

Healthy Active School Communities

Winter Edition



Everything is more fun
when it's real!

Activity Ideas On the
Ice and In the Snow
Page 7 to 9

Winter Walk Day
Page 10 and 11

Live Outside the
Everyday Lunchbox Ideas
Page 13

Tobacco Reduction
Quizzler
Page 20

winter
active

Winter
supplement to:

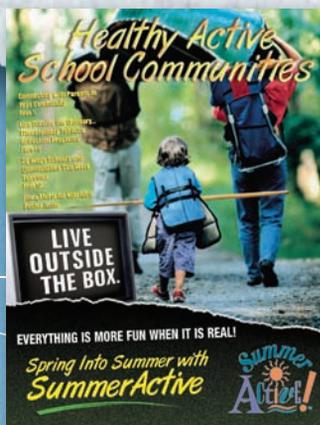




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(visit www.everactive.org to download a copy).

The mentioned Internet sites in this resource were active at the time of publication.
These sites have not been formally evaluated by the *Healthy Active School Communities Resource* committee,
as such we are not responsible for the content on these sites.

Chase Away the Winter Blues with WinterActive

January 15 to February 23, 2007

WinterActive is Canada's annual six-week community mobilization campaign, designed to help Canadians of all ages improve their health and quality of life through healthy living. The goal of the campaign is to spread the message that active living, healthy eating, living smoke-free and participation in sports are all key parts of a healthy lifestyle.

WinterActive is the sister campaign to the popular SummerActive campaign which runs annually during May and June. Last year, hundreds of initiatives and programs organized as part of SummerActive helped thousands of Canadians take the first steps towards adopting a healthy lifestyle. Many of these initiatives were promoted through existing healthy living programs and events that were organized locally, under the umbrella of the national campaign.

We invite you to use the *Healthy Active School Communities* resources and visit the national WinterActive website (www.winteractive.org) to organize or participate in a WinterActive initiative. On the website, you will find leader kits, a list of Alberta initiatives and opportunities to win prizes when you register your initiatives and participation. Let's make Alberta the most active province in Canada during WinterActive!



Healthy Active School Communities

For the past several years Alberta has developed the *Healthy Active School Communities* resource to provide information about promoting and adopting healthy, active lifestyles specific to the school community setting. This resource has been developed in collaboration with many partnering agencies and government departments and incorporates ideas for home, school and community.

The ideas included in the *Healthy Active School Communities* resources can be easily modified for use by the school, at home and in the community to challenge students/participants at every age level and support the development of the knowledge, skills and attitudes necessary to lead active and healthy lifestyles.

Throughout the resource, curricular links to the Alberta Education K-12 Physical Education and the K-9 Health and Life Skills Programs of Study are provided to support student achievement of outcomes.

Download copies of these resources in English and French from www.everactive.org.



ABCD's of Physical Education



Live Outside the Box

The Live Outside the Box campaign encourages Albertans 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. A great way to chase away the winter blues is to challenge yourself, your school community, your family and your workplace to Live Outside the Box this winter by turning off your TV, computer (except for work) and video games. Utilize the ideas in the *Healthy Active School Communities* resources to get active and Live Outside the Box this winter. Visit www.liveoutsidethebox.ca for a Live Outside the Box tracking sheet.



The Alberta Sport, Recreation, Parks and Wildlife Foundation (ASRPWF) and Tourism, Parks, Recreation and Culture sponsor the SummerActive, WinterActive and Live Outside the Box campaigns. The ASRPWF is a provincial Crown Corporation committed to the promotion of sport, recreation and active living in Alberta.



Active Living

Activity Ideas for On the Ice and In the Snow



Live Outside the Box this winter with these outdoor winter activity ideas for “on the ice” and “in the snow”.

Take advantage of opportunities to encourage active living during the winter months.



More activity ideas for the gymnasium, small spaces and outdoors can be found on pages 28 to 33 in the 2006 Healthy Active School Communities Resource at www.everactive.org.



Schools Can:

- Share ideas with staff responsible for teaching Physical Education.
- Apply for grants, seek funding sources, and build community connections to enhance equipment available for winter physical activities and support transportation to community facilities.
- Encourage staff to be active with students and engage parent and community volunteers to help younger students gear up when using equipment such as skates or snowshoes.
- Incorporate ideas into programs and support student learning in Physical Education.
- Promote the use of school facilities after school hours.

Families Can:

- Role model and plan for family activities outside in the snow.
- Be aware of opportunities their children will have to be active outdoors at school and ensure they are dressed appropriately.

- Support the allocation of resources to help create activity spaces within the school and community that are safe and fun for families.

Communities Can:

- Invite recreation and fitness leaders to provide expertise to school programs and support opportunities to be physically active after school hours.
- Encourage community leagues to enhance their activity opportunities for members and their families.
- Collaborate with schools to support activity days or themed events and promote opportunities to be active outside of school time.
- Incorporate physical activity into special events in the community, e.g., Family Day.
- Promote the use of community facilities by schools during school hours.

Success Stories

Zama City School

For a unique northern Alberta winter experience, travel 85 km north of High Level on Hwy 35, then head east 63 km on a bush road to the hamlet of Zama City. This community of 250 residents is full of civic pride and community spirit, as evidenced by the new \$150,000 playground built through the donations of 10 corporate sponsors, proceeds from a dart league, walk-a-thon and other fundraising events. The 20 students and staff at Zama City School have embraced the challenge of staying active outdoors in the winter and go outside to play even if it is -30 degrees Celsius. The toboggan hill is popular and most years a parent clears a path through the snow with a bobcat or quad. An ice rink is flooded, cleared and scraped by a team of 3 parent volunteers so students can maximize their time on the ice and community members can use the facility after school hours.

Each year a winter carnival features a variety of outdoor activities such as swooshing (2x4's strapped to the feet of three team-mates who move through a course), snow moulding (students use food colouring and water to create pictures, shapes and sculptures out of snow),

skating and snowshoeing. It can be difficult to stay active through the long, cold winter, especially with no gym in the community, but Zama City School embraces their northern location and maximizes outdoor opportunities for play.

Wainwright Elementary

In February 2006, the staff, students and parents of Wainwright Elementary kicked off their inaugural WinterActive Day. Each grade level was treated to an hour of outdoor activities. In the chilly weather, the students kept warm by engaging in activities such as snoccer (snow soccer), parachute games, jam-can curling, noodle tag, snow lacrosse, broomball and Jurassic Park tag. The snow covered school yard provided the space for these heart-pumping activities and added the challenge of moving through deep snow as another physical health benefit. The events were topped off with a nutritious snack prepared by the wonderful school parent group. Teachers participated in the events, which they could incorporate into the physical education program.

Wainwright Elementary can attest to the outdoor fun to be had in winter!



On the Ice

Cat and Mouse

Equipment: Skates, CSA-approved hockey helmets and appropriate winter gear. For more skating safety considerations, see page 84 in the *Safety Guidelines for Physical Activity in Alberta Schools* document at www.med.ualberta.ca/acicr.

Organization: Students should be proficient at stopping and starting on skates before playing any game. Where necessary, divide the students into groups according to their ability and control on skates. Each ability group can participate on half of the ice area. Ten students stand in a circle with an arm's length between them, hands by their sides. One student, the mouse, starts on the inside of the circle and another student, the cat, starts outside the circle. On the signal to begin, the cat tries to catch the mouse. The mouse weaves through the students standing in the circle, going in and out. Each time the mouse passes between two people, they hold hands and close that opening or door, so the cat cannot get through. The objective is for the mouse to close all the doors of the circle before being caught by the cat.

Variation: Students new to skating or moving on the ice should practice moving between all of the students standing in a circle and closing all of the doors before adding the element of being chased by a cat. To decrease the level of difficulty, create circles with fewer students so there are fewer doors to close. Increase the level of difficulty by creating circles with more than ten students. If students are not able to access skates, but are wearing a CSA-approved hockey helmet, they could participate in boots or running shoes on the ice.



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	C(K-30)-5

Milk Jug Curling

Equipment: Four-liter plastic milk containers filled with water and frozen, food colouring or targets and appropriate winter gear. Brooms are optional. For more safety considerations when curling, see page 29 in the *Safety Guidelines for Physical Activity in Alberta Schools* document at www.med.ualberta.ca/acicr.

Organization: Where possible, create curling sheets on the ice surface, with a set of three food colouring rings indicated at each end of the sheet. When creating sheets is not possible, use pylons or other markers to create a target at which students will curl their milk jugs. Pairs or teams of four students will work together to take turns curling a milk jug (sliding it along the ice) towards the target in an attempt to have their milk jugs stop closer to the target than those of the opposing team. Students can wear a sock over the toe of their boot to help them slide along the ice when curling the milk jug.

Variation: Fill the milk containers to varying degrees so that some will be lighter and more easily handled by students. Add the element of sweeping, where team members choose to sweep the ice in front of the milk jug to help it slide in a straighter path and get it closer to the target. Invite members of a local curling club to join the fun and provide tips to students.



