

Nutrition Resource Kits

Grade One – Lesson Plans

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Introduction

This Nutrition Resource Kit is designed for Grade 1. The manual is a curriculum-based tool that is divided into sections that promote healthy living, following the Alberta Education Health and Life Skills Curriculum. Each section includes: Background Information for Teachers, References, and Student Activities. Also included is basic information on Canada's Food Guide, which provides a review of material covered in primary grades, as well as a knowledge base for material to be covered in intermediate grades.

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

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

Outcome Objectives*

Students will be able to:

- W – 1.1** Describe the health benefits of physical activity.
- W – 1.2** Demonstrate positive hygiene and health care habits.
- W – 1.4** Identify physical characteristics that make themselves both similar to and different from others.
- W – 1.5** Recognize the importance of basic, healthy, nutritional choices to well-being of self.
- R – 1.1** Recognize and demonstrate various ways to express feelings.
- R – 1.5** Identify the characteristics of being a good friend.
- R – 1.9** Recognize and accept individual differences within groups.
- L – 1.2** Explore different ways to know, or come to know, new things.
- L – 1.5** Recognize interests, strengths, and skills of self.

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

Background Information for Teachers: Nutrition

Canada's Food Guide

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

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

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

Amount:

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

Table 1: Number of Food Guide Servings

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

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

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

Type:

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

Vegetables and Fruit

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

Grain Products

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

Milk and Alternatives

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

Meat and Alternatives

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

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

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

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

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

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

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

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

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

<http://www.albertahealthservices.ca/2929.asp>

Discovering the Food Groups

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

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

1. Vegetables and Fruit

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

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

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

What is One Food Guide Serving?

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

2. Grain Products

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

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

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

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

What is one Food Guide Serving?

- 1 slice of bread
- $\frac{1}{2}$ bagel
- $\frac{1}{2}$ pita or tortilla shell
- 125 mL ($\frac{1}{2}$ cup) cooked rice, bulgur or quinoa
- 175 mL ($\frac{3}{4}$ cup) hot cereal
- 30 g cold cereal
- 125 mL ($\frac{1}{2}$ cup) cooked pasta or couscous

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

3. Milk and Alternatives

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

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

What is one Food Guide Serving?

- 250 mL (1 cup) milk or fortified soy beverage
- 125 mL ($\frac{1}{2}$ cup) canned milk
- 175 mL ($\frac{3}{4}$ cup) yogurt or kefir
- 1 $\frac{1}{2}$ oz (50g) cheese

4. Meat and Alternatives

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

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

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

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

What is one Food Guide Serving?

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

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

Great Start – Eating Breakfast

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

Breakfast Is the Most Important Meal of the Day

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

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

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

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

These characteristics result in poor school performance.

Variety

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

Variety promotes:

- An adequate intake of essential nutrients.
- The use of foods and cuisines enjoyed by different ethnic and cultural groups.

- The positive and pleasurable aspects of eating by exploring a wide range of foods varying in colour, flavour and texture.

Breakfast on the Run

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

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

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

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

Healthy Snacking

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

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

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

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

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

Student Activities: Nutrition

Healthy Foods Help You Grow	
Objectives of Activity	To have students become familiar with everyday foods and sometimes foods.
Teacher Background Information	<ul style="list-style-type: none"> • Eating Well with Canada's Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html • Eating Well with Canada's Food Guide: A Resource for Educators and Communicators http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html • See Background Information for Teachers- Nutrition
Material Required	<ul style="list-style-type: none"> • Pictures of various foods (from magazines, clip art, purchased set of food cards, food labels, etc.) • Box decorated with food theme • “Delicious Foods That Help You Grow and Be Healthy” activity sheet • Paper, pencils, crayons or markers
Instructions	<ol style="list-style-type: none"> 1. Choose several different pictures of foods from all four food groups, as well as foods that do not fit into the food groups (e.g. chocolate bars, etc.) Place the pictures into the decorated box. 2. Review Canada's Food Guide with the students, explaining the four food groups and the messages within the Guide. Discuss with the students the foods that keep them healthy and help them grow (i.e. everyday foods). 3. Sometimes foods (i.e. foods that do not fit into the four food groups) should not replace foods that keep us healthy and help us to grow. 4. Give examples of foods that fit into the Food Guide. Go through each food group and identify foods that belong to that food group. Also, give examples of sometimes foods (e.g. chocolate, candies, soda, French fries, etc. – see more examples on the Food Guide). 5. Tell students they will be placing foods into one of two categories: “Foods that Help Me Grow and Be Healthy” and “Less Healthy Foods”. 6. One at a time, have each student come to the front of the class and choose a food picture from the box. Ask the student to name the food and show the picture to the class. 7. Ask the student if the food that was chosen will help them to grow and be

	<p>healthy. Ask the class if they agree with the student.</p> <ol style="list-style-type: none"> 8. Ask the student to place the chosen food picture into one of two categories: “Foods that help me grow and be healthy” and “Less Healthy Foods”. 9. Continue with examples until each student has had a chance to choose a food picture from the container. 10. When all students have had a turn, review all the foods and where they were placed. Have each child tell the class one of their favourite foods from the “Foods that help me grow and be healthy” category. 11. Distribute the activity sheet “Delicious Foods That Help You Grow and Be Healthy”. 12. Ask students to draw and colour some of their favourite foods that fit into the category “Foods that help me grow and be healthy”.
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**DELICIOUS FOODS THAT HELP YOU
GROW AND BE HEALTHY**



