

PROGRAMMING WITH HEALTHY LIVING IN MIND

The City of Calgary – Community & Neighbourhood Services

A Resource Manual for Recreation Leaders

Summer 2005

***Programming With Healthy Living In Mind:
A Resource For Summer Recreation Leaders***

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PURPOSE OF THE MANUAL

This resource is intended to increase education and awareness of Healthy Living to all program staff and participants of Community & Neighbourhood Service's Summer Programs. The intended outcome of this resource is to have an increased understanding by all leaders about the importance of incorporating Healthy Living into regular programming. Traditional programs will thus shift from playing games and crafts to including, understanding, and debriefing about the benefits of recreation programs in relation to Healthy Living.

This manual has information regarding the many benefits of leading a healthy life, however the main purpose of this manual is to provide ideas for activities and discussions that can be regularly incorporated into programs. Each activity includes a reflection/debrief component which is to be carried out as part of the activity.

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INTRODUCTION

What does “Health” mean?

“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” (World Health Organization, 2003)

What is “Healthy Living”? (Health Canada, 2003)

Making Positive Choices about your Health!

- Healthy living is the practice of health enhancing behaviours or living in healthy ways. It implies the physical, mental and spiritual capacity to make healthy choices.
- Healthy living means making positive choices about personal health practices such as healthy eating, not smoking, building a circle of social contacts and staying physically active. These choices are strongly influenced by the environments where people live, work, learn and play.

Components of Healthy Living

Active Living



- Active Living is a way of life in which physical activity is valued and integrated into daily life, a major component of living healthily.
- Physical inactivity can cause premature death, chronic disease and disability, and thus it is vital that physical activity becomes an integral part of our daily routines.
- Canada’s Guide to Physical Activity advises that we accumulate 30-60 minutes of activity a day to keep healthy or improve our health.

Healthy Eating



- People are encouraged to enjoy a wide range of foods and to emphasize lower fat foods, grain products and fruits & vegetables in their daily food intake.
- Canada’s Food Guide to Healthy Eating reflects dietary guidelines that help us meet our

recommended levels of essential nutrients while reducing the risk of chronic disease.

Mental Well-Being & Social Inclusion



- Mental well-being influences how we think and feel about ourselves and others and how we interpret events that happen around us. It affects our capacity to learn, to communicate and to form and sustain relationships.
- Social inclusion refers to the idea of being fully accepted to participate with others around us and having a supportive social network.
- Social inclusion and mental well-being both influence and affect each other.

Substance Abuse



- Tobacco, drugs and alcohol are all substances which cause many different adverse chronic diseases and have a negative effect on your health.
- Healthy Living involves being aware of the harms of these substances and choosing not to abuse them.

Safety & Injury Prevention



- Injuries such as automobile crashes, poisoning, sporting activities, and falls, are the leading cause of death among Canadian children
- We must become more aware of the causes of injuries and also know how we can prevent injuries from occurring.

Creativity & Artistic Expression



- Creative experiences help people express their feelings. It also fosters mental growth in children by providing opportunities for trying out new ideas and new ways of thinking and problem-solving. This improves feelings of self-worth, decreases depression and promotes a sense of wellness.

Factors Influencing Healthy Living

Knowledge

- We need to know what behaviours will help improve our health and well-being.

Skills

- We need to have certain skills to be able to act on what we know.

Motivation

- We need to feel good about engaging in healthy behaviour, to have the drive to do it.

Opportunity & Access

- We need to have the opportunity to carry out healthy behaviours.

Supportive Environments

- We need people who support our healthy behaviours around us to make it easier for us to continue engaging in healthy behaviours.

How the Program Leader influences the attitudes of Participants toward Healthy Living:

- Role model/ influence on their behaviour
- Gives motivation to participants which helps increase their drive to make positive choices about their health
- Provides knowledge about the benefits of Healthy Living
- Helps participants acquire skills to make positive choices about their health
- Shapes their attitudes and values toward Healthy Living
- Offers support in making positive choices
- Has the ability to reduce social exclusion by effective program planning
- Helps improve their self-esteem and self-confidence

PROGRAMMING WITH HEALTHY LIVING IN MIND

How to incorporate Healthy Living activities & discussions into your program:

- Incorporate Healthy Living themes each day, alternating different components of healthy living (ie. Active Living, Safety and Injury Prevention, Substance Abuse, etc.).
- Set aside a time of day everyday to do a Healthy Living activity and a discussion session about the theme/ component.
- Assign a different leader each week to be in charge of Healthy Living activities.

How to start a discussion about Healthy Living:

- Start off by explaining that you are going to talk about Healthy Living. Open up a discussion and ask questions like:
 - What does Healthy Living mean? (not sick, feel good, feel strong, eat healthy, exercise, etc.)
 - What are some of the things we do to keep healthy? (not smoke, healthy eating, wear our seatbelts, play outside instead of watching TV, feel good about ourselves)
 - What are some things than can make us unhealthy? (smoking, inactivity, eating junk food all the time, drugs, excessive alcohol drinking, etc.)
- Explain activity and have participants complete it. Then move on to a more detailed discussion about the theme behind the activity. For example, if it was a game intended to increase physical activity, ask discussion questions pertaining to Active Living.

Key Messages and Discussion Questions:

The Key Messages are the answers that we want the participants to answer with. The answers to each of the reflection/ debrief questions in each activity are in red.

ACTIVE LIVING



Active Living Messages: (Health Canada, 2004 / Weiss, 2005)

1. *Physical activity should be done everyday, 90 min/day to keep us healthy.*
2. *90 min of physical activity does not have to be done all at the same time, you can accumulate it over the course of the day.*

3. *There are different types of physical activity:*

Endurance: 4-7days/week – Swimming, Jogging, Mowing Lawn, Biking,

Strength: 4-7days/week – Lifting weights, Sit-ups, Push-ups

Flexibility: 2-4 days/week – Stretching, Yoga, Pilates, Martial Arts

4. *There are different intensities of physical activity:*

Light Activity: Walking, Stretching, Gardening, etc.

Moderate Activity: Biking, Brisk Walking, Swimming, Dancing, etc.

Vigorous Activity: Jogging, Hockey, Basketball, Aerobics, etc.

Active Living Example Discussion Questions:

- *How do you know when you are being active? (heart rate increases, breath faster, sweat, moving big muscle groups and not small muscles)*
- *How does your heart feel when you do physical activity? (beating faster, speeding up, pumping hard)*
- *How does it feel to breathe when you do physical activity? (harder to breathe, breathing faster)*
- *How often do you think we should be physically active? (everyday, 90 min/day)*
- *What is 90 min? (1^{1/2}hr., length of a soccer game, etc.)*
- *How does physical activity make us healthier? (strengthens heart & body, helps maintain healthy body weight, increases fitness, maintains flexibility, improves posture,*

etc.)

- *What other types of physical activities do you do? Brainstorm some activities. (ie. carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.)*
- *What are some things you do that are inactive? (play video games, be a couch potato, watch TV, play on computer, anything where you are moving small muscle groups!)*

HEALTHY EATING



Healthy Eating Messages: (Health Canada, 2004 / Bailey, 2005)

1. *There are four main food groups that we should choose foods from everyday (Grains, Milk & Milk Products, Meats & Alternatives, Fruits & Vegetables)*
2. *Foods that don't fall into one of the food groups are called "Other Foods" (ie. water, pop, butter, salad dressing, jam, etc.) and they should be consumed in moderation.*
3. *Choose from a variety of different foods in each food group to have a balanced nutrient intake.*
4. *Choose fruits & vegetables more often and foods with high sugar content less often.*
5. *The amount of food you need everyday depends on your physical activity level, age, gender, and body size.*
6. *Satisfy your thirst everyday by choosing water as a beverage more often. Drink more in hot weather and when physically active.*

Healthy Eating Example Discussion Questions:

- *What are the four food groups in the Canada Food Guide? (Grains, Milk & Milk Products, Meats & Alternatives, Fruits & Vegetables)*
- *Why is it important to choose foods from the four food groups everyday? (because different foods have different nutrients that our bodies need to achieve a balance in nutrients eaten)*

- *How many food groups do we need to have at each meal to make a complete and balanced meal? (at least 3)*
- *What would happen to our bodies if we only ate junk food all the time? (sick, cavities, low energy, weight gain, certain diseases that will affect us when we are older ie. heart disease)*
- *Who here brought a water bottle with them?*
- *Why is it important to drink water when we are in the sun or doing physical activity? (so we don't get dehydrated – thirsty, headache, sun stroke, vomit, might have to go to hospital!)*



MENTAL WELL-BEING & SOCIAL INCLUSION

Mental Well-Being & Social Inclusion Messages: (Donnelly & Coakley, 2002)

1. *To feel good about ourselves, it is important to be in an environment that is non-violent, peace promoting and caring.*
2. *Having family and friends around us is important to make us feel good about ourselves and to support the decisions we make.*
3. *We need to have positive self-esteem and feel good about ourselves to make positive decisions about our health. (If we don't care about ourselves, why bother making positive healthy choices?)*
4. *Mean comments, teasing, and excluding others can hurt other peoples feelings and make them feel bad about themselves.*

Mental Well-Being & Social Inclusion Example Discussion Questions:

- *Do you think we need to feel good about ourselves to be healthy? (yes, otherwise our mind is not healthy)*
- *How does having negative comments said to us or negative feelings about ourselves affect us? (make us feel sad, we might treat ourselves bad, etc.)*

- *Why do you think feeling good about ourselves is a part of being healthy? (because it affects how we make decisions about our health, if we are feeling down and feeling like no one cares anyways, why bother making positive healthy choices?)*
- *Who is someone you could talk to if you are feeling sad? (parent, friend, teacher, brother/sister, etc.)*
- *Do you think it is important to have friends? Why? (yes, because they make us feel good about ourselves and we can also share our feelings with them about things)*
- *What are some of the feelings we have when someone says mean or hurtful things to us? (anger, sad, hurt)*
- *How do you deal with these feelings when you have them? (talk to someone you trust, listen to music, punch pillow)*
- *Why should we deal with our feelings? (so we don't avoid them and bottle them up, otherwise they grow and just get worse)*

SUBSTANCE ABUSE



Substance Abuse Messages: (AADAC, 2004 / Fraser, 2005)

1. *Every year in Canada, 45,000 people die of tobacco-related causes (1000 of them die from second-hand smoke) and 1900 people die of alcohol-related causes.*
2. *Health consequences of smoking include lung cancer, mouth cancer, stomach cancer, heart disease, high blood pressure, etc.*
3. *Tobacco & alcohol companies sometimes use tricky and sneaky ways to advertise their products (ie. only put ~9 ingredients of cigarettes on packages, yet there are over 4000 ingredients in a cigarette).*
4. *The use of alcohol is illegal for anyone under 18 years.*
5. *When using alcohol, it is important to know your limits, otherwise serious health consequences can arise, such as vomiting (may choke on own vomit), alcohol poisoning (may need stomach pumped), irregular heart beats or heart may stop, low blood sugar*

(may lead to seizures), loss of control over decisions (may think you are okay to drive still), etc.

