask school team members to referee or to run fun drills and games for the younger children in the group. Have a nutritious snack available after the evening's events and award prizes for the families with the most participants or best sportsmanship. Have a theme night to encourage zany costumes and energy. Take pictures and include them in the Activity Anecdotes sent home every month.

Source: *Schools Come Alive and Ever Active Schools*



Making physical activity a part of the day is fun and healthy.

Encouraging kids to build physical activity into their daily routine helps to create a pattern that may stay with them for the rest of their lives.

www.paguide.com

Creating an Environment that Supports Walking, Biking and Wheeling

Remember when everyone walked or biked to school, the library or to the playground?

Today, the majority of students are driven to school and there is traffic congestion near schools and students miss the opportunity for fresh air, exercise and friendship with others. Join students worldwide as they start walking or biking to school again.

Safe Healthy Active People Everywhere (SHAPE) events and activities include International Walk to School Week, Guinness World Challenge, Walking School Bus, walking clubs, bike rodeos, pedometer challenges as well as special days, such as Footloose Fridays or Walking Wednesdays. The benefits of these initiatives are increased physical activity, less traffic congestion, improved air quality and a sense of community.

Did you know that in 2005 Alberta set a new Guinness World Record for the most people walking simultaneously on Alberta Active Living Challenge Day? Encourage your school to participate in the Alberta Active Living Challenge Day this year on May 25 and try to beat that record. See pages 50 and 51 for details.

Being Active Beyond SummerActive – Cold Weather Clothing for Outdoor Play:

All cold weather activities require warm, dry clothing. To prevent frostbite, children should be dressed in warm clothes, including:

- ⌘ A hat – warm, close-fitting, and covering ear lobes; not a fashion hat or baseball cap
- ⌘ Mittens – gloves do not keep hands warm as effectively as mittens
- ⌘ Loose layers – an absorbent synthetic fabric next to skin, a warmer middle layer, and a water resistant/repellent outer layer
- ⌘ Socks – a single pair of socks, either wool or a wool blend (with silk or polypropylene), is better than cotton, which offers no insulation when wet. Avoid extra thick socks as they can cause cold feet by restricting blood flow and air circulation around the toes
- ⌘ Boots – should be dry and not too tight

Source: *Safe Healthy Active People Everywhere*, www.shapeab.com





Bright Ideas for Sun Safety at Home, School and in the Community

Mark your calendars for National Sun Awareness Week (NSAW), May 29 to June 4, 2006. Organized by the Canadian Dermatology Association, NSAW promotes skin cancer prevention and early detection through media and public education events.

The NSAW theme for 2006 is Fun in the Sun, with a particular emphasis on sports in the sun. To help plan your celebrations, the Alberta Cancer Board has put together the following sun safety ideas for outdoor enthusiasts at your school, home and community.

Calling all Teachers

It's fun and easy to work with school volunteers to initiate a project during NSAW. Here are a few ideas:

- ☘ Plant a shade garden.
- ☘ Start a program to monitor and report the UV Index on a daily basis.
- ☘ Develop a recognition program for students spotted wearing a sun hat during outdoor activity.
- ☘ Set up a school-wide committee to develop sun protection policies for the school.
- ☘ Put up a shade tent, tarp or permanent structure, such as a gazebo.
- ☘ Send sun safety information home to parents in advance of outdoor physical education classes, athletic days and school festivals. Remind parents that sun protection for families is as easy as 1, 2, 3: Cover up, use sunscreen and seek shade.

Calling all Coaches

As role models for budding athletes, it is important that you set a positive example for sun safety. Protect the skin you're in and try these simple strategies:

- ☘ When possible, avoid scheduling practices and games between the hours of 11 a.m. and 4 p.m. when the sun's rays are strongest.
- ☘ Encourage athletes to use sunscreen by setting aside time to apply SPF 15+ sunscreen before each activity begins. Remember to reapply every two hours.
- ☘ Provide shade for athletes when they are not on the field. Trees, tarps and tents provide excellent shade cover, but remember that skin can still burn in the shade.
- ☘ Incorporate sun hats into your team uniform. Wide-brimmed hats that shade the face, ears and back of the neck offer more protection than ball caps.
- ☘ Encourage spectators at sporting events to seek shade in the stands. Where shade cover from trees, gazebos and awnings is unavailable, remind spectators that tents, tarps and umbrellas are great sources of portable shade.

Remember, sun safety is an important part of an active outdoor lifestyle. It's as easy as 1, 2, 3: Cover up, use sunscreen and seek shade.

Information prepared by the Alberta Cancer Board, Cancer Prevention Team. Visit: www.cancerboard.ab.ca.

For information on National Sun Awareness Week, visit www.dermatology.ca.

Wellness choices



Wellness Choices	
Safety & Responsibility	W(K-9)-2

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

Sun Safety
easy as ...

- 1 COVER UP
- 2 USE SUNSCREEN
- 3 SEEK SHADE

20 Ways

to Live Outside the Box



- 1) Involve children in household activities and meal preparation.
- 2) Organize a scavenger hunt.
- 3) Participate in 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! Visit www.liveoutsidethebox.ca for details.
- 4) Develop a list of physical activities and place them in a jar. Plan to meet regularly during the week and on the weekend to try a different activity from the jar.
- 5) Visit your local library and borrow books on games from around the world. Try games you have never played before.
- 6) Participate in community programs. Consult your local recreation department.
- 7) Build an obstacle course in your backyard.
- 8) Walk 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, inline skating or other active parties.
- 9) Take time to have physically active fun with your children, such as dancing to your favourite music.
- 10) Get involved with community events and activities; many community events provide walking or other physical activity opportunities.
- 11) Plan your TV viewing. Watch only your favourite shows and then turn the TV off.
- 12) Keep the TV off during dinner. Meals are a great time for conversation.
- 13) Support daily physical activity and quality health and physical education instruction in your child's school, get involved and participate in activities yourself or volunteer at school events. Connect with you school council and advocate for participation in daily physical activities and related events.
- 14) Encourage installation of park equipment, bike paths or other resources for physical activity in your neighbourhood.
- 15) Stash a box in the family car that holds balls, baseball gloves, a jump rope, Frisbee, kite and running shoes. Be ready for fun!
- 16) Only allow your children to have one to two hour(s) of screen time per day.
- 17) Move the television set(s) to less visible locations and hide the remote control to make watching TV less tempting.
- 18) Remove the TV from bedrooms.
- 19) 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) per day is a good guideline.
- 20) Turn off the television, computer and video games!



Do It Daily... For Life!

Active Living In The Community	D(K-30)-9
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Students will assume responsibility to lead an active way of life.

Copy this resource page or download it from www.everactive.org and distribute to families in your school community



What Alberta Students Say About Reducing Screen Time and Living Outside the Box

In November 2005, 47 students aged 10 to 14 and 17 teachers from 13 different Ever Active Schools, came together to participate in activities and discuss leadership opportunities in schools designed to increase physical activity and reduce screen time. As part of the day's events, students were asked for their top five ways to reduce screen time among their peers. Suggestions fell into three basic categories and are described below.

When looking for ways to reduce screen time for youth, be sure to include them in the planning and decision making stages. Discuss acceptable limits for screen time and provide viable, sociable and enjoyable ways to be physically active.

What Parents can do:

- ⌘ Set and impose limits on the amount of screen time allowed for youth
- ⌘ Regulate (e.g., other activities, such as responsibilities, sports or volunteer work must be done first)
- ⌘ Enforce the rules
- ⌘ Hide the remote and take out the batteries
- ⌘ Set limits

What Friends can do:

- ⌘ Encourage face to face interaction and socialization with friends
- ⌘ Invite people to do active stuff
- ⌘ Take a walk and find friends
- ⌘ Hang out with friends
- ⌘ Encourage friends to play



What they said would help them become more active:

- ⌘ Make activities easily accessible (e.g., travel shorter distances, include good indoor activities)
- ⌘ Expand playgrounds and gymnasiums
- ⌘ Decrease cost of sports
- ⌘ Provide more activity workshops (e.g., learning about the benefits of sports)
- ⌘ Join extracurricular activities
- ⌘ Create teams and new games
- ⌘ Start a family game night

Source: Ever Active Schools

For more information on the Live Outside the Box Campaign, visit: www.liveoutsidethebox.ca

Guidelines for Healthy Lunches and Snacks



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 about food as well as portion size. Here are some guidelines and resources to help the whole family avoid portion distortion.

FOOD GROUPS	EXAMPLES: ONE SERVING LOOKS LIKE...	
Grain Products (5 to 12 servings)	1/2 bagel 3/4 cup (175 ml) hot cereal 30g cold cereal	= hockey puck = light bulb or small fist = see package labels
Vegetables & Fruit (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
Milk Products (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
Meat & Alternatives (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

FUN IDEAS for Lunch Boxes




- ⌘ Tuck in a special surprise – stickers, small trinkets, school supplies (e.g., pencil, eraser), special note, riddle.
- ⌘ Add a little treat – homemade goodies, such as oat-meal cookies.
- ⌘ Make special occasion lunches – orange foods on Halloween, green foods on St. Patrick's Day.
- ⌘ Cut sandwiches in different shapes or with a cookie cutter.
- ⌘ Use colourful products – napkins and fun utensils/straws.

Source: Portable Lunch Menus, Chinook Health Region

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

Check Your Dinner Plate

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

	1/2 PLATE
	1/4 PLATE
	1/4 PLATE
Options for the side...	Fruit, low fat milk or yogurt, or water

1. Vegetables; e.g., salad, carrots, green beans.

2. Grain Products; e.g., whole grain pasta, potatoes, or rice.

3. Meat & Alternatives; e.g., lean meat, fish, poultry, cheese, or legumes.

Source: Peterborough County-City Health Unit

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

Visit www.dietitians.ca to link to Nutrition Month to find great nutrition activities to do with children.





Live Outside the Frozen Dinner

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

Reading Food Labels

☞ You will find the Nutrition Facts box on most packaged food products. Look for the Percent Daily Value (%DV) that tells you whether a food has a little or a lot of a given nutrient. For nutrients like calcium or iron which we want to consume more of, look for a high %Daily Value; for fat and sodium look for a lower %Daily Value as we want to reduce our consumption of these nutrients. To learn more about how to use % Daily Value and other nutrition information on packaged food labels, see www.healthyeatingisinstore.ca/pdf/ENG_RGB_FactSheet.pdf.

☞ Packaged foods may also have labelling claims that can help you make better choices, if you know what the claim means. For answers to frequently asked questions about labelling claims, refer to www.healthyeatingisinstore.ca/pdf/ENG_RGB_FAQ.pdf.

** Check with your child's teacher for students' food allergies before sending nuts and peanut butter to school.*

Milk Products

Choose lower-fat milk products more often.

- ☞ Calcium (look for a high % Daily Value)
- ☞ Vitamin D (look for a high % Daily Value)

Recommended foods and serving size:

- ☞ 2% partly skimmed or skim white or chocolate milk (250 ml)
- ☞ Calcium-fortified soy beverage (250 ml)
- ☞ Yogurt (175 ml) lower-fat or non fat (2% MF or less)

Grain Products

Choose whole grain and enriched products more often.

- ☞ Low saturated or trans fat (look for a low % Daily Value)
- ☞ Upper fat limit of 5 g per serving
- ☞ Aim for no hydrogenated vegetable oil/ vegetable oil shortening.
- ☞ Fibre (look for 2g or more per serving)
- ☞ Vitamin B
- ☞ Iron

Recommended foods and serving size:

- ☞ Grain based bars 30-40g
- ☞ Muffins and snack breads 55g
- ☞ Crackers 20g

Vegetables and Fruit

Choose dark green vegetables and fruit more often.

- ☞ Vitamin C (look for a high % Daily Value)
- ☞ Fibre (look for 2g or more per serving)
- ☞ Vitamin A and/or folacin (look for a high % Daily Value)

Recommended foods and serving size:

- ☞ One piece of fruit
- ☞ 100% fruit juice
- ☞ Vegetable juice (125-250 ml)

Meat and Alternatives

Choose leaner cuts of meats, poultry and fish, as well as dried peas, beans and lentils, peanut butter and nuts more often *.

- ☞ Sodium (look for a low % Daily Value)
- ☞ Vitamin B
- ☞ Iron

Other Foods

Taste and enjoyment can also come from other foods and beverages that are not part of the four food groups. Plain water, pretzels or plain popcorn (50g) are healthy options.

- ☞ Low fat (3g or less per serving or low % Daily Value)
- ☞ Sodium (look for a low %Daily Value)
- ☞ Source of at least one vitamin or mineral



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

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

Note: Tooth brushing is encouraged after eating dried fruit.

Criteria based on Nutrient Content Claims. Guide to Food Labelling and Advertising, CFIA, 2003

Source: 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



Are You Feeling the Brown Bag Blahs?

Here are some guidelines for healthy lunches and snacks to add excitement to lunch boxes.

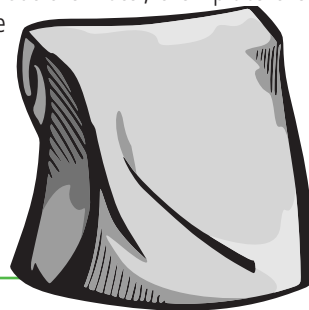


PRE-PLAN FOR SUCCESS

- ⌘ Planning takes away much 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, he or she is 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.
- ⌘ Realize how much your child can eat. Often, younger children have smaller appetites and cannot finish the food that is given for lunch. Pack smaller portions.
- ⌘ Be organized and keep the supplies required for lunches in a convenient spot.
- ⌘ 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, including water bottles, daily.
- ⌘ Always wash fruits and vegetables before packing.
- ⌘ Use an insulated lunch box with freezer packs or frozen drink containers to keep cold lunches cold.
- ⌘ Refrigerate sandwiches 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 three of the four food groups and a healthy snack should include two food groups. A healthy diet for children also limits excessive salt, fat and sugar.

- ⌘ Choose whole grain products more often. Use whole grain bread instead of white bread for sandwiches. For children who will not eat whole grain, try making a sandwich with one slice enriched and one slice whole grain.
- ⌘ Choose dark green and orange vegetables and orange fruit more often. Buy one or two new choices each week to let your child discover new favourites while also adding more variety. Try serving fruit sliced, cubed or with yogurt for dipping. Also, try lettuce, cucumber, tomato, green pepper, roasted peppers, zucchini or sweet onion slices in sandwiches.
- ⌘ Choose lower-fat milk products. Include lower-fat milks, cheese and yogurt in different flavours.
- ⌘ 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.
- ⌘ Choose "Other Foods" wisely. Occasionally, pack snack foods that are high in salt, fat and sugar instead of daily.
- ⌘ 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 juice boxes.
- ⌘ Buy foods in bulk when they are on sale and 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.
- ⌘ 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 and Fruit, Milk Products, Meat and Alternatives.

Live Outside Pre-Packaged Foods

SAMPLE 2-WEEK LUNCH MENU

Include foods from at least three of the four food groups at each meal.

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

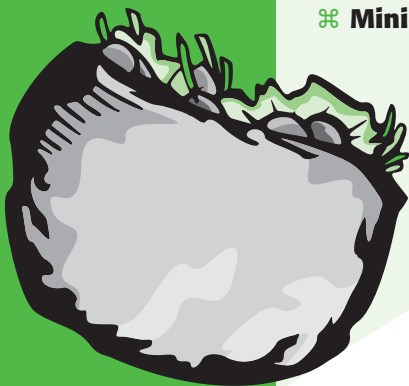
Sample Snack Ideas – the challenge is to include at least 2 food groups when preparing a snack!