Food Group Favourites	
Objectives of Activity	To have students recognize the importance of basic, healthy nutritional choices to their well-being
Teacher Background Information	<ul style="list-style-type: none"> • Eating Well with Canada's Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index_e.html • Eating Well with Canada's Food Guide: A Resource for Educators and Communicators http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html
Material Required	<ul style="list-style-type: none"> • “Food Group Favourites” activity sheet • Homemade Canada’s Food Guide Poster (or 4 coloured squares depicting the four colours of the Food Guide – green, yellow, blue and red) or Canada’s Food Guide pamphlet
Instructions	<ol style="list-style-type: none"> 1. Show Canada’s Food Guide to the class and have the students name foods in each of the four food groups. You may want to identify the food groups by colour: Green group = Vegetables and Fruit Yellow group = Grain products Blue group = Milk and Alternatives Red group = Meat and Alternatives 2. Discuss the importance of eating foods from all four food groups, in order to grow and be healthy. 3. Hand out the activity sheet “Food Group Favourites”, and allow the students class time to complete this activity.

FOOD GROUP FAVOURITES

Draw a favourite food from each food group.

VEGETABLES AND FRUIT	GRAIN PRODUCTS
MILK AND ALTERNATIVES	MEAT AND ALTERNATIVES



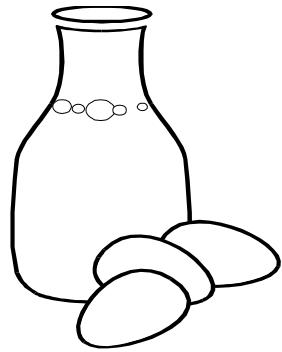
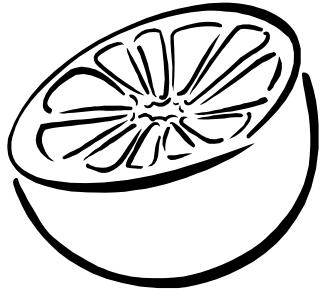
Breakfast Discussion	
Objectives of Activity	To have students learn about the importance of having breakfast everyday and learn what a healthy breakfast incorporates.
Teacher Background Information	See Background Information for Teachers- Nutrition
Material Required	N/A
Instructions	<p>1. Ask students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

Breakfast Express	
Objectives of Activity	<ul style="list-style-type: none"> -To have students develop an awareness of the importance of breakfast and provide them with the opportunity to experience new foods. -To give parents/guardians feedback on their children's breakfast preferences.
Teacher Background Information	<ul style="list-style-type: none"> • See Background Information for Teachers- Nutrition • Breakfast for Learning program http://www.breakfastforlearning.ca • Vegetable and Fruit Information http://www.5to10aday.com/en
Material Required	<ul style="list-style-type: none"> • "Breakfast Express" activity sheet, with foods selected for the breakfast stations listed • Food and supplies for breakfast tasting session
Instructions	<ol style="list-style-type: none"> 1. This activity requires advance planning to make it successful. Students are given the opportunity to sample easy-to-prepare breakfast foods in the classroom, where several breakfast stations are set up. Students rotate to each station and rate each breakfast on their "Breakfast Express" activity sheet. 2. Prior to the breakfast tasting day, you need to plan the following: <ul style="list-style-type: none"> • Foods to sample at the breakfast stations. Note: 4 to 5 stations are likely adequate. • Volunteers to assist in preparing the foods and to be available in the classroom on the breakfast tasting day. • A letter to parents/guardians about the breakfast tasting day. Be sure to mention the date and time, and the foods to be tasted. Ask about any food allergies. Do not use any foods that a student is allergic to. • Purchase or obtain supplies in advance. Write yourself a list of everything that is needed. A volunteer may assist with this. Some needed items include utensils, napkins, serving dishes, cups, microwave oven, etc. • Choose a day where there is time to set up the breakfast stations immediately before the students arrive (e.g. the first class of the day is ideal, as the stations can be set up early in the morning). 3. On the day of the Breakfast Express, set up each breakfast station with the necessary supplies. A volunteer will be needed at each station to assist in serving the students a small breakfast sample. 4. Remember safe food handling measures (wash hands with soap, use clean utensils only, and keep cold foods refrigerated until tasting time). See web site www.canfightbac.org and www.fightbac.org for more information. 5. Once each station is set up and the students are present, explain the Breakfast Express to them:

	<ul style="list-style-type: none"> • Today, different breakfast ideas will be tasted. These breakfast foods can also be made at home. • Divide the class into small groups. Give each group enough time to visit each breakfast station. • At each station, different food(s) will be tasted. Once the food has been eaten, use the “Breakfast Express” activity sheet to rate the foods using the facial expression rating scale. Note: Some students may refuse to try some foods. Encourage, but do not insist, that the student try the food. Let them proceed to the next item. • Once all students have tasted all the different breakfasts, discuss the breakfast foods they tried. You may want to take a poll to see what was enjoyed the most. <p>6. At this time, discuss the importance of having a good breakfast everyday.</p> <p>7. Encourage students to take home and discuss their completed activity sheets with their parents/guardians. The handouts may give parents/guardians some new ideas for breakfast. You may also want to send home breakfast ideas and recipes, if needed.</p> <ul style="list-style-type: none"> • For more breakfast information for families, refer to: http://www.missionnutrition.ca/missionnutrition/eng/families/breakfastfirst.html • Refer to the <i>Breakfast Program Resource</i> for more breakfast ideas or to start a breakfast program at your school. This resource is based on the Alberta Nutrition Guidelines for Children and Youth. It can be found at: http://www.achsc.org/download/2009/Breakfast%20Resource%20March%202009.pdf
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Here are some breakfast ideas for your Breakfast Express:

- Cereal and dried fruit mix in a plastic baggie for a take out breakfast
- Egg cooked in a microwave – crack egg in a bowl. Whisk lightly with a fork. Pour a small amount into individual microwavable dishes. Microwave until eggs are cooked. Do not under or overcook.
- Peanut butter and banana sandwich (on whole wheat bread) – providing there are no peanut allergies
- Fruit yogurt with granola
- Cheese on toast
- Oatmeal and milk
- Yogurt shake made with fruit
- Cut up fruit with cheese cubes
- Lean meat and cheese on whole grain crackers



THE BREAKFAST EXPRESS

Today I tasted

It was











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

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

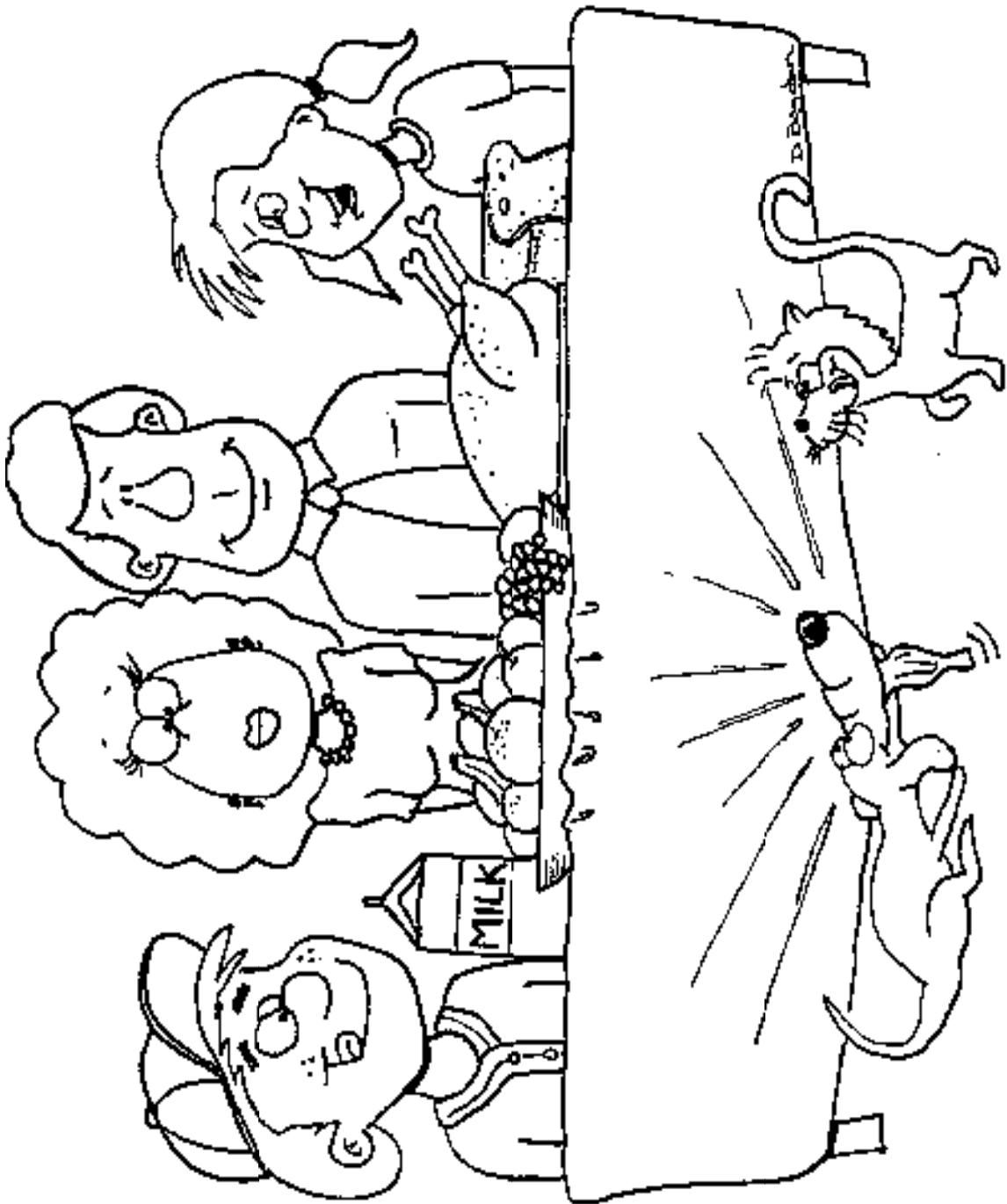
Body Foods	
Objectives of Activity	To have students think about how foods from Canada's Food Guides help our bodies grow.
Material Required	<ul style="list-style-type: none"> • Markers • Flipchart paper • Canada's Food Guide
Instructions	<ol style="list-style-type: none"> 1. Explain how foods from each of the four food groups help the body grow and be healthy. <ul style="list-style-type: none"> - Vegetables and Fruits: Help our blood, teeth and gums to grow healthy. Keep our insides clean and get rid of the waste that builds up in our bodies. Keep our skin healthy and helps us see in the dark - Grain Products: Give us energy and fuels our brains - Milk and Alternatives: Keep our bones and teeth strong - Meat and Alternatives: Build and repair body tissue, like muscle. Helps us fight off infections and keeps our blood healthy 2. Trace the silhouette of one student. Have each student think of a healthy snack. Ask a student what their snack is and what the food groups are. Talk about why it's important to eat foods from those food groups (above) and then have the student come up and draw one of the body parts. <p>For example, Joe's snack was an apple and cheese. The food groups are Milk and Alternatives and Vegetables and Fruit. Milk and alternatives keeps our bones and teeth strong. Joe would then come and draw a body part (teeth, or bones etc).</p>