Substance Abuse Example Discussion Questions:

- *What can smoking do to your body? (black lungs, yellow teeth, mouth sores, coughing, take oxygen away from your lungs, heart disease, high blood pressure, cancer, etc.)*
- *What are some things you could say to someone who is asking you to smoke? (NO!, smoking is gross!, etc.)*
- *What can happen to your body if you don't know your limits and you drink too much alcohol at one time? (vomit, alcohol poisoning, low blood sugar leading to seizures, irregular heart beats or heart stops, etc.)*
- *How many ingredients are in a cigarette? (over 4000)*
- *How many ingredients are listed on the package of cigarettes? (about 9)*
- *Why do cigarette companies do this? (to sell their product and make money)*
- *Is it okay that they do this?*
- *What are some names of street drugs you have heard of? (weed/ marijuana, speed, crystal meth, cocaine, heroin, etc.)*
- *How can use of street drugs hurt you? (you may have a very addictive personality and thus get easily addicted, you may not know exactly what is actually in the drug you are taking since it is not regulated, most drugs can easily change our moods and alter our decision making ability, most drugs can also do physical body damage to body parts such as our lungs, etc.)*

SAFETY & INJURY PREVENTION



Safety & Injury Prevention Messages: (Calgary Injury Prevention Coalition, n.d.)

1. *Buckle Up! – Seat belts save lives and prevent injuries.*
2. *Wear the Gear! – No matter what activity, wear the gear.*

3. *Look First!* – This means think ahead and understand the risk associated with the activity.
4. *Seek Help!* – Challenges and activities can seem overwhelming when alone, seek help when needed.
5. *Get Trained!* – Develop skills by getting trained properly on doing an activity or using certain equipment.

Safety & Injury Prevention Example Discussion Questions:

- *What are some risks that we encounter everyday? (driving in vehicles, sports/recreation activities, crossing streets, etc.)*
- *How can we decide what is a safe risk/activity vs. an unsafe risk/activity? (think about the risk before doing it – ie. check the level of the water before diving into it, remove hazards to make it safe, get informed by asking someone who knows about the risk, decide on alternative risks that are safer)*
- *What are some things that we can do to help us be safer? (buckle up, wear proper equipment/gear, look before crossing, think ahead before doing activity, get help from an adult if in a situation where we are not sure what to do, get proper training before doing certain activities – ie. rollerblading)*

CREATIVITY & ARTISTIC EXPRESSION



Creativity & Artistic Expression Messages: (Perlis et al, n.d. / Sleight, 2005)

1. *Activities such as; music, drawing, painting, free play, etc. can provide a means of communication and self-expression.*
2. *Creative and artistic activities also help us to change our moods, come out of depression, or simply relax.*
3. *It is important to express yourself for yourself and not for everyone's approval. There really is no right or wrong in expressing who you are.*

Creativity & Artistic Expression Example Discussion Questions:

- *What does being “creative” mean to you? (using your imagination, thinking outside the box, doing something that is different, being artistic, etc.)*
- *What are some ways that you like to express yourself? (sing, dance, paint, draw, talk, etc.)*
- *Why do you think artists paint, musicians sing, and dancers dance? (makes them feel good about themselves, can help them express their feelings, helps them relax, etc.)*
- *Why is it important to try a variety of activities that allow you to be creative and use your imagination? (to help us express our feelings, helps us relax, make us feel good about something that only we created and that no one else has, etc.)*

Active Living Activities



Add It On! – A *Healthy Living* Activity



Topic: Active Living

Age Groups: 6-9 years, 9-12 years

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Have all participants form a circle. Then explain that you, the leader will go first and everyone is to repeat the exercise that you choose, call this Exercise #1.
3. The next person beside you must now demonstrate a different exercise, Exercise #2 of which everyone also must do, but only after they have done Exercise #1, demonstrated by the leader. Every time there is a new exercise demonstrated, all previous exercises must be completed by the whole group before the new exercise is completed by the group.
4. This continues until all participants in the circle have demonstrated an exercise.

Reflection/ Debrief:

Call participants together and have them place their hand on their heart. Ask questions like:

- How does your heart feel now that you have been moving around? (ie. **beating faster, speeding up, pumping hard**)
- Why is it important to have our heart rate speed up? (**because our heart is a muscle too and it needs to be used to keep it strong**)
- How does it feel to breathe when you are being active like this? (ie. **harder to breathe, breathing faster**)
- Do you move big muscle groups or small muscle groups when you are being physically active? (**big muscle groups**)
- What other types of physical activities do you do? Brainstorm some activities. (ie. **carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.**)

- Is playing video games, watching TV, or playing on the computer physical activity? (no, because you are not moving big muscle groups)
- Why is it important to be physically active everyday? (strengthens heart & other body parts, help maintain healthy body weight, increase fitness, maintain flexibility, improves posture, etc.)
- What could happen to our bodies if we are not active enough? (weak muscles, not in good shape, feel tired, gain extra weight, heart wouldn't be very strong, etc.)
- How often do you think we should be physically active? (everyday, 90 min/day)
- What is 90 minutes? (1^{1/2}hr., length of a soccer game, etc.)

Caterpillar Race – *A Healthy Living Activity*



Topic: Active Living

Age Groups: 6-12 years

Equipment:

- pylons

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide participants up into two teams and have each form a line. The object finish the fastest, so you must determine a start and finish line for the teams to race to. To add more fun to it, you may have them try out different courses rather than a straight line by making teams swerve through different pylons on the field.
3. Instruct the first person in each line to bend over and touch the ground, while keeping legs straight. The next person behind then reaches and grabs the ankles of the person in front and so on down the line, until each team has formed a “caterpillar”.
4. On “Go”, have the two “caterpillars” race.
5. After the race, have participants stretch out tall. Then divide into four teams and race again with smaller caterpillars. You can repeat this with different courses or as different sizes of caterpillars.

Reflection/ Debrief:

When you have finished the races, call participants together and ask participants to place their hands on their heart. Ask questions like:

- How does your heart feel now that you have been moving around? (beating faster, speeding up, pumping hard)
- Why is it important to have our heart rate speed up? (because our heart is a muscle too and it needs to be used to keep it strong)

- How does it feel to breathe when you are being active like this? (ie. **harder to breathe, breathing faster**)
- Do you move big muscle groups or small muscle groups when you are being physically active? (**big muscle groups**)
- Could you feel your muscles working when you were bending over like a caterpillar?
- What other types of physical activities do you do? Brainstorm some activities. (ie. **carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.**)
- Is playing video games, watching TV, or playing on the computer physical activity? (**no, because you are not moving big muscle groups**)
- Why is it important to be physically active everyday? (**strengthens heart & other body parts, help maintain healthy body weight, increase fitness, maintain flexibility, improves posture, etc.**)
- What could happen to our bodies if we are not active enough? (**weak muscles, not in good shape, feel tired, gain extra weight, heart wouldn't be very strong, etc.**)
- How often do you think we should be physically active? (**everyday, 90 min/day**)
- What is 90 minutes? (**1^{1/2}hr., length of a soccer game, etc.**)

Fitness Shoe Tree – *A Healthy Living Activity*



Topic: Active Living

Age Groups: 6-12 years

Equipment:

- photocopies of the shoe template (enough for each participant and leader)
- markers, crayons, pencil crayons
- wall or another piece of extremely large paper of which the trunk and “shoe leafs” can be glued onto
- glue

Instructions:

1. Provide all participants and leaders with a shoe template on the first day of the program. Explain that this activity will extend all week long and that it is a challenge for everyone to do 90 minutes of physical activity everyday.
2. Explain that for every 20 minutes of physical activity, one part of the shoe may then be coloured in. If someone does 40 minutes of activity, they may colour in two parts of the shoe. Physical activity must be completed in 20-minute intervals to be able to colour in a part of the shoe. The goal is to have two parts coloured in everyday, so that after the 5th day of the program, all parts of the shoe are coloured in completely.
3. Set aside a time everyday for the participants to complete preferably 2 sessions of 20 minutes each of physical activity. This will ensure that each participant will have all parts of their shoe coloured in by the end of the week. Also, set aside about 5-10 minutes at the end of each day when the participants can colour in their shoes. Make sure they list the activities they did underneath the picture of the shoe. Physical activities done outside should also be coloured in and should be encouraged for the participants by the leaders.
4. At the end of the week, have all participants glue their shoes together to make a tree. You may want to give out prizes to encourage participation.

