

Summer Physical Activity Ideas

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Changing the Nutrition  
Environment

PAGE 8

Quit Smoking Tips for Teachers

PAGE 11

# Healthy Active School Communities

## Summer Edition



LIVE  
OUTSIDE  
THE BOX.

Alberta Active Living Challenge Day  
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Communities ChooseWell  
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Exercising to Music — MP3 Players  
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summer  
active



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English and French from:  
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# SummerActive

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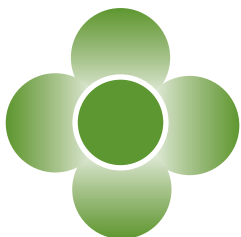


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The web sites mentioned in this resource were active at the time of publication.

These web sites have not been formally evaluated by the *Healthy Active School Communities* resource committee, as such we are not responsible for their content.



# SummerActive and WinterActive

## About the Campaigns



**SummerActive**  
May 7 to June 19, 2009  
[www.summeractive.ca](http://www.summeractive.ca)



**WinterActive**  
January 15 to February 27, 2009  
[www.winteractive.ca](http://www.winteractive.ca)

SummerActive and WinterActive are Canada's annual, six-week community mobilization initiatives designed to help Canadians of all ages improve their health and quality of life through healthy living. The goal of these initiatives 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.

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

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

## Healthy Active School Communities

Since 2002 Alberta has developed the *Healthy Active School Communities* resource to provide information specific to the school community setting about promoting and adopting healthy, active lifestyles. This resource has been developed in collaboration with many partnering agencies and government departments and incorporates ideas for the 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 healthy lifestyles.

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

Download copies of these resources in English and French at [www.everactive.org](http://www.everactive.org).



K-9 Health & Life Skills

Healthy Active School Communities



SUMMER/WINTER EDITION

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

## Success Story

Edburg School just southeast of Camrose is known as the little school with heart. At their 100th day of school celebration, students participated in "The Amazing Race for School Communities".

As well, each month the students and staff participate in a cross-aged activity where the older students work with the younger students.

Participation is paramount in this little school as each student enjoys daily physical education classes, lunch-hour intramurals and ongoing extracurricular activities.

# Active Living

## SummerActive

### Physical Activity Ideas

Preparing for the Main Event...Using Running, Jumping and Throwing Activities to Promote Participation, Sportsmanship, Cooperation and Personal Performance

#### BE FAST Increasing Speed and Endurance

### Scurry

**Equipment:** Bean bags

**Organization:** Scatter beanbags around the inside of a running track (outdoor track or gymnasium). Be sure to have the same number of beanbags as students. On a signal, students begin running around the track. As they run, ask the students to touch a beanbag a certain way. Cues are called out such as; touch the beanbag with your right foot, left foot, right knee, thumb, forehead, shoulder or left ear. Only one student can touch a beanbag at a time.

**Variation/Inclusion:** Challenge students to complete this activity with a partner. For students in wheelchairs, hang a beanbag within reach from a basketball hoop or goal post and have them touch that beanbag. Play music during the activity to energize the students.

Source: Activity adapted from *Run, Jump, Throw...and away we go!* K-12 Teacher Resource, 2001, Alberta Learning



ACTIVITY	
Basic Skills	A(K-30)-1
Application of Basic Skills	A(K-30)-13



### Sustained Tag

**Equipment:** Pylons to mark off the boundaries and the tagged area, pinnies

**Organization:** Choose 2-3 students to be "it" and wear pinnies. Mark off the boundaries and the specified area to go to if tagged. On a signal, have the students move throughout the playing area. If tagged, a student must go to the "tagged area" and perform 3 crunches, 3 push-ups and 3 jumping jacks then return to the activity. Be sure to change who is "it" often.

**Variation/Inclusion:** Consider giving choice and/or modifying the activities that the students perform if tagged such as modified push-ups, half-jumping jacks and tuck jumps. Be sure to provide alternative activities for students who use wheelchairs such as bicep curls, shoulder presses and arm circles.



ACTIVITY	
Basic Skills	A(K-30)-1
Application of Basic Skills	A(K-30)-13

### Circuit Relay

**Equipment:** Pylons, one object per team such as a baton, popsicle stick or beanbag

**Organization:** Divide the students into teams of 4 or 5. Using pylons mark off a track consisting of 2 circles (one on the outside and one on the inside). Place one student on the outside circle (holding object) and the others on the inside circle. The student on the outside jogs at least one lap around the outside circle then hands the object off to the front student from the inside circle. After the object has been handed off they move to the inside circle and the student with the object moves to the outside. Continue until each student has had the object.

**Variation/Inclusion:** Ensure that the "track" is accessible for students who use wheelchairs and consider dividing the students into walking and jogging teams. Those teams choosing to walk can have teams of 2-3 and would walk 2 laps before handing off the object.