- ⌘ **Building Blocks** – ham, marble cheese and pineapple cubes on a toothpick
- ⌘ **Rabbit Rollup** – cheese stick wrapped in a cabbage or lettuce leaf
- ⌘ **Edible Flowers** – broccoli and cauliflower with yogurt dip
- ⌘ **Caterpillars on a Log** – celery stuffed with peanut butter and topped with alfalfa sprouts
- ⌘ **Banana Yummies** – banana cut into bite-size pieces, dipped in fruit juice and rolled in wheat germ
- ⌘ **Flying Saucers** – whole grain crackers topped with peanut butter and a banana slice
- ⌘ **Peanut Butter Dip** – 1/4-cup peanut butter blended with one-cup plain yogurt
- ⌘ **Pancake Power** – dollar-size pancakes topped with unsweetened applesauce and cinnamon
- ⌘ **Peach Cream** – whole-wheat cracker topped with a teaspoon of cottage cheese and a peach slice
- ⌘ **Fruit Shake** – one part milk, one part unsweetened fruit and two parts plain yogurt blended
- ⌘ **Mini-Pizza** – top half of a whole-wheat bun or pita bread spread with tomato sauce, mushrooms and cheese.

Source: *Good Nutrition at School, David Thompson Health Region and Chinook Health Region.*

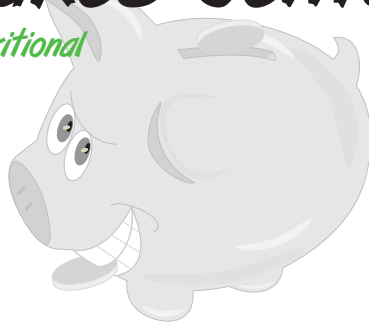
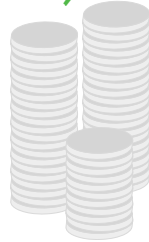
Note: Children should try new food ideas at home before you send them to school. The more the child is involved, the less likely food will be thrown out or not eaten.

Make over your kitchen. Visit *Healthy Living for a Healthy U* at www.nutritionfile.ca/pdfs/HealthyLiving_march2003.pdf, for a great pantry makeover, compliments of the Dietitians of Canada's cookbook, *Cook Great Food*©. Dietitians of Canada, 2001 – published by Robert Rose.



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
- six reduced fat crackers			
- 25 g low fat deli turkey			
- 25 g reduced fat cheese			
Water, 1 bottle	\$0.00	One can soft drink	\$0.49
Unsweetened applesauce, 1/2 cup	\$0.30	Packaged fruit snack	\$0.30
Yogurt (175 g)	\$0.58	Potato chips, 50g	\$0.37
Total	\$1.99	Total	\$4.05
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

Be a Champion!

A growing number of schools and school boards are making healthy food choices a priority by changing the school environment and implementing policies or guidelines. Often, changes are brought about by concerned parents and parent councils. 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 or dietitian 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.
- ✂ 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.

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.

Source: Dietitians of Canada, Feeding the Minds and 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 practise 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.

Visit www.5to10aday.com for tips on increasing your vegetable and fruit consumption.

Success Story!

Sandy Ryan, a creative public health nurse, took students from a kindergarten class in South East Calgary on a skill building imaginary journey to reach an ultimate destination. Students chose their destination as the local zoo and decided the bus was the best way to get there. Just as the bus needs gasoline, students need to fuel their bodies with a healthy breakfast, and by doing so, they make the bus move. The number of students to eat a breakfast with three of the four food groups was counted each day to move the bus closer to the zoo, until finally reaching it in a three to four week period. Sandy recommends making sure the bus doesn't reach its destination too quickly; this allows breakfast eating to become a habit for students. Once the bus reaches the destination, the entire class celebrates the achievement in a way that makes the destination come alive.

Tips for Being a Positive Role Model at Home

Children learn more from what they see you do than by what you say. Be sure that what you are teaching them about healthy living is reinforced by the choices you make.

IMITATION NATION:

- ☞ 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.
- ☞ 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 vegetables with low-fat dip, whole-grain bread, baked or grilled meats and fruit for dessert.

Source: Alberta Cancer Board and USDA Food and Nutrition Service

VOICE YOUR CHOICE:

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

EFFORTLESS AND 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.

Healthy Eating Relationships

As children grow, they learn to assert more independence and want more control over their life, including over their dietary habits. However, parents still have a role to help their children to adopt healthy eating habits that will set their children up for a healthy future.

For children

- ☞ Be the leader with family meals and food selection.
- ☞ Establish guidelines for food away from home and time limits for snacks.
- ☞ Accept suggestions for your menu after your child masters food acceptance.
- ☞ Combine familiar foods with one new food to continually encourage trying new foods.

For adolescents

- ☞ Expect your adolescent to feed him or herself responsibly, including participating in family meals.
- ☞ Teach your child to plan and prepare family and independent meals.
- ☞ Continue your leadership role with family food selection.

Family Meals

- ☞ Respect your child's likes and dislikes, but remember that it is your child's job to learn to eat most of the foods that you eat. Do not try to please every eater with every food.
- ☞ Try to avoid too much or too little hunger as both will result in a child behaving and eating poorly.

**“You do the what, when and where of feeding;
your child does the how much and whether of eating.”**

Source: “Your Child’s Weight: Helping Without Harming” and “Secrets of Feeding a Healthy Family.”
Ellyn Satter (2005). www.ellynsatter.com



Talking to Kids About Tobacco

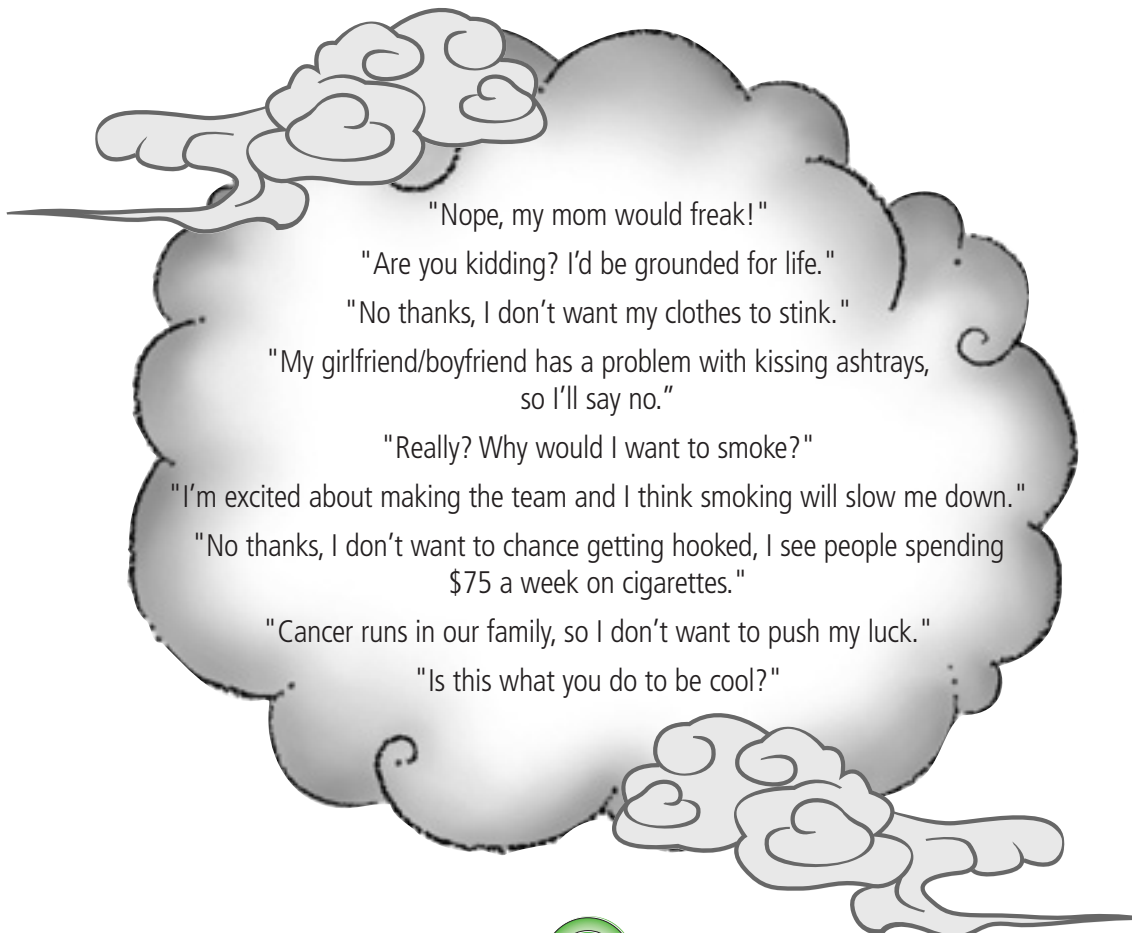
It's never too early to talk to your children about tobacco. Research indicates children whose parents talk to them about smoking are less likely to start. That's especially true if a parent is a smoker. Talking about tobacco works. Take a stand at home and talk directly to children about the risks of 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, mention the things he or she might miss out on if they were sick.
- ✂ Talk about the damage tobacco can do in terms your child/youth can relate to. Discuss not only the long-term effects like cancer, but also 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 to make up new ones:



Relationship Choices	
Interactions	R(K-9)-5

Students will develop effective interpersonal skills that demonstrate responsibility, respect 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. 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 five years
 - b. 5 to 10 years
 - c. 20 to 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. Seven seconds
 - b. 30 seconds
 - c. One 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 him or her 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 five years
 - b. 5 to 10 years
 - c. 20 to 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. Seven seconds
 - b. 30 seconds
 - c. One 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 Web site at www.aadac.com.

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

SCHOOL



Creating Supportive Environments in School Communities

BANNER MOTIVATION

Equipment: Ever Active Schools (EAS)/Live Outside the Box (LOTB) banner, highly visible place to hang it, stakeholder creativity

Organization: LOTB encourages youth aged 10 to 14 to get active and reduce screen time.. Ever Active member schools can apply for an EAS/LOTB banner from the EAS office and use it as an incentive for youth to decrease their screen time.

- ✂ Have the school community sign the banner prior to a pep rally to kick off your LOTB initiative. Unveil the banner at the pep rally.
- ✂ Students, staff and parents record their physical activity levels and screen time reduction in a log book or journal. Once levels have reached a certain point (e.g., 100 hours) successful participants are able to sign the banner.
- ✂ Unveil the banner at the first school community meeting of the year (e.g., meet the teacher). Distribute paper to collect ideas on how to reduce screen time and increase physical activity. Have your leadership students organize the information and “publish” the ideas in the school newsletter.

DEFINITION: BULLY

Equipment: two to three staff, administrators, student leaders, class time

Organization: Begin with an anonymous paper and pencil survey of students to ask what constitutes bullying at your school. Ask for specific examples of what bully behaviour is and how students can begin to address these issues. Have a team of students, staff, parents and administrators organize the information and share it with the school community.

- ✂ Put up posters describing what bullying is, in the words of the students.
- ✂ Work with students to write and perform a drama, based on the information collected. Perform at a school assembly, parent meeting or large school event.
- ✂ Develop a one to two day lesson plan for teachers that summarizes information from the survey. Allow students the chance to react and discuss the findings and move towards solutions.

Ever Active Schools

The mission of the Ever Active Schools (EAS) program is to partner with Alberta schools and contribute to the development of children and youth by fostering social and physical environments that support healthy, active lifestyles. Schools reflect upon the four E’s (Education, Everyone, Everywhere and Environment) as they create a Game Plan to reach goals, involve stakeholders and move towards being a healthy, active school community. The ideas are gathered into a growing document and shared with all member schools as Promising Practices. School communities are then able to read, expand and implement ideas that have worked for others. The following ideas are taken from the Environment section of Promising Practices 2005: Schools and communities work together to develop policies and procedures that create physical and social environments supportive of healthy, active lifestyles.

STUDENT LEADERSHIP RETREAT

Equipment: teachers, administrators, students with leadership potential, outdoor camp, community leaders

Organization: Take a group of potential student leaders on a retreat. Use the opportunity to develop mentor relationships between current and future leaders (e.g., Grade 9 students and Grade 7 students), forge bonds and develop a comprehensive plan to promote healthy choices in your school community. Be sure to schedule time for team building, physical activity, brainstorming, proper nutrition, school planning and play. Consider an overnight retreat at a local camp (or sleep over at the school over a weekend) and be sure to have representatives from more than one grade level in attendance. Invite local community leaders as guest speakers or workshop leaders. Ask previously uninvolved staff members and administrators to be a part of the event and discuss staff mentorship to ensure continuity from year to year.

AN APPETITE FOR HEALTHY CELEBRATIONS

Equipment: fresh fruit or vegetables, healthy snacks

Organization: When planning class parties or celebrations, encourage and require healthy alternatives to the usual pop and chips. Options include fresh fruit, vegetable plates, whole wheat breads and crackers, real cheese and milk or juice. Invite parent volunteers to help with preparation. Survey students in your class to find out what types of healthy foods they enjoy and plan accordingly. Consider conducting a school wide survey and sharing this information with staff, parents, the school store and local community providers.

Source: Ever Active Schools,
www.everactive.org



Success Story!

Footloose Fridays started as a Walking School Bus event from the local grocery store at Michael A. Kostek School in Edmonton on Earth Day and then Clean Air Day in 2004. Students were dropped off at the store and the store provided refreshments to students and parents alike. Mascots led the students to school and many classes had 100% participation. Classes with the highest participation received the Golden Shoe award. The school has participated in International Walk to School Week, Guinness World Challenge Day and, today, students walk to school every week on Footloose Friday.

Creating Supportive Environments in School Communities

Go Girl!



The Be Fit for Life Network supports Alberta communities to participate in physical activity through many different programs and services. One great example of a supportive environment for a healthy lifestyles come from the Kevin Sirois Be Fit For Life Centre in Red Deer College. This Centre took the initiative to develop a Go Girl committee in 2004. The committee included local teachers from the public and catholic school divisions, David Thompson Health Region (DTHR), City of Red Deer employees, Red Deer College Kinesiology students and community members. The group decided to target Grade 5 girls as teachers had identified a decline in physical activity when girls transfer from elementary school to middle school. The girls either start playing on sports teams and get involved within the school or drop out all together. The group decided it was important to expose the girls to activities they may not have tried before, with a combination of sports and individual activities, in hopes that these girls would identify with some type of activity as they transfer to middle school.

The Red Deer Go Girl committee has now offered two very successful Go Girl events with a total of 549 Grade 5 girls at each event. The committee continues to grow with enthusiastic members wanting to help with this very large and exciting day. Each of the committee members contribute in different ways to support the event with their expertise and skills.

- ✂ The City of Red Deer Collicutt employees help organize the facility, the food and session leaders.
- ✂ Catholic and public school teachers are the liaison between the committee and the schools. They are responsible for getting all of the information about the event to the schools in their division, collecting fees, organizing transportation, administering waiver/consent forms and organizing high school and teacher volunteers.
- ✂ DTHR staff are in charge of the healthy eating and body image sessions as well as the healthy lunch ideas that are sent to the girls prior to the event. The girls are then asked to bring a healthy lunch for the very active day. The staff also assist in the development of promotional items, such as a lunch bag with Canada's Food Guide to Healthy Eating and a water bottle with water consumption recommendations.
- ✂ The Kevin Sirois Be Fit for Life Centre is in charge of overseeing all of the committees, applying for grants, finding sponsors, organizing session leaders and applying physical activity expertise.
- ✂ Red Deer College Kinesiology and community members help with the promotional items, snacks, t-shirts, water bottles, lunch bags, posters and advertising of the event within the community.
- ✂ Many community partners also support the event, including Community Savings, North Star Sports, Wal-Mart and Save On Foods.