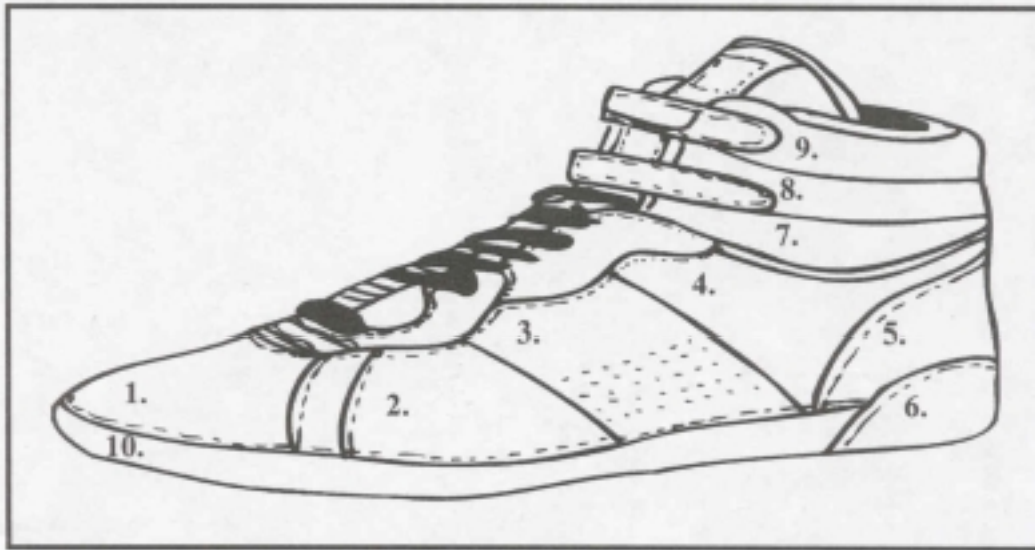
Reflection/ Debrief:

After the tree has been completed and hung up, have a discussion about the benefits of

physical activity and healthy living. Ask questions like:

- What are some of the physical activities that everyone did during the week?
- How do you know when you are being physically active? (using big muscle groups, heart rate goes up, harder to breathe, sweating, etc.)
- How does your heart feel when you do physical activity? (ie. beating faster, speeding up, pumping hard)
- How does it feel to breathe when you do physical activity? (ie. harder to breathe, breathing faster)
- How often do you think we should be physically active? (everyday, 90 min/day)
- What is 90 min? ($1\frac{1}{2}$ hr., length of a soccer game, etc.)
- What other types of physical activities do you do? Brainstorm some activities. (ie. carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.)
- Is playing video games, watching TV, or playing on the computer physical activity? (no, because you are not moving big muscle groups)
- Why is it important to be physically active everyday? (strengthens heart & other body parts, help maintain healthy body weight, increase fitness, maintain flexibility, improves posture, etc.)
- What could happen to our bodies if we are not active enough? (weak muscles, not in good shape, feel tired, gain extra weight, heart wouldn't be very strong, etc.)
- How often do you think we should be physically active? (everyday, 90min/day)
- What is 90minutes? ($1\frac{1}{2}$ hr., length of a soccer game, etc.)





Colour one part of the shoe each day you take part in a fitness activity for 20 minutes or more!



My Fitness Activities

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

This assessment strategy can facilitate achievement of the following outcomes.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do it Daily...For Life!			
	✓									✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/Personal Challenge	Active Living in the Community
	✓	✓										✓	

Jump Jump Jump! – A *Healthy Living* Activity



Topic: Active Living

Age Groups: 3-5 years

Equipment:

- instruction sheet for each station (see explanations below)
- masking tape
- beach ball or foam ball that can be suspended from a low ceiling
- elevated step or playground stairs
- 2 mats
- 2 ropes (at least 3m long)
- 6 hula hoops
- candle stick or something that will resemble this
- bean bag
- stereo system & music to play

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Prior to day of activity write out instructions on a card and label each station instruction set with a number. Set up all 10 jumping stations prior to participant arrival (see below for instructions).
3. You may want to have the parents join in with their children for this activity as it will be a race. Explain that they will have to try and get through each station as fast as they can.
4. Go through and demonstrate each exercise at each station. Then set up first child/parent pair and have them start off. You may want to time them or you can set up two sets of each station to race against another team. Also, you may want to play music to make it more fun.

Reflection/ Debrief:

When finished, have participants come and sit in a circle. Have participants share how they felt during the activity. Have participants put their hand on their heart and ask:

- Is your heart beating faster now that we were moving around?
- Show me some of the muscles on your body! (have them flex their biceps, extend their leg, etc.)
- Could you feel your muscles working hard?
- Is it good for us to move our bodies around everyday?
- What are some activities that you do to move around everyday and stay active? (ie. dance, play on playground, play soccer, etc.)

Jumping Stations:

Jumping Animals

Play music and ask children to jump around like a variety of different animals, such as a kangaroo, frog or rabbit.

Long Jump

Mark varying widths with masking tape to represent a river. Ask children to try and jump over the river. You may want to use mats for safety purposes.

Jump Bump

The child tries to bump a hanging object, such as a beach or foam ball, suspended from a low ceiling. Ask the child to bump the object with a different body part each time.

Jumping Down

This station has many possibilities. The task is for children to jump and land on both feet from a low elevation (such as a stair) to an area marked by a hula hoop. As the child demonstrates body control, the height can be increased. Ensure that parents are spotting their children for this.

High Jump

This station requires two leaders or volunteers, a mat, rope and a hula hoop. The challenge is to jump over the rope and land on both feet in a marked area (hula hoop). Raise the rope as the child shows control.

Hoop Jump

A child holds a hula hoop in both hands and jumps through it. You may only want to do this with older participants of around 5 years of age.

Jack Be Nimble Jumps

Ask child to jump over “candlesticks” without knocking them over. As each child jumps, sing the rhyme and insert his or her name.

Jump the Shot

Have a leader or another adult squat in the centre of a circle of children and slowly swing a rope with a bean bag tied on the end. Children must jump as the bag swings under their feet. Stop the rope in front of very young children and tell them to jump.

Jumpscotch

Set up about 4 hula hoops in a row. You may want to use mats under them as children’s feet may barely leave the ground to get over them. Have the children jump into each hula hoop.

Jump Up

You will need to set up this station by a wall. The children can stick a piece of masking tape to their finger. Have the child jump and mark how high they jumped on the wall by holding their hand up in the air while jumping. Have them try a few times to try and increase their height.

Muscles for Movement! – *A Healthy Living Activity*



Topic: Active Living

Age Groups: 3-5 years

Equipment (Optional):

If time permits, as a part of the debrief, have participants make a group collage of physical activities where we use our muscles to move. You will need:

- 1-3 poster boards/ huge piece of construction paper (depending on group size, participants can form more groups)

- pictures from magazines/flyers/catalogues on anything related to physical activity (these will need to be collected by leaders or participants prior to activity)

ie. picture of baseball glove, picture of someone walking, spell out the name of a physical activity game with magazine letters that a participant likes to play if there are no pictures of it

- scissors

- glue

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).

2. Ask participants to demonstrate how different animals use their muscles to move their bodies. You may want to set up a distance that you will move to while pretending to be an animal. If the group is small enough and time permits have each participant demonstrate one animal movement. After the demonstration, all participants must practice the movement. ie. turtle, bird, snake, duck, kangaroo, rabbit, work, elephant, fish, etc. Once you have completed an animal movement, have them demonstrate it faster, especially if it is a fast animal.

3. Ask participants to demonstrate how people use their muscles to move their bodies. Again, spend a few minutes having the participants practice the movements. ie. crawl,

walk, swim, run, ride a bike, skateboard, jump, hop, skip.

Reflection/ Debrief:

1. When finished, have participants come and sit in a circle. Have participants share how they felt during the activity. Have participants put their hand on their heart and ask questions like:

- Is your heart beating faster now that we were moving around?
- Show me some of the muscles on your body! (have them flex their biceps, extend their leg, etc.)
- Could you feel your muscles working hard?
- Why do different animals move differently? (because they have different types of muscles)
- Is it good for us to move our bodies around everyday?
- What are some activities that you do to move around everyday and stay active? (ie. dance, play on playground, play soccer, etc.)

2. If time permits, have participants make a group collage of different healthy living/ physical activities that they do. You will need to have the parents help you with this. Have each participant present the activity they chose on the poster.

Animal Relay Race – A *Healthy Living* Activity



Topic: Active Living

Age Groups: 6-12 years

Equipment:

- pylons

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide a soccer field into 3 sections width-wise and mark it with pylons.
3. Split participants into teams of three. Explain that the first team member of each team is going to run the first section of the relay race in a Chicken Run (see below for descriptions). The first team member then tags his or her teammate at the second pylon who then must move to the last team member in a Seal Crawl. Finally, the second teammate must then move to the finish line in a Stork Hop.
4. Repeat the race keeping the same teams, but have each team member try out a different animal. You may also want to have the participants suggest different animals that they want to race as.

Reflection/ Debrief:

When the races are finished, call participants together and ask them to place their hands on their heart. Ask questions like:

- How does your heart feel now that you have been moving around? (ie. **beating faster, speeding up, pumping hard**)
- Why is it important to have our heart rate speed up? (**because our heart is a muscle too and it needs to be used to keep it strong**)
- How does it feel to breathe when you are being active like this? (ie. **harder to breathe, breathing faster**)

- Why do different animals move differently? (because they have different types of muscles)
- Is movement a natural thing for our bodies to do? (yes!)
- Show me some of the muscles on your body! (have them flex their biceps, extend their leg, etc.)
- When we are being physically active, are we moving big muscle groups or small muscle groups? (big)
- Show me a big muscle group! (ie. arms, stomach, legs, etc.)
- Show me a small muscle group! (ie. fingers, mouth, wrists, etc.)
- What other types of physical activities do you do? Brainstorm some activities. (ie. carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.)
- Is playing video games, watching TV, or playing on the computer physical activity? (no, because you are not moving big muscle groups)
- Why is it important to be physically active everyday? (strengthens heart & other body parts, help maintain healthy body weight, increase fitness, maintain flexibility, improves posture, etc.)
- What could happen to our bodies if we are not active enough? (weak muscles, not in good shape, feel tired, gain extra weight, heart wouldn't be very strong, etc.)
- How often do you think we should be physically active? (everyday, 90 min/day)
- What is 90 minutes? (1^{1/2}hr., length of a soccer game, etc.)