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

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

Family Food Choices	
Objectives of Activity	To have students think of family food favourites and discuss how having those favourites makes their family unique.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • “Family Food Choices Colouring Sheet” activity sheet
Instructions	<ol style="list-style-type: none"> 1. Sometimes the foods we eat have been part of family tradition for many years. Some foods are associated with a certain country or culture, and sometimes these become family favourites. Sharing about family favourites can be interesting and fun. It can also be a good way to learn about new foods and think about food variety. 2. Ask students to name some of their favourite family meals. 3. Ask students to name favourite foods of other family members (grandparents, mom, dad, aunts, and uncles). 4. Ask students if they can think of special occasion family foods. Are there family foods or meals that they associate with certain holidays or celebrations? Often certain special meals are a part of family or cultural tradition. Think of special occasions that students may celebrate and ask them to name foods they associate with that special occasion (e.g. Birthdays, Family Picnics, Christmas, Canada Day, Easter, New Years, Halloween, etc.). 5. Distribute the “Family Food Choices Colouring Sheet” and ask students to colour it.

FAMILY FOOD CHOICES COLOURING SHEET



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Mystery Tasting Session	
Objectives of Activity	To have students use their senses (other than sight) to identify foods.
Teacher Background Information	<ul style="list-style-type: none"> • http://www.canfightbac.org • www.fightbac.org • www.inspection.gc.ca
Material Required	<ul style="list-style-type: none"> • Foods to sample in bite-sized portions for tasting (see suggestions below) • Utensils to use when tasting (plastic spoons, napkins, etc.) • Blindfolds
Instructions	<ol style="list-style-type: none"> 1. Tell the students they will be using their senses of taste, smell, and touch (texture of food in the mouth) to identify foods. 2. Check if there are any food allergies among students in the class. Do not include any foods that students are allergic to. 3. Remember safe food handling measures (wash hands with soap, use clean utensils only, and keep cold foods refrigerated until tasting time). See above background information for safety tips. 4. Blindfold participants, one at a time, and select other class members to feed small amounts of the samples to those blindfolded. 5. Participants are given food samples to taste and then asked to identify the food. Remind students to not give away the answers to those guessing. 6. Suggested foods for tasting include various fruits and vegetables, flavored puddings and yogurt, cheese, raisin bread, crackers, nuts or seeds, dried fruit, dry cereals, etc.

Using Your Senses - Try It, You May Like It	
Objectives of Activity	To have students be encouraged to taste different foods.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • “Try It – You’ll Like It” activity sheet
Instructions	<ol style="list-style-type: none"> 1. Have a class discussion about trying new foods. 2. Our various senses play a role in making foods appealing to us. When eating we involve: <ul style="list-style-type: none"> • Sight (how the food looks to us – colour, shape, portion size; ask students to name various foods that are a certain colour – red, yellow, brown, green, white, etc.) • Smell (ask students to name some of their favourite food smells - e.g. Christmas oranges, cookies baking, hamburgers on the barbecue, etc.) • Touch (temperature, how juicy the food is, chewiness, texture of the food – how it feels to touch it and when it is in our mouths) • Taste (sweet, salty, bitter, spicy, sour) • Sound (have students think of various cooking sounds and possible chewing or swallowing sounds) 3. Recognize that sometimes we are reluctant to try a new food because we are not sure what it will be like. 4. Ask some students to share their own experiences with tasting new foods. Ask for examples of foods that students liked. 5. Copy the activity sheet and send it home with each student. 6. Ask them to review the sheet with their parents and encourage them to try a variety of new foods. Remind students that they are to bring in the completed form in two weeks. 7. When completed forms are brought back in, have students share their experiences of new foods with the rest of the class.

TRY IT - YOU'LL LIKE IT

Club Membership

Send in every time your child tries something new.

I Tried It!

Student Name _____

Food Tried _____

Reaction (preferably direct comments)

I Tried It!

Student Name _____

Food Tried _____

Reaction (preferably direct comments)

I Tried It!

Student Name _____

Food Tried _____

Reaction (preferably direct comments)

I Tried It!