Activity	
Basic Skills	A(K-30)-5
Application of Basic Skills	

Strategies for including students with disabilities in winter activities on the ice:

Ice Sledges are available for loan from the Paralympic Sports Association and from some community organizations for students with limited leg function. This sled with runners is propelled by students, using hand held picks. Given the discrepancies in height when a student is using a sledge, consider limiting the area in which students can travel to ensure everyone's safety.

Contact the ice facility manager to ensure safe access for wheelchair users. Skating may not be appropriate for students using power wheelchairs, however, it is recommended that these students accompany their classmates to the facility on at least one occasion.

Adapted from ABCD's of Movement (pp. 23-24), by Resource Development Services, 2002, Edmonton, AB: Edmonton Public Schools. Used with permission.



Curling is an Olympic sport that continues to grow in popularity! Cheer on our Team Alberta curlers competing in the Canada Winter Games being held from February 23 through March 10, 2007 in Whitehorse, Yukon. For more information visit www.cd.gov.ab.ca/asrpfw.



Strategies for accessing skating equipment:

Whenever possible, students should be encouraged to bring their own properly-fitting skates and CSA approved hockey helmet for participation on the ice.

Consider contacting other schools in your district, community associations, secondhand equipment stores, the local ice rink, or business partners to request help in finding suitable equipment for those students in need.

Health regions can be a resource for more information about the importance of wearing a helmet.

Ensure borrowed helmets are cleaned before being shared with students and encourage students to wear a tightfitting hat under the helmet where possible.

Solicit the help of older students or parent volunteers to help younger students get into and out of skates.



On the Ice Create a Challenge

Equipment: Skates, CSA approved hockey helmets and appropriate winter gear. For more skating safety considerations, see page 84 in the *Safety Guidelines for Physical Activity in Alberta Schools* document at www.med.ualberta.ca/acicr.

Organization: Students have created some of the best games and activities. Why not provide an opportunity for them to create challenges while moving on skates? Students should be proficient at stopping and starting on skates before creating or playing any game, and encouraged to increase their own proficiency in skating and not compete with other students. Start with the basic individual challenges, e.g., "Can you..."

- Stand with your feet close together and far apart?
- Fall down safely and get back up?
- Walk on the ice moving forward, backwards and sideways?
- Stand on one foot and then on the other?
- Push with one foot and glide on the ice, then push with the other foot?
- Scull (move forward by bringing feet close together and then far apart)?
- Cross one foot in front of the other while walking and while gliding?"

Progress to more complex challenges and then encourage students to create their own, e.g., "Can you..."

- Skate forwards and backwards?
- Glide on the ice leaning forward and extending one leg out behind you?
- Glide on the ice in a squatting position?
- Glide on the ice in a squatting position with one leg extended in front?
- Skate and jump over a stick?
- Skate connected to a group of three and stop within one second of a signal?"



Activity	
Basic Skills	
Application of Basic Skills	A(K-30)-7

Variation: Students can create individual, partner or group challenges that include equipment and progress to creating activities that others of similar skating ability can play. Record the challenges and activities and share with other classes or post near the ice surface for community members to access.

Broomball Variations

Equipment: Broomball sticks, broomballs, goals or targets and appropriate winter gear. Skates are optional, but every student on the ice must wear a CSA-approved hockey helmet. For more safety considerations when playing broomball, see page 24 in the *Safety Guidelines for Physical Activity in Alberta Schools* document at www.med.ualberta.ca/acicr. If your school or organization does not have broomball equipment, contact another school in your area, your district office, a community league, or the provincial broomball association to see if they might have a set to lend. Students could also be asked to bring a broom from home and a rolled up pair of socks could be used for a ball.

Organization: Students should be proficient at stopping and starting on skates before playing any game. Where necessary, divide the students into groups according to their ability and control on skates. Each ability group can participate on half of the ice area. Use hockey nets for goals if available; if not, use pylons to set up nets/targets. Each team must pass the ball a minimum of three times before attempting to score on the opposing team's goal. The ball must remain on the ice at all times and a two-metre crease must exist around the goal. No contact is allowed.

Variation: Start by having students practice stopping and starting on the ice and then practice passing with a partner before playing broomball. Eliminate goalies and provide each team with two pylons they can place strategically in their goal to stop the opposing team from scoring. Play keep-away, where one group of 2-3 students works together to pass a ball between them as many times as possible before another group of 2-3 students are able to intercept or steal the ball away. If students are not able to access skates, but are wearing a CSA approved hockey helmet, they could participate in boots or running shoes on the ice.



Do it Daily ... For Life	
Effort	
Safety	D(K-30)-3
Goal Setting	
In the Community	





In the Snow

Ice Castles

Equipment: Empty milk cartons, food colouring, water and appropriate winter gear.

Organization: A few days prior to building ice castles, have the students, staff and volunteers fill milk cartons with water, add a little bit of food colouring and freeze the cartons. When the water is frozen into an ice block, peel away the carton (don't forget to recycle) and get ready to build an ice castle or igloo in the field! Research can be done ahead of time to learn more about the Arctic, how to build a solid ice structure, or how igloos are made before having students work in groups to build their masterpiece.

Variations: Consider hosting a carnival and allowing students to sculpt their own ice sculpture from a larger frozen block. Consult with your school or district's Art teachers to explore cross-curricular connections. Many communities showcase ice sculptures during the winter months. Consider visiting an ice sculpture display before or after having created your own.



Cooperation	
Communication	C(K-30)-1
Fair Play	
Leadership	
Teamwork	

Squirrel's Tail

Equipment: 100+ Popsicle sticks or twigs, pylons, 30+ tails of five different colours (material or flags) and appropriate winter gear.

Organization: Create four or five equal teams and assign each team a house. Each house is a corner of the field or activity area, and the boundaries of each house are identified by cones (create a small area). Each team has a different colour tail and each member tucks their tail into the back or side of their pants – be sure NOT to place the tail through belt loops.

On the signal to begin, teams of "squirrels" attempt to collect "nuts" for the winter. Squirrels collect as many nuts as possible by getting to the circle outlined in the centre of the field without having their tail stolen, collecting one popsicle stick/"nut", and returning it to their house. Then do it all over again! Teams that take more than one stick at a time are made to return all the sticks from their house back to the centre circle.

Squirrels are also able to collect "nuts" by stealing tails. Squirrels are able to steal another squirrel's tail while they are not in a safe area. Squirrels are safe in their house, and safe when they have one foot in the centre circle where the Popsicle sticks are. In all other places in the field, any other squirrel can steal their tail. Should a squirrel have their tail stolen, they are no longer able to collect sticks from the centre circle, nor are they able to steal other tails, until they "buy" back their tail from the house that stole it for three sticks, which they will take from their own house.

Variation: Increase or decrease the size of the activity area to challenge the abilities of the students playing. To simplify the game, eliminate the stealing of tails and challenge students to make it to the centre circle without being tagged by another squirrel. Tagged players return to their house and begin again.

Inclusion: Consider designating safe zones where students with mobility impairments can rest for five to ten seconds before re-joining the game. Place the Popsicle sticks on a desk or chair so they are accessible for students in wheelchairs.

Source: *Schools Come Alive's Moving the Masses workshop* handout at www.schoolscomealive.org.



Cooperation	
Communication	
Fair Play	C(K-30)-3
Leadership	
Teamwork	

Strategies for including students with disabilities in winter activities in the snow:

Students who have minor balance difficulties may find snowshoes provide them with the additional support they require to travel independently. The weight of the equipment and the snow may result in these activities being excessively fatiguing for students with cerebral palsy. Students with visual sensitivities and some students with epilepsy should wear sunglasses to reduce the glare from the sun. Students using a wheelchair may need adult assistance to move in the snow.

Adapted from ABCD's of Movement (pp. 23-24), by Resource Development Services, 2002, Edmonton, AB: Edmonton Public Schools. Used with permission.





Strategies for accessing snowshoes:

Contact other schools in your district, community associations, second-hand equipment stores, recreation centres or business partners to request help in finding or renting snowshoes. Solicit the help of older students or parent volunteers to help younger students get into and out of snowshoes.

In the Snow Snowshoe Fox And Hound

Equipment: Snowshoes and appropriate winter gear. For more safety considerations when participating in snowshoe activities, see page 27 in the *Safety Guidelines for Physical Activity in Alberta Schools* document at www.med.ualberta.ca/acicr.

Organization: All students stand in a circle. Have the students play follow the leader as they stamp out a path to create a circle and a cross by dissecting the circle so that it is divided into four quadrants. Create several circles in the schoolyard, field or play area so students can be active the entire class. Students work in pairs and ideally, there is a circle for each pair. Partners decide who will be the fox and who will be the hound. The hound chases the fox around and through the circle. The fox or hound can change directions at any time and can cut into the circle by running only on the lines that make up the four quadrants. The students are not allowed outside the circle at all. The object of the game is for the hounds to catch the foxes. Once the hound is successful, partners can switch roles or switch circles to chase a different fox.

Variation: Food colouring can be sprinkled on the snow to make the lines more visible. Create a variety of larger and smaller circles and encourage students to choose to play in the size of circle that will challenge their abilities. Change the manner in which other students can move, e.g., only take cross-over steps while wearing snowshoes.

Source: Alberta Education's Physical Education Online website at www.education.gov.ab.ca/physicaleducationonline.