Animal Descriptions:

Chicken Run: Assume a full-squat position and place your arms between your legs, reaching around them to grasp your toes.

Seal Crawl: Assume a push-up position. Propel forward by stepping with your hands and dragging your feet.

Stork Hop: Stand on one foot. Hold the bottom of your other foot against the inside of your

knee of the leg you are standing on. Place your hands on your hips and hop forward on one leg. Keep your hands on your hips.

Heart Attack Coming! – A *Healthy Living* Activity



Topic: Active Living

Age Groups: 6-12 years

Equipment:

- 4 pylons

Calls:

Risk Factors:

High Blood Pressure: Jump as high as possible

Smoking: Cough as you walk

Stress: Move frantically in a circle with hands on forehead

Inactivity: Lay down on ground, with hands behind head as if watching TV

Special Calls:

Heart Attack: Run around to each station and do each risk factor and then run back to middle

Wellness: Briskly walk around/ speed walk, while saying “aahhh”

Instructions/ Rules:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).

2. Set up each of the risk factors at a different section of the playing area.

3. Before proceeding with the game, have a quick discussion with participants about risk factors for heart attacks. Ask questions like:

- Does anyone know what a heart attack is? (your heart pumps blood all over your body through arteries and when an artery gets clogged and blocks the blood, the heart can't get the blood anymore and so it stops working)

- What causes a heart attack? (many causes – see risk factors above)

Explain that causes of heart attacks are called “risk factors” and then go through what each

exercise is for each “risk factor” and the rules of the game.

4. The participants will all start out by demonstrating “wellness”. When the leader calls a risk factor they must run to that pylon to do the exercise associated with it until the leader calls wellness again. If a leader calls heart attack, everyone must run and do all risk factors and then run back to the middle and try to clap the leaders hand first. Explain that the leader will call various risk factors and then the participants must run to that station to complete the risk factor. The first 1-3 people there were so fast and thus are too healthy to have a full heart attack and thus they get to chose an exercise each, (so 1-3 exercises) for the entire group to complete, except themselves. After that, all participants re-start by demonstrating “wellness”.

Reflection/ Debrief:

1. Have a discussion with participants about the meaning of the activity and its relation to heart attacks.

- Does anyone know what we can do to prevent a heart attack? (eat healthier, stop smoking, be active, etc.)

- How does exercise/ physical activity help reduce the risk of heart attacks? (strengthens heart, muscles, bones, lungs, and it helps blood flow through body, etc.)

2. Ask participants to place their hand on their heart and ask questions like,

- How does your heart feel after you were moving around? (ie. beating faster, speeding up, pumping hard)

- Why is it important to have our heart rate speed up? (because our heart is a muscle too and it needs to be used to keep it strong)

- How does it feel to breathe when you are being active like this? (ie. harder to breathe, breathing faster)

- What other types of physical activities do you do? Brainstorm some activities. (ie. carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.)

- Is playing video games, watching TV, or playing on the computer physical activity? (no, because you are not moving big muscle groups)

- What are some other games that we have played this week that would be considered physical activity? (ie. tag games, capture the flag, scream, etc.)
- Why is it important to be physically active everyday? (prevent heart attacks, strengthens heart & other body parts, help maintain healthy body weight, increase fitness, maintain flexibility, improves posture, etc.)
- What could happen to our bodies if we are not active enough? (weak muscles, not in good shape, feel tired, gain extra weight, heart wouldn't be very strong, etc.)
- How often do you think we should be physically active? (everyday, 90 min/day)
- What is 90 minutes? (1^{1/2}hr., length of a soccer game, etc.)

Musical Hoops – A *Healthy Living* Activity



Topic: Active Living

Age Groups: 3-5 years

Equipment:

- 6-10 Hula Hoops (depending on group size)
- Stereo with appropriate music for age group

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Scatter enough hula hoops around the room. one for each pair of mom and child. Explain that parents will be needed for this activity.
3. Have everyone skip around the hula hoops together until you turn off the music and call out two body parts, such as "foot and elbow". Moms and kids find any hula hoop together, and each put their foot and elbow inside of it.
4. After each time, start taking hula hoops away, but don't eliminate anyone. The participants must now share hula hoops with other teams. As more and more hula hoops get taken away, it gets more chaotic and more fun!

Reflection/ Debrief:

1. When finished, have participants come and sit in a circle. Have participants share how they felt during the activity. Have participants put their hand on their heart and ask questions like:
 - Is your heart beating faster now that we were moving around?
 - Could you feel your muscles working hard?
 - Show me some of the muscles on your body! (have them flex their biceps, extend their leg, etc.)
 - Is it good for us to move our bodies around everyday? (yes!)

Fitness Obstacle Course– *A Healthy Living Activity*



Topic: Active Living

Age Groups: 3-12, vary difficulty of challenges accordingly

Equipment: (modify as needed)

Equipment needed will vary depending on the challenge, here is an example of the equipment you would need to set up:

1. Jump Rope (enough for each team)
2. Fitness Block Steps, or use the Playground stairs
3. Rope, string, or ribbon to tie at 2 ends (to be used as a hurdle to jump over)
4. Pylons (5 for each team) – set up in a zig-zag formation about 1 meter away from each other
5. Utility or Beach Balls (enough for each team)
6. Hula Hoops (6 for each team)
7. Gymnastics Mat or Yoga Mats placed together (enough for each team)
8. Relay Batons (1 for each team)
9. Pylons to mark a track, set-up around the perimeter of the obstacle course

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Each station needs to be set-up prior to the start of the race. If playing with small children (3-5yrs.), divide into 3-4 groups and split up into different parts of the playing area. Each obstacle course should be set-up in a different section. There will be no race against the different groups, the separation is just to give more space and playing time to each participant. If playing with older children, have each obstacle course set-up beside each other, as a relay-race would be set-up.
3. Individual stations: (these are examples, you will need to vary the level of difficulty according to age group)

Station #1: Begin with a relay baton in hand at the start line and run around the

perimeter of the obstacle course. Have each team start and finish with their relay batons at the location of their team (just like a staggered start in a race). Each participant must keep a hold of their relay baton throughout their portion of the relay race. Each time a new participant goes, the relay baton must be passed, during the final sprint around the perimeter of the obstacle course.

Station #2: Jump rope 10 times.

Station #3: 10 Step-ups on fitness blocks or on playground stairs

Station #4: Hurdle over the rope/string with out touching it, there must be a judge at this station

Station #5: Leap frog jumps from one pylon to another (should complete a total of 4 jumps!)

Station #6: Quickly run through the hula hoops, be careful to place only one foot in each one!

Station #7: Complete 10 full sit-ups

Station #8: Use gymnastics mat or yoga mat to do 5 somersaults. (This station should be set-up right close to the track around the perimeter of the obstacle course)

Station #9: Final sprint around perimeter of obstacle course, pass off relay baton to the next person

4. When everyone has completed the obstacle course, have the entire team sit-down so that it is obvious that they have finished.

5. If time permits, have another race!

Reflection/ Debrief:

1. Ask participants to put their hands on their heart. Ask questions like:

- How does your heart feel after you were moving around? (ie. **beating faster, speeding up, pumping hard**)

- Why is it important to have our heart rate speed up? (**because our heart is a muscle too and**

it needs to be used to keep it strong)

- How does it feel to breathe when you are being active like this? (ie. harder to breathe, breathing faster)
- What other types of physical activities do you do? Brainstorm some activities. (ie. carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.)
- Is playing video games, watching TV, or playing on the computer physical activity? (no, because you are not moving big muscle groups)
- What are some other games that we have played this week that would be considered physical activity? (ie. tag games, capture the flag, scream, etc.)
- Why is it important to be physically active everyday? (prevent heart attacks, strengthens heart & other body parts, help maintain healthy body weight, increase fitness, maintain flexibility, improves posture, etc.)
- What could happen to our bodies if we are not active enough? (weak muscles, not in good shape, feel tired, gain extra weight, heart wouldn't be very strong, etc.)
- How often do you think we should be physically active? (everyday, 90 min/day)
- What is 90 minutes? (1^{1/2}hr., length of a soccer game, etc.)

Fitness Challenge! – A *Healthy Living* Activity



Topic: Active Living

Age Groups: 6-12 years

Equipment:

- 6 pylons

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Set up pylons to give guidelines as to where the participants must stand, roughly 2m apart from each other. Also set up pylons at the ends of the playing zones to indicate where the players are safe from being tagged. (The set-up is similar to playing rock, paper, scissors).
3. Divide participants into 2 groups and then have each group line up between the pylons on their side. Have one team huddle together to make the first challenge for the other team. When they have decided as a group on what the challenge should be, have them re-align between the pylons and say the challenge to the other team. The other team must now complete the challenge.
4. Once the team being challenged has completed the challenge have them chase the other team up until they reach the safe zone. Once they reach the safe zone, players cannot be tagged. If someone is tagged they must now join the team they were tagged by.
5. Have the other team now huddle together and decide on a fitness challenge for the other team. Continue until one team has all the players or until time permits.