Student Name _____

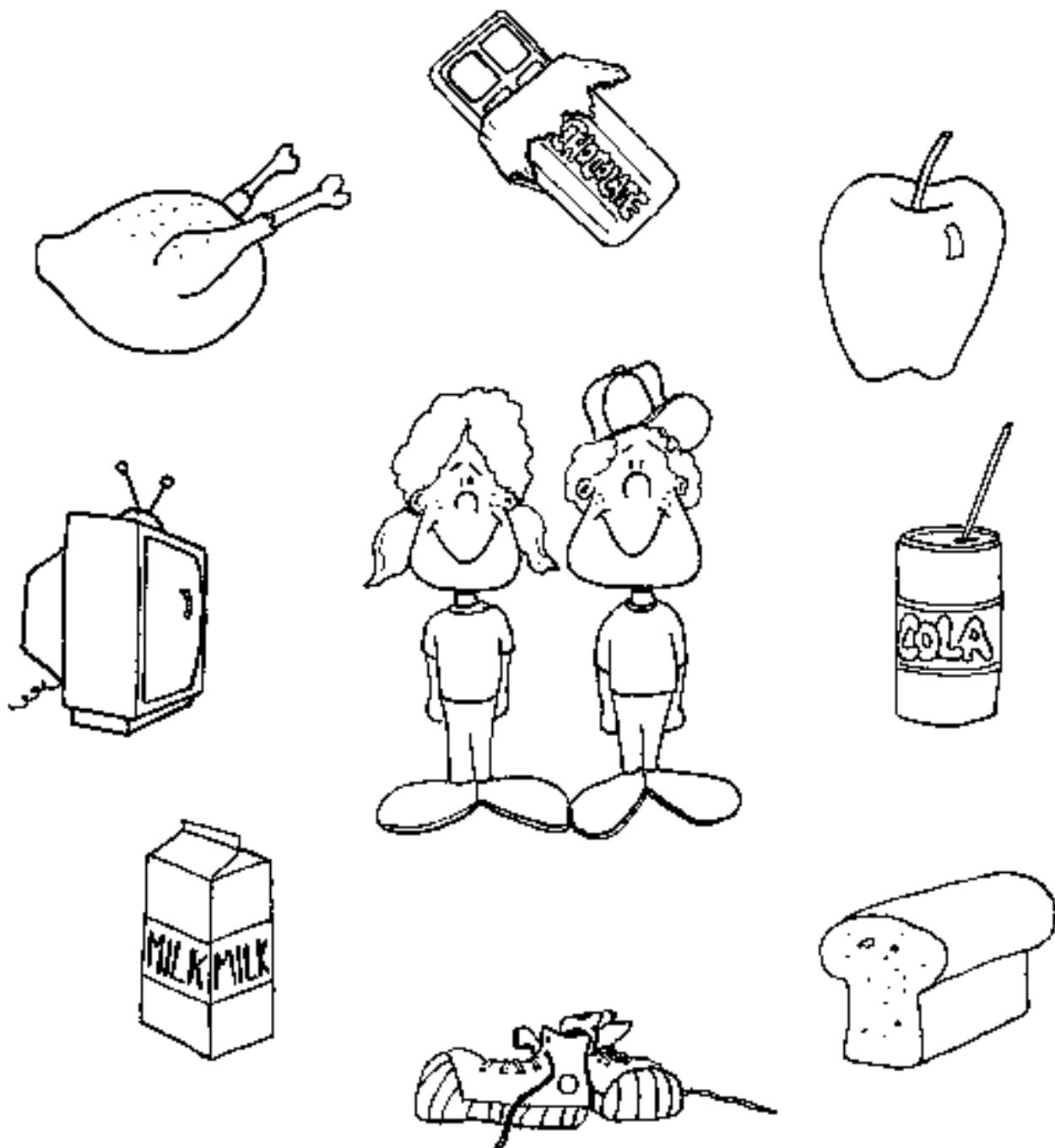
Food Tried _____

Reaction (preferably direct comments)

Let me know if you need another "club membership" form.

Help Your Body Be Healthy	
Objectives of Activity	To reinforce to students that healthy foods and physical activity help our bodies stay healthy
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • “Draw a Line to the Things that Help Your Body Be Healthy” activity sheet
Instructions	<ol style="list-style-type: none"> 1. Distribute the activity sheet and instruct students to draw a line to each item on the sheet that helps keep their bodies healthy. (A line should be drawn to all items except the chocolate bar, the TV, and the pop.)

**DRAW A LINE TO THE THINGS THAT
HELP YOUR BODY BE HEALTHY.**



Background Information for Teachers: Physical Activity

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

Canadian Physical Activity Guidelines

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

How much physical activity do children need?

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

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

More physical activity provides greater health benefits.

What is moderate to vigorous aerobic activity?

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

Examples of *moderate* physical activity include:

- Walking quickly
- Skating
- Bike riding
- Skateboarding.

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

Examples of *vigorous* activity include:

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

What are strengthening activities?

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

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

Combining aerobic and strengthening activities

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

What are some health benefits of physical activity?