Red Deer Go Girl 2005
Picture

Overall, the event is supported by partners within the City of Red Deer. The committee is very productive and supportive and has all of the elements needed to run a successful event. The partnerships and connections that have been developed through the Go Girl event have transferred to other projects and activities. The group is able to access partner expertise and rely upon each other, when needed.

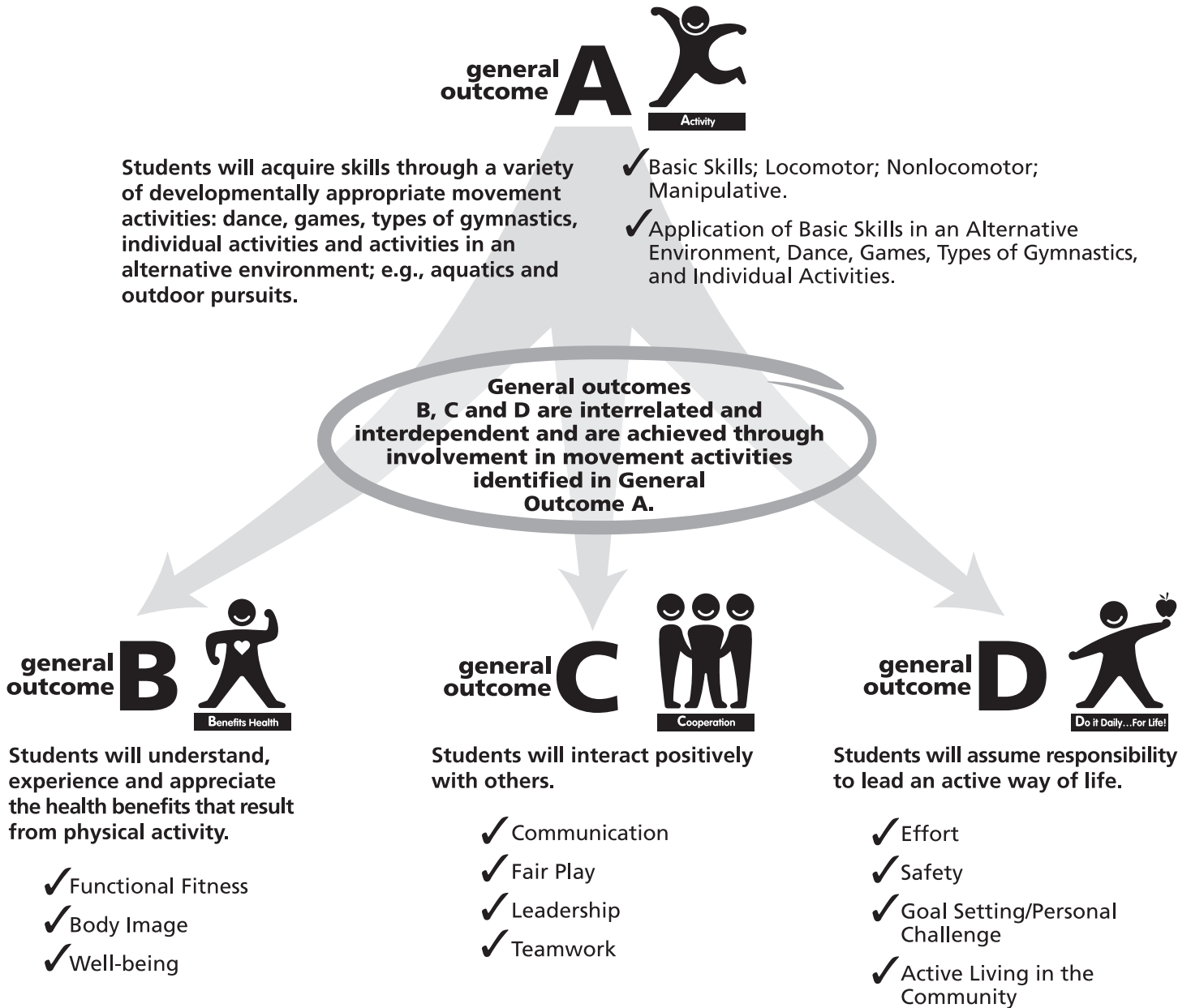
The committee is very excited to have a new partnership with the In Motion Network (www.inmotionnetwork.org) for the 2006 Go Girl event. Everyone sees the value in the event and wants to be involved with such a positive, uplifting day. The committee is always looking for more partners to work together to create active and healthy school communities.

For more information on the Red Deer Go Girl committee, please contact Denise Klein 342-3134. For other Go Girl events, please contact your local Be Fit for Life Centre. See page 51 for contact information.

Source: Be Fit For Life Network, www.befitforlife.ca

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.



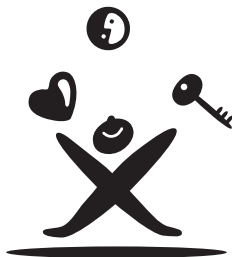
Resources available to support implementation:

- Physical Education Online
English: www.education.gov.ab.ca/physicaleducationonline
French: www.education.gov.ab.ca/educationphysiqueenligne

- Resources @ 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
 - Administrator's Overview, K-12 Physical Education
 - Physical Education Resource Guide
 - Daily Physical Activity (DPA) School Handbook
 - Video-Daily Physical Activity Initiative – Creating a Desire to Participate

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
 - Health & Life Skills Kindergarten to Grade 9 Guide to Implementation
English: LRC Product #495674, French: LRC Product #529315,
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, Assessment Materials – Public Domain



June Activity Calendar

Live Outside the Desk



SUN	MON	TUES	WED	THURS	FRI	SAT
Live It Everyday! June is Recreation and Parks Month				1 Fitness Spelling	2 Wink Switch	3 Fun Run/Walk
4 Clean the Yard/ Gardening Day	5 Environment Aerobics	6 Commuter Challenge	7 Clean Air Day	8 Trash Ball A(K-30)-1	9 Gutter Ball Race	10 FREE Camp
< --- Environment Week! - Commuter Challenge --- >						
11 Make and Fly a Kite	12 Jolly Jumping	13 Disc Golf A(K-30)-3	14 Walking Wednesday	15 Twenty Up	16 Tinikling	17 Community Choose Well Challenge
18 Try something new FATHERS DAY	19 Key Up	20 Bicycle Races	21 Walking Wednesday	22 Mission Possible	23 Make a Move	24 Bocce on the front lawn
25 Family Disc Golf	26 Rock Paper Scissors Baseball	27 Locker Clean Up	28 Walking Wednesday	29 Speed Rabbit	30 Limbo	Tennis Court Challenge

- SCHOOLS CAN:**
- ⌘ Share the calendar with each teacher and encourage/reward participation each day
 - ⌘ Use activities to energize staff meetings and student assemblies
 - ⌘ Challenge students/staff to create an individual school series of calendars with one featured activity per week to promote physical activity.

- COMMUNITIES CAN:**
- ⌘ Share ideas and activities with recreation leaders
 - ⌘ Post the calendars and provide copies to recreation centres, pools, community bulletin boards
 - ⌘ Encourage local businesses to be active and use the calendar activities with their staff
 - ⌘ Join students at school during their lunch break for Walking Wednesdays and support active living in the community

- PARENTS CAN:**
- ⌘ Make time in the weekend schedule to try the activities together with their children
 - ⌘ Talk to children and get feedback about what family activities they would enjoy
 - ⌘ Set aside a small portion of the household budget for physical activity and equipment for the family to enjoy together (bocce, disc golf)

Canada's Physical Activity Guides for Children and Youth recommend that students increase the amount of time they are active by 90 minutes, and decrease the amount of time they are inactive (e.g., watching TV, playing video games, surfing the net) by 90 minutes per day. 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 or call 1-888-334-9769.

Source: Schools Come Alive, www.schoolscomealive.org

The activities shared in this June 2006 Activity Calendar are intended to support teachers create healthy, active classrooms and are best offered in addition to 30 minutes of quality daily physical education. The

clock symbol



indicates variations are shared in the description of the activity to facilitate student learning during a 30-minute lesson. For more ideas, visit www.schoolscomealive.org

Fitness Spelling was adapted with permission from Everybody Move! Daily Vigorous Physical Activity, CIRA Ontario, www.ciraontario.com.

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 to invite buddy classes or parent volunteers to join you. For extra fun, look for different community landmarks (Grade 1 social studies), different kinds of waste products (Grade 4 science), different kinds of triangles (Grade 6 math) or objects that begin with each letter of the alphabet.

FITNESS SPELLING

Post a list of physical activities – one for every letter of the alphabet. Pairs of students work together to spell words by performing the actions of the letters. One partner chooses a word and performs the actions while the other partner guesses the word. Consider having one student ask a review question and the other perform the actions to spell the answer. Challenge students to create new activities for each letter of the alphabet. Sample actions might include:

- A – Alternate knee lifts 20x
- B – Bicycle pumps 20x
- C – Calf raises 20x
- D – Dips 10x
- E – Energizer bunny hops 20x
- F – Free dance your favourite moves 30 seconds
- G – Gluteal kicks 10x each leg
- H – Hand jive
- I – Intense marching on the spot
- J – Jumping Jacks 20x
- K – Kick your heels together 10x
- L – Lunges on each leg 10x
- M – Mountain climbers 15x
- N – Note your heart rate
- O – hOp on each foot 10x
- P – Push ups 5x
- Q – sQuats 10x slow and controlled
- R – Run on the spot 15 seconds
- S – Skip on the spot with high knees 20x
- T – Tae Bo kicks front and back 10x each leg
- U – YOU stretch it – reach high and low
- V – V-sit 20 seconds
- W – Walk around the room once
- X – Cross-over steps 10x each direction
- Y – Yodel for 10 seconds with your best voice
- Z – Zig zag jumps from side to side 20x

WINK SWITCH

Groups of eight or more students stand in a circle and, without talking, make eye contact and wink/blink with another student in the circle. When students wink at each other, they agree to switch places and switch as quickly as possible. One student starts in the middle of the circle and tries to take the place of one of the students switching places. Discuss strategies for anticipating when strategies for spotting when students might switch places as well as for winking and switching without being caught in the middle.

ENVIRONMENT AEROBICS

Have students work in pairs or groups of three to write an eight-line poem that promotes environmentally-friendly activities, clean air and good health. Each group creates arm and leg movements or dance steps to go along with its poem. Once finished, have each group share its 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.

COMMUTER CHALLENGE

It's Environment Week! Take part in Clean Air Day as well as the Commuter Challenge and, while you're at it, why not invite the local police or health region 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, wheel, cycle, take the bus or car pool to school. Get involved in the One-Tonne Challenge and reduce your annual greenhouse gas emissions by one-tonne – use less energy, conserve water and resources and reduce waste. Visit the Go For Green Web site for more information about Active and Safe Routes to School, how to set up a walking school bus, the Commuter Challenge and more www.goforgreen.ca.



TRASH BALL



Activity	
Basic Skills	A(K-9)-5
Application of Basic Skills	



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, fairplay and etiquette.

Share with students that the intent of the activity is to practise and refine the way we send and receive (throw and catch, kick and trap) the trash ball. To create a trash ball, crumple recycled paper or newspaper into a tight ball and wrap with duct tape. Have each student start with his or her own ball and challenge students to throw and catch in a variety of ways. For example, throw and catch with both hands, with right hand, with left hand, throw and clap hands twice and catch, throw, turn around and catch, throw while standing and catch while sitting, either on the ground or on a chair. Challenge students to throw and hit a target on the wall – these may be posters, spots or bricks. Allow students to choose the distance away from the target they will throw. Progress to throwing and catching with a partner, taking a step further apart after 10 successful throws and catches. Practise throwing overhand and underhand with both right and left hands. Challenge pairs to throw and catch two balls at the same time. After throwing and catching, try kicking.

GUTTER BALL RACE

Cut empty paper towel, toilet paper or poster rolls in half lengthwise to make gutters. Challenge groups of four to five students to use the gutters to roll a small ball from a designated start line into a bucket or water bottle a short distance away. Should the ball touch a group member's body or fall to the floor, the entire team must return to the start and begin again. Challenge students to roll the ball into a bucket that is placed around the corner, up stairs or under an obstacle from the start line. For extra fun, consider using rolls of toilet paper that have not been cut in half lengthwise and challenge students to complete the same task.



JOLLY JUMPING

Jumping is a great way to increase bone density and requires little equipment. Try Chinese skipping with elastic bands that can be purchased from dollar stores. Tie the ends of the elastics together to form one large loop. Two students stand two to three meters apart, with the elastic band stretched around their ankles. One 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 but, 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.

DISC GOLF



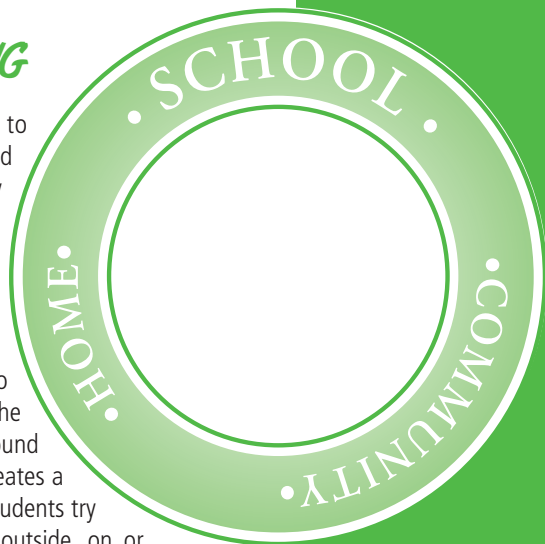
Activity	
Basic Skills	A(K-30)-3
Application of Basic Skills	



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, fairplay and etiquette.

Share with students that the intent of the activity is to send objects with increasing accuracy. Provide every student with a Frisbee or other disc. Challenge each pair of students to design a disc golf hole, using a variety of equipment. Each hole must have a starting line or tee and a target (e.g., felt pen or relay baton to knock over). Once the course has been designed, have each pair of students start at a different hole and work their way through the course by throwing their disc from the designated start line and trying to knock over the target with the least number of throws. Students should each throw their disc from the start line and then alternate throws, starting with the student whose disc is furthest from the target.



Trash Ball, Jolly Jumping and other activities can be found in Alberta Education's Daily Physical Activity: A Handbook for Grades 1-9 Schools (Draft). www.education.gov.ab.ca/k_12/curriculum/bySubject/dpa.asp.

Gutter Ball and other activities can be found in the Schools Come Alive Amazing Race for School Communities workshop handout, www.schoolscomealiv e.org.

Success Story!

A staff member at an Edmonton elementary school leads all staff in an energizing activity at the beginning of each staff meeting. Every staff member then receives a colour-coded card with the description of the activity. Each card is a colour-coded, hole-punched card with the description of the activity. Blue card = no equipment needed; white card = appropriate for a small space; pink card = appropriate for outdoors. At the end of each staff meeting, teachers have another activity card to add to their ring of ideas.

TWENTY UP

Groups of two to three students work together to acquire 20 points. Groups earn points by throwing an object so it lands inside a hoop. Students identify three lines, each a bit further from the hoop target. A successful throw from the closest line is worth one point, the middle line two points and the farthest line is worth three points. Stand a relay baton inside each hoop. Should a group successfully throw a beanbag in the hoop and knock over the relay baton, it doubles the score on that throw; e.g., a throw was successful from the two point line and knocked over the baton – the throw is worth four points.