Activity	
Basic Skills	
Application of Basic Skills	A(K-30)-7

Letterboxing

Equipment: Clues, stamps, whistles and appropriate winter gear. Snowshoes are optional. For more safety considerations when participating in orienteering-type activities, see page 54 in the *Safety Guidelines for Physical Activity in Alberta Schools* document at www.med.ualberta.ca/acicr.

Organization: Letterboxing is a variation of geocaching and orienteering. The popularity of geocaching, where people use a Global Positioning System (GPS) device to locate caches hidden all over the world, has grown in the last few years. Letterboxing is also growing in popularity. The idea is the same – use the clues to locate hidden letterboxes that contain stamps all over the world – except no GPS is required. Students only need the ability to read and follow clues. Setting up clues can involve a bit of work, but it is well worth the effort! Soon students will be hiding their own letterboxes and writing clues for others to locate them.

Groups of students will work together to read a clue, locate the letterbox and stamp their page with the stamp found in the box. Challenge students to locate as many boxes as possible in a pre-determined amount of time. Be sure to establish a signal, for example three whistle blows, for having everyone return immediately to home base (tarmac area or school doors). Groups must stay together the entire time and stay within the identified boundaries. Once a group has located the box and stamped their page, they return to home base to choose another clue and begin another search!

Sample clue for a letterbox on school grounds: Head to the place where Canada's flag is raised every morning. From the front of the flag, turn right and take six paces. After reading the plaque on the school describing when the school opened, head left and walk past four trees: ten paces to the first, five paces to the second, five paces to the third and three paces to the fourth. Walk halfway around the fourth tree clockwise. In front of you is a fence; look for the fence board with a hole in it and head that direction. To the right of the fence is a garbage can. Look under the garbage can for the box.

Variation: Younger students should always search for boxes with an adult. An entire class can work together or smaller groups can be formed, each with their own teacher or parent volunteer. Increase the level of difficulty by adding compass directions to the clues. For more information about letterboxing, visit www.letterboxing.org.



Do it Daily ... For Life	
Effort	
Safety	D(K-30)-3
Goal Setting	
In the Community	

Indoor Activity Ideas

Schools Can:

- Share ideas with staff and encourage them to be active with students throughout the school day.
- Plan for activity opportunities when students are not able to go outside.
- Encourage staff to make their classrooms available for participation in a particular physical activity on alternating days during recess and lunch breaks. Consider offering a juggling classroom, a Chinese jump rope classroom, a dancing gym during the lunch break on one day, and a cup-stacking classroom, a tinkling classroom, and chuck the chicken intramurals the next. Staff, parents or student leaders can take turns organizing and supervising each activity area.
- Incorporate ideas into programs to support student learning in Physical Education.

Families Can:

- Model the importance of choosing to be active every day with a commitment to active living at home.
- Ask their child what activities they chose to participate in at school on days they were not able to go outside.
- Encourage school administrators to schedule and plan for students to be active throughout the school day.

Communities Can:

- Share expertise with schools by leading indoor activities during lunch breaks when the weather is inclement.
- Role model the importance of choosing to be active every day by scheduling opportunities for staff to be active throughout each day.
- Share activity ideas with recreation leaders, which can be incorporated into programs.



Live Outside the Box with these activity ideas for lunch hours, recesses and events that have to be held indoors when the weather is inclement.

A description of tinkling can be found on page 25 of the 2006 *Healthy Active School Communities Resource*, www.everactive.org



Success Story

Amisk School Gets WinterActive – Indoors

Frigid temperatures didn't stop Amisk School students from getting WinterActive! Located within Beaver Lake Cree Nation, Amisk School hosted the 2006 WinterActive Activity Week. Portage College Be Fit For Life (BFFL) Centre staff had a blast assisting students (Kindergarten through Grade 9) in a variety of activity stations in the school gymnasium. The students had no trouble warming up their bodies from the frigid outside temperature and enjoyed participating in a variety of indoor activity stations like balloon stomp, musical hoops, hopscotch and relay races. As part of a "Live Outside the Box Challenge," the students endeavoured to increase their activity time and decrease their

sedentary time during the WinterActive event week. Many students were excited to report that they were up and moving nearly all night long one evening at a community Round Dance.

At the end of the WinterActive Activity Week, students received a grab bag (that they decorated with pictures of physical activities they liked to participate in) full of items and ideas to keep them moving and energized. The grab bags included a pool schedule, WinterActive Postcard, Canada's Physical Activity Guide magazine (Let's Get Active or Gotta Move – www.eatwellbeactive.gc.ca), active living crossword, BFFL pencil, YTV Try Something New Tattoo, fruit snack, a bouncy ball or stress ball and a yo-yo.





Indoor Activities

Dancing In The Gym

Equipment: CD player and music.

Organization: What better way to spend a recess or lunch break inside than by engaging the school community in a dance? Lead students through a few line dances such as the Macarena, Cadillac Ranch, Cotton-Eyed Joe (steps to a number of line dances can be found in the *Teacher Resources – Teaching Tools – PDF Resources* section of the Physical Education Online website at www.education.gov.ab.ca/physicaleducationonline). Challenge students to create their own dance or practice and perform a line dance.

Variation: Invite a community leader, staff members, or students who are proficient dancers to host a dance session during the lunch break on cold weather days when students are not able to go outside. Dances led could include hip hop, breakdancing, a “Dancing With the Stars” challenge, or novelty dances (Chicken Dance, Mexican Hat dance, Butterfly) that don’t require a lot of instruction. Take pictures of the students dancing and post them around the gym or include them in a school or community newsletter. Organize a family dance night where students have the opportunity to dance with family members.

Inclusion: Ensure dances include both upper body and lower body movements to include students of all abilities.



Do It Daily... For Life!

Do it Daily ... For Life

Effort	D(K-30)-1
Safety	
Goal Setting	
In the Community	

More indoor activity ideas can be found:

- On pages 22 to 31 of the *2006 Healthy Active School Communities Resource* at www.everactive.org.
- On the Resources page of the Schools Come Alive website at www.schoolscomealive.org.
- In “Daily Physical Activity: A Handbook for Grades 1-9 Schools” at www.education.gov.ab.ca/k_12/curriculum/bySubject/dpa.asp.

Climbers And Sliders

Equipment: Climbers and Sliders game boards, dice, markers and list of activities.

Organization: Students work in pairs to reach the end of the game board (similar to Snakes and Ladders). Players decide who will go first. Player 1 rolls the dice, moves her marker to the designated space on the game board and reads the activity that corresponds with the number (e.g., space 22 = crab walk length of the room). While player 1 is doing the activity, player 2 rolls the dice and proceeds to do the activity that corresponds to his roll. Players alternate rolling the dice but are always trying to make the actions continuous so there is minimal down time. Object of the activity is to finish at 100 and sing the chorus to “We Are the Champions”. Sample activity ideas are listed below, and students can brainstorm ideas to complete the list:

90. Alternate knee lifts x 20
91. Zig zag jumps from side to side x 20
92. High five 10 people
93. Free roll of the dice
94. Can-can dance for 15 seconds
95. Tell someone they are doing a great job
96. Stand up, sit down x 10
97. Speed skip on the spot for 20 seconds
98. Arm circles x 15
99. Jump up and down and yell, “I’m at 99, I’m at 99!”
100. Sing the chorus to “We Are the Champions”



Variation: Have pictures of each activity for younger students, use a game board only to 30 instead of 100, and include fewer repetitions needed for each activity. Groups of students could work as two teams if only one game board is available.

Inclusion: Provide variations to ensure that all students are able to complete each movement – a student in a wheelchair could do tricep extensions over their head instead of dips. Students with visual impairments could work with a partner.

Adapted from Everybody Move! Daily Vigorous Physical Activity (pp.40-44), by CIRA Ontario, 2005 www.ciraontario.com. Used with permission.



Benefits Health

Benefits Health

Functional Fitness	B(K-30)-3
Body Image	
Well-Being	

Indoor Activities

Exercise Bands

Equipment: Exercise band or a leg of pantyhose for every student.

Organization: Lead students through a variety of strength, endurance and flexibility movements incorporating an exercise band. Movements might include: standing on the middle of the band with one end in each hand and lifting arms out to the sides or in front of the body; tying the band around the middle of both lower or upper legs and completing jumping jacks or walking lunges; wrapping the band around the middle of the lower leg while lying on their back and using the band to help stretch the leg towards the body.

Variation: Encourage students to create individual or partner movements, set up an exercise band circuit throughout the hallway or in an open space.

Inclusion: Ensure different coloured exercise bands or pantyhose are available to provide a range of tensions and lengths. Provide visual demonstrations of each exercise and offer assistance to those who need it. Be sure to include upper body exercises to challenge students who use wheelchairs. Simplify the exercises by encouraging students to stand without moving and simply stretch out their arms while holding the band.



Benefits Health	
Functional Fitness	
Body Image	
Well-Being	B(K-30)-8

Juggling

Equipment: Juggling scarves, beanbags or plastic bags for every student.

Organization: Distribute the “Juggling” handout from the Teacher Resources – Teaching Tools – PDF Resources section of the Physical Education Online website at www.education.gov.ab.ca/physicaleducationonline. Have students explore juggling with one, two or three objects. Challenge them to create new juggling patterns or try the activities below.