COOPERATION	
Communication	
Fair Play	
Leadership	C(K-30)-4
Teamwork	

Healthy Active School Communities

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SUMMER/WINTER EDITION

# Banana Split

**Equipment:** 10-20 activity cards, plastic container or pail

**Organization:** Create a list of activities and write them on index cards. The activities can include jumping jacks, tuck jumps and squats. Place the cards into a reusable container. Pair students up and have them stand side by side with each pair lined up one behind the other in 2 lines. On a signal, have the students jog while staying beside their partner and in their lines around a track or on a field. When "banana split" is called, the two front students "peel off" one turning to the right and one to the left. Both students will end up at the back together again at the end of the line. After a few "banana splits", call out "cherry on top" or "stop" and ask a student to reach into the container and pull out an activity. All students complete the activity for 20 seconds then get back into their line and continue jogging.

**Variation/Inclusion:** Two groups can be created according to ability and readiness such as a walking and a running group. Ensure that the activity area is accessible for students who use wheelchairs. Provide various activity options such as modified jumping jacks or alternating knee lifts as an alternative to tuck jumps.



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

# Partner Pursuit

**Equipment:** One flag-football "tail" or scarf for each student, pylons indicating a start and end line

**Organization:** This activity works well with a large space, possibly outside. Place pylons down indicating a start line and end line and have the students pair up each placing a "tail" in their waist band and off to one side. Students line up one behind the other approximately 1 meter apart. Beanbags can be placed on the ground to mark the distance between the partners, if necessary. On a signal, have both students run toward the straight away end line with the end partner behind attempting to remove the other partner's "tail". If the tail is removed before the student reaches the end line, that other student receives one point. Both students walk or jog back to the start line, and switch places. Continue for 3-5 tries or for a certain amount of time.

**Variation/Inclusion:** If you have uneven numbers place students in groups of 3. The 2 students in front will be pursued by the student behind. Visually impaired students can partner up with another student, link arms and run together.



DO IT DAILY...FOR LIFE	
Effort	
Safety	D(K-30)-3
Goal Setting	
In the Community	



## BE STRONG Increasing Upper and Lower Body Strength

# Spot Line Jumping

**Equipment:** Polyspot markers or pool noodles (one for each student), sound system and music

**Organization:** Scatter polyspot markers and/or pool noodles around the playing area. Have each student begins at a marker. When the music starts, have the students move around the playing area using the locomotor skill that has been called out such as skipping, galloping, walking or hopping. When the music stops, the students stand on the closest marker and are given a jumping or hopping task to perform. Students continue the task for approximately 15 seconds until the music starts again and another locomotor skill is called out. Sample jumping and hopping tasks include:

- Jump on and off the spot with two feet
- Hop on and off the spot with one foot
- Jump side to side over the spot
- Hop around the spot
- Straddle jump the spot with both feet on and both feet off

**Variation/Inclusion:** Create cards that have locomotor skills written on them and demonstrate the skill while holding up the card. Encourage the students to choose their own jumping and hopping tasks either individually or in partners that relate to the components of fitness: strength, endurance, flexibility and cardio-respiratory activities. Place several markers on desks located around the perimeter of the playing area and ask the students in wheelchairs to move to the desks and demonstrate the jumping and hopping tasks with their hands.



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



## Success Story

At Monsignor Doyle School in Calgary the "Big Games Sports Day" is a big hit with both the students and staff.

Each class is divided into four groups and each group participates in a large group activity for one hour at a time. Some of the activities include: Bodyball, kickball, street hockey, beach volleyball, parachute play and wall ball.

The teachers loved this event as the planning and organization was minimal and there were a wide variety of activities for students of all ages and levels.

Healthy Active School Communities

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SUMMER/WINTER EDITION

## Perimeter Jump and Tag

**Equipment:** Pylons, hockey sticks, mats, benches, boxes.

**Organization:** Set up a variety of small obstacles such as pylons, a hockey stick across the tops of 2 pylons and mats around the perimeter of the playing area. Choose 2-3 students to be "it" and have everyone stand inside of the equipment. On a signal the "its" attempt to tag the other students. If tagged, the student must run one lap of the perimeter jumping and hopping over the obstacles in a counter clockwise direction. Once complete they may return to the centre. Change who is "it" after all have been tagged or after a certain period of time has elapsed.

**Variation/Inclusion:** Set up obstacles of varying levels and consider having students with visual impairments move around with a partner.



ACTIVITY	
Basic Skills	A(4-30)-2
Application of Basic Skills	

## Crabs in the Canal

**Equipment:** Pylons to mark off boundaries

**Organization:** Mark off the boundaries of the playing area with pylons or use the lines on the floor. Choose 2-3 students to be "it" and have everyone, including the "its", get into the crab walk position. The "its" attempt to tag the others, who when tagged, also become "its". Continue until all the "crabs" are caught.

**Variation/Inclusion:** Play this activity in a large playing area, decreasing the size of the play area each time you play.

Source: From the Physical Education Online website [www.education.gov.ab.ca/physicaleducationonline](http://www.education.gov.ab.ca/physicaleducationonline). Go to Teachers Resources – Lesson Plans – View a Lesson – Individual Activities – Upper Body Strength.

For activities in French visit [www.gov.ab.ca/education-physiqueenlige](http://www.gov.ab.ca/education-physiqueenlige).