TINIKLING

Tinikling is the national dance of the Philippines and imitates the movements of the tikling birds as they walk between grass stems, run over tree branches or dodge bamboo traps set by farmers. Students replicate the grace and speed of the tikling birds as they jump over and around large sticks/poles. Each group of three to four students needs two long sticks/poles (e.g., broom handles, high jump poles, long poster tubes) and two beat boards (e.g., textbook, block of wood). Two students each hold an end of the sticks – one stick in each hand while the other students in the group dance. Strike the sticks on the boards twice and then once together. The three-count basic tinikling step, starting standing to the left of the sticks is:

- 1 – step with right foot into the centre of the sticks
 - 2 – step with left foot into the centre of the sticks
 - 3 – step with right foot to the right of the sticks and lift the left foot
-
- 1 – step with the left foot into the centre of the sticks
 - 2 – step with the right foot into the centre of the sticks
 - 3 – step with the left foot to the left of the sticks and lift right foot

Start by teaching the basic step with sticks. When ready, students can progress to including the tapping of the sticks and music. Challenge students to create new three-count patterns that include crossover steps, turns and jumps.

KEY UP!

Students stand facing a partner, preferably in two single lines. Politely introduce yourself to your partner and show a sign of respect by bowing forward. The teacher explains the first partner challenge activity and then shouts “one, two”. Students take a deep breath in and forcibly exhale, shouting “key-up”. Partners then complete the challenge activity. After completing the challenge, one line of participants remains stationary, while the other line shifts one person to the left – the person at the end of the line moves to the front. Repeat from the formal introduction with the new partner, sign of respect and new challenge. Partner challenges might include thumb wrestling, toe touching (i.e., where partners hold right hands and attempt to touch each other’s toes) and sitting down and standing up while back-to-back with elbows linked.

BICYCLE RACES

Move desks or tables close enough together so that students can support themselves between two desks on their hands or forearms. On the signal to start, students lift their feet off the floor and pedal their feet as fast as they can. After 30 seconds, stop and record heart rate. Rest while a partner pedals for 30 seconds. Then, pedal feet for one minute – record heart rate immediately after pedalling. Continue pedalling for as long as possible, then stop and record heart rate. Record heart rate again one minute after stopping – by how much did the heart rate decrease? Discuss the effects of activity on heart rate. Consider graphing individual heart rates or calculating the average heart rate for the class.

MISSION POSSIBLE

Students attempt to travel on as many parts of the creative 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), touching metal, or touching mines such as beanbags, metal or the ground. The guardian quietly says caught when he or she see a mistake and then the pair switches roles and the new adventurer begins a turn. Continue switching roles.

MAKE A MOVE

Your turn to create an activity that requires limited equipment and can be done in alternate spaces. Engage your students, be creative and get everyone in your school moving. Be sure to share your ideas so they can be shared with teachers throughout the province in future activity calendars. Call or e-mail anytime 780-454-4745 or admin@schoolscomealive.org.

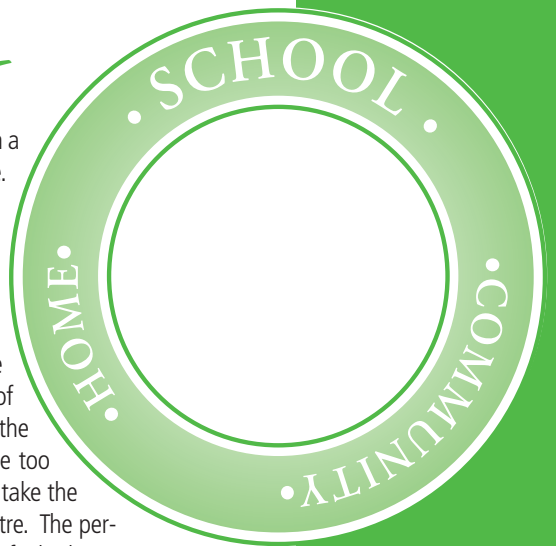
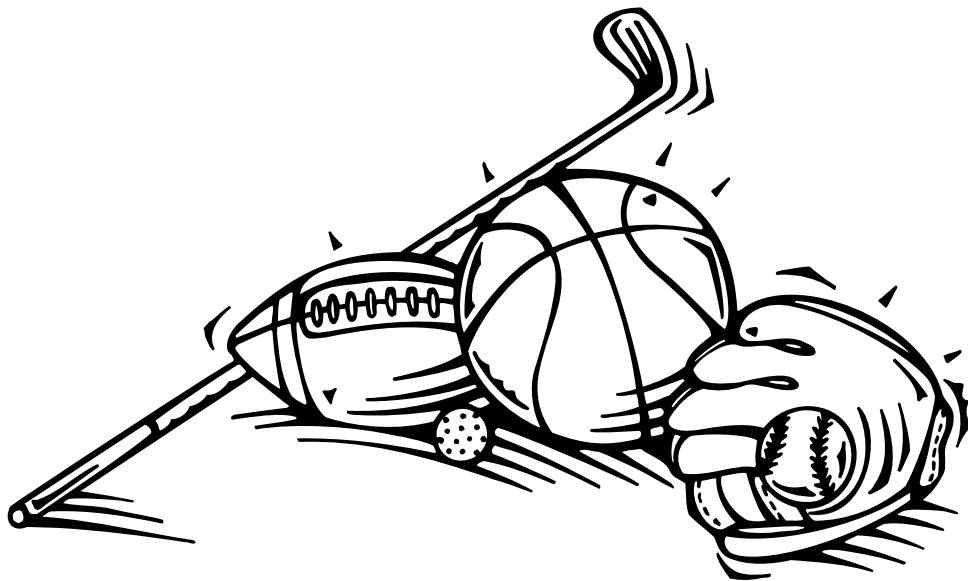
ROCK PAPER SCISSORS BASEBALL

Two teams of two to three players set up a diamond, using beanbags, books or other markers for the bases. Team A starts standing in a line to the right of home plate and will move counter clockwise around the bases. Team B starts standing in a line to the left of home plate and will move clockwise around the bases. Each team is trying to score runs by successfully moving around all the bases back to home plate. The first player from each team meet at home plate and play rock paper scissors. Rock crushes scissors, scissors cut paper, and paper covers rock. The player who wins starts to move around the bases in the appropriate direction. The player who loses returns to the end of his or her team line. While the winner is travelling the bases, the second player from the losing team travels the bases in the opposite direction and meets the first player who won. When the players meet, they stop and play another round of rock paper scissors. The player who wins continues around the bases and the player who loses returns to his or her team line, signalling the next player to begin travelling the bases in an attempt to stop the winning player before he or she can complete a round of the bases. Challenge students to move, using various locomotor patterns, such as walking heel-toe, hopping on one foot or crab-walking.

SPEED RABBIT

The group starts by standing in a circle, one player in the middle. The person in the centre begins by pointing at another player and saying the name of an animal or action (see list below). The player that was pointed to, as well as the players to the left and right of the one pointed to perform the appropriate action. If they are too slow, or make a mistake, they take the place of the person in the centre. The person in the centre is the judge of whether or not a mistake has been made. Introduce actions one at a time. Animals and actions include:

- Moose** player holds two fists in front of face to create a moose's long nose; partners place hands near player's head to form antlers.
- Rabbit** player makes whiskers with extended fingers; partners make ears near player's head.
- Mosquito** player makes a "v" with fingers of one hand and places index finger through the "v" in front of face to create a "stinger"; partners stand close to player and make a buzz sound.
- Dog** player bends over; partners lift up one leg – the leg closest to the player.
- Road Kill** player crouches down; partners place one foot above player.
- Elvis** player imitates his or her favourite Elvis pose; partners stand close and scream with glee like Elvis fans.



Success Story!

To promote the Live Outside the Box campaign, students of a K-9 school in Fort McMurray were asked to bring a cardboard box to school. Students then created activities that somehow incorporated the box and shared their ideas with others.

Speed Rabbit and other activities can be found in the Teacher Resources – Teaching Tools – PDF Resources section of the Physical Education Online Web site, www.education.gov.ab.ca/physical-educationonline or in French at www.education.gov.ab.ca/education-physiqueenligne.

Success Story!

At a Calgary school, a group of students called the "SummerActive Crew" visited all classes dressed ready for physical activity and promoted healthy lifestyles by performing an interactive skit and leading the students in a short energizing activity. Students leading students!

Weekend Activity Ideas for the Whole Family

FUN RUN WALK

Participate in a local fun run or walk to help raise funds or awareness for local charities. Be sure to dress for the weather, drink plenty of fluids and stretch following the run/walk. Invite a few friends and family members to join you.

CLEAN THE YARD/ GARDENING DAY

Slap on the sunscreen, a hat and the gardening gloves and head out into the yard for a day of adventure. Consider planting flowers or picking the weeds in your yard or in a neighbour's yard.

FREE CAMP

The Alberta Recreation and Parks Association (ARPA) and the Active Living Alliance for Canadians with Disabilities team up Camp Horizon to offer an integrative experience for youths with and without disabilities, aged 15 to 20 for FREE. Activities include hiking, trail rides, rock climbing, high/low rope courses, artistic expression sessions, campfires and much more. Check the www.diversity.arpaonline.ca Web site for camp dates, details and pictures.

MAKE AND FLY A KITE

Use pieces of bamboo or plastic, a bit of tape or glue, a garbage bag or paper and some string, make a kite with your family and fly it in a nearby park or field. Be sure to avoid power lines and enjoy. Many Web sites offer step by step instructions for building a home-made kite. Check them out.

COMMUNITY CHOOSEWELL CHALLENGE

The Community Choosewell Challenge is sweeping across Alberta, recognizing communities for their innovative programming, promotion and participation in community partnerships to encourage residents to make positive changes to their physical activity and eating habits on the road to healthy living. The Challenge is part of the Government of Alberta's Healthy U initiative to get Albertans to eat right and get active. Visit www.healthyalberta.com for more information or check with your own community to see how it is taking part in this fun challenge.

TRY SOMETHING NEW

Summer recreation opportunities are endless. Consider inline skating, biking, walking, hiking, swimming and taking advantage of local facilities.

BOCCE ON THE FRONT LAWN

Two teams of one to four players are needed to play bocce. Each team must have different coloured balls (e.g., red vs. blue, clean vs. dirty). One team starts by throwing a target ball (smaller than the rest) onto the playing field 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 again by throwing the target in a different direction. Consider using bocce balls, clean and dirty softballs or balls of white socks and coloured socks.

TENNIS COURT CHALLENGE

Head over to the community tennis courts and play a game over the net. If racquets are available, give tennis a try or bring a beach ball or rolled up socks and create a hand or kicking game.



Activity Station Ideas Gymnasium



Upper Body Strength

Equipment: scooters, rope, jump ropes, beanbags, medicine ball

Organization: Students in groups work through a number of stations to develop upper body strength. Consider alternating strength stations with flexibility or cardiovascular endurance stations. Play music while students engage in activities.

- ⌘ Tug-of-war (standing, sitting, kneeling)
- ⌘ Scooter obstacle race or course – students may only use their arms to move the scooters
- ⌘ Jump rope – perform a variety of tricks
- ⌘ Wall push-ups (tape on the floor to mark 3 different intervals away from the wall)
- ⌘ Throw/pushups – partners play catch with a bean bag between push-ups
- ⌘ Partner catching with an appropriately sized and weighted medicine ball

Inclusion: Provide a picture of the activities and suggest students with developmental disabilities work with a partner. Provide a range of equipment options: have Dynabands available for students with limited upper body mobility, offer balls (both medicine and other alternatives) that range in size and weight. Provide the option to sit for students with mobility impairments.

Source: *Physical Education Online*,
www.education.gov.ab.ca/physicaleducationonline



Benefits Health	
Functional Fitness	B(K-30)-2

SCHOOLS CAN:

- ⌘ Share ideas with all staff responsible for teaching Physical Education
- ⌘ Organize an after school fitness club for students and staff using the activity station ideas
- ⌘ Apply for grants and seek funding sources to enhance the space and equipment available for physical activities
- ⌘ Encourage staff to be active with students in a variety of ways (clubs, coaching, classroom integration).

COMMUNITIES CAN:

- ⌘ Provide expertise to schools (recreation/fitness leaders) and supportive environments for members of the school communities to continue to be active after school hours
- ⌘ Share ideas with local community leagues to offer activity sessions for members and their families
- ⌘ Collaborate with schools to support activity days and themed events.

Crab Soccer

Equipment: four floor hockey nets, four rhino skin balls (soccer ball sized)

Organization: Place the nets in the four corners of the space. Each team defends its net, marked with a pinnie tied on top, and tries to score on all other teams. Players must remain in the crab walk position at all times (i.e., belly button facing the roof, body lifted by arms and legs). The ball can only be contacted with the feet. Teams may score on any other team, but may not score against the same team twice until they have scored against each team once. There are no set goalies (no one may use their hands) and all four balls are in play at the same time.

Inclusion: Provide teams with pinnies to ensure students are aware of who is on which team. Offer hockey sticks to students who are wheelchair users so they can pass the ball. Allow students who lack the strength and/or balance to crab walk to use scooters to move around.



Activity	
Application of Basic Skills	A(K-30)-11

PARENTS CAN:

- ⌘ Support learning and activity in schools with continued commitment at home to physical activity and fitness
- ⌘ Allocate resources to help create activity spaces within the school and community that are safe and fun for families
- ⌘ Encourage administration to timetable and plan for students to be active throughout the school day.



Success Story!

In preparation for an activity day, staff at a school in the Peace country contacted their local hospital for support. Instead of asking students to carry around a passport to be stamped at each station they visit during the activity day, the hospital provided wrist bands for every student to wear. The wrist bands were punched with a different shape at each activity station the students visited. The hassle of lost, stolen, or soaked passports was alleviated and everyone could focus on being active and having fun!

Funky Furniture

Equipment: mats, a variety of optional equipment, such as balls, ropes and pylons, to be used as props

Organization: Form groups of 5 to 10 students. Choose a room in a house, such as the kitchen and instruct groups to demonstrate an appliance or piece of furniture in that room. For example, a group may choose a blender, refrigerator or frying pan with bacon in it. After five minutes of planning, have each group demonstrate its furniture while the others guess and identify criteria met.

- ⌘ All group members must be involved in the display
- ⌘ Depending on age and ability, each group needs to include two levels (e.g., low, medium or high), at least one locomotor and one nonlocomotor movement and at least one type of support (e.g., front, side or back)
- ⌘ Use a two to one person base ratio, meaning that two people support the body weight of one person – no full body supports

Inclusion: Use peer tutors to ensure everyone is involved and has the opportunity to participate. Provide pictures of furniture to stimulate ideas and creativity. Allow students who are easily distracted to work in smaller groups or with a partner.

Source: *Source: Alberta Education's Daily Physical Activity: A Handbook for Grades 1-9 Schools (Draft)*
www.education.gov.ab.ca/k_12/curriculum/bySubject/dpa



Cooperation	
Leadership	C(4-10)-4

Musical Fitness Stations

Equipment: Skipping ropes, pylons, medicine balls, socks

Organization: four to five students begin at each of the stations set up in the gym. Be sure to review safety considerations at each station before beginning. On the signal to begin, students complete the activity outlined at each station for 30 seconds and then rest for one minute as they move to the next station. Be sure to include a variety of cardio, strength and flexibility stations. Create a CD where the stopping and starting of the music indicates when to stop, change and begin at a new station.