Students take scarves and form a large circle facing inwards. Say, “To the right - throw and go!” Everyone throws their scarf straight up in the air and takes one step to their right, catching the next person’s scarf. This is repeated until the students get a rhythm going. Say, “To the left – throw and go!” Everyone throws their scarf straight up in the air and takes one step to the left. Vary the level of difficulty by having the students face clockwise in the circle and toss their scarves straight up over their heads, taking a step forward to catch the scarf of the person in front of them.

Further challenge students by having them juggle beanbags, rubber chickens and relay batons! Juggle balls by bouncing them off the wall. Juggle one scarf, one ball and one rubber chicken, or juggle with a partner. Practice body awareness skills by throwing one scarf up and catching it on a foot, left elbow, head, right knee, etc. Try moving throughout the activity space with an object balanced on the head. Should the object fall they freeze until another student can successfully pick up and place the object back on their head without dropping their own object. Try throwing up one object and clap hands once, clap hands twice, clap hands behind back then front, slap thighs, touch knees, touch toes, turn 360 degrees, throw while standing and sit to catch or throw while standing and lie down to catch! Try partner juggling: toss a beanbag to a partner using two hands, then one hand. When ready, add another object.

Inclusion: Use peer tutors to guide students with developmental disabilities or those with visual impairments. Practice throwing and catching the scarves in one place before progressing to add movement to the right, left and forward. Ensure a variety of equipment is available to challenge the needs of all students.



Activity	
Basic Skills	
Application of Basic Skills	A(K-30)-13

Contact your local Be Fit For Life Centre at www.befitforlife.ca to access a resource of exercise band activities, or access pages 219-221 in *Daily Physical Activity – A Handbook for Grades 1-9 Schools* at www.education.gov.ab.ca/k_12/curriculum/bySubject/dpa.asp.



Success Story

International Walk to School Day

Over 200 Holyrood Elementary School students in southeast Edmonton were part of a huge walking school bus to celebrate Walk to School Day on October 4th, 2006. They arrived at school with rosy cheeks and ready to learn. The media was very interested in the movement to get students to walk to school, as most of their parents did a generation ago.

One of Holyrood's star walkers is six years old and most weekdays walks 3.2 kilometres round trip with her mom, who pushes her other daughter in a baby jogger. Her mom says it is a great way to spend time together as well as get fresh air and exercise. There is also a father-daughter team where a five-year-old cycles over 5km in "tandem" with her dad. These younger children are inspiring families with older children to be more active.

"We will build on this fun and very successful event by having a monthly walk," said vice-principal Suzanne Prefontaine.

Holyrood will also participate in the Winter Walk Day on February 7th, 2007. They will encourage their local seniors' association and playschool to participate in this community-wide event.



Alberta Winter Walk Day

February 7, 2007

Schools Can:

- Create a committee of parent volunteers, older students and/or school staff to help organize the event.
- Promote the event through newsletter inserts, posters and PA announcements.
- Invite special guests to join the fun (local politicians, professional athletes, firefighters, police, local celebrities, mascots, cheerleaders).
- Invite local media to attend the event.
- Decorate the entrances to the school, or the goal posts/playground outside the school, and have mascots or special guests greet students and staff by handing out student awards of hot chocolate milk as they arrive at school.
- Support student learning in Physical Education and Health.

Families Can:

- Plan to participate with their children by walking or wheeling with them to school on Winter Walk Day.
- Ensure that children are dressed appropriately for the weather.
- Become involved in planning the event.
- Ensure walking routes in front of their houses are snow and obstacle-free.

Communities Can:

- Support Winter Walk Day by participating and promoting the event in community facilities.
- Become involved in planning the event.
- Provide sponsorship for the event through attendance of special guests or donations of healthy snacks.
- Ensure walking routes around their facilities are snow and obstacle-free.

Walking to school reduces traffic.
It is good for the environment, our health and our communities.

For more information about the Alberta Active Living Challenge Day being held on May 24, 2007 visit www.befitforlife.ca.

For more information about International Walk to School Week in October, visit www.shapeab.com.

To access a tool to track your participation in physical activity, check out the Ever Active Schools Physical Activity Tracker at www.everactive.org.



Albertans, Count Yourself in for Winter Walk Day

February 7, 2007!

Come on Alberta – take time to walk...

- to school
- to work
- to the library
- to a friend's house
- around the neighbourhood
- with the dog
- with your family or friends



How does my walking count for Winter Walk Day?

Large Groups:

1. Schools, community groups or work groups can pre-register at www.shapeab.com. A package full of ideas and tips will be sent to you as well as a participant award for every walker in your group.
2. On February 7, 2007 schools or groups who host a Winter Walk Day gather data for their group and submit a total number of minutes walked to www.shapeab.com.

Individuals:

1. Count the number of minutes you walk on Winter Walk Day and register them at www.shapeab.com.

Ideas to organize a Winter Walk event at your school:

- Encourage students to walk or wheel to school on February 7th (remind them to count the number of minutes they walked).
- Students who take the bus can be dropped off and encouraged to walk around the perimeter of the school field or neighbourhood so they can participate.
- Invite a special guest to address the school at an assembly during the day.
- Classes can earn the “golden boot” award for the highest participation or number of minutes walked.

Remember to register the total number of minutes participants from your school/ organization walked at www.shapeab.com.

Things to remember when walking in the winter!

- Check the temperature. If the wind chill factor is reported as -28 C (this is the temperature at which exposed skin freezes in a few minutes), be sure to cover exposed skin and dress in layers or choose to be active by walking indoors.
- Dress for the weather (hat, gloves, layers of clothing, boots). See page 22 for Dressing for the Winter Weather tips.
- Be aware of thin ice on ponds, streams, lakes and rivers. If you are planning on walking or skating on frozen water check with local authorities before heading out.
 - Remember ice thickness should be:
 - 15 cm for walking or skating alone
 - 20 cm for skating parties or games
 - 25 cm for snowmobiles.
- Watch out for traffic and obey all road safety laws.

Looking for support for your WinterActive events and programs? Contact your local Be Fit For Life Centre for ideas, resources and the possibility of receiving WinterActive prizes! Visit www.befitforlife.ca for contact information.



Do it Daily ... For Life

Effort	
Safety	
Goal Setting	
In the Community	D(K-30)-9

Healthy Eating

How to Beat the Winter Blues the Healthy Way!

Vegetables and Fruits all year round...fresh, frozen, canned or dried are ALL good for you!

Frozen and canned vegetables and fruit with no added fat, less salt/sugar or packed in juice, are healthy choices.

Get more vegetables and fruits with a **Good Food Box** - go to your Local Connections at www.foodsecurityalberta.ca to learn more about programs in your area.

Schools Can:

- Share this information in school newsletters.
- Sell frozen and canned vegetables and fruits in canteens and cafeterias.
- Incorporate activities into programs to support student learning in health.

Families Can:

- Use this information when they go grocery shopping and buy produce that is in season.
- Know that fresh, frozen and canned vegetables and fruits are a healthy choices, adding variety to their meals.
- Remember that healthy food doesn't have to be more expensive when they shop in season.

Communities Can:

- Advertise vegetable and fruit availability in the grocery stores throughout the year so everyone in the community will know which vegetables and fruits are in season and are less expensive.
- Post this information in community and leisure centres to inform people that healthy eating isn't more expensive.

Winter Survival Tips to get your Five to Ten a Day

Canada's Food Guide to Healthy Eating recommends eating five to ten servings of vegetables and fruits per day (www.eatwellbactive.gc.ca). With Alberta's short growing season, buying fresh vegetables and fruit can be a challenge.

Frozen and canned vegetables and fruit suffer from the outdated perception that they are less nutritious than fresh choices. However, during the long winter months, frozen and canned vegetables and fruit can be more affordable, are important sources of nutrients and add the variety we need for a healthy diet.

Frozen, canned and dried vegetables and fruits are typically processed at the height of the season when the nutrients are at their peak. Vegetables processed with today's technology retain far more of their nutrients than those available just a few years ago.

Vegetables and Fruits Availability Chart

	January	February	March	April	May	June	July	August	September	October	November	December
Asparagus					*	*						
Beans							*	*	*			
Beets	*	*	*	*			*	*	*	*	*	*
Broccoli						*	*	*				
Brussel Sprouts									*	*	*	
Cabbage	*	*	*	*			*	*	*	*	*	*
Carrots	*	*	*	*			*	*	*	*	*	*
Cauliflower							*	*	*			
Celery								*	*			
Corn							*	*	*			
Cucumbers							*	*	*			
Lettuce						*	*	*	*			
Onions	*	*	*					*	*	*	*	*
Onions (green)						*	*	*	*			
Peas							*	*	*			
Peppers							*	*	*			
Pumpkin								*	*	*	*	*
Radishes						*	*	*				
Raspberries							*	*	*			
Rhubarb						*	*	*				
Rutabagas	*	*						*	*	*	*	*
Saskatoons							*	*				
Strawberries						*	*	*	*			
Summer Squash							*	*	*			
Tomatoes						*	*	*	*			
Winter Squash	*	*						*	*	*	*	*

Provided by Alberta Farm Fresh Producers Association, www.albertafarmfresh.com



Live Outside the Everyday Lunchbox Ideas

Schools Can:

- Share this information in school newsletters.
- Make hand washing part of the routine before eating recess snacks or lunch.
- Support student learning in Physical Education and Health.
- Incorporate activities into programs to support student learning in health.