COOPERATION	
Communication	C(K-30)-1
Fair Play	
Leadership	
Teamwork	C(K-30)-5

## Can't Resist Getting Stronger!

**Equipment:** Resistance bands (one for each student)

**Organization:** For a full body strength work out, complete the following:

### 1) Lower Body Strength

- Give each student a band and demonstrate how to properly hold and use the band safely.
- Have them spread the band out flat in front of them.
  - With the band on the ground have the students do 10 – 20 repetitions of the following exercises:
    1. Two foot jumps forward and backward over the band.
    2. Skier two foot jumps side to side over the band.
    3. Start with your foot to the far right side of the band, then side shuffle to the left side. Repeat and shuffle to the other side.
    4. Jump up with arms above the head and bend down and touch the band with both hands.
    5. Jump with high knees over the band.
    6. Double step the length of the band with one foot on either side of it.

### 2) Upper Body Strength

- Have the students stand on one end of the band and pick up the other end of the band with one hand.
- Cue the students to complete the following movements, each for 5 seconds:
  1. Reach above the head
  2. Touch the head, ear, shoulder, hip, knee, toes
  3. Reach out to the side
  4. Reach to the opposite side
  5. Reach straight out in front
- Have the students do the same movements using the other arm.



ACTIVITY	
Basic Skills	A(K-30)-2
Application of Basic Skills	



**Variation/Inclusion:** Provide an option for students to sit depending on their upper body mobility. Create picture cards of each movement and suggest students work with a partner. Complete the upper body movements by playing Simon Says. For example, "Simon says, reach the band above your head".

# Partner Push Up Routine

**Equipment:** Obstacle free space

**Organization:** Have the students work in pairs to complete the push-up tasks. Sample tasks while in the push-up position include:

- Shake right hands
- Shake left hands
- High five right hands
- High five left hands
- Pat the floor with the right hand
- Pat the floor with the left hand
- Lift the right foot
- Lift the left foot

**Variation/Inclusion:** Encourage the students to create their own push-up routines. Place the students into groups of 3 or 4 to create group routines and offer equipment such as tennis balls to use. Students can also complete the push-up routine with the knees down in a modified push-up position.



COOPERATION	
Communication	C(K-30)-1
Fair Play	
Leadership	
Teamwork	C(K-30)-5

## BE FLEXIBLE Increasing Flexibility and Resiliency

### Yoga

**Equipment:** Mats and an obstacle free space.

**Organization:** Scatter mats allowing enough space to complete the yoga poses:

#### The Warrior Pose

- Place the forearms on the floor.
- Bend the right knee. Keep it between the arms, touching the chest.
- Extend the left leg backward.
- Bend the left knee so that it touches the floor.
- Raise the head and look up.

#### The Child's Pose

- Sit back on heels. Slowly lower the chest down onto the thighs and forehead to the floor.
- Place forearms and hands on the floor, comfortably either in front or alongside the body.
- Relax and hold the pose for 10-15 seconds

**Variation/Inclusion:** Reach the arms overhead (tree pose), bend forward at the waist and touch the toes (dog pose) and lean the upper body forward and raise the arms overhead (warrior pose).

Source: Leah Syrota & Karin VanCampenhout at [www.reachservices.ab.ca](http://www.reachservices.ab.ca).

Looking for more yoga activities? Contact your local Be Fit For Life Centre for information on their Yoga Techniques for the Classroom Program at [www.befitforlife.ca](http://www.befitforlife.ca)

### Pilates

**Equipment:** Mats and an obstacle free space

**Organization:** Scatter mats allowing enough space to complete the pilates moves:

#### Plank Position

- Lie face down on a mat. Support the body off the floor on the forearms and toes. Keep the body straight, head in line with the hips, knees and toes, and the back straight. The goal is to maintain proper posture and alignment throughout the activity. Hold for 20 seconds and increase the time as your strength improves.

#### Side Plank Position

- Lie on your side on a mat. Raise the body using one forearm and support it in a raised position. Keep the body straight, head in line with the hips, knees and toes, and the back straight. The goal is to maintain proper posture and alignment throughout the activity. Hold for

**Variation/Inclusion:** Start out on the knees while performing the plank positions. A semi-deflated ball can also be used by placing it under the stomach for the plank position and between the mat and the side of the body for the side plank position.

For more pilates and core body activities, see "Daily Physical Activity: A Handbook for Grades 1-9 Schools" at [www.education.gov.ab.ca/k\\_12/curriculum/bySubject/dpa.asp](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/dpa.asp)



BENEFITS HEALTH	
Functional Fitness	
Body Image	
Well-Being	B(K-30)-8

#### The Tree Pose

- Stand straight, place instep of one foot on the inside of the other thigh and inhale.
- Bring both hands together at the chest.
- Sweep the arms up above the head.
- Interlace the fingers and stretch tall. Repeat with other leg.

#### The Dog Pose

- Start by kneeling, arms stretched straight out in front.
- Push back on the heels and lift the buttocks to make a triangle.
- Try to push the heels into the floor and keep the back straight.
- Hold this for 10-15 seconds and then slowly lower back to the starting position.



DO IT DAILY...FOR LIFE	
Effort	
Safety	
Goal Setting	D(K-9)-7 D(10-30)-6
In the Community	

#### Inch Worm Walk

- Line up along a line. Bend at the waist and put both hands on the floor in front of the body. Keeping the feet on the ground, walk the hands away from the legs until the body is in a push-up position. From this position, keep both hands on the ground and with legs straight walk the legs towards the hands. Continue for 2-4 meters, depending on the age and fitness level of your students.