Station ideas might include:

- ⌘ skipping
- ⌘ wall/knee/one leg/tricep push-ups
- ⌘ stretching
- ⌘ seal walk (i.e., pulling yourself across the floor using only your arms with legs dragging behind)
- ⌘ bench step-ups
- ⌘ throwing a medicine ball with a partner
- ⌘ water break
- ⌘ triangle tag
- ⌘ dot drill (i.e., place a 3x3 grid of dots on the floor, students jump in various patterns e.g., one foot on every dot, diagonally)
- ⌘ ball wall squats
- ⌘ balance board
- ⌘ line touches
- ⌘ stability ball exercises
- ⌘ mountain climbers (in front prone position, bring alternate knees to chest)
- ⌘ Dynaband stretches
- ⌘ line dancing
- ⌘ hip hop
- ⌘ sock run (i.e., place a sock on each toe over top of the shoe, hold a front prone position and alternate sliding feet in and out)

Variation/Inclusion: Have students design and create a circuit station. Provide a picture at each station and encourage students with developmental disabilities to move through each station with a partner.

Source: *Schools Come Alive – Fitness Frenzy workshop handout*,
www.schoolscomealive.org



Benefits Health	
Functional Fitness	B(2-30)-3

Activity Station Ideas Small Spaces



Sponges Galore

Equipment: one sponge per person, one hoop per two to four people

Organization: Lead students through the following sequence OR make a poster outlining the sequence that students can follow.

- ✂ Squeeze sponge, flip from fingers and catch – try the other hand
- ✂ Hold sponge between two hands at eye level, drop and catch before it hits the floor
- ✂ Repeat. Add a clap before catching / add several claps / roll both hands forward around each other / roll hands backwards / roll hands forwards and backwards before catching the sponge again
- ✂ Drop sponge, spin body around before catching
- ✂ Drop sponge, clap, spin body and catch
- ✂ Try some of the same activities where a partner drops the sponge
- ✂ Repeat with two sponges
- ✂ Repeat, but partner starts with back to you and, on a count of three, turns and catches sponge
- ✂ Make up new sponge tricks and challenge classmates

Inclusion: Students with developmental disabilities may find it easier to mirror a partner as they move through the movements. Providing students with verbal cues to help those who have difficulty following instructions. Encourage students to be creative and develop their own moves.



Activity	
Application of Basic Skills	A(K-9)-5

Source: K-12 Physical Education Guide to Implementation, page 228,
www.education.gov.ab.ca/k_12/curriculum/bySubject/physed

Beat Challenge

Equipment: one small object (e.g., beanbag, koosh ball, hockey puck) for every two students, music

Organization: This activity challenges students to move to the beat of music while completing various tasks. Pairs of students sit on the floor one meter apart and face each other. Place a beanbag between each pair – each student will move to the beat of the music and try to grab the beanbag before his or her partner when the music stops. Change partners after each challenge.

To move to the beat of the music, students might:

- ✂ Tap hands on knees
- ✂ Tap hands on shoulders
- ✂ Clap hands
- ✂ Clap hands, touch knees, touch shoulders (repeat)
- ✂ Do crunches to the beat of the music
- ✂ Alternate hands in a front support position to the beat of the music
- ✂ Alternate feet in a front support position
- ✂ Create a move

Inclusion: The partner of a student using a wheelchair could sit in a chair with the beanbag on a desk between them. Use a brightly coloured object to increase the motivation for students with autism or developmental disabilities. Consider using two objects, one placed closer to the child with a disability and one farther from their partner. When the music stops, each partner attempts to grab his or her own object. Use a verbal prompt to remind students with developmental disabilities what to do when the music stops.

Source: Alberta Education's Daily Physical Activity: A Handbook for Grades 1-9 Schools (Draft)
www.education.gov.ab.ca/k_12/curriculum/bySubject/dpa



Activity	
Application of Basic Skills	A(K-30)-9

Success Story!

Junior high students at an Edmonton area school led the elementary students from their designated feeder school through activity stations they had created during Physical Education class. The Junior High students created and organized the necessary materials and promoted the importance of having fun while being active.

Magic 15

Equipment: index cards with operations (+, -, x, /), deck of playing cards, rope, teams of five to seven

Organization: Use as one station to integrate math problem solving with physical activity. Each team holds on to a team rope (skipping rope). The team travels from the start line to a deck of playing cards placed face down 10 meters away. One team member at a time will choose a card. The entire team will bring the card back to the start line while holding onto the team rope and repeat the process until each team member has chosen a card. Using the cards your team has collected as well as the operation cards, create an equation to which the answer is 15. You may add, subtract, multiply or divide the numbers and your team has the option of discarding one card.

Inclusion: Encourage groups to move creatively to provide everyone an opportunity to participate as a team. Suggest students with attention disorders take on the responsibility for the cards to keep them motivated and involved. Encourage students with developmental disabilities to identify numbers on a card if the equations become too complex.

Source: *Schools Come Alive – Amazing Race for School Communities workshop* handout, www.schoolscomealive.org



Cooperation	
Teamwork	C(4-30)-6

Tuna-Tin Golf

Equipment: nine small tuna tins, one large flat button and one small flat button per player

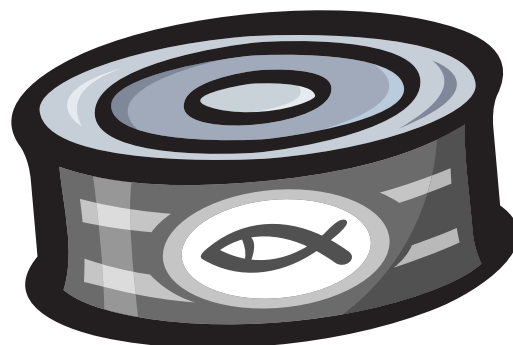
Organization: Label the cans with a number from one to nine. Set out the cans like the nine holes of a golf course or create an 18 hole course. Keep a few feet between each can. Each player starts at a designated tee off spot and shoots for the tin number one. Players shoot by pressing on the edge of the small button with the larger button. After a player gets the button in can number one, take the button out, place it next to the can and try for can number two. Count one point for each shot it takes to get the button in the can. Players can start spread around the course (shotgun start) in pairs, or have groups of 4 set up their own course and play a round.

Inclusion: Ensure "holes" are accessible for students who use wheelchairs. They could be placed on a desk, or perhaps the student could move onto the floor. Provide various equipment options: using a bean bag or small ball in place of the buttons, increase the size or distance of the targets for students who have difficulty with fine motor skill activities. Suggest students work together in partners, taking turns to get the button in the hole.

Source: *More Positive Playgrounds*, page 70, www.positive-grounds.ab.ca



Cooperation	
Fairplay	C(K-30)-3



Activity Station Ideas Outdoors



Thumb Bottle Race

Equipment: one Gallon container, one paper cup for each player, two different colours of tape (or something to distinguish each team), one water source

Organization: Divide the group in half. Distinguish teams by placing coloured tape somewhere visible. Each team chooses a captain. Both captains are then stranded on Pike's Peak, which is located 200-300 yards from Pike's Dam (water source). Each captain is holding an empty gallon container. Each team member is given a small paper cup. The object is to fill the cup with water at Pike's Dam (the only water source allowed) and to fill the captain's container. The first team to have a completely full container wins. The object is to stop the other team before it gets to the captain by spilling its water or throwing water all over the players. The first team to completely fill the gallon container is the winning team.

Rules:

- ⌘ Within two feet of the captain is a free zone and no combat may take place there.
- ⌘ It's best to have neutral people at the dam to fill the cups and have each team fill at opposite ends of the water source.

Inclusion: Establish a free or safe zone where players can pause and take a break for 3 to 5 seconds. Ensure the space is accessible for students who are wheelchair users.

Source: Alberta Recreation and Parks Association, www.arpaonline.ca



Do It Daily...For Life!

Effort	D(K-30)-1
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Variation: One option to increase the difficulty level of the game is to increase the number of captains with empty water containers for the teams to fill. This will keep the game going on for a longer period of time as well as increase the areas requiring coverage by both the offence and defence. You will have more choices of where to place the water acquired and, therefore, you may end up running more.

Frisbee Swat

Equipment: two or more Frisbees, two Chairs, two Cones (or two – 2 L soda bottles), one Rolled up newspaper for each player

Organization: At each end of the playing area, place the chair and set the cone/soda bottle on top of it. The object of the game is to try and knock over the cone that is sitting on the chair in your opponent's end. Team members pass the Frisbees to each other as they work their way down the field. No one is allowed to run with the Frisbee – players can only pass it. Team members hold a pillow polo stick or newspaper in one hand, which is used for knocking down the opponent's Frisbee and they use their other hand to catch and throw their team's Frisbee. Points are awarded for each knock down of the cone/soda bottle. To play the game, teams must attempt to score on offence and, at the same time, manoeuvre around on defence to swat the opponent's Frisbee out of the air.

Inclusion: Balls, which are easier to throw and catch, could be used in addition to Frisbees. Provide each team with pinnies so students are clear as to who is on which team. Students who use wheelchairs could carry the object (Frisbee) on their lap (similar to wheelchair basketball).

Source: Alberta Recreation and Parks Association, www.arpaonline.ca



Activity

Application of Basic Skills	A(K-30)-10
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Variation: To increase the difficulty of Frisbee Swat, you can decrease the size of the object you are aiming for in the opponent's court. A second idea to increase difficulty and skill level is to only allow certain types of passes with the Frisbee (e.g., forehand or backhand). To increase the pace of the game, you could limit the amount of time a person is allowed to hold the Frisbee for before having to pass it or turn it over to the other team. This will increase the pressure placed on the players advancing forward.

Ring it Jump it Relay

Equipment: hula hoops, sticks long enough to jump over

Organization: Organize students into even 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 and then demonstrate the activities.

Part One of the Relay: Ring It

- ⌘ First person in line runs down the floor as far as he or she thinks 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 down the floor, the player has to start over from where it was tossed.
- ⌘ Once the second person in line is hooped, he or she picks up the hoop around him or her and the third person in line runs ahead of the second as far as he or she thinks the next person can toss the hoop. This continues until the team completes the course (usually to a wall and back).
- ⌘ Once the team completes this portion, they continue with part two.

Inclusion: Rather than the hoop encircling the person and falling to the ground, allow students to be "hooped" over their outstretched arm. This would help with students who use wheelchairs who might find it difficult getting a hoop to go over them and to the ground.

Part Two of the Relay: Jump It

- ⌘ First person in line grabs the stick and runs to the designated area and back.
- ⌘ Once he or she comes back, the front person in line grabs the other end of the stick so they each have an end. They 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 stays at the end of the line. The other one who was holding the stick now runs to the designated area and back.
- ⌘ The front person in line then grabs the other end of the stick and the relay continues as before as they encourage the people in line to jump over the stick. This continues until all players have run with the stick.
- ⌘ The team sits down when it has completed the entire relay

Inclusion: Students who use wheelchairs could wheel around those holding the stick. Students with mobility impairments could step over the stick, which is held low to or on the ground.



Cooperation	
Communication	C(4-30)-1

Four Square

Equipment: repainted or chalked large square divided into four equal quarters, one medium sized ball

Organization: Each player occupies a square. Squares are divided into ranks: Ace, King, Queen and Jack. To start the game, the Ace serves the ball by bouncing the ball in his or her square once and then hitting it towards one of the other squares. The receiving player then hits the ball to any other player and play continues until one of the following occurs:

- ⌘ A player hits the ball before it bounces once in his or her square
- ⌘ A player is hit by the ball
- ⌘ A player does not hit the ball before it bounces twice
- ⌘ A player hits the ball out of bounds (it must land in someone's square first)

Once a player is eliminated, he or she goes to the lowest rank and everyone else moves up a rank and the game continues. If there are more than four players, the eliminated player joins the back of the line and the next in line takes the lowest rank.

Inclusion: Encourage students with coordination difficulties to practice the skills of bouncing and passing with a partner before playing the game. Allow students to make more than one mistake before being eliminated. Use a larger, slower moving ball to provide students with more time to react. Begin playing the game with fewer rules (for example, start with allowing the ball to bounce twice) and add them in as students understand the game.



Do It Daily...For Life!	
Safety	D(K-9)-3

Variations: Use a smaller Hula Hoop or use a beanbag tossed into an ice cream pail that the player carries ahead. You may not want to take the chance of students tripping over a stick. Have the students in line do something like a jumping jack when they are touched on the shoulder by the runner when he or she comes back. Once the team has completed both parts, have them see how many times they can go through the circuit in X number of minutes. (Three minutes would be appropriate.)

Source: Physical Education Online, www.education.gov.ab.ca/physicaleducationonline

Source: Positive Playgrounds, page 117, www.positiveplaygrounds.ab.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 and Dietitians to help make the school environment one that fosters skills required for a lifetime of healthy habits. Please share this information with the individual responsible for the food choices within your school; e.g., an administrator, the cafeteria manager (page 36), fundraising committee and/or school council (page 43).

WELL NOURISHED CHILDREN LEARN (AND LIVE) BETTER

- ⌘ 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, while inadequate nutrition contributes to lower test scores, irritability and poor concentration (1).
- ⌘ When at school, most children and youth will eat at least 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 page 37 for ideas to help your school make healthy food choices

POOR EATING HABITS

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

- ⌘ Only 14% of children aged 9 to 12 years consume the recommended five servings of fruit and vegetables daily (2).
- ⌘ 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 is from the Serve Less Often foods (3).

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% (4).
- ⌘ The increasingly high consumption of sugar-sweetened drinks by children is of serious concern. These beverages can contribute to dental decay, are a poor source of important nutrients and are being linked to the high rates of overweight and obesity we see in our youth (5).
- ⌘ Immediate health risks of poor nutrition include undernourishment, iron-deficiency anemia, overweight and obesity, eating disorders, unsafe weight loss methods and dental cavities (6).
- ⌘ Iron deficiency can have an immediate effect on the ability to concentrate and on cognition. In a recent study, youth with iron deficiency anemia or iron deficiency without anemia were 2.3 and 2.4 times more likely to have low math scores than those with no iron deficiency (7).
- ⌘ 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 (8,9).

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

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



(1) Papamandaryis, A. (2000). Breakfast and learning in children: a review of the effects of breakfast on scholastic performance. Breakfast for Learning Foundation. Available from: www.breakfastforlearning.ca/english/resources/materials/papa_report.pdf

(2) TM Videon, CK Manning. (2003). Influences on adolescent eating patterns: the importance of family meals. *Journal of Adolescent Health*, 32: 365-373.

(3) Market Facts. 1997 Canadian Eating Habits 1998

(4) Tremblay, MS, Katzmarzyk PT, Wilms JD. (2002) Temporal trends in overweight and obesity in Canada. *Int J Obes Relat Metal Disorders*, 26(4): 538-43.

(5) RD Mattes, (1996). Dietary Compensation by Humans for Supplemental Energy Provided as Ethanol or Carbohydrate in Fluids. *Physiology and Behaviour*, 59: 179-187.

(6) MJ Stampfer et al. (2000). Primary Prevention of Coronary Heart Disease in Women Through Diet and Lifestyle. *New England Journal of Medicine*, 343:16-22.

(7) JS Halterman et al. (2001). Iron Deficiency and Cognitive Achievement Among School-aged Children and Adolescents in the United States. *Pediatrics*, 107; 1381-1386.

(8) FB Hu et al. (2001). Diet, Lifestyle and the Risk of Type II Diabetes Mellitus in Women. *New England Journal of Medicine*. 345:790-797.

(9) TJ Key. (2002). The Effect of Diet on Risk of Cancer. *Lancet*, 360:861-868.

When the home, school and community work together, the likelihood that the environment will support healthy eating is enhanced.

School Food and Nutrition Policy

MAKING YOUR POLICY WORK...

- ⌘ Involve as many representatives from the school community as possible in policy development, including 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. www.healbc.ca/schools.html and *Food for Thought: Creating Healthy School Environments*, Peace Country Health

A FOOD AND NUTRITION POLICY IS...

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

WHY SHOULD SCHOOLS GET INVOLVED?