Families Can:

- Use these tips to ensure that all members of the family bring safe lunches to school and work
- Add hand washing into their regular routine.

Communities Can:

- Use this information for community groups, field trips and community picnics to ensure that all food being served or offered is safe for all to enjoy.

Think Safe When Packing Lunches and Snacks

Many messages promoting the benefits of packing healthy lunches for school and work have been talked about a lot over the years, but the importance of food safety is often left out. Learning the basics of food safety ensures you can include all your favourite foods in your lunch.

Quick Tips to Packing a Safe Lunch

Keep it Clean

- Wash your hands with warm water and soap, and use hot, soapy water to make sure food-preparation surfaces and utensils are clean.
- Teach children to wash their hands with warm water and soap before they eat.
- Rinse fresh fruits and vegetables under running tap water and blot dry with a paper towel before packing them in your child's lunch.
- Do not reuse paper or plastic bags.

Keep Hot Foods Hot

- Be sure to maintain the temperature of hot foods such as soup, chili or stew by using an insulated bottle or thermos. Fill the container with boiling water and let it stand for a few minutes. Empty, then fill it with piping hot food. Keep the container closed until lunchtime.
- Leftovers are a great option to bring as a healthy lunch, be sure to keep them cold until lunch time and then heat them up in the microwave.

Keep Cold Foods Cold

- Insulated, soft-sided lunch totes are best for keeping perishable food cold, but metal or plastic lunch boxes and paper bags can also be used. If using paper lunch bags, create layers by double bagging to help insulate the food.
- A cold source, such as a small frozen gel pack should be packed with perishable food in any type of lunch bag or box. Freezer gel packs will keep foods cold until lunchtime, but are not recommended for all-day storage.
- If you make sandwiches the night before, keep them in the refrigerator until packing up to go in the morning. If you pack lunches the night before put the bags/boxes in the fridge until morning.

Source: Fight Bac www.fightbac.org

More ideas on what to pack for healthy lunches and snacks, how to be a positive role model, and the cost savings of homemade lunches versus pre-packaged foods, can be found on pages 10 to 15 in the 2006 Healthy Active School Communities Resource at www.everactive.org.



Fight Bac

www.fightbac.org

Fight Bac offers educators a wide range of educational material for children of all ages - day care through high school. The Kindergarten to Grade 3 program introduces young children to the important steps of food safety, such as hand washing, in an easy-to-understand format. The Grade 4 to 6 and high school programs engage children in science experiments that help them understand the importance of food safety. These documents are available in PDF format.

Food Safety Information Society

is another resource for food safety. Contact them at 1-800-892-8333 or www.foodsafetyline.org with any food safety questions you might have.

Do Bugs Need Drugs?

Shows children proper hygiene to stop the spread of germs. This resource offers classroom activities. Visit www.dobugsneeddrugs.org for more information.

Health Canada

offers a variety of resources that can be obtained free of charge. These resources can be a great addition to classroom teaching or information for families. Visit www.hc-sc.gc.ca.



wellness choices



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



Success Story

École Elbow Valley Elementary, Springbank

– More Understanding of Nutrition for Children’s Health (MUNCH)

Five years ago, a nutrition scan at École Elbow Valley School showed that children were consuming and/or being exposed to food of poor to little nutritional value approximately 30% of the days that they attended school. Milk was the only truly healthy choice being promoted. Only 10% of the items offered or sold in the school were of moderate to high nutritional value.

MUNCH, a subcommittee of the school council, was formed to address the nutritional environment. MUNCH developed a school nutrition policy that states, *“Through education, information, and practice, École Elbow Valley Elementary will promote awareness with respect to making wise nutritional choices within the school.”*

Staff ensure that treats are only offered as an occasional reward such as at special events. The school will focus on promoting wise nutritional choices and a healthy nutritional balance. Special lunches will be planned according to *Canada’s Food Guide to Healthy Eating* (www.eatwellbactive.gc.ca) and will focus on freshly prepared foods. Deep fried foods will be avoided. All food-related decisions will be made based on nutrition, not fundraising goals.



Healthy and Fun Party and Event Ideas



Schools Can:

- Use these healthy meal and snack ideas for their special event days at schools.
- Support student learning in Health by engaging students in the planning of a school community that promotes healthy eating.
- Set guidelines for school parties.
- Share this information in school newsletters.
- Post guidelines for school parties in the classroom and on the school website.

Families Can:

- Encourage the school to offer healthier foods at their special event days.
- Discuss this at school council meetings and set guidelines for the types of foods allowed at school functions.
- Encourage the school to adopt a Healthy and Fun Party Policy.
- Be aware of foods they can offer for classroom parties and know how often parties will be celebrated.

Communities Can:

- Be aware and support the types of foods that are allowed at school functions. This will help when local grocery stores or community groups provide donations of food for events.
- Follow these guidelines for special event days and fundraising events to ensure healthy living messages are consistent between home, school and community.
- Check the school policy before providing celebration food.

Part of making your school community a healthier place to learn and work, is looking at the foods that are served. Why not set an example and serve healthy foods at your next event, special food day, or party? Here are some ideas for healthy and fun foods that children and staff alike will cheer about!

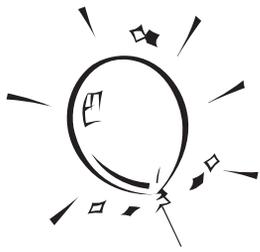
Food Ideas

The usual cupcakes or chips can still be served at a party, but the menu should be balanced to include some healthier foods, such as fruit or veggies and dip.

Involve the children in planning and preparing the party. Children love to make their own snacks, and are also more likely to eat the foods that are served because they made them. This is a terrific way to teach children important life skills.

Meals

- Submarine sandwiches
- Wraps
- Sandwiches (make with different types of breads and fillings)
- Hot soup day with bread or buns
- Breakfast burritos (tortilla wrap, eggs, peppers, onions, cheese, salsa) or breakfast sandwiches (ham, eggs and cheese on an English muffin)
- Chili and buns
- Pasta (offer pasta and tomato or meat sauce)
- Ethnic foods
 - East Indian (e.g., curry chicken with rice)
 - Chinese (e.g., stir-fried vegetables with noodles)
 - Mexican (e.g., fajitas or tacos)



Live Outside the Chip and Pop Party

Snacks

- Smoothies (add fruit, yogurt and 100% juice or milk into a blender)
- Fresh fruits
- Vegetable sticks (serve with dip, pre-portion in baggies)
- Fruit and yogurt parfaits (use clear cups and layer yogurt with fruit chunks, top with granola)
- Popcorn
- Banana splits with fruit topping and ice cream/frozen yogurt
- Ice cream sandwiches
- Fruit cone (fill an ice cream cone with cut up fruit and drizzle with yogurt)
- Milk or flavoured milk and an oatmeal cookie
- Muffins (55g is a recommended portion size)
- Bagels (mini or 1/2 regular size)
- Fruit and cheese or meat and cheese skewers (spear cubes of cheese with fruit or deli meats onto skewer sticks)
- Homemade pudding

Adapted from *SNAC Feeding the Future: School Nutrition Handbook, 2005*

Drinks

- Beverages should complement the snacks but shouldn't be the main attraction.
- Serve milk, plain or flavoured, 100% fruit juice, water, or make healthy beverages such as smoothies.

Activity Ideas

- Besides healthier fare at your parties, include active games that get hearts pumping, such as dancing, musical chairs, or energizers.
- Check out pages 2 to 11 of this resource for great Winter Activity ideas.

There are many excellent cookbooks and websites that offer kid-friendly recipes. Here are a few examples:

- 100 plus recipes at www.healthyalberta.com (the Healthy U website)
- *Cook Great Food*, Dietitians of Canada
- *Great Food Fast*, Bev Callaghan, BSc., RD
- *SupperTime Survival*, Lynn Roblin, MSc., RD

Also, watch in early 2007 for the new cookbook from Dietitians of Canada that features easy meals that the whole family can make and enjoy!

The 2006 *Healthy Active School Communities Resource* (www.everactive.org) has:

- **Suggestions on ways to improve nutrition at your school, including how to set up guidelines for foods served on pages 34 to 43.**
- **A list of the top 30 food choices for canteens and cafeterias on page 39.**
- **Healthy reward and fundraiser ideas on pages 42 and 43.**
- **Ideas to create a balanced food plate can be found on page 10.**

When planning the menu, choose foods for good taste, fun and health. When healthy foods are served it provides an opportunity for students to practice making good food choices.

Remember to consider common food allergies and special dietary or cultural needs.



wellness choices



Wellness Choices

Personal Health	W-5, 9.5
Safety & Responsibility	

Success Story

Rosary School, Manning.