## Be Water Savvy in the Summer Heat!



- Collect water in rain barrels. Use it in your garden, kiddy pool or for those spontaneous water fights place a screen over collected rain water as a precaution for West Nile.
- Using a kiddy pool is a great way to keep water around for the heat wave.
- Take turns with your neighbors to host sprinkler parties.

Healthy Active School Communities



SUMMER/WINTER EDITION

## Success Story Joint Use Agreement

Westglen School in Didsbury agreed to a landmark facility usage agreement that enables community programs to use the gymnasium. Local media helped promote the initiative with articles and on-air interviews. A dozen local businesses and several out-of-town merchants chipped in with prizes and other supports, including water and oranges for folks shooting hoops. Using community support, staff and funding from Town Council, kept all events free!

For more information contact the Manager of Parks and Recreation at [bsayer@didsbury.ca](mailto:bsayer@didsbury.ca).

# SummerActive Partnerships and Events

## Alberta Active Living Challenge Day

Join thousands across the province on **Thursday May 21, 2009** for Alberta Active Living Challenge Day. Participate in 30 minutes of physical activity on May 21st and register your own participation or your group's participation at [www.befitforlife.ca](http://www.befitforlife.ca) or call your local Be Fit For Life Centre.



## Communities ChooseWell

- Plan a healthy living event, or build on an existing one for your school, workplace or community that will engage people for Communities ChooseWell.
- Send in your early success stories to Communities ChooseWell and you will automatically be registered for SummerActive and a chance to win SummerActive prizes.
- Communities ChooseWell, a part of the Government of Alberta's Healthy U campaign and managed by the Alberta Recreation and Parks Association (ARPA), is maintaining it's partnership with SummerActive.
- For more ideas go to [www.healthyalberta.com](http://www.healthyalberta.com).



## Family Commuting Competition

Give up the car keys and bus passes! Challenge your family to walk or bike to work or school, and to run errands. Reward those who can be the most active and for those who do try. Try the challenge for a week, a month, or the whole summer. This may be a fun challenge at your workplace too!



## Neighbourhood Nature Walk/Scavenger Hunt

A great way to get active and appreciate your neighbourhood is to take pictures of trees, landmarks or objects found in your area and organize a nature scavenger hunt to find those items with your family or neighbours. Provide a prize for the first to find all the items!

Healthy Active School Communities



SUMMER/WINTER EDITION



## Pedometer Walking Challenge

The goal of this 6-week challenge is to increase awareness of current physical activity levels, while promoting positive lifestyle changes. This challenge is completed by Portage College staff annually.

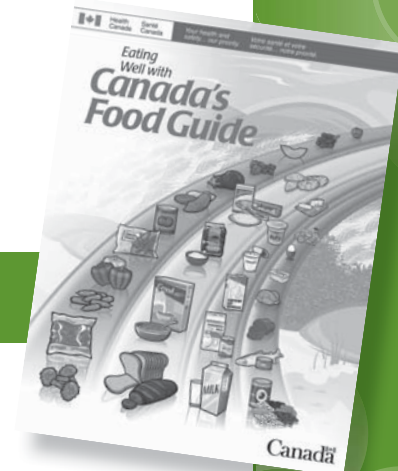
In the new year, 43 Portage College staff took on this challenge with a total of 14,389,183 steps taken. Groups ranged from 4-6 members and the group winner was based on the highest average number of steps taken per team.

A small fee was charged to participate in the challenge, with the total money split for prizes among the winning group members. Each team member had a choice of either Portage College Voyageur athletic apparel or FitterFirst exercise equipment to continue with their healthy living journey.

# Healthy Eating

## What's new about Canada's Food Guide?

Eating Well with Canada's Food Guide released in February 2007 is your new guide to healthy eating.



### What's New about the Food Guide?

- More specific guidance is provided on portion sizes and the number of servings needed based on age group and gender including toddlers, children, youth, adults and seniors.
- Vegetables and fruits are on the outer most arc of the rainbow highlighting their importance to healthy eating.
- Guidance is provided on the types and amounts of oils and fats that should be part of a healthy eating pattern. Choose 2-3 tablespoons of unsaturated fats each day and limit saturated fat in baked goods, pastries, fried foods and snack foods.
- Limiting foods and drinks high in calories, fat, sugar, and salt is recommended.
- Water is promoted as the best beverage to satisfy thirst.
- More culturally diverse food choices are included and the new Food Guide is available in 12 languages: Arabic, Chinese, Farsi, Korean, Punjabi, Russian, Spanish, Tagalog, Tamil, Urdu, English and French.

## Classroom Activities

### Instruct students to:

1. Visit Health Canada's web site and take an interactive guided tour of Canada's Food Guide. [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)
2. Use the "My Food Guide" application on the Health Canada web site to personalize the food guide based on their age, gender and food preferences.
3. Record their food and beverage intake for one full day and compare their food record to the recommendations in Canada's Food Guide.
4. Use Dietitians of Canada EATracker web site to input their food intake and compare to Canada's Food Guide. [www.dietitians.ca](http://www.dietitians.ca)
5. Suggest a healthy breakfast, lunch, or supper meal. Have them use Canada's Food Guide to ensure that each meal contains at least 3 of the 4 food groups.