- ⌘ Healthy choices enhance academic performance and concentration, eliminate inconsistencies and confusing messages about food and health, and reinforce messages learned in the classroom.
- ⌘ Nutrition education in the classroom is undermined and the effect is diluted when canteens sell unhealthy choices, candy is given as a reward and freedom to choose means a choice between soft drinks and sweets.
- ⌘ Students are more likely to adopt healthy eating behaviours if they receive healthy eating messages through multiple channels and from multiple sources.

POTENTIAL BARRIERS AND RESPONSES

- ⌘ Barrier: Students do not like to eat healthy foods and healthy foods will not sell.
 - ❖ Response: Many schools throughout Canada and the United States have successfully implemented nutrition policies that emphasize healthier choices and have seen improved sales and positive responses from students.
- ⌘ Barrier: Not offering students the option to purchase junk food takes away their freedom to choose.
 - ❖ Response: Schools have a responsibility to provide healthy food choices, providing only unhealthy choices also does not allow students the freedom to choose.
- ⌘ Barrier: It is the parents job to ensure healthy food choices for their children and not the school's responsibility.
 - ❖ Response: Parents appreciate when the school reinforces the healthy messages they teach at home.

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.

Policy guidelines can also 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) www.healbc.ca
- ⌘ Calgary Health Region www.calgaryhealthregion.ca
- ⌘ 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 for advocacy ideas.
- ⌘ For a Healthy School Food Policies checklist visit <http://departments.oxy.edu/uepi/schoolfood-schecklist.htm> for a Healthy School Food Policies checklist.

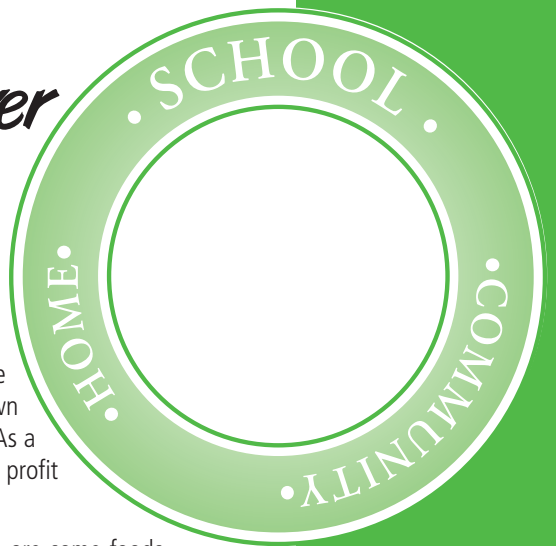


Wellness Choices	
Personal Health	W-9-5

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



Many schools are reluctant to change the foods they sell for fear of losing needed funds. However, many parents are more willing to give their children money for food when they know healthy choices are available. As well, demonstration projects have shown that students will purchase healthier food options. 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 37) 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.healthyeatingisinstore.ca.

Some beverages, such as cola, and energy drinks, contain caffeine. Caffeine can cause children to feel irritable, restless and to have difficulty sleeping, potentially affecting their ability to learn and concentrate. Click here for Health Canada advice on Energy Drinks: www.hc-sc.gc.ca/iyh-vsv/prod/energy-energy_e.html

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

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

Grain Products 5-12 SERVINGS PER DAY	1 Serving 1 Slice 1/2 cup 30 g	2 Servings 1/2 cup 3/4 cup 1 Bagel, Pie or Bun 200 mL 1 cup
Vegetables and Fruit 5-10 SERVINGS PER DAY	1 Serving 1 Medium Size Vegetable or Fruit	1 Serving 1/2 cup 1/2 cup 1 cup 125 mL 1/2 cup 1 cup 125 mL 1/2 cup
Milk Products SERVINGS PER DAY Children 4-8 years: 2-3 Youth 10-18 years: 3-4 Adults: 2-4 Pregnant and Breast-feeding Women: 3-4	1 Serving 250 mL 1 cup 30 g 2 Slices 30 g 175 g 3/4 cup	
Meat and Alternatives 2-3 SERVINGS PER DAY	1 Serving 30-100 g 1/2-2/3 Can 30-100 g 1/2 Eggs 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 or contact your local Health Region Office

If you are not the individual responsible for the cafeteria food choices, please share pages 35 to 44 with the cafeteria manager or the administrator responsible for this area.

Success Story!

St. Andrew's Catholic School in High Prairie had to adapt to a Nutrition Policy adopted by the school board. People were concerned about whether or not the cafeteria would be able to survive on the expected reduced sales resulting from a healthier menu. However, after surveying 100 junior and senior high students, they discovered students liked the healthy changes! Only 2% of surveyed students asked for less healthy choices and the cafeteria sales have continued to climb.

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 Fish/Seafood Canned fish (packed in water) Eggs Ham	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	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

*** Note Health Canada advisory on safe use of energy drinks: www.hc-sc.gc.ca/iyh-vsv/prod/energy-energie_e.html

Source: 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

Tips for Making Your Food Makeover a Success



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.

Success Story!

The parent council and administration of Senator Riley Middle School in High River has partnered with First Avenue Vending in Calgary to replace the previous snack and pop machine with two healthy beverage machines and a deli machine that stocks wraps, sandwiches, salads and healthier snacks, such as fruit cups and yogurt. The flavoured milks, salads and wraps are among the best sellers.

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 37). 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.
- ⌘ 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.
- ⌘ Partner with programs, such as Alberta Milk's School Milk Program, and offer nutritious snacks. Visit 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 or 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 four healthy combos and get the fifth at half price.
- ⌘ Other 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 39).
- ⌘ Introduce new items one or two at a time. Change less healthy choices to healthier ones until they are eliminated.
- ⌘ Have a taste test (like they do at some grocery store chains) so students can sample and learn that they like the healthier choice.

Source: Making Your Cafeteria More Nutritious, Feeding The Future: School Nutrition Handbook, Calgary.

Visit their Web site:

www.calgaryhealthregion.ca/nutrition.

Success Story!

Vanier Community Catholic School in Edson has adopted the spirit of healthy eating and lifestyles. Morning announcements include a healthy citizen tip which frequently has a good food choice topic. Trash Free Tuesdays encourage bringing a lunch in a reusable container. This reduces nonrecyclable trash and also reduces the use of packaged, processed lunch and snack foods. This school attributes its success in building healthy school environments to its team approach – parent council, staff, students and families all help to make their school great.



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, fruit, 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 any product a school requests.

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.

NONPERISHABLE

- ☘ Granola bars (not dipped)
- ☘ 100% Fruit or vegetable juice
- ☘ Fruit/vegetable bars
- ☘ Applesauce cups
- ☘ Oatmeal raisin cookies, ginger snap and peanut butter cookies**
- ☘ Canned fruit, packed in juice
- ☘ Dried fruit or fruit leathers*
- ☘ Low fat fruit cookies
- ☘ Milk puddings
- ☘ Rice cakes
- ☘ Tuna/salmon snack kits
- ☘ Low fat crackers and cookies (<3 g fat)
- ☘ Beef/pork jerky
- ☘ Crackers and cheese or peanut butter**
- ☘ Nuts and seeds
- ☘ Pretzels
- ☘ Trail mix
- ☘ Bottled water

PERISHABLE

- ☘ Bran or oatmeal muffins
- ☘ Vegetables and dip
- ☘ Fresh fruit
- ☘ Chocolate or flavoured milk
- ☘ Milk (1% or skim)
- ☘ Cheese slices
- ☘ Cheese strings
- ☘ Yogurt cups or tubes
- ☘ Rice pudding
- ☘ Variety subs and donair sandwiches
- ☘ Frozen juice bars
- ☘ Wraps or bagels

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

*explanation on page 37

**explanation on page 37



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

Activity

NAME TAG (LANGUAGE ARTS) GRADE 2

Students make a food name tag, using the letters of their name and foods from the food guide.

For example: Tina = tomato + ice cream + nut + apple

Variation: have older students make their name tag without writing the name of the food. Have other students translate the food into letters, then spell out the name.

COLOUR YOUR WORLD (LANGUAGE ARTS EXTENSION) GRADES: K TO 6

Match food colours with celebrations appropriate to your school and students. Some possibilities are orange at Halloween, red for Valentine's Day (e.g., strawberry milk, cranberry juice, raspberry yogurt, tomato, radish), green for St. Patrick's (kiwis, green vegetables) and red and green for Christmas.

Source: Food Glorious Food - Alberta Milk and Dietitians of Canada, 1998

Wellness Choices	
Personal Health	W2-5
Safety & Responsibility	

Students will classify foods according to Canada's Food Guide to Healthy Eating and apply knowledge of food groups to plan appropriate snacks and meals.

Hard Facts About Soft Drinks



Did you know that children and teens drink three times more pop today than 20 years ago? A recent article reported that 48% more children (age 6 to 17) drink soft drinks and their average soft drink intake more than doubled from 150 to 375 mL per day (1).

Bigger serving sizes have contributed to this increased consumption. Serving sizes for soft drinks have tripled since the 1950s. Now a 20 oz bottle of pop is standard, and a 64 oz cup is not uncommon (2). Children are replacing more nutritious beverages with soft drinks. In fact, children drink twice as much pop as milk. Soft drinks are often called liquid candy because they do not have the important nutrients our bodies need. Children and youth are missing out on key nutrients and are facing a bone health and obesity crisis. Want to know what nutrients are in your drink? Check out the Thirst for Nutrition Poster found inside.

THINK ABOUT BONES

In October 2004, the Surgeon General in the United States released a report stating one in two Americans over the age of 50 will be at risk of developing fractures from osteoporosis or low bone mass by the year 2020. The reality is that osteoporosis is a childhood disease that shows up in adulthood. Unfortunately, Canadian statistics are generally not far behind the Americans.

Did you know that by the age of 16, girls have built 95% of their bone mass? (3). The key bone building years for girls is 11 to 14 years and 13 to 17 for boys. Children rebuild their skeleton every two years – for adults it's every 10 years. According to national surveys, 70% of younger children and 75% of teenagers don't consume enough calcium to prevent osteoporosis later in life (4).

Would a calcium supplement do the trick? Not really...building strong bones requires more than just calcium. A calcium supplement often provides calcium and maybe one or two other nutrients. In reality, bones require a combination of six bone-building nutrients along with physical activity. The bone-building nutrients are calcium, phosphorus, magnesium, vitamin A, vitamin D and protein. Milk supplies everything you need for your bones without having to think about it. Children should aim for three to four servings of milk products a day to meet their needs, according to Canada's Food Guide to Healthy Eating.

SHOCK YOUR BONES

Shock your bones by keeping active. Research shows that physical activity keeps bones strong. Activities that impact your bones, like jogging, running, skipping and jumping increase bone density. When children are active, they have more energy, achieve better grades, have increased self-confidence, sleep better and interact better with others.

Portable Breakfasts Make Great After School Snacks

We've all heard that breakfast is the most important meal of the day. This is especially true for children. Not only does breakfast give their metabolism a kick start each morning, it also helps children to learn quicker, focus longer and behave better (5). Their ability to concentrate, perform complex tasks and to learn improves with good nutrition. Individuals who eat breakfast are less likely to be overweight and more likely to meet their daily nutrient requirements, particularly for folic acid, fibre, Vitamin C and calcium (6). No time in the morning? See page 41 for some great tips to help the day start off right. These foods can also be enjoyed after school to get a burst of energy.

FRUIT SMOOTHIE

Here's a quick and easy way to get in some bone-building nutrients. Smoothies work great as a classroom treat or for a fundraiser on a hot day.

Fruit flavoured yogurt	3/4 cup/175 mL
Mixed berries	1 1/2 cups/375 mL
Banana	1/2 cup/125 mL
Cold milk	2 cups /500 mL

Blend ingredients in blender.

Makes 4 cups (1L).



(1) French SA, Lin BH and Guthrie JF. National trends in soft drink consumption among children and adolescents age 6 to 17 years: Prevalence, amounts, and sources, 1977/1978 to 1994/1998. *Journal of the American Dietetic Association* 2003,103:1326-1331.

(2) Minnesota Dental Association: Kids, Teens and Soft Drinks, 2003

(3) Teegarden D, Proulx WR, Martin BR, et al. Peak Bone Mass in Young Women. *J Bone Min Res* 1995;10:711-715.

(4) The ABC's of healthy eating. *Nutritionbuzz Breakfast for Learning Quarterly Newsletter*. Volume 20. March 2002.

(5) Kleinman RE, Hall S, Green H, Korzec-Ramirez K, Patton K, Pagano E, Murphy JM. Diet, breakfast, and academic performance in children. *Annals of Nutrition and Metabolism*. 2002;46(sup pl 1):24-30.

(6) Food for Growth, Food for Minds, Food for life, Kellogg Canada Inc. June 1998

Live Outside the Everyday and Try It

Success Story!

At Southview and St. Thomas School in Medicine Hat, three Grade 6 students noticed some of their classmates were arriving at school hungry and didn't want to identify themselves as having no food to eat. A proposal was written and presented to some community groups who agreed to fund, volunteer and serve a mid morning snack to over 300 students. Individuals with disabilities involved in a supported work environment bake, prepare and serve healthy snacks at 10 am each day. Every student, teacher and volunteer is encouraged to enjoy the food. They are also encouraged to discuss the importance of choosing healthy food, which feeds our minds as well as our bodies.

Children learn better and are more alert when they are fed a balance of foods from all four food groups.

Blend it! Put 125 mL (1/2 cup) fresh or frozen fruit in a blender with 250 mL (1 cup) milk and five to six ice cubes. Whirl for 20 seconds.

Add it! Make hot cereals and soups with milk instead of water. Melt cheese on casseroles and cooked vegetables. Add chunks of cheese to salads, soups, pastas, chilli and beans for instant flavour and nutrition.

Top it! Top instant oatmeal with a combination of cinnamon, apple-sauce, maple syrup, brown sugar, coconut, raisins or granola. Add some fruit flavoured yogurt for a fun twist.

Whip it! Put 250 mL (1 cup) of plain or fruit yogurt, 45 mL (3 tbsp) of honey and 125 mL (1/2 cup) of fresh fruit in a blender and whip until frothy. Serve chilled.

Heat it! Heat a cup of chocolate milk and enjoy with a cookie for nutritious and delicious snack.

Dip it! Dip fresh fruit into yogurt. To make a simple vegetable dip, add chopped cucumber, dill and salt to taste and a spoonful of mayonnaise to plain yogurt.

Shake it! Take your favourite cereals and mix them together. Add in dried fruits and nuts for a fun trail mix on the go.

Eat it! Between meals, snack on foods from the four food groups – fruit, vegetable sticks, yogurt, milk or crackers and cheese to take the edge off your hunger and help prevent overeating later.

Stuff it! Experiment with different vegetables, cheese and meats in a whole pita or tortilla.

Take it! Grab and go breakfast and snacks are always a hit. Try a hot dog bun stuffed with peanut butter and banana – the ultimate banana dog.



Between the ages of 6 and 12 children are learning to make more choices on their own. They are developing attitudes and habits they will carry with them for the rest of their life (1). Role-modeling is important. Children look up to their parents, teachers and other influencers in their life. Offer students positive feedback and follow the healthy living basics yourself. By creating positive supportive environments and encouraging children and youth to make informed choices, we can help them establish patterns for healthy living they'll carry into adulthood.



Wellness Choices	
Personal Health	W-5-5
Safety & Responsibility	

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.

*Did you know?
Lactose intolerance is not an allergy. In fact, most people with lactose intolerance can still enjoy milk products.
For tips and ideas on Getting Along With Milk, visit www.albertamilk.com*



Club Moo is Alberta Milk's elementary school milk program. It encourages children to develop the life-long habit of drinking milk and making healthier choices. Program materials are free. Schools must register for a full year with Alberta Milk before June 30 to begin Club Moo the following school year.