District-Wide Nutrition Policy

Prior to 2003, Rosary School had the usual pop machines and sold chocolate bars as their number one fundraiser. Now, with the help of Project LINK for Health and a district-wide school nutrition policy, Rosary School is a healthier place to be. The beverage machine now only sells 100% juice and water, and their weekly hot lunch program follows *Canada's Food Guide to Healthy Eating* (www.eatwellbeactive.gc.ca).

The consumption of Vegetables and Fruits as well as Milk Products, the three most under-consumed food groups by youth, has increased. The students of Rosary School are constantly reminded of the importance of healthy eating through messages on their health bulletin board.

The changes wouldn't have been possible without the dedication of the school and community partnerships. Holy Family Catholic Regional Division No. 37 is fortunate to have a Registered Dietitian on staff who works on school nutrition policy and coordinates healthy initiatives in schools within the division, including Project LINK for Health.





Success Story

"After the doctor for the Calgary Flames came in as a guest speaker and emphasized that children have a small window of time to develop their bones for life, many parents commented on making an extra effort to ensure that their children drank more milk and ate dairy products... The children are now in a nutrition environment that sets them up for success in terms of their behaviour and ability to learn."

Celia Barrington, Principal
École Elbow Valley
Elementary, Springbank



"Holy Family Catholic Regional Division No. 37 recognizes that school divisions have a responsibility to promote healthy lifestyles and to enable students to make positive health choices."

Rick Berry, Superintendent



Reading Food Labels to Make Healthy Choices



Schools Can:

- Use these resources in the classroom for teaching and bring these practices to life with recess and lunch checks of food labels.
- Incorporate activities into programs to support student learning in Health.

Families Can:

- Become more comfortable with reading food labels and know what to look for to ensure they purchase healthy foods.

Communities Can:

- Encourage labelling information to be available at the grocery store, or through a local dietitian, so that everyone can become healthy shoppers.

When there are so many choices to buy, how do we know what is a healthy choice? Being able to read food labels is one of the easiest ways. It is now mandatory for all packaged foods to have a *Nutrition Facts* table. There are two programs that will help you become a label reading master! **Mission Nutrition** is an excellent resource for students and *Healthy Eating is in Store for You*™ is an extensive resource for parents and teachers.

Mission Nutrition*

The **Mission Nutrition*** Team is proud to announce the addition of new food labelling resources on their website. With the introduction of mandatory nutrition labelling on food packages in December 2005, it is important for students to be able to decipher the information provided.

Teaching children about the *Nutrition Facts* table, ingredient list and other information found on food packages are very important steps in encouraging healthy eating.

Visit www.missionnutrition.ca to find lesson plans and student activity sheets on food labelling for Grades K-1, 2-3, 4-5 and 6-8. Also look for a new family activity sheet called "Explore Food Labels...for Healthy Eating!"

***Mission Nutrition** is a joint initiative of Dietitians of Canada and Kellogg Canada, developed with input from teachers and leading health professionals.



Healthy Eating is in Store for You™

Healthy Eating is in Store for You™ is an exciting project that will help consumers make healthier food choices through better use of the nutrition information on packaged food labels.

Visit www.healthyeatingisinstore.ca for a virtual grocery store tour or to download great resources that will help consumers of all ages nutritionally navigate the grocery store with ease.

The Canadian Diabetes Association and Dietitians of Canada have joined forces to create the program, funded by Health Canada through the Canadian Diabetes Strategy Prevention and Promotion Contribution Program.



Healthy Eating is in Store for You™
Faites provision de saine alimentation™

wellness choices



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

Live Outside the Ordinary and Change Nutrition at Your School

Schools Can:

- Decide to make their school a healthier place to learn and work by changing the types of foods available for sale or offered through special events and fundraisers.
- Engage students, staff and other stakeholders in discussions about how the school community supports healthy choices.

Families Can:

- Support healthy eating at schools and use school council to bring up the types of changes they would like to see.

Communities Can:

- Offer support to schools through their school nutrition makeovers. Partnering with local grocery stores and community groups can lead to success.

Showcase Your Success Stories

Tell us about the programs and the strategies you use to help school-age children and youth “Eat Well, Play Well”.

Research suggests that adopting a Comprehensive School Health (CSH) approach is an effective way of positively impacting the behaviours of school-aged children and youth, especially related to healthy eating, active living and mental health (Stewart-Brown, 2006). CSH is an approach to promoting health in the school setting that looks different in every school, based on their unique needs and capacities. Schools that follow this approach will:

- engage the home, school and community in efforts to promote health
- work to improve the environment, instruction and services/supports for health in their school community
- strive to improve the health of the community

The Dietitians of Canada invite you to take a few minutes to share how a comprehensive school health approach has been successful at improving the healthy eating and active living behaviours of school-aged children and youth in your school community.”

Share your story on the “Eat Well, Play Well” webpage at www.dietitians.ca/child. On the “Eat Well, Play Well” webpage you will also find:

- Resources to support healthy eating and active living in school-age children and youth.
- Stories and Strategies to help you share experiences and approaches for promoting healthy eating and active living for school-age children.



Extreme School Makeover: Nutrition Edition School Awards

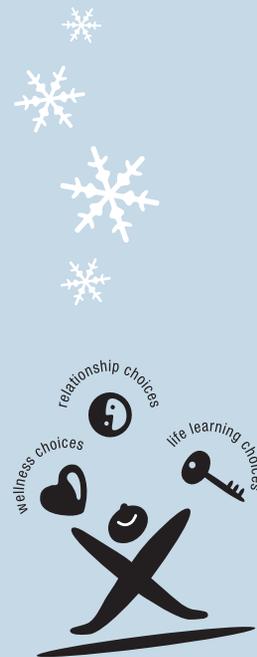
Schools across Alberta are making the healthy choice the easy choice for their students and staff. They are taking out pop machines and are changing the foods served in the cafeteria.

Last year, over 40 schools across Alberta applied to the Extreme School Makeover: Nutrition Edition School Awards provided by Alberta Milk, Breakfast for Learning Alberta, Canadian Cancer Society and Dietitians of Canada.

For more information on these awards, or to apply, visit www.albertamilk.com/healthyschoolawards.

Words of Wisdom for Success From Our 2006 Award-Winning Schools:

1. Remember that change is an ongoing, gradual process! Be flexible and patient.
2. Don't forget the importance of professional development for the staff.
3. Involve parents and key school champions.
4. Don't make assumptions about what students will not eat, offer students healthy alternatives and they will choose them.
5. Gain support from your whole community. Partner with local health professionals, businesses and agencies to foster success and a healthier community.



K-9 Health and Life Skills



Success Story

The BLAST (Building Leadership and Action in Schools Today) team from Oliver School in Edmonton brought in a variety of speakers for a mini-health fair. A dental hygienist who talked about the harmful effects of using spit tobacco. She talked not only about the various cancers you could get in the mouth after only a few years of using spit tobacco, but also about how disgusting it is with that gross brown juice running down your chin and bits of tobacco stuck between your teeth.

For more information on BLAST visit:
www.blastonline.com

More tobacco reduction information can be found on pages 16, 17 and 46 to 49 of the 2006 Healthy Active School Community Resource at www.everactive.org.



Tobacco Reduction

Live Outside the Ordinary – Extraordinary Tobacco Reduction Activities

Schools Can:

- Use these activities to help prevent or reduce tobacco use among students.
- Send the Trivia Questions: The Truth About Spit Tobacco in Activity #2 home for families to complete together.
- Promote Activity #1 displays at Meet the Teacher nights and school performances; provide the display to community organizations that might wish to use it.
- Support student learning in Physical Education and Health.

Families Can:

- Use these tobacco reduction activities in the home to start the conversation about tobacco use.
- Encourage their children's sport organizations to adopt a tobacco reduction policy and engage in activities such as Activity #2, "Shoot the Chew".

Communities Can:

- Borrow the school display from Activity #1 and place it in visible areas of leisure centres, community halls and civic centres.

Activity #1 – Spit Tobacco Ingredient Display

Consider creating a spit tobacco ingredient display. This is a great youth activity!

Once constructed, the ingredient display provides a very powerful, visual message. The display can be rotated through your school community, placed in lobbies or areas of steady traffic flow such as school hallways or grocery stores. Be sure to request permission to set up the display.

Here are some helpful facts that can aid in the construction of the display. Since youth are helping with the display, maximize the opportunities to teach them about the harmful effects of spit tobacco.

Chemicals Found in Spit Tobacco

- Polonium-210 (nuclear waste)
- N-Nitrosamines (cancer-causing)
- Formaldehyde (embalming fluid)
- Nicotine (addictive drug)
- Cadmium (used in car batteries)
- Cyanide (toxic poison)
- Arsenic (rat poison)
- Benzene (cancer-causing)
- Lead (nerve poison)

Addictive Nature of Spit Tobacco

The chemicals contained in chew or snuff make it very hard to quit. Why?

Every time you use spit tobacco, your body adjusts to the amount of tobacco needed to get that feeling. Then you need a little more tobacco to get the same feeling. You see, your body gets used to the chemicals you give it. Pretty soon you'll need more spit tobacco more often or you'll need stronger spit tobacco to reach the same level. This process is called addiction.