#### WELLNESS CHOICES

Personal Health	W(2,3)-5
Safety & Responsibility	

### Berry Picking!

Did you know that nearly 20 types of berries grow wild in Alberta?

Berry picking is a great way to bring people together to get active, cultivate the earth and find nutritious free food!

To find out more about the berries ready for picking in your community visit <http://theurbanfarmer.ca/>



## Where to go for more resources?

**Health Canada:** [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)

- Find Canada's Food Guide and the Resource for Educators and Communicators.
- Take an interactive guided tour of Canada's Food Guide and personalize the food guide using the "My Food Guide" application.
- Access Canada's Food Guide in 12 different languages.
- Find Canada's Food Guide for First Nations, Inuit and Métis.

**Dietitians of Canada:** [www.dietitians.ca](http://www.dietitians.ca)

- Eating and Activity Tracker (EATracker): Track your daily food and activity choices and compare them to Canada's Food Guide.
- Nutrition Challenge Quiz: Test your nutrition knowledge and get your personal report card.
- Recipe Analyzer: Find out the nutrients in your favourite recipes, see how many Food Guide servings your recipe provides and get tips on ingredient substitutions to make your recipes healthier.
- Let's Make a Meal: Build a one-day menu using "Let's Make a Meal!" and see how your choices compare to Canada's Food Guide.

**Healthy U:** [www.healthyalberta.com](http://www.healthyalberta.com)

- Find Alberta Health and Wellness resources including:
  - Healthy Eating and Active Living for 6-12 year olds or 13-18 years olds.
  - Food Serving Sizes for Children 6-12 years old or 13-18 years olds.
  - My Amazing Little Cookbook
  - Alberta Nutrition Guidelines

Healthy Active School Communities



SUMMER/WINTER EDITION

## Success Story

At St. Patrick's Elementary School in Medicine Hat, the healthy choice is the easy choice.

The Health and Wellness Committee has been working with staff, students, parents and administration for over four years on initiatives such as fitness nights for parents, offering vegetables and fruits as another option on treat days and a new "Recess Before Lunch" program.

They have also supported walking programs like Kilometers for Kids, Walking Across Canada and the TELUS Walking School Bus. The Health and Wellness Committee is sharing their experiences and offering support to other school parent councils wanting to start their own Health and Wellness Committees.

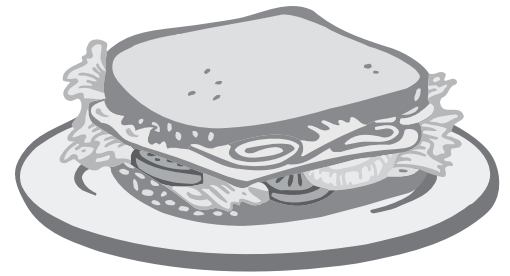
Healthy Active School Communities

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SUMMER/WINTER EDITION

# Changing the Nutrition Environment

## 10 practical and creative ideas to create a healthy school nutrition environment in your classroom



- 1 **Recognize Hunger in the Classroom.** Hunger has a significant impact on children's ability to learn and grow. Possible signs of hunger include: aggressive behaviour, anxiety, irritability, depression, difficulty concentrating, stealing, short attention span and hyperactivity. Together with community organizations schools can reduce the risk of hunger for their students who may not consume adequate quantities of food. Contact your local health authority for help accessing support for school food programs. Check out the Breakfast for Learning Program at [www.breakfastforlearning.ca](http://www.breakfastforlearning.ca)
- 2 **Be a Role Model**
  - Eat nutritious food at school – little eyes are watching.
  - Refrain from talk about dieting in front of students.
  - Serve nutritious foods in your classroom, including at parties and special events.
  - Reward your students with non-food rewards like stickers, pencils, or verbal praise.
- 3 **Integrate Nutrition Education** into math, language arts, science, social studies and art to further support healthy eating within the school environment. Nutrition education is important during childhood because:
  - A healthy diet is essential for children's normal growth and development.
  - Children are establishing food patterns that carry into adulthood.
- 4 **Grow a Classroom Garden.** Gardening offers hands-on opportunities for students to explore concepts across the curriculum, from science to art. For activities, projects and resources, visit [www.kidsgardening.com](http://www.kidsgardening.com).
- 5 **Encourage Creative Fundraising.** School fundraising activities often rely on the sale of food and beverages high in sugar and fat and low in nutrients. Fundraising with non-food or healthy food and beverages:
  - Supports nutrition messages taught in the classroom.
  - Provides opportunity for schools to show their commitment to health.
  - Effectively addresses school fundraising needs. (See the Winter Edition pg. 8 for healthy fundraising ideas).
- 6 **Get Cooking.** Cooking programs teach kids kitchen skills, food safety and shows them that healthy food can taste great! Add creativity to the program by honouring a "Chef of the Week", preparing local and ethnic foods, or compiling a cookbook which can be sold as a school fundraiser.
- 7 **Adopt Alberta Nutrition Guidelines for Children and Youth.** Classroom nutrition education should be reinforced by making healthy food options available in school cafeterias, vending machines, stores or canteens and at special events. Download a set of the guidelines at [www.healthyalberta.com](http://www.healthyalberta.com) to learn how your school can promote healthy nutrition choices. Establish a School Nutrition Advisory Committee consisting of teachers, students and parents to start the process.
- 8 **Celebrate March is Nutrition Month®.** You can celebrate this tasty theme in MANY ways...
  - Create a nutrition bulletin board display.
  - Host a healthy lunch fundraising event and involve students in all stages of the event.
  - Pose nutrition quiz questions over the school PA system.
  - Publish food-related articles or student artwork in the school newsletter.
- 9 **"Health-ify" Home Economics.** Every home economics class holds the potential to teach students how to make healthy food taste great.
  - Include key messages from Canada's Food Guide into lesson plans.
  - To make favourites healthier add vegetables, decrease fat or sugar, or increase fibre.
  - Visit [www.healthyalberta.com](http://www.healthyalberta.com) for recipes and other nutrition information.
- 10 **Develop Relationships with Health Care Providers.** Work collaboratively with school nurses, dietitians and other health professionals. They offer many programs and services and are a great source of health information. Contact your local health authority to access their expertise.