Reflection/ Debrief:

1. Ask participants to put their hands on their heart. Ask questions like:
 - How does your heart feel after you were moving around? (ie. **beating faster, speeding up, pumping hard**)
 - Why is it important to have our heart rate speed up? (**because our heart is a muscle too and**

it needs to be used to help increase its strength)

- How does it feel to breathe when you are being active like this? (ie. harder to breathe, breathing faster)
- What other types of physical activities do you do? Brainstorm some activities. (ie. carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.)
- Is playing video games physical activity? (no, because you are not moving big muscle groups)
- What are some other games that we have played this week that would be considered physical activity? (ie. tag games, capture the flag, scream, etc.)
- Why is it important to be physically active everyday? (prevent heart attacks, strengthens heart & other body parts, help maintain healthy body weight, increase fitness, maintain flexibility, improves posture, etc.)
- What could happen to our bodies if we are not active enough? (weak muscles, not in good shape, feel tired, gain extra weight, heart wouldn't be very strong, etc.)
- How often do you think we should be physically active? (everyday, 90 min/day)
- What is 90 minutes? (1hr., length of a soccer game, etc.)

Mission Possible – *A Healthy Living Activity*



Topic: Active Living

Age Groups: 3-12 years

Equipment:

- any equipment needed to develop different exercises in the missions (ie. basketballs, jump rope, hula hoops, etc.)
- cue cards with the different missions on them
- stereo system to have music playing while completing missions

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Explain to participants that they are to complete a fitness mission. They will be divided into groups and everyone in the group must complete the mission simultaneously. If one person is faster than the others, they must adjust their speed to keep together with the group. Make sure that you have enough fitness missions for each team to start with (ie. # of teams = # of missions altogether).
3. Divide the participants into groups of 4-6. Have each group start off with a different mission and each time they complete it, they must come back to you to get the next mission. Set up stations for each different mission that the participants must run to. Once music starts, the participants can begin on their missions. The goal is to have each group complete each mission the fastest.

Reflection/ Debrief:

1. Ask participants to put their hands on their heart. Ask questions like:
 - How does your heart feel after you were moving around? (ie. **beating faster, speeding up, pumping hard**)
 - Why is it important to have our heart rate speed up? (**because our heart is a muscle too and it needs to be used to keep it strong**)

- How does it feel to breathe when you are being active like this? (ie. harder to breathe, breathing faster)
- Which mission was the hardest/easiest? Why?
- What other types of physical activities do you do? Brainstorm some activities. (ie. Carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.)
- Is playing video games physical activity? (no, because you are not moving big muscle groups)
- Why is it important to be physically active everyday? (prevent heart attacks, strengthens heart & other body parts, help maintain healthy body weight, increase fitness, maintain flexibility, improves posture, etc.)
- What could happen to our bodies if we are not active enough? (weak muscles, not in good shape, feel tired, gain extra weight, heart wouldn't be very strong, etc.)
- How often do you think we should be physically active? (everyday, 90 min/day)
- What is 90 minutes? (1^{1/2}hr., length of a soccer game, etc.)

Missions: (6-8 yrs., 9-12 yrs.)

- Mission #1:
- Gallop 1 lap around playing area, while linking arms with each other
 - 10 Frog Jumps, must jump over a partner (each partner must do it)
 - 15 Toe Touches
 - Grapevine cross-overs 1 lap around playing area, while linking arms again
 - 8 Long Jumps
 - Team Log Roll (lay down on ground aligned, take turns rolling-over)
 - 15 Step-ups @ playground stairs
- Mission #2:
- 10 Twist Jumps
 - Backwards run around playing area, link arms with a partner
 - 20 Sideways Ball Twists (stand back-back with partner, pass ball side-side)

- 20 Up & Down Ball Passes (pass ball over head, under legs)
- 10 Cartwheels or Somersaults
- Wheel Barrel walks with partner around playground/soccer posts/etc
- 10 Side Bends (arms at sides, knees straight, touch sides of knees)

- Mission #3:
- 2-Person rope jump for 15 jumps (partners jump rope together in sync.)
 - 10 Star Jumps
 - Monkey Bars (cross 3x each)
 - 3 Legged run around playing area, with a partner (group must stay together!)
 - 10 Fire Hydrants on each leg (on hands and knees, lift one leg up as to pee like a dog on a fire hydrant)
 - 15 Arm circles – forward & backward circles
 - Thread the Needle with hula hoops (join hands in a circle with a hula-hoop hanging from one person's arm. When play begins, the person with the hoop must step through it and pass it to a neighboring player without letting go of her teammate's hands)

- Mission #4:
- Bean bag balance run, 1 lap around playing area while holding hands with team (must balance bean bag on head while running the lap)
 - Beach Ball Toss between hands & legs (lay on ground, do v-sit and pass ball from hands to legs each time you bend at the waist)
 - crab walk around playground/soccer posts/etc.
 - 20s Flamingo Stand on each leg. Stand with your feet together and place your palms together in front of your chest with your fingers pointed up. Focus on a spot in front of you and bend forward from the waist. Bend one leg up and hold as long as you can.
 - Scream Run, 1 Lap around playing area
 - 10 Karate Kicks, on each leg

Missions: (3-5yrs.)

- Mission #1:
- Tightrope walk (use masking tape), walk forwards, backwards, and sideways

- 10 Twist Jumps (jump while turning)
- Gallop 1 lap around playing area, while linking arms with each other
- 10 Rock & Rolls (sit on the floor and clasp your hands under your knees, rock on your back and keep your hands tucked).

Mission #2: - Head, Shoulders, Knees, & Toes (sing while touching each body part)

- Bean bag balance run, 1 lap around playing area
- 10 Frog Jumps
- Scream Run, 1 lap around playing area

Mission #3: - 20 Arm Circles (10 forward, 10 backward)

- 5 Circle Runs (get in circle, turn circle by running)
- 10 Karate Kicks (5 on each leg)
- 10 One-Legged Hops on each leg

No Base Baseball – *A Healthy Living Activity*



Topic: Active Living

Age Groups: 6-12 years

Equipment:

- rubber ball that can be thrown

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide participants into two teams. One team is at bat and the other team is in the field. Teams will switch at bat every time.
3. One player from the team at bat throws the ball in any direction. The team in the field then chases the ball as a team. When the fielding team reaches the ball they form a single file line, front to back, and start passing the ball over their heads and under their legs until the ball reaches the end, thus making an out. The teams then switch roles and play continues.
4. While the fielding team is trying to get the ball to make an out. The hitting team forms a blob and the thrower/hitter runs around them as fast and as many times as possible, scoring a shouted run after every revolution.

Reflection/ Debrief:

Ask participants to put their hands on their heart. Ask questions like:

- How does your heart feel after you were moving around? (ie. **beating faster, speeding up, pumping hard**)
- Why is it important to have our heart rate speed up? (**because our heart is a muscle too and it needs to be used to keep it strong**)
- How does it feel to breathe when you are being active like this? (ie. **harder to breathe, breathing faster**)

- What other types of physical activities do you do? Brainstorm some activities. (ie. carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.)
- Is playing video games physical activity? (no, because you are not moving big muscle groups)
- Why is it important to be physically active everyday? (prevent heart attacks, strengthens heart & other body parts, help maintain healthy body weight, increase fitness, maintain flexibility, improves posture, etc.)
- What could happen to our bodies if we are not active enough? (weak muscles, not in good shape, feel tired, gain extra weight, heart wouldn't be very strong, etc.)
- How often do you think we should be physically active? (everyday, 90 min/day)
- What is 90 minutes? (1^{1/2}hr., length of a soccer game, etc.)

Scatter! – A Healthy Living Activity



Topic: Active Living

Age Groups: 6-12 years

Equipment:

- rubber utility ball

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Begin the game with all the children standing in a circle except for one in the middle, the Scatter Master. The Scatter *Master* throws the ball high into the air and calls out the name of another child, the Scatter *Monster*.
3. All children, except for the Scatter Monster, must then scatter in any direction. The Scatter Monster must try and gain possession of the ball as quickly as possible and when they do, he/she yells “STOP!” All children must then come to an immediate stop.
4. The Scatter Monster then chooses another participant (usually the closest one) and throws the ball at the child and tries to hit him/her below the waist with the utility ball. Rules can be that the child can move to avoid the ball, maintain one pivot foot, or maintain both feet in place. If the child gets hit, the Scatter Monster becomes the new Scatter Master. If he misses, the targeted participant now becomes the Scatter Master.

Reflection/ Debrief:

Ask participants to put their hands on their heart. Ask questions like:

- How does your heart feel after you were moving around? (ie. **beating faster, speeding up, pumping hard**)
- Why is it important to have our heart rate speed up? (because our heart is a muscle too and it needs to be used to help increase its strength)
- How does it feel to breathe when you are being active like this? (ie. **harder to breathe,**

breathing faster)

- What other types of physical activities do you do? Brainstorm some activities. (ie. carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.)
- Is playing video games physical activity? (no, because you are not moving big muscle groups)
- Why is it important to be physically active everyday? (prevent heart attacks, strengthens heart & other body parts, help maintain healthy body weight, increase fitness, maintain flexibility, improves posture, etc.)
- What could happen to our bodies if we are not active enough? (weak muscles, not in good shape, feel tired, gain extra weight, heart wouldn't be very strong, etc.)
- How often do you think we should be physically active? (everyday, 90 min/day)
- What is 90 minutes? ($1\frac{1}{2}$ hr., length of a soccer game, etc.)

Healthy Eating Activities



Energy Tag – *A Healthy Living Activity*



Topic: Healthy Eating

Age Groups: 3-5 years

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Briefly talk about healthy snacks with the participants. Have them suggest some of their favorites, then go on to talk about treats and that they should only be eaten sometimes.
3. In this tag game, when someone gets tagged, they lose their energy so they have to freeze and act like they don't have any energy. To become free again, you need to have another participant come up to you and say the name of a healthy food or snack. When they say this, you can run around again and help other people who have been frozen.