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

Canadian Sedentary Behaviour Guidelines

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

Some examples are:

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

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

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

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

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

References:

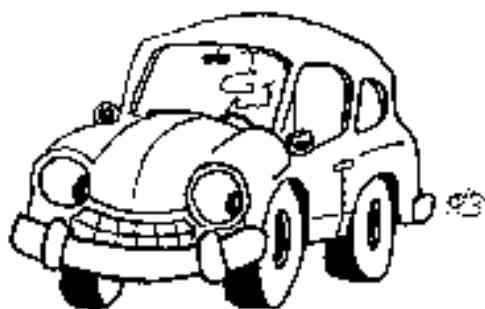
- The Public Health Agency of Canada:
www.phac-aspc.gc.ca
[http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index- eng.php](http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php)
- Canadian Physical Activity Guidelines and Canadian Sedentary Behavior Guidelines (CSEP) www.csep.ca
<http://www.csep.ca/english/view.asp?x=804>

Student Activities: Physical Activity

Energy and Me	
Objectives of Activity	To have students distinguish the difference between high energy and low energy activities.
Teacher Background Information	<ul style="list-style-type: none">• Canadian Physical Activity Guidelines for Children 5-11 Years 2011 Scientific Statement• http://www.csep.ca/CMFiles/Guidelines/CanadianPhysicalActivityGuidelinesStatements_E%201.pdf• Canadian Physical Activity Guidelines for Children 5-11 Years http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheetsComplete-ENG.pdf
Material Required	<ul style="list-style-type: none">• “Energy and Me” activity sheet
Instructions	<ol style="list-style-type: none">1. Physical activity helps us to be healthy. Our bodies need regular activity. Activity helps make our bodies strong, gives us energy for action and fun, and helps us concentrate.2. Ask students to name some activities that make their bodies move. Make sure that both playtime activities and organized sports and activities are listed.3. Distribute the activity sheet. Ask students to colour the activities that make their bodies move (the high energy activities) and to circle the low energy activities. (Coloured activities should include baseball, biking, diving/swimming, jumping rope, playing hop scotch; circled activities should include lying in bed, watching TV, riding in a car.)

ENERGY AND ME

**Colour the HIGH Energy Activities
Circle the LOW Energy Activities**



Picture Yourself Doing A Favourite Activity	
Objectives of Activity	To have students think about ways they enjoy participating in physical activity.
Teacher Background Information	<ul style="list-style-type: none"> • Canadian Physical Activity Guidelines for Children 5-11 Years 2011 Scientific Statement • http://www.csep.ca/CMFiles/Guidelines/CanadianPhysicalActivityGuidelinesStatements_E%201.pdf • Canadian Physical Activity Guidelines for Children 5-11 Years http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheetsComplete-ENG.pdf
Material Required	<ul style="list-style-type: none"> • “Draw a Picture of Yourself Doing a Favourite Activity” activity sheet • Pencil, crayons or markers
Instructions	<ol style="list-style-type: none"> 1. Ask students to think about some of their favourite physical activities. 2. Ask students to name some of their favourite activities that they like to do with their friends at recess. Next ask about activities that they like to do at home with family members. What kind of activities do they do in groups or classes? What are their favourite activities in Physical Education? 3. Distribute the activity sheet and ask students to pick one of their favourite activities to draw and colour.

**DRAW A PICTURE OF YOURSELF DOING
YOUR FAVOURITE ACTIVITY**



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Family Fitness Fun	
Objectives of Activity	To encourage students to participate in regular physical activity as a family.
Teacher Background Information	<ul style="list-style-type: none"> • Canadian Physical Activity Guidelines for Children 5-11 Years 2011 Scientific Statement • http://www.csep.ca/CMFiles/Guidelines/CanadianPhysicalActivityGuidelinesStatements_E%201.pdf • Canadian Physical Activity Guidelines for Children 5-11 Years <p>http://www.csep.ca/CMFiles/Guidelines/CSEP-InfoSheetsComplete-ENG.pdf</p>
Material Required	<ul style="list-style-type: none"> • “Family Fitness Log Sheet”
Instructions	<ol style="list-style-type: none"> 1. Inform parents/guardians of students that a family fitness week is being organized, where students and their families will be encouraged to participate in a physical activity together each day. Once the parents/guardians have agreed to participate, distribute the fitness log sheets to them. 2. Next, explain to the students that a family fitness week is being planned. Students, with their families, are encouraged to participate in some form of physical activity together. 3. Have the students list several different activities they could do as a family. You may also want to instruct the students to draw a picture of an activity they would like to do with their family. Encourage the students to talk to their families about the ideas they discussed in class, and to choose activities they would like to do together. 4. Parents/guardians should be encouraged to record all activities daily on the family fitness log. 5. At the end of the week, have the students bring in their family fitness logs. Perhaps parents/guardians could come in to school at the end of the week and participate in a wind up fitness activity together as a class. Be creative in choosing a fun activity for the group. (E.g. scavenger hunt, fitness maze, etc.) 6. Have the students talk about the activities they were involved in. All students should be praised for the activity they have participated in, whether they fully completed the fitness log or not. Encourage continued participation in regular physical activity as a family.

FAMILY FITNESS

Log Sheet

Day	Activity	Length of Time

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

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

Healthy Eating Relay	
Material Required	<ul style="list-style-type: none"> • Hula Hoops • Bags filled with paper; on each paper there will be a question about healthy eating or a statement on physical activity. For example, it may say "do ten jumping jacks" or "name three green vegetables"
Instructions	<ol style="list-style-type: none"> 1. Divide students into teams. 2. Set up a hula-hoop in line with each team a fair distance away from the starting point; put the bag filled with paper in the middle of each hula-hoop. 3. The first student in each team will run to the hula-hoop and they will then choose a piece of paper out of a bag. The paper will tell them what to do. 4. The student will complete their task and then run back and tag the next team member. 5. The first team with all members to finish must sit down at the starting line.