LIFE LEARNING CHOICES	
Life Role & Career Development	
Volunteerism	L(K-4,7)-8



# What Are You Drinking?

**Regular pop, energy drinks, sports drinks, fruit flavoured beverages and chocolate-bar flavoured milks are not healthy drink choices as they are high in sugar and contain little or no nutrients.**

Some of these drinks (colas, energy drinks, coffee drinks) also contain caffeine. This can cause children to feel restless, excited, or irritable, and can make concentration and sleep difficult<sup>1</sup>. Drinking sweetened beverages on a regular basis decreases the intake of healthier food choices especially vegetables, fruit and milk products and it has also been linked to an increased risk of obesity in children<sup>2</sup>.

## Soft Drinks

Did you know that a can of pop has 10 teaspoons of sugar? In the last 20 years children's soft drink intake has more than tripled. Students are more likely to choose pop and fruit beverages if they are sold at school. As a child's pop intake increases, milk intake decreases which puts them at a higher risk for developing osteoporosis. In Canada 61% of boys and 83% of girls do not meet the recommended daily intake for milk consumption<sup>2</sup>.

## Energy Drinks

Energy drinks are designed to give a burst of energy for a short period of time. This burst is often followed by a "crash" or lull in energy. The burst is often caused by a combination of caffeine, guarana (plant based stimulant) and sugar. Energy drinks are not thirst quenchers and may lead to dehydration. Most have 2-3x the amount of caffeine of regular pop and contain 7-14 teaspoons of sugar. Energy drinks are not recommended for children and youth due to the high levels of caffeine and added herbs and supplements. Many of the herbs and supplements added have not been identified as safe for children and youth.



## Sports Drinks

Sports drinks such as Gatorade™ and Powerade™ rehydrate the body and should not be confused with energy drinks. Sports drinks provide sugar, which the body burns to create energy and replace electrolytes lost during physical activity. Sports drinks are only necessary for endurance sports activities lasting longer than an hour that cause excessive sweat loss. They are unnecessary for most children.

## School Activities to Promote Nutritious Beverages



- Promote the consumption of water to quench thirst and satisfy hydration.
- Advocate for school vending machines to be stocked with only water, milk and 100% juice.
- Enroll in Alberta Milk's School Milk Program. [www.albertamilk.com](http://www.albertamilk.com)
- Allow students to have water at their desk during instructional time.
- Encourage milk intake at lunch.
- Demonstrate the amount of sugar found in common beverages. Place a glass of pop and a glass of water side by side. Ask students to measure out and stir the same amount of sugar found in the pop into the glass of water. Do a taste test and ask them what they think.
- Advocate for water fountains in the school or sell metal water bottles as a fundraiser.

Source:

1. Alberta Nutrition Guidelines for Children and Youth. A Childcare, School and Recreation/Community Centre Resources Manual. 2008.
2. Garriguet, D. Statistics Canada Nutrition: Findings from the Canadian Community Health Survey. Overview of Canadian's Eating Habits. 2004



WELLNESS CHOICES	
Personal Health	W(K-6)-5
Safety & Responsibility	

## Healthy Eating

### Success Story

Last year's project tooth cleaner was a big hit with River Heights' kids in Medicine Hat.

They kept their teeth clean by eating crunchy fruits and vegetables like carrot sticks and apples after sweet treats and it paid off in bright smiles and healthy habits.

The Parent Council distributed thousands of carrot sticks to the students over the course of the year.

## Healthy Beverage Choices

Healthy drink choices include water, milk (skim, 1%, or 2%), fortified soy beverages, and 100% juice.