Reflection/ Debrief:

Have a discussion with participants about healthy eating. Ask questions like:

- Why is it important to eat healthy foods? (give us energy, to help build strong bones & muscles, get all of the vitamins and nutrients we need to grow, etc.)
- What were some of the healthy foods that you said during the game that give us energy?
- What can happen to our bodies if we only eat junk food all the time? (might get sick, cavities, weight gain, low energy)

Line Up! – *A Healthy Living Activity*



Topic: Healthy Eating, Active Living

Age Groups: 6-12 years

Equipment:

- 5 pylons
- whistle

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Set up 5 pylons and assign each pylon a food group (Grains, Fruits & Vegetables, Milk & Milk Products, Meats & Alternatives). One pylon should also be labeled as the “Other Food Group”.
3. Divide members into four teams. Arrange them around the “1” on the floor. Line up with Team 1 in front, Team 2 to the right, Team 3 behind, and Team 4 to the left.
4. Blow the whistle and call out food from a food group. Teams must scatter and run to the that food group, lining up in exactly the same pattern. The last team to get there will be eliminated.
5. At first have a couple of practice rounds and give teams plenty of time to get from food group to food group. Then, start eliminating teams that are the slowest to get there.
6. When only one team is remaining, they are declared the winner. Play a couple of more rounds. You may want to switch up the teams after awhile or decide on a way that the teams must travel from food group to food group, such as by hopping or carrying one team member.

Reflection/ Debrief:

1. When the races are finished, call participants together and ask them to place their hands on their heart. Ask questions like:
 - How does your heart feel now that you have been moving around? (ie. **beating faster**,

speeding up, pumping hard)

- Why is it important to have our heart rate speed up? (because our heart is a muscle too and it needs to be used to keep it strong)

- How does it feel to breathe when you are being active like this? (ie. harder to breathe, breathing faster)

- What other types of physical activities do you do? Brainstorm some activities. (ie. carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.)

- Is playing video games, watching TV, or playing on the computer physical activity? (no, because you are not moving big muscle groups)

- What are some other games that we have played this week that would be considered physical activity? (ie. tag games, capture the flag, scream, etc.)

- Why is it important to be physically active everyday? (strengthens heart & other body parts, help maintain healthy body weight, increase fitness, maintain flexibility, improves posture, etc.)

- What could happen to our bodies if we are not active enough? (weak muscles, not in good shape, feel tired, gain extra weight, heart wouldn't be very strong, etc.)

- How often do you think we should be physically active? (everyday, 90 min/day)

- What is 90 min? (1^{1/2}hr., length of a soccer game, etc.)

2. Have a discussion about Healthy Eating. Ask questions like:

- Why is it important to choose foods from the four food groups everyday? (because different foods have different nutrients that our bodies need, to achieve a balance in nutrients eaten, etc.)

- How many food groups do we need to have at each meal to make a complete and balanced meal? (3)

- How do you know how much food to eat? (the food guide gives us a range, but it depends on your age, size, physical activity level, and many other factors)

- How would only eating “Other” Foods everyday affect our health? (might get sick, cavities, weight gain, low energy, certain disease that will affect us when we are older, eg. heart disease)

3. Have the participants classify the leader’s lunches into food groups. Then, have the participants discuss whether or not their lunch is a complete and balanced meal. If it is not, have the participants make suggestions on how the leaders could have made their lunches healthier.

Food Guide Treasure Hunt! – A *Healthy Living* Activity



Topic: Healthy Eating

Age Groups: 6-12 years

Equipment:

- pictures of different foods from each of the four food groups and also from “other foods”
- masking tape

Instructions:

1. Prior to gathering participants together to do activity, take many pictures of different foods and tape them around the playing area to different structures, such as the baseball diamond, playground, etc. Ensure that you will have enough of each of your groups, which depends on total groups size. Each group will need to have enough to make a complete meal (3 out of 4 food groups).
2. Call participants together and start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
3. Have a quick discussion about Canada’s Food Guide to Healthy Eating. Many of the participants will already know what the food groups are, but go through it again. Show pictures of the foods from the different food groups and have the participants guess at which food group the food belongs in. Once, they start to understand which types of foods belong in which food groups, move onto the next step. Refer to the Food Guide as necessary (A copy of Canada’s Food Guide to Healthy Eating is attached).
4. Explain to participants that they are to go on a treasure hunt around the playing area and find pictures of food, as “treasures”. The goal is to create a complete and balanced meal with foods that come from the different food groups. They must have one food from at least three of the four food groups to make a healthy meal. “Other foods” (junk foods) have been placed as treasures too, but the participants must be able to distinguish these foods and still create a healthy meal without many selections from this category.
5. Have participants divide into groups of about 3-4 participants each, depending on group size. Once a team has found enough foods to create a healthy meal, have them return to the

leader and sit down. You may want to give prizes to any group that can complete the task correctly to encourage participation. If you have a group that has a wide age range, make groups that will have some older and younger participants.

Reflection/ Debrief:

1. Once all groups have returned, have each group go through and present what their healthy meals consist of. Ensure that they identify which foods come from which food groups. If there is some meals that are questionable, such as they have a food that belongs in the “Other Foods” category, be sure to discuss this with the entire group.

2. Have a discussion with participants about healthy eating. Ask questions like:

- Why is it important to choose foods from the four food groups everyday? (because different foods have different nutrients that our bodies need, to achieve a balance in nutrients eaten, etc.)
- How many food groups do we need to have at each meal to make a complete and balanced meal? (3)
- How do you know how much food to eat? (the food guide gives us a range, but it depends on your age, size, physical activity level, and many other factors)
- How would only eating “Other” Foods everyday affect our health? (might get sick, cavities, weight gain, low energy, certain disease that will affect us when we are older ie. heart disease)
- Who brought a water bottle with them?
- Why is it important to drink water when we are in the sun or doing physical activity? (so we don't get dehydrated)

3. Have the participants classify the leader's lunches into food groups. Then, have the participants discuss whether or not their lunch is a complete and balanced meal. If it is not, have the participants make suggestions on how the leaders could have made their lunches healthier.

What Am I? – A *Healthy Living Activity*



Topic: Healthy Eating

Age Groups: 6-12 years

Equipment:

- pictures of food (enough for each participant)
- masking tape

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Have a quick discussion about Canada's Food Guide to Healthy Eating. Many of the participants will already know what the food groups are, but go through it again. Show pictures of the foods from the different food groups and have the participants guess at which food group the food belongs in. Once they start to understand which types of foods belong in which food groups, move onto the next step. Refer to the Food Guide as necessary (A copy of Canada's Food Guide to Healthy Eating is attached).
3. Have participants line up facing away from you. Attach a picture of a food to the back of each participant. Explain that they are to guess what they are and the only way to figure it out is to ask yes/no questions of the other participants about what you are. First person to guess right wins, but continue until everyone has figured out their food.

Reflection/ Debrief:

1. Have participants sit in a circle to help settle them down and then begin discussion. Begin by asking questions like:
 - Why is it important to choose foods from the four food groups everyday? (because different foods have different nutrients that our bodies need, to achieve a balance in nutrients eaten, etc.)
 - How many food groups do we need to have at each meal to make a complete and balanced meal? (3)

- How do you know how much food to eat? (the food guide gives us a range, but it depends on your age, size, physical activity level, and many other factors)
 - How would only eating “Other” Foods or junky foods everyday affect our health? (sick, cavities, weight gain, low energy, certain disease that will affect us when we are older ie. heart disease)
 - Who brought a water bottle with them?
 - Why is it important to drink water when we are in the sun or doing physical activity? (so we don't get dehydrated)
2. Have the participants classify the leader's lunches into food groups. Then, have the participants discuss whether or not their lunch is a complete and balanced meal. If it is not, have the participants make suggestions on how the leaders could have made their lunches healthier.

Cholesterol Tag – A *Healthy Living* Activity



Topic: Healthy Eating

Age Groups: 6-12 years

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Have a quick discussion about cholesterol and what it is. Explain that arteries are tubes in your body that carry blood to your organs and cholesterol is a build-up that sticks to the walls of arteries. When cholesterol stick to the walls of your arteries, it is harder for blood to get through, thus your heart has to work harder to pump blood.
3. This game is similar to blob tag, where one person is it and when they tag others they form a blob. When the blob gets to be quite big, you can split off into smaller blobs. Another option is to play this game like British Bulldog, where again one person is it and the rest of the participants are trying to get from one end of the field to the other. If they are tagged, they become “cholesterol” and are stuck in place where they were tagged while trying to tag the other participants. The only free moving “cholesterol” is the original person who was it. You may want to have the person who is it call out foods that are high in fat (ie. foods that contribute to a high cholesterol), such as “French fries” or “Chicken McNuggets”.

Reflection/ Debrief:

1. Have participants sit in a circle to help settle them down and then begin discussion. Begin by asking questions like:
 - Was it easier to move around with more or less cholesterol? (with less)
 - Has anyone ever heard of “high cholesterol” before?
 - Why is having high cholesterol bad? (because it clogs up our blood vessels and makes it harder for blood to deliver oxygen to the rest of your body, your heart has to work extra hard to get the blood there, etc.)

- What kinds of food contribute to having high cholesterol? (foods that are high in fat such as fried foods or foods that are very greasy)
 - What kinds of food are healthy for us to eat? (eg. fruits, vegetables, etc.)
 - What are the four food groups? (grains, fruits & vegetables, milk & milk products, meats & alternatives)
 - Why is it important to choose foods from the four food groups everyday? (because different foods have different nutrients that our bodies need, to achieve a balance in nutrients eaten, etc.)
 - How many food groups do we need to have at each meal to make a complete and balanced meal? (3)
 - How do you know how much food to eat? (the food guide gives us a range, but it depends on your age, size, physical activity level, and many other factors)
 - How would only eating “Other” Foods or junky foods everyday affect our health? (might get sick, cavities, weight gain, low energy, certain disease that will affect us when we are older ie. Heart disease)
 - Who brought a water bottle with them?
 - Why is it important to drink water when we are in the sun or doing physical activity? (so we don't get dehydrated)
2. Have the participants classify the leader's lunches into food groups. Then, have the participants discuss whether or not their lunch is a complete and balanced meal. If it is not, have the participants make suggestions on how the leaders could have made their lunches healthier.