Some people say spit tobacco is OK because there's no cigarette smoke. However, spit tobacco is not a safe alternative to smoking. Health problems are simply moved from your lungs to your mouth.

wellness choices



Wellness Choices

Personal Health	W-4.6
Safety & Responsibility	





Activity #2 – Shoot The Chew

Equipment: Empty, clean, chew containers covered in black electrical tape for use as pucks and a “Shooter Tutor” (this accuracy tool covers the net, with holes in each four corners and the middle).

Organization: Create an exciting game of hockey, working on shooting accuracy and incorporate messages about the dangers of using spit tobacco. Participants answer trivia questions about spit tobacco in order to earn pucks. Points are awarded for each puck that goes in the net. Provide healthy prizes for the participants with the most points.

Variation: To increase difficulty use a Shooter Tutor over the net with key words on it that represent spit tobacco use, like:

- “Yellow Teeth”
- “Nasty”
- “Mouth Cancer”
- “Gross”
- “Nicotine”
- “Highly Addictive”



Trivia Questions: The Truth About Spit Tobacco

1. True or False: spit tobacco is also known as dip or chew?
2. Spit tobacco is a mixture of which of the following ingredients?
 - A. Nicotine
 - B. Sweeteners and Salts
 - C. Abrasives
 - D. Chemicals
 - E. All of the above
3. True or False: most spit tobacco users start around age nine or ten?
4. True or False: spit tobacco products are often flavoured with licorice, cherry, mint or wintergreen – flavours that are appealing to children?
5. Spit tobacco contains how many chemicals?
 - A. 35
 - B. 100
 - C. 3000
 - D. 10,000
6. True or False: spit tobacco is not a safe substitute for cigarettes and can harm your health in many ways?
7. Spit tobacco is addictive because it contains which of the following?
 - A. Tobacco
 - B. Smoke
 - C. Nicotine
 - D. Molasses
8. The use of spit tobacco can result in which of the following?
 - A. Cancer of the mouth
 - B. Cancer of the throat
 - C. Tooth and gum disease
 - D. Bone loss around the teeth
 - E. All of the above
9. The nicotine in one tin of dip or chew contains as much nicotine as how many cigarettes?
 - A. 1
 - B. 10
 - C. 20
 - D. 60
10. True or False: spit tobacco does not improve athletic performance. The nicotine in spit tobacco can slow your reaction time and cause dizziness?

Answers: 1) True 2) E 3) True 4) True 5) C 6) True 7) C 8) E 9) D 10) True

Success Story

An AADAC Tobacco Reduction Counsellor in Fort McMurray had participants from the local Minor Hockey league do the Shoot the Chew activity at the local rink. The athletes were able to learn valuable information about the dangers of using spit tobacco, think about reasons not to start, and had fun doing it!

AADAC has 30 Tobacco Reduction Counsellors across the province that could help you plan something similar. Call your local AADAC office for more information.

Use this activity as part of a health fair or set it up for students to try at lunch or recess.

Healthy prize ideas can be found on page 42 of the 2006 *Healthy Active School Communities Resource* at www.everactive.org.



wellness choices



Wellness Choices

Personal Health	W-4, 5,6
Safety & Responsibility	



Activity #3 – AADAC Quizzler

Making the Quizzler

- 1) Cut along the dotted lines.
- 2) Place the Quizzler face down.
- 3) Fold corner to opposite corner. Unfold. Fold the other corner to opposite corner. Unfold. You will now have an X as a guideline.
- 4) Fold all corners into the centre so it becomes a square.
- 5) Flip the square over.
- 6) Again, fold the corners into the centre.
- 7) Fold in half. Open and fold in half again. Press folds firmly.
- 8) Put fingers in and start Quizzling!

Follow this format to have students create their own healthy choices quizzler.

wellness choices



Wellness Choices	
Personal Health	W-(7-9).6
Safety & Responsibility	



SMOKING'S RISKS

Q: Most adults try 5 times before quitting smoking for good. True or False?
A: True. Quitting can be tough!

Q: The younger you are when you start smoking, the harder it is to stop later. True or False?
A: True.

free free free

AADAC

Quizzler

Q: Smoking can turn your teeth and fingers what color?
A: Brownish yellow!

Q: How many people die each year from the effects of smoking?
A: In Canada, enough people to fill 625 school buses! (About 45,000)

Q: The leaves of this plant contain the drug nicotine. Name this plant.
A: Tobacco plant.

TOBACCO

Q: What is spit tobacco?
A: Tobacco that you chew (chuck) or sniff.

Q: Tobacco smoke contains rat poison. True or False?
A: True! Arsenic is found in tobacco smoke. Arsenic is used as a rat poison.

Q: What is the drug found in tobacco?
A: Nicotine. It is found in all tobacco products.

DRUG

Newsletter Insert Ideas

Schools Can:

- Publish these healthy living ideas in school newsletters.
- Solicit additional ideas from the community and parents with healthy living background, e.g., school health nurses, dietitians or fitness leaders.

Families Can:

- Encourage schools to feature a healthy living section in school newsletters.

- Cut out the healthy living information from school newsletters and post it on the fridge.

Communities Can:

- Provide healthy living items to schools for their newsletters.
- Add these healthy living ideas to community program books.

Get WinterActive

January 15 to February 23, 2007. This national campaign encourages Canadians to be active in the winter months. Log onto www.winteractive.org to register your activity, look for events in your area, and get ideas for how you can get WinterActive.

Any Day Can Be Family Day – Get Your Family Active Together!

In Alberta, holidays like Family Day encourage us to spend the day with our family. Why not try to incorporate physical activity into your family time?

- Check out your local community information to see what events are being planned in your area or create your own family activity day.
- Invite your whole family to participate – aunts, uncles, grandparents and go tobogganing, go for an after-dinner walk, or create a fun winter scavenger hunt.
- Try something that you haven't done as a family before. Let each person in your family choose a new physical activity they would like to try.
- Make your own trails for snowshoeing or cross-country skiing. Many sporting goods rental shops can provide the equipment for the day.
- Create your own games and activities with a winter theme, e.g., snoccer (snow soccer) or snurling (snow curling).
- Create a snow maze in your backyard or local park – follow the leader, hop, skip or walk backwards through the snow.
- Incorporate more walking into your daily routine. Walk to the local grocery store as a family and each carry a bag home. Walk with your children to or from school, to the local pool or to a friend's house.
- Weekends, evenings, and holidays are all terrific opportunities to be active as a family. Get your family active together any day of the year!

Winter Sun Safety

There is strong evidence that exposure to ultraviolet (UV) radiation from the sun and other sources, could lead to skin cancer, melanoma and some cataracts. Experts recommend that **sun protection is required when the UV Index is 3 (moderate) or higher.**

According to Environment Canada, the average UV Index in Alberta is below 3 during the winter months with the exception of higher-altitude communities. Use sun protection while enjoying winter activities in Banff, Jasper and communities at higher altitude.

To check the daily UV Index bulletin for your community or communities you are traveling to, visit http://www.msc-smc.ec.gc.ca/education/uvindex/index_e.html

Healthy U

www.healthyalberta.com

Healthy U encourages Albertans to lead a healthy, active lifestyle and reduce their risk of chronic disease.

All Albertans: The *Healthy U* website has information about maintaining or getting started on the path to healthier living.

Communities: *Community Choosewell Challenge* encourages and recognizes innovative programs, partnerships and the promotion of eating right and getting active in Alberta communities.

Workplaces: *Healthy U @ Work* offers information to employers to encourage healthy living for workers.

Did You Know?

Currently, 18 communities in Alberta are 100% smoke-free. In January 2006, Alberta's new Smoke-Free Places Act came into effect across the province. The act prohibits smoking in all public places and workplaces where children and youth are permitted, protecting them from the danger of second-hand smoke.

Did You Know?

The UV Index is a simple measure of the intensity of the sun's rays. Because UV radiation cannot be seen or felt, the UV Index is a practical tool that Albertans can use to protect themselves from too much UV radiation. The UV Index depends on a number of factors, including the ozone layer, the sun's elevation (i.e. time of year and time of day), latitude, altitude, cloud cover and ground reflection (e.g., snow cover).

Live Outside the Box Challenge Week

Choose a week, any week during WinterActive (January 15 to February 23, 2007) and go screen free – no TV, computers (except for work) or video games. Visit www.liveoutsidethebox.ca for a tracking sheet and 20 Ways to Live Outside the Box.



Did You Know?

Chocolate Milk is quick, tasty and easy. Warm Chocolate Milk, with 15 nutrients and no more sugar than a glass of unsweetened orange juice, is the perfect way to re-fuel after a day of winter fun!



Re-Fuel after Winter Play

You need a mix of protein, carbohydrates and fluid to Re-Fuel, Repair and Recover. It is best to try to have something to eat and/or drink within 15 – 20 minutes after vigorous activity. Remember to be active for 30 to 60 minutes per day for adults and 90 minutes per day for children (Canada’s Guide to Physical Activity www.eatwellbeactive.gc.ca). Refueling helps your muscles recover. Muscles soak up carbohydrates after exercise (carbs are like medicine to tired muscles). Repair and rebuild your muscles with protein (protein ensures your muscles recover fully). Recovering requires that you rest your body and replace the fluids that you lost while exercising.