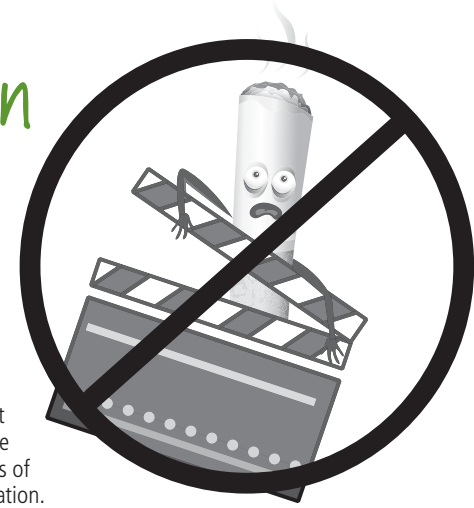
Healthy Active School Communities



SUMMER/WINTER EDITION

# Tobacco Reduction

## Smoking Onscreen in Movies



### Smoking in films increases the likelihood that youth will start smoking.

When youth see their favourite actors and actresses using tobacco products, it makes it seem normal and available to everyone. Getting tobacco out of future G, PG and PG-13 films could be one of the most powerful health interventions of the last fifty years. Visit [www.smokefreemovies.ucsf.edu](http://www.smokefreemovies.ucsf.edu) for more information.

Educate youth about tobacco advertisements and tobacco industry manipulation. Big Tobacco targets youth by advertising its products in youth-oriented magazines and movies.

### Other Tobacco Education Activities for Teachers

#### Math:

How much does a pack of cigarettes cost in your city? Ask students to calculate the cost of a pack-a-day habit! How much does a pack-a-day smoker spend in a week? A month? A year?

Ask students to create a list of other items they would purchase with that amount of money.

#### Critical thinking:

Collect a series of cigarette magazine advertisements. Space them out on a large sheet of mural paper. Ask each student to write a response on the mural to this question:

*How does each ad try to make smoking look like fun or like a good, healthy thing to do?*

After students complete the activity, talk about the ideas written on the mural.

## Classroom Activities

Here are a few suggestions for activities in anti-tobacco lessons:

#### 1. Movie Reviews

Watch a movie that shows someone smoking during the scenes. Count the number of scenes in which someone is smoking, or a tobacco brand or logo is visible. Discuss how smoking is portrayed: Who is smoking? How often do they smoke? Does the smoking add to this character's role? Using the data collected, write a movie review of the character and indicate how smoking adds to or takes away from the story line.

#### 2. Rewrite the Script

Rehearse and perform smoking scenes from a favourite movie, then discuss how and why smoking is portrayed. Then rewrite the scene without the smoking, and perform it again. How can movies tell stories without promoting smoking?

#### 3. Stomp

Choose a movie with smoking visuals to watch with your class. Explain that every time a brand name or logo of any kind of product is visible in the movie they should stomp on the floor or yell "Product"! Every time they see someone smoking, or a tobacco brand name or logo, they should cough. The objective is to be disruptive, and make sure everyone notices the product placement and smoking visuals in the movie.

Source: Something Stinks in Hollywood, Discussion Guide, 2005

## TRUE or FALSE Quiz

<input type="radio"/> True <input type="radio"/> False	1. Tobacco companies create spit tobacco in many candy-like flavours such as cherry, mint and peach so it will be appealing to adults.
<input type="radio"/> True <input type="radio"/> False	2. Spit tobacco is harmless because you do not smoke it.
<input type="radio"/> True <input type="radio"/> False	3. Using spit tobacco enhances your athletic performance.
<input type="radio"/> True <input type="radio"/> False	4. Smoking kills more people annually than alcohol, AIDS, automobile accidents, fires, drugs, murders and suicides combined.
<input type="radio"/> True <input type="radio"/> False	5. Little cigars known as "Cigarillos" do not have health warnings on them, which means they are healthier than cigarettes.
<input type="radio"/> True <input type="radio"/> False	6. Exposure to smoking in movies increases the risk for smoking initiation among youth.

ANSWERS:  
 1. FALSE: The flavours and packaging are made to look like candy to appeal to youth.  
 2. FALSE: Spit tobacco contains over 28 cancer-causing chemicals. Using spit tobacco can result in serious problems such as addiction, cancer of the mouth, rotten teeth, sores in the mouth and bad breath.  
 3. FALSE: The nicotine in spit tobacco decreases blood flow to your muscles, speeds up your heart rate and can make you dizzy. This can actually harm your athletic performance.  
 4. TRUE.  
 5. FALSE: Cigarillos are technically categorized as a cigar and not subject to the same packaging and labelling requirements as cigarettes. They actually deliver higher levels of toxicants than cigarettes (source: Little cigars, Big concerns, Health Canada 2008)  
 6. TRUE: More than one-third of youth smoking in the Journal Pediatrics).  
 smoking in films, according to a 2005 study in the Journal Pediatrics).

Healthy Active School Communities

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SUMMER/WINTER EDITION



WELLNESS CHOICES	
Personal Health	W(7)-4
Safety & Responsibility	

# Quit Smoking Tips for Teachers

Making the decision to quit smoking is the first step. Quitting is a process that requires making a plan and sticking to it. Every attempt to quit is a step in the right direction!