My Favorite Healthy Snack! – A *Healthy Living* Activity



Topic: Healthy Eating

Age Groups: 3-5 years

Equipment:

- paper plates
- lots of flyers with food products in them (enough for all participants)
- glue
- scissors
- pictures of different foods from each of the four food groups and also from “other foods”

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Briefly talk about healthy snacks with the participants. Have them suggest some of their favorites. Then go on to talk about treats and that they should only be eaten sometimes. Have them suggest some of their favorites.
3. Explain to participants that they are to make a collage on a paper plate of their favorite healthy snacks. Participants will most likely need help from their parents for this.
4. Have participants spread out at a table with assorted food flyers, several pairs of scissors, and glue. Allow enough time for participants to complete their project.

Reflection/ Debrief:

1. Gather all participants together and have each participant present their favorite meal to the rest of the group. After the participant has presented their favorites healthy snacks, ask the rest of the participants if they know which food group one of their snacks belongs to (this may or may not work, depending on how young the participants are). Refer to the Canada Food Guide for this portion of the reflection/ debrief.
2. Have a discussion with participants about healthy eating. Ask questions like:
 - Why is it important to eat healthy foods? (to help build strong bones & muscles, give us

energy, get all of the vitamins and nutrients we need to grow, etc.)

- What can happen to our bodies if we only eat junk food all the time? (might get sick, cavities, weight gain, low energy)

True vs. False – A *Healthy Living* Activity



Topic: Healthy Eating

Age Groups: 6-12 years

Equipment:

- 6 pylons

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. This game is similar to Rock, Paper, Scissors. Set up 4 pylons in a rectangle formation. Then, with the last 2 pylons mark a centre line.
3. Divide participants into two different groups and have each group line up facing each other, on either side of the centre pylons. Designate one group to be TRUE and one group to be FALSE.
4. The leaders will say a statement about Healthy Eating that is either True or False. If the statement is True, the TRUE team will chase the FALSE team to the end pylons on the FALSE side. If the statement is False, the FALSE team will chase the TRUE team to the end pylons on the TRUE side. If someone is tagged, they now become a member of the other team.
5. Keep going until all participants end up on one side, or until participants are tired.

Reflection/ Debrief:

Have a discussion about Healthy Eating. Ask questions like:

- What are the four food groups in the Canada Food Guide? (Grains, Milk & Milk Products, Meats & Alternatives, Fruits & Vegetables)
- Why is it important to choose foods from the four food groups everyday? (because different foods have different nutrients that our bodies need, to achieve a balance in nutrients eaten, etc.)

- How many food groups do we need to have in a meal for it to be a balanced meal? (3)
- How do you know how much food to eat? (the food guide gives us a range, but it depends on your age, size, physical activity level, and many other factors)
- What would happen to our bodies if we only ate junk food all the time? (might get sick, cavities, weight gain, low energy, certain diseases that will affect us when we are older ie. heart disease)

Examples of True/ False Statements:

“A balanced meal is made up of 3-4 different food groups.” (True)

“Fish is part of the Grains food group.” (False, it is part of Meats & Alt.)

“The Canada Food Guide recommends 3-5 servings of Fruits & Veg.’s everyday.” (False, 5-10 servings)

“Ketchup and fruit punch are part of the Fruits & Veg.’s food group.” (False, both have a lot of extra sugar/salt added ingredients to them, thus they are part of the Other food group)

“Water falls into the Other food group.” (True)

“Eggs, bacon, and toast is a balanced and complete breakfast.” (False, this breakfast only has 2 different food groups in it and you need at least 3 different food groups in it to make it a balanced meal)

Junk Food Obstacle Course – *A Healthy Living Activity*



Topic: Healthy Eating

Age Groups: 6-12 years

Equipment:

- wrappers or take-out bags of various fast foods (ie. McDonalds, Dairy Queen, KFC, Arby's, etc.)
- wrappers and/or pictures of food that you would only want to eat once and awhile (ie. Chocolate, Ice-cream, Slurpees, Chips, etc.)
- pylons to mark the perimeter of the obstacle course
- blindfolds

Instructions:

1. Prior to calling participants together, lay out the obstacle course. Using pylons, set out the perimeter of the course. Then place the various wrappers and take-out bags within the area of the obstacle course. Ensure that a finish line is clearly marked.
2. Call participants together and start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
3. Have a quick discussion about Canada's Food Guide to Healthy Eating. Many of the participants will already know what the food groups are, but go through it again. Show pictures of the foods from the different food groups and have the participants guess at which food group the food belongs in. Once they start to understand which types of foods belong in which food groups, move onto the next step. Refer to the Food Guide as necessary (A copy of Canada's Food Guide to Healthy Eating is attached).
4. Explain to participants that they will be trying to navigate their way through an obstacle course, where the object is to get to the other side without touching any of the junk food obstacles. Explain that they will be blindfolded and that they will have to listen to the voices of their teammates to help them find their way through. Their teammates will be

divided into two groups, a positive message and a negative message group. The positive message group will be trying to give the right feedback as to which way they should go to avoid the obstacles. The negative message group will be trying to navigate the blindfolded person toward the junk food.

5. Choose one person to go first. Also, divide the rest of the group into two different groups. Do not tell which group what they will be doing until the navigator has been taken away to get blindfolded.

6. Assign the two groups to different sides of the obstacle course and tell them if they are the healthy or the junky groups.

7. Once everyone is ready, spin the navigator around a couple of times and stop him so that he is facing the obstacle course. Give a signal for them to begin. Record how long it takes for them to cross and challenge the next person to beat the time. You may want to start calling out time intervals (ie. 30s, 60s, 90s...) to increase the pressure.

8. Not everyone will need to go in order for the participants to get the message of this activity, but if time permits it would be good to give each participant the opportunity to be the navigator.

Reflection/ Debrief:

1. Have participants sit in a circle to help settle them down and then begin discussion.

Begin by asking questions like:

- How does the messages and influences of advertising from fast food companies affect the choices we make about what we eat? (TV commercials telling you what is healthy, making their food seem so delicious on the commercials)

- How can we decide which messages and influences to listen to about which foods are good for us to eat all the time? (ask your parents, ask your school nurse, ask your teacher, look at Canada's Food Guide)

2. Have a discussion with participants about healthy eating. Ask questions like:

- What are the four food groups in the Canada Food Guide? (Grains, Milk & Milk Products, Meats & Alternatives, Fruits & Vegetables)

- Even if something fits into the four food groups, is it always a good choice? (no – some foods that fit into these categories are very high in fat – eg. McDonald’s hamburger, McDonald’s Salads)
- Why is it important to choose foods from the four food groups everyday? (because different foods have different nutrients that our bodies need to achieve a balance in nutrients eaten, etc.)
- How many food groups do we need to have in a meal for it to be a balanced meal? (3)
- How do you know how much food to eat? (the food guide gives us a range, but it depends on your age, size, physical activity level, and many other factors)
- What would happen to our bodies if we only ate junk food all the time? (might get sick, cavities, weight gain, low energy, certain diseases that will affect us when we are older ie. Heart disease)

Healthy Stew – A Healthy Living Activity



Topic: Healthy Eating

Age Groups: 3-5 years

Instructions:

1. Call participants together and start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. This activity is a song that is based off of, “Purple Stew”. It has been changed to include a Health theme. At the end of the song you can have the participants add “Healthy” foods to the stew. The song goes like:

“We’re making a healthy stew”

“Whip, Whip, Whip, Whip”

“We’re making a healthy stew”

“Whip, Whip, Whip, Whip”

“With healthy potatoes and healthy tomatoes”

“And you!” (point to someone, and then at the end of the song, have them choose a healthy food to put in the stew, you can replace it into the song, in the line, *“With healthy _____ and healthy _____”*)

“In a healthy stew”

“Whip, Whip”

Reflection/ Debrief:

Have a discussion with participants about healthy eating. Ask questions like:

- Why is it important to eat healthy foods? (to help build strong bones & muscles, give us energy, get all of the vitamins and nutrients we need to grow, etc.)
- What can happen to our bodies if we only eat junk food all the time? (might get sick, cavities, weight gain, low energy)

Going to the Store – A *Healthy Living Activity*



Topic: Healthy Eating

Age Groups: 3-5 years

Equipment:

- pictures of food (several different pictures of different foods for each participant)

Instructions:

1. Call participants together and start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).

2. You will need to have a mom or dad participate with their child for this. Have parents stand in a circle facing in, with their feet spread apart. Children will march around the outside of the circle, singing to the tune of London Bridges:

“We are going to the store, to the store, to the store”

“We are going to the store to buy some _____”

3. In the middle of the circle are different pictures of different foods, enough to have one per child. (This is a craft that could be made earlier in the day). The leader decides what they are “buying” at the end of the song.

4. If apples is the first verse, then when the song is over, each child has to find their parent, go through their legs to the middle of the circle and pick up an apple.

5. Continue until all the different foods are gone.

Reflection/ Debrief:

Have a discussion with participants about healthy eating. Ask questions like:

- Why is it important to eat healthy foods? (to help build strong bones & muscles, give us energy, get all of the vitamins and nutrients we need to grow, etc.)

- What can happen to our bodies if we only eat junk food all the time? (might get sick, cavities, weight gain, low energy)

Nutritious Pursuits! – A Healthy Living Activity



Topic: Healthy Eating, Active Living

Age Groups: 6-12 years

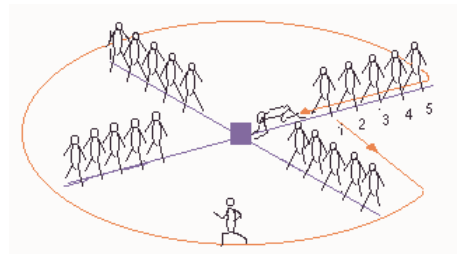
Equipment:

- pictures/ objects of food from each of the four food groups and also food from the ‘other foods’ group (must have at least 10-12 of each food group and from ‘other foods’, to ensure that there is enough for each team to grab something).