Scratch for Moo 'n' More is Alberta Milk's new junior and senior high school milk program. Schools that register with Alberta Milk receive program resources, such as posters, Scratch for Moo 'n' More cards and prizes free of charge. Participating schools must have milk available every day for lunch.

Visit www.albertamilk.com to find out more about these school programs.

(1) Health Canada, 1997

Healthy Reward and Fundraising Choices

Live Outside the Donut Box

Ideas for Classroom Snacks, Parties and Staff Meetings

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

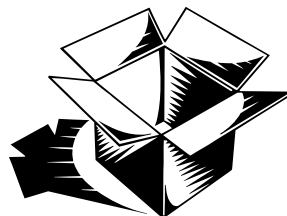
Live Outside the Donut Box when planning classroom celebrations and try foods that are delicious and nutritious. If parents bring food to the classroom, ask them to bring healthy snacks that follow Canada's Food Guide to Healthy Eating such as:

- ✂ 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, broccoli with low-fat dip
- ✂ Low-fat baked tortilla chips with salsa and bean dip
- ✂ Pretzels, animal/graham crackers, popcorn mix (popcorn, raisins), oatmeal raisin cookies, mini bagels
- ✂ 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
- ✂ Low-fat string cheese, cheese kabobs

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 career...and their life. Students 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, such as 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
- ✂ Extra reading time
- ✂ Reduced homework or give a homework pass
- ✂ A few minutes of free choice time at end of class
- ✂ Sit by friends
- ✂ Choose the warm up activity in physical education

Source: *Food for Thought, Healthy Food Guidelines for Schools, Lexington- Fayette County Health Department*



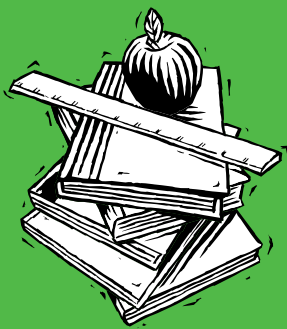
Easy Guidelines for Coordinating Food for School Events

- ✂ 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).



Success story!

Gilbert Patterson Middle School in Lethbridge has adopted healthy canteen and vending machine items very successfully. The school plans to take this further by purchasing its own vending machines. A closed campus will prevent trips to the convenience store for less healthy food items and help to encourage healthy eating for life. To keep active, on Fitness Friday, traditional sports are passed up in favour of games like human football with an earth ball, ultimate football/frisbee, table tennis, life sized shuffleboard and dance.



Live Outside the Chocolate Almond Box

Explore fundraising beyond the chocolate almond boxes

Fundraising is more important than ever as many schools 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 THAT INVOLVE SCHOOL/COMMUNITY:

- ⌘ Fruit, veggie-gram – students can purchase an apple or bag of veggie sticks to send to a friend with a personalized message. Card or flower-grams are possible variations.
- ⌘ 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 Bottle Drive
- ⌘ Activity-based fundraising – organize a walk, bike, jump rope, sled, bowl, skate, spell or read-a-thon or sports tournaments with an entry 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 – 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 to rake leaves, water plants or walk dog.
- ⌘ Raffle – ask local businesses to donate items for a raffle and sell the raffle tickets.

THINGS YOU CAN SELL: *(Note: these are only a few examples)*

- ⌘ Voucher Examples
 - ❖ Contact your local grocery store and ask if it has 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
- ⌘ Fresh Fruit Examples
 - ❖ Ever-Krisp Fundraising Ltd. – part of Students Union Ticket Pak Ltd. www.sutp.com. BC apples, Citrus fruits and mandarin oranges, vary with season.
 - o Sunsweet Fundraising Inc - citrus fruits. Toll-free (800) 268-1250.
- ⌘ 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 from small paper cups.
- ⌘ 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, toll-free (866) 904-9790 Fax (604) 904-9791.
- ⌘ Coupon Book Examples
 - ❖ Student Union Ticket Pak Ltd. toll-free (800)-667-WINS (9467), www.sutp.com.
 - ❖ Entertainment Treasure Chest www.entertainment.com.
- ⌘ Flower Examples
 - ❖ Daffodil Days.
- ⌘ Popcorn Examples
 - ❖ Pop and portion into baggies, toss with parmesan cheese or chili powders.

Source: *Fundraising Ideas for Calgary Schools, Feeding The Future: School Nutrition Handbook,*

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.*

Keys to a Positive Self-Esteem and Body Image

Live, Love, Laugh and Learn

What is 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 eating disorders.

- ⌘ Many elementary aged children have poor self-worth and a negative body image.
- ⌘ A 1998 survey found 28% of Canadian 11-year-old girls said they were either on a diet or needed to lose weight; by the time they reached 16 years of age, this number had climbed to 44%.
- ⌘ Excessive concern with body image and dieting has been linked to the development of eating disorders, such as anorexia nervosa or bulimia nervosa.
- ⌘ Dieting can result in poor nutritional health, which could lead to low bone density (from inadequate calcium) and anemia (from low iron).

Source: *Healthy Children Come in Different Shapes and Sizes*, Peterborough County-City Health Unit http://pcchu.peterborough.on.ca/nutrnews_chldrndiffshapessizes.htm

Source: "Is My Child Growing Well?" *Questions and Answers for Parents*. Dietitians of Canada www.dietitians.ca/resources/resourcesearch.asp

Weight Issues, Growth and Development

Over the last 15 years, the number of overweight children in Canada has tripled. Overweight children tend to be teased more and have more negative body image than normal weight children. With growing awareness about childhood obesity, more and more teachers are becoming concerned about overweight children in their classroom. Caring teachers often want to help these children; however, it can be difficult to know how to best address this issue. Children grow and mature at different rates. As children grow and develop, weight can get ahead of height or vice versa. Some children store extra weight before a growth spurt. This is a normal process that supports rapid growth. Puberty can be a very sensitive time for both boys and girls. Use the following tips to promote a positive environment for students of ALL shapes and sizes and at all states of development.

Source: "When Weight Gets Ahead of Height in Children". Calgary Health Region <http://yourhealth.calgaryhealthregion.ca>

Tips for Teaching and Promoting Positive Body Image

Teaching students to take care of their body 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 nonverbal 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 how 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.



Wellness Choices	
Personal Health	W(K-9)-4
Safety & Responsibility	

Source: *Healthy Eating and Active Living for Toddlers and Pre-schoolers and the Alberta Health and Wellness publication, 2005.*



Body Image Messages



Sometimes, adults are unaware of the messages they give to children in their care. The following questions can help you identify harmful body image messages you may send unintentionally.

- ⌘ Am I dissatisfied with my shape or size? Do I talk about this? Who do I talk to? Can children overhear?
- ⌘ Am I always on or going on a diet? Are children in my care aware of this?
- ⌘ Do I express guilt when I eat certain foods?
- ⌘ Do I associate the word fat with negative words, such as stupid, lazy, or ugly?
- ⌘ Have I said, within hearing distance of a child, "Oh, have you lost weight? You look great!"

People come in a variety of shapes and sizes, everybody is a good body regardless of weight and no one body is perfect.

Source: "Promoting a Healthy Weight in Children" York Region, Ontario, www.region.york.on.ca

CLASSROOM ACTIVITY

Blowing Bubbles

Time: 5 to 10 minute

Supplies: Bubble blower and bubble soap, chalk and chalkboard or pen and flipchart/whiteboard

Activity: Pass bubble blowing apparatus and soap around the group and allow each student to have fun blowing bubbles. Discuss with students other ways that they might relieve stress in their life. Brainstorm and write ideas down on the chalkboard.

Lesson: Having fun is a form of stress management. Seldom do we take time to have fun. Something as light and silly as blowing bubbles is a form of stress management and self-care.



Straw Activity

Time: 15 minutes

Supplies: A straw for every student

Activity: Have each student place a straw in his or her mouth. Have them plug their nose and breathe only from the straw for as long as they can. If, at any time, they stop breathing through the straw, they are to put the straw down. Watch for students who remove the straw and gasp for air. A gasp for air is the body's way of surviving. Discuss how this restriction in air relates to a food restriction with dieting and how restricting calories is not a matter of willpower but of your body's survival. The straw does the same thing as dieting. The straw restricts oxygen (air) and a diet restricts energy (food). When you deny your body something, you become uncomfortable and often overcompensate. Just like some people gasp after their airflow is restricted, some people binge or overeat after they diet. Note: please be cautious of asthmatic conditions or other conditions that might make this activity dangerous.

Lesson: Many factors influence your body's will to survive. When you restrict calories or skip meals, your body starts to shut down, metabolism slows and a body will do anything to survive. Diets do not work because people get easily bored with them and the body's natural reaction to restricted calories is to eat more and to use the food more efficiently. In fact, you tend to gain more weight back than you lost initially with the diet.

Source: *Liking the Me I See in the Mirror – An Educational Resource Manual for Teachers on Body Image and Self-Esteem – Grade 4 and higher.* Grey Nuns Community Hospital, Caritas Health Group, 2002.



Relationship Choices	
Specific Outcome	R(4-6).3
Understanding and Expressing Feelings	



Wellness Choices	
Personal Health	W-7.5
Safety & Responsibility	

Students will relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity.

What YOU(TH) Should Know About Tobacco



TOBACCO AND ATHLETIC PERFORMANCE

- ⌘ Don't get trapped. Nicotine in cigarettes, cigars and spit tobacco is addictive.
- ⌘ Nicotine narrows your blood vessels and puts added strain on your heart.
- ⌘ Smoking can wreck your lungs and reduce oxygen for use during sports.
- ⌘ Smokers suffer shortness of breath almost three times more often than nonsmokers.
- ⌘ Smokers run slower and can't run as far, affecting overall athletic performance.
- ⌘ Cigars and spit tobacco are NOT safe alternatives.

TOBACCO AND PERSONAL APPEARANCE

- ⌘ Tobacco smoke can make hair and clothes stink.
- ⌘ Tobacco stains teeth and causes bad breath.
- ⌘ Short-term use of spit tobacco can cause cracked lips, white spots, sores and bleeding in the mouth.
- ⌘ Surgery to remove oral cancers caused by tobacco use can lead to serious changes in the face. Sean Marcee, a high school star athlete who used spit tobacco, died of oral cancer when he was 19 years old.



Wellness Choices	
Personal Health	W-(4-5).6
Safety & Responsibility	

So...

- ⌘ Know the truth. Despite all the tobacco use on TV and in movies, music videos, billboards and magazines, most teens, adults and athletes do not use tobacco.
- ⌘ Make friends, develop athletic skills, control weight, be independent, be cool and play sports.
- ⌘ Don't waste money on tobacco. Spend it on CDs, clothes, computer games and movies.
- ⌘ Get involved. Make your team, school and home tobacco free, teach others and join community efforts to prevent tobacco use.



Success Story!

The Hinton Howlers – The 2004 BLAST group from Hinton were chosen to receive the 2005 Barb Tarbox Youth Scholarship Award for Excellence in Tobacco Reduction. This group created a project plan to raise awareness and public support for an amendment to the current municipal smoking bylaw. First, they gathered facts about second-hand smoke and then they began a petition to support their cause. Ultimately this team received unanimous support for a smoke-free restaurant bylaw.



Wellness Choices

Personal Health	W-3.6
Safety & Responsibility	

Students will describe the importance of decision-making and refusal skills when offered inappropriate substances; e.g., drugs, tobacco, allergens.

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 preven-

tion 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 or contact your nearest AADAC office. For information on how to quit, call the Smoker's Helpline at 1-866-33AADAC.

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 cigarette butts in the 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 50-51). Provide food, music or games to celebrate a successful day. For ideas about healthy food options, check out pages 37 and 52.

Tobacco Reduction Activities

A SKIT ABOUT TOBACCO

Divide the classroom into two or more groups. Have each group put together a play on tobacco that would demonstrate one or more of the following:

- ☞ Pressure by friends to use a tobacco product
- ☞ Reaction to a friend experimenting with tobacco for the first time
- ☞ Using tobacco because it makes you feel cool and mature around your friends

Feel free to present ideas of your own.

PEER EDUCATION IN SCHOOLS:

- ☞ Deliver presentations to various grades on the harmful effects of tobacco
- ☞ Fundraise to bring in presenters to speak at your school
- ☞ Host a health fair
- ☞ Sponsor poster contests
- ☞ Hold drama presentations

Live Outside the Pack... Building Leadership for Action in Schools Today (BLAST)



BLAST is an interactive program that educates junior high (grades 7 to 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 that prompt 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 him or her to participate in one of four BLAST weekend conferences this fall. Student delegates enjoy free accommodation and meals as they learn about the dangers of smoking and build 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 Web site at www.blastonline.com.

BLAST Activities - A Review of Tobacco Advertising

In this activity, students discuss how tobacco advertising appears attractive in the media but overlooks 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:

- How do tobacco companies make their products look appealing?
- 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:

- What are the similarities between all three kinds of advertising?
- 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.

WORLD NO TOBACCO DAY, May 31, 2006

www.wntd.com

Over three 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 of the impact of tobacco on health. World No Tobacco Day is celebrated on May 31 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, to encourage people not to use tobacco or to 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 the 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



Wellness Choices

Personal Health	W(7-9)-4 W(7-9)-6
Safety & Responsibility	

Kick the Nic

Kick the Nic is a 10-week cessation program to help youth aged 13 to 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, led 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 www.aadac.com.

Live Outside the Ordinary... Extraordinary Tobacco Reduction Programs

Teaming Up for Tobacco-Free Kids

Teaming Up for Tobacco-Free Kids is a school-based prevention program for children 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 that contain 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 support tobacco-free messages.

For more information, contact your local Alberta Alcohol and Drug Abuse Commission office or visit www.tobaccostinks.com.



	Wellness Choices			Wellness Choices	
	Personal Health	W(4-5)-6		Safety and Responsibility	W-6.7

Sport For Life

Sport For Life is a program for students in grades 4 to 6 that uses sport as a powerful tool to encourage Alberta's youth to adopt healthy, active, tobacco-free lives.

Through the Sport For Life program, Team Sport For Life athletes deliver tobacco-free messages throughout the province. Team Sport For Life consists of 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, who deliver Sport For Life messages to schools throughout the province.

By actively promoting healthy lifestyles and physical development, Sport For Life contributes to tobacco reduction in our province and continues to educate Alberta youth about the importance of keeping their body healthy, staying in control and overcoming challenges. It makes a difference in the lives of their family, friends and in their community.

For more information about Sport For Life, contact your local AADAC office or visit www.SportForLife.ca

For information about how to create a tobacco-free policy for your school, visit www.aadac.com

	Wellness Choices	
	Personal Health	W(8-9)-6

	Relationship Choices	
	Feelings	R(8-9)-3

	Do It Daily... For Life!	
	In The Community	WD(K-9)-9



COMMUNITY



Alberta Active Living Challenge Day May 25, 2006

The Alberta Active Living Challenge Day occurs annually at the end of May. In 2005 Albertans set a new Guinness World Record for the most people walking simultaneously on Alberta Active Living Challenge Day. Schools, communities and workplaces joined thousands to walk at least one kilometer that day.

This year for Alberta Active Living Challenge Day, we challenge you to GET CONNECTED and be active together. Whether you choose walking, CAHPERD's SpecTAGular Challenge, a theme activity day, swimming or a sport - get ACTIVE together!

Think of some unique ways to be active with other groups

- ⌘ Hook up with another school to participate together.
- ⌘ Invite a seniors' group to your school for an active event.
- ⌘ Buddy up with a local day care or play school and create an active partnership.
- ⌘ Contact your local police or fire station and invite them to your game or activity.
- ⌘ GET CONNECTED and think outside the box.