## Making a Quit Plan

If you want to quit, consider the following tips to help you get started:

- First, you have to decide to quit. Next seek support from a medical professional to help you make a quit smoking plan.
- As part of your plan, set a quit date and tell your friends and family that you are quitting. Social support is a very important part of successful quitting.
- Plan on how you are going to deal with your “triggers.” Triggers are situations, places, people and feelings that make you want to smoke. There are 3 ways to deal with your smoking triggers: replace smoking with something else, avoid them in the first place and change your routine.
- Consider using nicotine replacement therapies (NRTs) like the patch or gum. NRTs are proven to help with cravings and withdrawal effects. Your doctor or health professional can help you choose the best option for you. For information on medications that can help you quit smoking, go to [www.lung.ca](http://www.lung.ca).
- Talk to others trying to quit. Get helpful advice from others through a call center or website, go to [www.albertaquits.ca](http://www.albertaquits.ca).

If you are not ready to quit smoking, take these steps to protect your loved ones:

1. Make your home and car smoke-free spaces.
2. Ensure your guests smoke outside too.

## Dealing with Smoking Triggers

“Triggers” are situations, places, people and feelings that make you want to smoke.

- Being with friends who smoke
- When I am relaxing
- Feeling stressed
- To keep my hands and mouth busy
- When I’m bored or tired
- When I’m on the phone
- Drinking alcohol or coffee
- Sitting in a certain place
- When I’m angry
- When I want to feel good
- Watching TV
- When I’m feeling low or down

Remember, the average smoker takes 5–7 minutes to smoke a cigarette. When you quit:

- Find other enjoyable things to do for those 5 minutes when you get a craving.
- Ask your friends to support you by not smoking when they are with you.
- Play with a paper clip, cell phone or stress ball to keep your hands busy.

## After You Quit Smoking

### 20 minutes

Blood pressure drops to normal

### 24 hours

Chance of having a heart attack decreases

### 3 months

Circulation improves, lung function increases up to 30%

### 1 year

Risk of coronary heart disease decreases by 50%

### 5 years

Risk of stroke is reduced

### 10 years

Lung cancer death rate decreases by 50%

### 15 years

Risk of coronary heart disease is the same as a non-smoker’s

Healthy Active School Communities

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SUMMER/WINTER EDITION

# Sound Bites

## Exercising to Music MP3 Players



**MP3 Players are more popular than ever with children and adults alike. It is a common sight to see earphones on runners, walkers and even on commuters!**

### Power your way with your feet!

Walking or cycling to do your errands is a great way to get some sunshine and activity. Plus it's good for the environment! For an extra kick at being green, bring reusable bags with you. Do you have a long list of groceries? No worries bring a friend or use a back-pack to help carry the load.



Excessive noise exposure is the most common cause of hearing loss. Loud sound destroys the tiny hair cells in the inner ear that are responsible for hearing. Hearing damage can occur in 2 ways:

1. Brief exposure to extremely loud sounds can cause permanent damage.
2. Consistent exposure to moderately loud sounds wears out the hair cells in the inner ear and can weaken their ability to recover. Over time, as these cells die, permanent hearing loss occurs.

Hearing loss is related to the volume and duration of sound. When using an MP3 Player, you should be able to hear someone speaking, without shouting, at a distance of three feet. The problem with MP3 Players is that we turn them up loud enough so that we can hear the music and block out the environmental noise, making them dangerously loud.

#### To protect your hearing do the following:

1. Set the volume while at home or in a quiet place.
2. Set the volume so that you can still hear sound around you and carry on a conversation.
3. When you go into the street/gym, do not make it louder.
4. Buy noise cancelling earphones (eg. Bose) that will block out the environmental noise so you do not have to turn up the volume to hear the music comfortably.
5. See an audiologist to purchase communication molds. These molds are custom made to fit the ears, blocking out background noise and allowing music to be heard at lower volumes.

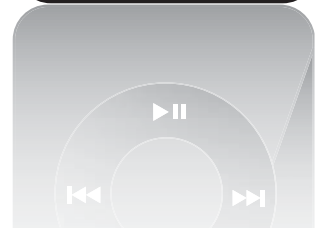
Prior to the onset of noise-induced hearing loss, you may experience some warning signs. For example, after listening to an MP3 Player, if your hearing is muffled or if you experience tinnitus, a ringing sensation in the ears, you have probably been exposed to loud noise. Overall, portable music players are great sources of entertainment; just make sure that the volume and the amount of time you spend listening to music is monitored.

Apple released a software update for MP3 Players that allows parents to set the maximum decibel level for their children. For information on how to use this new feature and other strategies on how to limit long-term hearing damage, visit [www.apple.com/sound](http://www.apple.com/sound).

#### Protect Against Other Noise

The best protection against hearing loss is to eliminate your exposure to unsafe levels of noise whenever possible. When noise cannot be eliminated, the following strategies can help to limit the negative effects:

1. Wear hearing protectors when exposed to any loud noise. Hearing protection devices decrease the intensity of sound that reaches the eardrum. Hearing protectors include ear muffs, foam plugs, and custom made ear plugs. There must be a complete air seal between the hearing protector and the skin for these devices to be effective. Check with your audiologist to find out what best suits you.
2. Sit away from speakers at concerts, festivals and sporting events.
3. If you suspect hearing loss consult an audiologist and get your hearing tested. Early detection can avoid serious damage.



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