Student Activities: Other Health Topics

All Hands on Deck	
Objectives of Activity	To have students learn the importance of washing hands in preventing the spread of germs.
Teacher Background Information	<ul style="list-style-type: none">• http://www.canfightbac.org• www.fightbac.org• www.inspection.gc.ca• http://www.henrythehand.com/pages/content/school_program.html
Material Required	<ul style="list-style-type: none">• Spray bottle filled with water• Coloured construction paper• “Be sure to wash your hands...” colouring sheet.
Instructions	<ol style="list-style-type: none">1. Ask students why they need to wash their hands. (Their hands have germs on them. Germs are so small that we cannot see them. Some germs cause illness. We can reduce the spread of germs by properly washing our hands.)2. Demonstrate how germs are spread. Ask for a student to come to the front of the room. Spray the student’s hand with water. Ask him / her to touch the construction paper. Ask the class what happened to the paper (it got wet).3. Spray some of the other students’ hands with water. Ask them to touch their desk, the blackboard, a ruler, a pencil, their cheek, etc. What happens as they touch other objects? (They get damp). This shows how germs spread from your hands to other objects.4. Ask students when it is very important to wash hands (before eating, after using the washroom, after blowing your nose, after playing with animals, after playing outside, etc.).5. Distribute the colouring sheet and ask students to colour it.

Be sure to wash your hands ...



... after painting.



... before eating.



... after eating.



... after playing.



and ... always after going to the bathroom.

This is Me Silhouette	
Objectives of Activity	To have students acknowledge that everyone is special and unique.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • Pieces of paper large enough to draw the silhouettes (You may choose to do either silhouette of the head – side profile works best, or a silhouette of the whole body) • Pencil or felt marker, tape to hold paper in place on the wall • Lamp or light which can be projected to make shadows of the children on a wall • An adult volunteer helper
Instructions	<ol style="list-style-type: none"> 1. This activity can be used to talk about how everyone is special and unique or it can be used to talk about how each silhouette is different. We all have special characteristics that make us unique. 2. Set up a lamp so that a shadow is cast onto a wall or surface that can be used to draw the silhouettes. Have drawing paper in place. 3. One at a time, ask students to sit in place while their silhouettes are drawn. Remind them that they must sit very still. 4. Either the teacher or the adult helper draws the outline of their silhouette onto a piece of paper with a felt pen or pencil. 5. Each student is to have a turn. 6. Use the silhouettes to make a special card or small poster for each student to take home, or display in the classroom. 7. An option is to draw the silhouette on black construction paper, cut out the silhouette, and mount it on coloured construction paper. 8. The silhouettes make an ideal project for Valentine's Day or another special occasion.

I Like Being Me	
Objectives of Activity	To encourage students to accept themselves as they are and highlight the positive aspects about themselves. It prompts children to take a look at themselves and applaud their own special talents.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • “I Like Being Me” activity sheet. • Pencils, crayons or markers.
Instructions	<ol style="list-style-type: none"> 1. Ask students to think of some things they really enjoy doing which give them a feeling of happiness and personal satisfaction. Include a wide variety of possibilities. Prompts may include a favourite physical activity or game, art, a certain school subject, a personal hobby, helping others, being outside, playing with animals, helping at home, reading, singing, etc. 2. Distribute copies of the “I Like Being Me” activity sheet. 3. Ask students to complete the activity sheet. 4. Have the students show and describe their pictures to the class.

I LIKE BEING ME

Draw a picture to show:

I like myself because...

I am very good at...

Let's Be Friends	
Objectives of Activity	To have students think of qualities that are important for a friend to have.
Teacher Background Information	N/A
Material Required	<ul style="list-style-type: none"> • “Philippe’s New Friend” story.
Instructions	<ol style="list-style-type: none"> 1. Read the story “Philippe’s New Friend” to the class. You may choose to read the story more than once for all students to understand its content. 2. Discuss the following list of questions with the class. <ul style="list-style-type: none"> • Why was Sammy Salmon a good friend? • What are some other qualities of a good friend? • Why do we all need friends? • Think of your own good friend and some of the reasons why that person is a good friend to you. 3. As a challenge, ask students to do some act of kindness at home that evening (Examples: clear the table after supper, take out the garbage, etc.) 4. The next day, ask students to share examples of their acts of kindness.

Philippe's New Friend

It was a bright and sunny day as Philippe the frog merrily leapt from one lily pad to the next. Philippe was an ordinary frog. He was green and slippery with big round eyes. But Philippe always felt sad and lonely. He did not have any friends to join him in his frog leaping games. Oh, how Philippe wished he had someone to play with.

Up ahead Philippe noticed the biggest and the most beautiful lily pad he had ever seen. Philippe thought that it would be a nice place to rest so he tried to think of a way to reach the lily pad. Unfortunately, it was too far away and Philippe couldn't swim very well. Philippe sighed, "I sure wish I could reach that beautiful lily pad. If only I had a friend to help me get there".

Philippe rested for a few minutes and tried to think of a plan. All of a sudden there was a really big splash! Philippe looked around but couldn't see anyone. Then again- Splash! Splash! Then, there he was. The silliest little salmon Philippe had ever seen swimming and splashing and just playing.