Try these ideas:

- For healthy hot chocolate, heat chocolate milk in the microwave until steaming. For a special treat, add a dollop (1 tablespoon) of real whipped cream and a sprinkle of cocoa to hot chocolate milk.
- Want a change from white milk? Try vanilla, strawberry or banana milk, which all pack the same nutritious punch as white milk. Available at your local grocery store.
- Want something cool? Try a nutritious fruit smoothie. Simply blend yogurt, fruit and milk.

(source, Fuel Up! magazine, Alberta Milk)



Dressing for the Winter Weather

Although the weather outside can be cold, windy and wet, dressing appropriately can help you enjoy the frosty air. Try these tips for staying warm and dry while being active during the winter months:

- Dress in layers. The inner layer of clothing should be made of material that will remove any moisture and keep it away from your skin. The middle layer is for warmth, and the outer layer should keep you dry and protected from the wind and water.
- While it may be tempting to wear many pairs of socks, it’s important to allow enough space for your feet to fit comfortably inside the boots or skates. Socks or boots that are too tight may reduce circulation to your toes, making them feel cold. Socks made of material that removes moisture (choose a wool blend over cotton) help keep the feet dry.
- A great deal of heat is lost through the head and neck. Be sure to wear a hat that covers the ears.
- Consider a neck warmer instead of a scarf to reduce the risk of injury when being active.
- A warm pair of mittens or gloves with a windproof shell is best for keeping your fingers warm in the winter. Gloves provide better dexterity and mittens provide more warmth. Choose what’s right for you!

Winter fun is all about staying dry. Wear the gear that will allow you to focus on the activity and forget about the cold. Adjust layers of clothing as needed before you start to sweat and change into dry clothes at your first opportunity.

Role Play Positive Behaviours

Practice these strategies with your child so that they feel comfortable saying “no”. You can act out any number of situations, making them appropriate for your child’s age.

For example, if your child has certain neighbourhood boundaries within which they are allowed to play, you could act out a scene where your child says “no” to a friend who wants them to go outside the boundaries to the corner store. Your child can help you think of other situations where they would have to stand up for themselves and say “no” to a friend.

Saying “No Thanks. I don’t want to.”

Often that will be the end of the incident. You’ve made a choice and others should respect your choice.

The Broken Record

Sometimes another child will keep up the pressure, urging you again and again to try it just once. Simply repeat your first answer over and over again. Say “No thanks, I don’t want to” as many times as necessary. Don’t explain, and don’t get upset and try to justify your decision. Simply repeat your answer in a friendly, neutral manner. Eventually the child who is putting on the pressure will get tired of hearing your answer and will give up.

Reverse the Pressure

If someone is repeatedly nagging at you to do something that you don’t want to do, turn the pressure around. Say to that person, “Why are you picking on me?” This reverses the pressure, forcing the other person to explain the behaviour. It also implies that maybe it’s the other person, and not you, who has the problem.

Excuse Yourself and Leave

The best way to get out of a tricky situation may be to simply leave. In a friendly tone just say, “Sorry, I have to leave,” and then walk away. You don’t have to justify your actions to anyone and you don’t have to put up with pressure that makes you uncomfortable.

Encourage your child to think about these ways of saying “no” any time their friends or classmates want to do something that makes your child uncomfortable. When children learn that they can say “no” and still stay friends, it relieves them of a lot of the pressure. Talk to your child about other ways/strategies they could use to say no and stand up to peer pressure.

For more information, contact your local AADAC office or call the AADAC Help Line at 1-866-33AADAC.



Provincial, National and International Healthy Living Events

- Get **WinterActive** January 15 to February 23, 2007 and chase away the winter blues. Discover winter fun and move towards regular physical activity, healthy eating, tobacco reduction and sport participation during this national community-based initiative. Visit www.winteractive.org for more information. If you're looking for community support for your initiative contact the Be Fit For Life Centre in your area at www.befitforlife.ca.
- **National Non-Smoking Week** runs January 21 to 27, 2007. This year's theme is "Let's Clear the Air: Celebrating Smoke-Free Places." To find out what is going on in your community, please contact a Tobacco Reduction Counsellor at your local AADAC area office. Visit www.smokefreeplaces.com for more information.
- Albertans count yourselves in for **Winter Walk Day** on February 7, 2007! Pre-register at www.shapeab.com and a package full of ideas and tips will be sent to you as well as a participant award for every walker in your group.
- Plan an event to get your family and your community WinterActive on **Family Day** February 19, 2007. Register your participation at www.winteractive.org.
- **Eating Disorders Awareness Week** is February 25 to March 3, 2007. This is a great chance to focus on positive body image and healthy living. Visit www.nationaleatingdisorders.org for more information.
- **Canada Games** will occur February 23 to March 10, 2007. The Canada Games Day resource provides ideas for organizing a sport and educational experience that mirrors the excitement and spirit of the Canada Games. To order a copy call 1-800-663-8708 or e-mail canada.games@canadagames.ca.
- March is **Nutrition Month**. Check out the Dietitians of Canada's website at www.dietitians.ca for information on this year's Nutrition Month theme and for some interactive activities.
- April is **National Oral Health Month** and the Canadian Dental Association has organized a month-long oral health education campaign to promote the importance of a healthy mouth for a healthy body. Visit www.cda-adc.ca for more information.
- **World Health Day** is April 8, 2007, visit www.who.int for information on the day, download an organizers toolkit and view the list of events happening across the world.
- **SummerActive** occurs annually for 6 weeks during May and June. 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 24, 2007. Join in this provincial event by being active for at least 30 minutes and register your participation. Last year, 87,500 Albertans registered their participation, this year we hope to double that number. Visit www.befitforlife.ca for more information.
- **Live Outside the Box Challenge Week**. Choose a week, any week during Winter or SummerActive where you will try to go screen free – no TV, computers (except for work) or video games. Visit www.liveoutsidethebox.ca for more information.
- **National Sun Awareness Week** occurs May 28 to June 3, 2007 to promote 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, 2007. 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 promote 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. For information on how you can get involved, visit www.wntd.com.



Provincial, National and International Healthy Living Events Continued



- **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 2007.
- Participate in **International Trails Day** on June 2, 2007. This day is dedicated to celebrating 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 3 to 9, 2007). 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. 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 6, 2007. Clean Air Day is a celebration of environmentally friendly activities that promote clean air and good health. Visit www.ec.gc.ca/cleanair-airpur/ for more information.
- 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 at www.goforgreen.ca.
- July 1 is **Canada Day**. Plan an event to get your family and your community active! Download a copy of the 2006 *Healthy Active School Communities* resource for activity ideas at www.everactive.org.
- Celebrate the importance of milk in schools with **School Milk Day**, September 26, 2007. Visit www.albertamilk.com for more information.
- The annual **Terry Fox Run** is held in Canada every September, usually on the second Sunday following Labour Day. The Run is a non-competitive event where people get together as individuals, families and groups to raise money in Terry's name. It is a day of celebrating Terry's legacy and helping to keep his dream of a cure for cancer alive. To find out the dates of the National School Run Day visit www.terryfoxrun.org.
- October is **International Walk to School Week**. 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.shapeab.com for details.
- November is **Diabetes Awareness Month** and serves as an opportunity to remind Canadians of the seriousness of diabetes. Diabetes, either juvenile or type 2, is an epidemic with about 1.8 million Canadians and over 150 million people globally. Even more alarming is that one third of Canadians with diabetes are unaware that they have the condition. Visit www.diabetes.ca for more information.
- **National Addictions Awareness Week** runs November 19 to 25, 2007 and communities across the province are involved in organizing special events to raise awareness of the problems associated with the abuse of alcohol and other drugs. For more information about activities going on in your community contact your local AADAC office.
- December 3, 2007 is **United Nations International Day of Disabled Persons** which aims to increase awareness and understanding of disability issues and trends, and to mobilize support for practical action at all levels, by, with and for persons with disabilities. For suggested activities visit www.unac.org/en/link_learn/monitoring/rights_disabled.asp.

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 website and library, 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 Tourism, Parks, Recreation and Culture: www.cd.gov.ab.ca



Alberta Milk is a non-profit organization representing Alberta's dairy producers 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



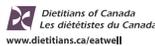
The Alberta Recreation and Parks Association (ARPA) is a provincial charitable association dedicated to promoting the benefits and advancement of the recreation and parks industry. ARPA strives to build healthy citizens, their communities and their environments throughout Alberta. www.arpaonline.ca



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 Alberta Be Fit for Life (BFFL) Network disseminates healthy lifestyle information and resources to encourage Albertans to be physically active. www.benefitforlife.ca



Dietitians of Canada is the national professional association for approximately 5500 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



The Live Outside the Box campaign 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. www.liveoutsidethebox.ca



Public Health Agency of Canada, Alberta/NWT Region, has a mission 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. HPEC 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 non-profit provincial organization that encourages students to walk or cycle to school. SHAPE promotes the national Active and Safe Routes to School Program by providing resources, support and ideas. An engaging new resource, Alberta's Active and Safe Routes to School manual, is now available. www.shapeab.com



Schools Come Alive (SCA) 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 lifestyles. www.schoolscomealive.org



Supporting the creation of healthy active school communities

ABCD's of Physical Education



Health and Life Skills



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