Information can be submitted 3 ways:

1. Called in to 1-866-900-4255 (toll free) or your local Be Fit For Life Centre
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 29, 2006

School/Organization Name: _____

Address & City: _____

Postal Code: _____

Activity Participated in: _____

Age Range of Participants: _____

of Participants (under 18): _____ Males _____ Females

of Adults (18 and over): _____ Males _____ Females

Contact Name: _____

Phone Number: _____

Email: _____

WHO?

Any Albertan! Spread the word...Get CONNECTED with schools, communities and workplaces.

WHAT?

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

WHEN?

Anytime on May 25, 2006

HOW?

- ⌘ Visit www.befitforlife.ca to see how you can get incentives for your event.
- ⌘ Choose an activity in which the whole school or class can participate for at least 30 minutes.
- ⌘ Participate in ANY physical activity on May 25, 2006.
- ⌘ Forward your school's participation numbers to the Be Fit For Life Centre in your area, using the form on this page or download a copy from www.befitforlife.ca

In 2005, more than 119,000 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



Do It Daily.. For Life!

Effort	D(K-30)-1
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PLAN IN ADVANCE, ALBERTA ACTIVE LIVING CHALLENGE DAY WILL OCCUR ON:

**MAY 24, 2007
MAY 22, 2008**

Success Story!

Getting Connected in Lethbridge. The Nord-Bridge Senior Citizens' Centre was recently involved in a challenge with students from Wilson Middle School. Each participant wore a pedometer for three weeks and recorded the number of steps taken daily. The challengers were students in Grade 6, Grade 7, Grade 8 and the Nord-Bridge Senior Centre. The Nord-Bridge Senior Centre came in second place. Only the students in Grade 7 took more steps than the Nord-Bridge seniors.

Not sure how you can **GET CONNECTED** on Alberta Active Living Challenge Day?

Why not try one of the ideas below or contact your local Be Fit For Life Centre to see how your group can get active.

- ⌘ Challenge a rival school or town to see who can get the most people 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. 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. Visit www.shapeab.com for more ideas.
- ⌘ Have student leaders and teachers volunteer to create activity breaks throughout the day, totalling a minimum of 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 students in your school. Challenge the staff to incorporate active class activities into their lesson plan for a minimum of 30 minutes on Challenge Day. How can you incorporate physical activity into a science or math class? Be creative. Have students take their heart rates before, during and after activity. Create bar graphs during math class. How about a walk to the local pond for science? Find ways to fit physical activity into your lesson plans. For more great activity ideas, turn to the June Activity Calendar on pages 22 to 27
- ⌘ Organize a Pep Rally and get the student body and staff moving together. Ask your leadership class to help organize a 30-minute to one-hour event. Hire a fitness leader, ask the physical education teacher or invite students to lead active sessions. Options for activities can include games, dancing, walking, outdoor activities and tai chi.

Remember to serve healthy snacks and beverages at these events – see pages 37 and 52 for ideas.

PHONE THE BE FIT FOR LIFE CENTRE NEAR YOU FOR MORE INFORMATION.

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

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

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

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

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

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

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

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

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

20 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) Get schools to promote a fun fitness tip of the day over the PA system to advertise local community activities.
- 3) 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.
- 4) Encourage students to promote activity messages through art. Have local students design active living murals to be displayed in the community.
- 5) Many recreation departments and programs offer fee-reduction programs for individuals who are unable to pay. Just ask. 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.
- 6) Many communities have festivals, fairs and special events that can be used to promote healthy school communities.
- 7) Charity walk/runs benefit a good cause and are a great way to get some active living.
- 8) Make connections with parents' workplaces. See if any groups would be interested in partnering for a variety of activities, such as walking school bus, supporting school teams or intramural or playing against adults from a local business.
- 9) Contact a local senior citizens' 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.
- 10) Check out a local mall-walking group and challenge it to a Walk-A-Thon. Buddy-up students to participants and walk and talk to share active experiences.
- 11) Organize a summer camp fair at school. Invite local day/overnight camps to talk with families about camp activities.
- 12) Plan assemblies that encourage students to get moving. Invite local sports heroes to discuss their sport, police officers to talk about bike safety and local clubs to demonstrate lesser-known activities.
- 13) 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. Wraps, vegetables and cheese trays and fruit are a few examples.
- 14) If serving traditional summer fare like hamburgers and hot dogs, balance these choices with whole-wheat buns and serve a variety of fresh fruit and milk or bottled water rather than potato chips and pop.
- 15) Offer condiments on the side and offer water, low fat milk and/or 100% unsweetened juice.
- 16) Try partnering with local grocery stores to provide fresh fruit and vegetables at a reasonable price.
- 17) Try having a foods/home economics class plan a hands-on cooking session for parents to attend. Themes could be Healthy 20 Minute Suppers or Low-Cost Healthy Lunches.
- 18) Start a community garden at the school. Try growing raspberries to be used for smoothie sales in the fall.
- 19) Invite students, parents and community members to be part of a health team for the school. Students can lead the team to adopt healthier food choices and other healthy programming in the school.
- 20) Partner with local farmers for a Farm to School program. Children learn about the source of their food while enjoying fresh produce and farmers receive more support for their hard work. Check out www.foodsecurity.org for more information on how to get started or www.foodsecurityalberta.ca for local ideas.



Do It Daily.. For Life!

Active Living In the Community	D(K-30)-8
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Success Story!

Alberta is making great strides. Calgary is putting together a Daily Physical Activity Motivator Program. This program informs and assists elementary schools about how walking and walking programs can be used in combination with the new Alberta DPA initiative. For more information, contact calgary@shapeab.com.

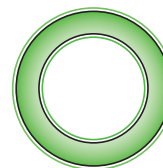
Nutrition information provided by: Community Dietitians of Alberta.

Active living information provided by: the Be Fit For Life Network

List of Community and School Healthy Living Events

- ⌘ Eating Disorders Awareness Week is February 5th to 11th, 2006. This is a great chance to focus on positive body image and healthy living. See pages 44 and 45 for more information.
- ⌘ March is Nutrition Month. Every year, Canada celebrates Nutrition Month. Check out the Dietitians of Canada Web site www.dietitians.ca for information on this year's Nutrition Month theme and for some interactive activities.
- ⌘ May 12 to June 21, 2006 is SummerActive. Last year, hundreds of events and programs organized during the SummerActive campaign helped thousands of Canadians take the first steps towards adopting a healthy lifestyle. Visit www.summeractive.org for details and to register your event.
- ⌘ Alberta Active Living Challenge Day is on May 25, 2006. Join in this provincial event by being active for at least 30 minutes on this day and register your participation. Last year, more than 119,000 Albertans registered their participation in physical activity on Challenge Day. This year, we hope to double that number. See page 50 and 51 for details or visit www.befitforlife.ca.
- ⌘ Live Outside the Box Challenge Week. Pick a week during SummerActive (May 12 to June 21, 2006) 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 25. See page 8 for great ideas and visit www.liveoutsidethebox.ca.
- ⌘ National Sun Awareness Week (NSAW) occurs May 29 to June 4, 2006. Organized by the Canadian Dermatology Association, NSAW promotes skin cancer prevention and early detection through media and public education events. Visit www.dermatology.ca for details.
- ⌘ Participate in World No Tobacco Day on May 31, 2006. Over three 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 about 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.
- ⌘ June is Recreation and Parks Month. Every June, Albertans recognize and celebrate the year-round benefits of quality recreation and parks at the local, regional and provincial levels. Visit www.june.arpaonline.ca for more information on what is going on for June 2006.
- ⌘ Participate in International Trails Day on June 3, 2006. This day is dedicated to celebrate trails, their development, uses and the healthy lifestyle they encourage. For more information, visit www.internationaltrailsday.com.
- ⌘ Participate in the Commuter Challenge held during Environment Week (June 4 to 10, 2006). 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, inline skate, take the bus or carpool during Environment Week. For more information, visit www.goforgreen.ca.
- ⌘ Bring community members together this spring to work on a Communities in Bloom Campaign. Visit www.communitiesinbloom.ca for details.
- ⌘ Take part in Clean Air Day on June 7, 2006. Clean Air Day is a celebration of environmentally friendly activities that promote clean air and good health, visit www.ec.gc.ca/cleanair.
- ⌘ Participate 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 Web site for information about how to set up a walking school bus, the Commuter Challenge and more. Visit www.goforgreen.ca for more details.
- ⌘ October is International Walk to School Week and Day. Join schools around the world as they walk, cycle or use other active modes of transportation to get to and from school. International Walk to School Week is a component of the National Active and Safe Routes to School Program, supported by Go for Green. Visit www.sha-peab.com for details.

Online Resources to Support Your SummerActive Initiatives



Activ8	www.activ8.org
Alberta Active Living Challenge Day.....	www.befitforlife.ca
Alberta Alcohol and Drug Abuse Commission (AADAC).	www.aadac.com
Alberta Cancer Board	www.cancerboard.ab.ca
Alberta Centre for Active Living	www.centre4activeliving.ca
Alberta Coalition for Healthy School Communities (ACHSC).....	www.achsc.org
Alberta Community Development	www.cd.gov.ab.ca
Alberta Education	www.education.gov.ab.ca/k_12/curriculum/bySubject
Alberta Egg Producers	www.eggs.ab.ca
Alberta Farm Fresh Producers Association	www.albertafarmfresh.ca
Alberta Healthy Living Network	www.ahln.ca
Alberta Healthy U.....	www.healthyalberta.com
Alberta Milk	www.albertamilk.com
ARPA	www.arpaonline.ca
Alberta Sport, Recreation, Parks and Wildlife Foundation (ASRPWF).....	www.cd.gov.ab.ca/asrpwf
Alberta TrailNet Society.....	www.albertatrailnet.com
Be Fit for Life Network (BFLL)	www.befitforlife.ca
BLAST	www.blastonline.com
Body Image Resource Collection	www.crhahealth.ab.ca/eatingdrs/bodyimage
Calgary Health Regions	www.calgaryhealthregion.ca
Canada's Food Guide to Healthy Eating	www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn
Canadian Health Network.....	www.canadian-health-network.ca
Canada's Physical Activity Guides for Children, Youth and Adults	www.paguide.com
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
Canadian Fundraising Products	www.canadianfundraisers.com
Capital Health, School Health	www.schoolhealth.ab.ca
Centre for Science in the Public Interest School Foods Toolkit	www.cspinet.org/schoolfood
CIRA Ontario	www.ciraontario.com
Clean Air Day.....	www.ec.gc.ca/cleanair
Communities in Bloom Campaign	www.communitiesinbloom.ca
Commuter Challenge	www.goforgreen.ca
Concerned Children's Advertisers	www.ccacanada.com
Daily Physical Activity School Handbook (Draft)	www.education.gov.ab.ca/k_12/curriculum/bySubject/dpa.asp

Dietitians of Canada	www.dietitians.ca
Dole 5 A Day	www.dole5aday.com
Education Online Web site	www.education.gov.ab.ca/physicaleducationonline
Entertainment Treasure Chest	www.entertainment.com
Ever Active Schools (EAS)	www.everactive.org
Feeding The Future: School Nutrition Handbook	www.calgaryhealthregion.ca/nutrition
Food and Nutrition Policy Advocacy	www.cspinet.org/schoolfood
Food Security	www.foodsecurityalberta.ca
Health and Physical Education Council (HPEC)	www.hpec.ab.ca
Healthy Eating and Active Living in Schools (HEAL BC)	www.healbc.ca
Healthy School Food Policies checklist	http://departments.ox.y.edu/uepi/schoolfoodschecklist.htm
Helping Without Harming and Secrets of Feeding a Healthy Family, Ellyn Satter (2005)	www.ellynsatter.com
How Portions Have Changed Throughout the Years	http://hin.nhlbi.nih.gov/portion
In Motion Network	www.inmotionnetwork.org
International Trails Day	www.internationaltrailsday.com
International Walk to School Week and Day	www.shapeab.com
Is My Child Growing Well? Dietitians of Canada	www.dietitians.ca/resources/resourcesearch.asp
June is Recreation and Parks Month.....	www.june.arpaonline.ca
Labelling Claims.....	www.healthyeatingisinstore.ca/pdf/ENG_RGB_FAQ.pdf
Learning Resources Centre (LRC) - Alberta Education Authorized Resources	www.lrc.education.gov.ab.ca
Live Outside the Box	www.liveoutsidethebox.ca
Make Over Your Kitchen	www.nutritionfile.ca/pdfs/HealthyLiving_march2003.pdf
Making It Happen: Healthy Eating at School	www.knowledgenetwork.ca/makingithappen
March is Nutrition Month	www.dietitians.ca
Mission Nutrition for Teachers, Parents and Students, Grade K to 8.	www.missionnutrition.ca
National Sun Awareness Week (NSAW)	www.dermatology.ca
Nutrition Information on Packaged Food Labels.....	www.healthyeatingisinstore.ca/pdf/ENG_RGB_FactSheet.pdf
Nutrition Resources for Teachers, Grade K to 9	www.dthr.ab.ca/services/resources/documents/nutrition/index.htm
One-Tonne Challenge	www.goforgreen.ca
Peterborough County-City Health Unit	http://pcchu.peterborough.on.ca/nutrnews_chldrndiffshapessizes.htm
Promoting a Healthy Weight in Children York Region, Ontario	www.region.york.on.ca
Provincial Fitness Unit (Alberta)	www.provincialfitnessunit.ca
Reading nutrition labels	www.healthyeatingisinstore.ca
Resources for allergies	www.calgaryallergy.ca
Safe Healthy Active People Everywhere (SHAPE).....	www.shapeab.com
Schools Come Alive (SCA)	www.schoolscomealive.org
Sport for Life.....	www.SportForLife.ca
Stuck on You	www.stuckonyou.ca
SummerActive	www.summeractive.org
Tips on Increasing Your Vegetable and Fruit Consumption	www.5to10aday.com
World No Tobacco Day	www.wntd.com

Healthy Active School Communities Resource 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



The Alberta Cancer Board is a Provincial Health Authority that coordinates cancer prevention, research and treatment programs in the province of Alberta. 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



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
- ⌘ Alberta Community Development: www.cd.gov.ab.ca



Alberta Milk is a non-profit organization representing Alberta's dairy products in the areas of policy and industry; marketing, nutrition and education; finance and human resources; communications and corporate services. Alberta Milk values open communication, innovation, knowledge, competence, ethical practice, mutual respect and recognition. www.albertamilk.com



The ARPA is a provincial, charitable, not-for-profit association dedicated to promoting the benefits and advancement of the recreation and parks industry. ARPA strives to build healthy citizens, their communities and their environments throughout Alberta. www.arpaonline.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 Albertans. www.cd.gov.ab.ca/asrpwf



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



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



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. EAS recognizes and rewards schools that create environments supportive of physical activity and well-being. EAS also provides resources to critically reflect and measure current practices, policies and environments. www.everactive.org



Public Health Agency of Canada, Alberta/NWT Region whose mission is to promote and protect the health of Canadians through leadership, partnership, innovation and action in public health. www.phac-aspc.gc.ca



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



Safe Healthy Active People Everywhere (SHAPE) is a provincial program that encourages students to walk or cycle to school. SHAPE is the Alberta non-profit organization that promotes the national Active and Safe Routes to School Program by providing resources, support and ideas. A great new resource, Alberta's Active and Safe Routes to School manual, is now available. www.shapeab.com



The Schools Come Alive project 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. 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

Supporting the creation of healthy active school communities

ABCD's of Physical Education



**LIVE
OUTSIDE
THE BOX.**



Ever Active Schools
info@everactive.org
www.everactive.org



Schools Come Alive
admin@schoolscomealive.org
www.schoolscomealive.org

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