"Hello, my name is Sammy, Sammy Salmon that is", said the little salmon in a jolly voice. "Sorry to have splashed you".

"That's okay Sammy Salmon", Philippe replied. "My name is Philippe the frog".

"If you don't mind my asking Philippe, why are frowning?" asked Sammy.

"Well, I would really like to get to that wonderful lily pad over there but my legs are too short and I can't swim very well", grumbled Philippe.

"No problem", said Sammy, "hop on and I'll take you there".

So then, Philippe leapt onto Sammy's back. Together they swam to the wonderful lily pad that Philippe so wanted to reach. When they arrived at the lily pad Philippe hopped off with a big smile and thanked Sammy. "It's so nice to have someone to help you every now and then", said Philippe.

"Yeah, I understand", agreed Sammy. "It can get really lonely day after day swimming around without having a friend to share in the fun".

Philippe then gathered up the courage and asked Sammy Salmon to be his new friend. Sammy was so happy to have a new friend that he splashed and slashed all around.

From that day on Philippe and Sammy were the best of friends. They spent their days leaping and splashing, talking and laughing. Philippe the frog never again had any trouble reaching that special lily pad. For now he had a friend.

The End

Let Your Feelings Show							
Objectives of Activity	To have students recognize and demonstrate various ways to express feelings.						
Teacher Background Information	N/A						
Material Required	N/A						
Instructions	<p>1. First, ask students to make a face to show feelings of:</p> <table style="margin-left: 100px;"> <tr> <td>-Happiness</td> <td>-Anger</td> <td>-Excitement</td> </tr> <tr> <td>-Fear</td> <td>-Surprise</td> <td>-Sadness</td> </tr> </table> <p>2. Ask the students to give an example of when a person might have these feelings.</p> <p>3. Next, teach the students the song “If You’re Happy and You Know It”.</p> <p>4. With each new verse, change “happy” to a different feeling and a different action. Have the students do the actions as they sing. E.g. clap your hands</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>“If you’re happy and you know it, clap your hands If you’re happy and you know it, clap your hands If you’re happy and you know it, your face is gonna show it If you’re happy and you know it clap your hands”</p> </div> <p>Other examples you could use include: Angry.....Stomp your feet Sad.....Wipe your eyes Excited.....Jump around Afraid.....Shiver and shake</p> <p>You may also want to encourage the students to think of more verses of their own to add.</p>	-Happiness	-Anger	-Excitement	-Fear	-Surprise	-Sadness
-Happiness	-Anger	-Excitement					
-Fear	-Surprise	-Sadness					

Optional Activity

ABC Snacks

Materials:

- No special materials required for this activity

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

- A: apple, apricots, avocado, artichokes, asparagus, apple juice (100%)
B: banana, brown bread, bagel (whole wheat), blueberries, bran buds, bannock, blackberries, blackcurrants, breakfast burrito, beans, beef (lean)
C: cereal (whole grain), cherries, cheese (low-fat), cantaloupe, cottage cheese, carrots, chicken, corn flakes, cashews, cauliflower, celery
D: dragon fruit, dates, dried fruit (no sugar added)
E: eggs, eggplant, English muffin (whole wheat), edamame beans
F: fish, French toast (whole wheat), figs, falafel, fava beans, feta cheese, fruit salad (no sugar added), fajitas, frittata
G: grapes, grapefruit, green pepper, goat cheese, goats milk, gooseberries, gouda cheese, granola (low-fat), green beans, Greek salad, ground beef (lean), guacamole, guava
H: honeydew melon, hot cereals (no sugar added), hashbrowns, hot peppers, halibut, hazelnuts, hummus
I: iceberg lettuce, Indian curry, ices made from fruit or 100% fruit juice
J: juice (100% fruit or vegetable), jalapenos
K: kiwi, kefir, kidney beans, kumquat, kale
L: lemon, lime, lima beans, lobster, lentils, lychee, legumes, lettuce
M: mango, muffin (low-fat), milk (low-fat), mushrooms, melon, macadamia nuts, mozzarella cheese
N: nectarines, navy beans, naan bread
O: oatmeal (no sugar added), oranges, onion, olives, orange juice (100%)
P: pineapple, pancakes (whole wheat), peanut butter, papaya, plum, peaches, potatoes, pita bread, peppers, pasta (whole wheat), pomegranate, pumpkin, pistachio, peas, pears, pork
Q: quiche, quinoa, quesadilla, quick oats
R: rhubarb, raisins, raspberries, rice (brown), ricotta cheese, red peppers, radish, red beans, rye bread, red potatoes, red cabbage, rutabaga
S: strawberries, spinach, salsa, squash, salad, sandwiches (made with lean meat), sausage (low-fat), scallops, seeds, snow peas, snap peas, soy milk, soup, star fruit, string beans, sushi
T: tangerines, tomatoes, tortilla, turkey bacon/sausage, turkey, tofu, toast (whole wheat), taco, turnip, taziki
U: ugli fruit
V: vegetables, Valencia orange.
W: watermelon, waffles (whole wheat), walnuts, water chestnut, wheat germ, wild rice
X: if you find one, insert it here!
Y: yams, yogurt (low-fat)
Z: zucchini