- paper plates (one for each team) – used to put food on

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Before proceeding with the race, quickly go over what the different food groups are and ask participants what some examples are. Be sure to include what ‘other foods’ are (ie. foods that don’t fit into any other food group, which we must eat with moderation). Once this is clear to participants, move on to the next step.
3. Have all participants set-up into the star relay race format, as seen below in the diagram. You can choose to have larger teams or to have more than 4 teams if your group is very large. Give each person on each team a number. Each team should have an equal amount of players. Then assign a food group to each team (eg. Team 1 is Milk & Milk Products).
4. Explain how the race is to proceed. The first person from each team is to start by racing around the entire group or star set-up, crawl under their teammates legs towards the middle, and then grab a food from their assigned food group. Then they must go back and high-five the next person in line on their team to proceed. Once the team is finished, have them sit down. After everyone is finished, go around and check each teams foods to ensure that they have the right foods from their food group.



Reflection/ Debrief:

1. Ask participants to put their hands on their heart. Ask questions like:

- How does your heart feel after you were moving around? (ie. beating faster, speeding up, pumping hard)
- Why is it important to have our heart rate speed up? (because our heart is a muscle too and it needs to be used to keep it strong)
- How does it feel to breathe when you are being active like this? (ie. harder to breathe, breathing faster)
- What other types of physical activities do you do? Brainstorm some activities. (ie. carrying groceries, walking to school, mowing the lawn, playing soccer, playing on playground, etc.)
- Is playing video games, watching TV, or playing on the computer physical activity? (no, because you are not moving big muscle groups)
- What are some other games that we have played this week that would be considered physical activity? (ie. tag games, capture the flag, scream, etc.)
- Why is it important to be physically active everyday? (prevent heart attacks, strengthens heart & other body parts, help maintain healthy body weight, increase fitness, maintain flexibility, improves posture, etc.)
- What could happen to our bodies if we are not active enough? (weak muscles, not in good shape, feel tired, gain extra weight, heart wouldn't be very strong, etc.)
- How often do you think we should be physically active? (everyday, 90 min/day)
- What is 90 min? (1^{1/2}hr., length of a soccer game, etc.)

2. Have a discussion with participants about healthy eating. Ask questions like:

- What are the 4 Food groups again? (Fruits & Veg., Milk & Milk Products, Meats & Alternatives, Grains)
- Why is it important to choose foods from the food groups everyday? (because different foods have different nutrients that our bodies need, to achieve a balance in nutrients eaten,

etc.)

- How many food groups do we need to have in a meal for it to be a balanced meal? (3)
- How do you know how much food to eat? (the food guide gives us a range, but it depends on your age, size, physical activity level, and many other factors)
- What would happen to our bodies if we just ate ‘Other’ foods like chips and chocolate bars all the time? (might get sick, cavities, weight gain, low energy, certain disease that will affect us when we are older ie. heart disease)

Digestion – A Healthy Living Activity



Topic: Healthy Eating

Age Groups: 6-12 years

Equipment:

- 4 pylons

Instructions:

1. Use the 4 pylons to make a square large enough that a big group can run around and also be in the middle of. This game is also called 4 Corners.
2. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
3. Ask participants the names of the 4 Food Groups (ie. Grains, Milk & Milk Products, Meats & Alternatives, Fruits & Vegetables). Assign a food group to each pylon.
4. Explain that one person will start off as the stomach in the middle of the square. The stomach will then count to 20 and as they are counting, the rest of the group is to run around to the different pylons and must be stationed at a pylon by the time the stomach gets to 20. At that point, the stomach will name a food that is from one of the 4 food groups. The people standing at the pylon of that particular food group will then become digested into the stomach.
5. The game continues until all participants are digested. If you want to speed up the game, you can think of foods with two, three, or all four food groups in them to digest more participants.

Reflection/ Debrief:

Have a discussion about Healthy Eating. Ask questions like:

- Why is it important to choose foods from the food groups everyday? (because different foods have different nutrients that our bodies need, to achieve a balance in nutrients eaten,

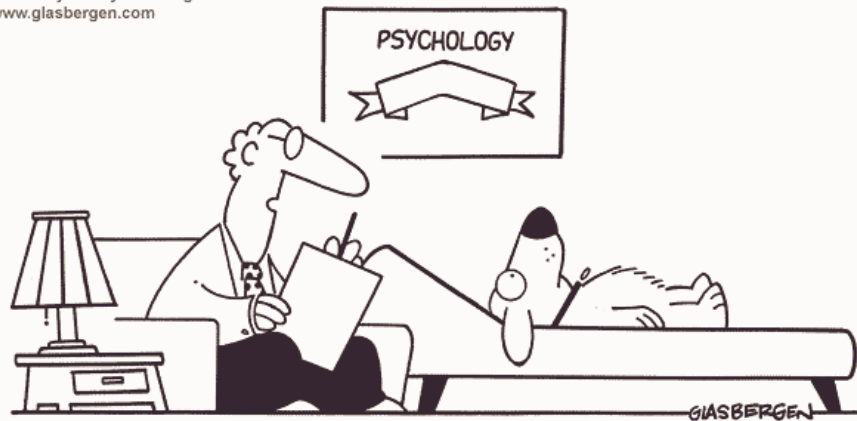
etc.)

- How many food groups do we need to have in a meal for it to be a balanced meal? (3)
- How do you know how much food to eat? (the food guide gives us a range, but it depends on your age, size, physical activity level, and many other factors)
- What would happen to our bodies if we just ate ‘Other’ foods like chips and chocolate bars all the time? (might get sick, cavities, weight gain, low energy, certain disease that will affect us when we are older ie. heart disease)

Mental Well-Being & Social Inclusion



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“Your mother never read to you and your father never hugged you. That’s why you drink from the toilet.”

Insult Free – *A Healthy Living Activity*



Topic: Mental Well-Being & Social Inclusion (Self-Esteem)

Age Groups: 6-12 years

Equipment:

- 2 hand sized nerf balls

Instructions:

1. Start off by explaining to the group that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Choose one person to be an insulator. The insulator will hold the 2 nerf balls in their hands, which are to represent insults. The insulator's purpose is to try and 'insult' others, by tagging them with the 'insults', the nerf balls (actual insults must not be given).
3. When the insulator 'insults' someone (ie. tags them), they must freeze and put their hands together above their head, so that others know that they are 'insulted' or have been tagged.
4. For someone who has been 'insulted' to become free, they must have two other people (not the insulator) form a friendship circle around them and then give the 'insulted' person a compliment.
5. Once someone has been freed, they may form a friendship blob with other people who have also been freed (they may not form a blob with other people who have not been 'insulted' and then freed by a friendship circle). When they form this blob by holding hands, they are safe from the insulator, and they also may now try to get rid of the insulator and its 'insults', by trying to form a friendship circle around the insulator. Many blobs may form to try and complete this task together.
6. Once the blobs have succeeded in forming a friendship circle around the insulator, they must give the insulator a nice compliment for them to be able to get rid of it and end the game.
7. You may want to play again with more insultors if you have a large group.

Reflection/ Debrief:

Have a discussion about the game with the participants. Ask question like:

- How did it feel to receive the nice comments? (good, nice, happy, etc.)
- Does anyone know what self-esteem is? (how we feel about ourselves)
- What are some of the other things that people do sometimes which hurt our self-esteem? (leave us out of a group, teasing, mean names, etc.)
- What are some of the feelings we have when someone says mean or hurtful things to us? (anger, sad, hurt)
- How do you deal with these feelings when you have them? (talk to someone you trust, listen to music, punch pillow)
- Could we form a circle of friends, just like we did in the game to make us feel good? (yes)
- Why should we deal with our feelings? (so we don't avoid them and bottle them up, otherwise they grow and just get worse)
- Who is someone that you could talk to about your feelings? (parent, friend, teacher)
- Do you think we need to feel good about ourselves to be healthy? (yes)

Peace Monster – A *Healthy Living* Activity



Topic: Mental Well-being & Social Inclusion (Self-Esteem), Creativity & Artistic Expression

Age Groups: 9-15 years

Equipment:

- scissors
- pens/ pencils
- white paper
- coloured markers
- glue
- tape
- construction paper in various colours
- pipe cleaners
- pencil crayons
- crayons
- markers
- stickers/ fun foam
- paint
- sparkles
- googly eyes
- large bag or box to hold each group's resources

Instructions:

1. Prior to participant arrival, divide up group resources as follows:

Group 1: pens, pencils, white paper

Group 2: pencil crayons, crayons, markers, plain white paper,

Group 3: coloured markers, some coloured construction paper, scissors, glue, tape

Group 4: Many coloured markers/ lots of paint, multi-coloured construction paper, glue, scissors, pipe cleaners, googly eyes, sparkles, stickers/ fun foam, popsicle sticks, tape

2. Start off by explaining to the group that you are going to talk about Healthy Living. Ask

opening discussion questions (see above section on How to start a discussion about Healthy Living).

3. Divide participants into four groups. The groups should sit far enough away from each other so that they can't *easily* see each other's resources.
4. Explain that their task is to work together in their group to create as funky, beautiful and impressive a peace monster as they can. The monster should be a friendly and happy monster if possible. Tell them when all the monsters are completed a contest will be held to determine which is the best one- with the group whose artistic efforts are the best winning a prize.
5. Distribute materials to each group. Tell them not to open the bags until facilitator says, "go." Each group's materials should be in identical bags. Do not draw attention to the fact that groups are receiving different materials. If any group notices this and objects to it, reply with, "just try to do your best with what you've been given."
6. Allow about 15 minutes for groups to work. Walk around and observe all, but reserve most praise for group Allow group members to do any sharing or bargaining for resources if they so choose, but do not suggest or encourage it.
7. At the end ask each group to stand at the front and hold up their monster. Group four's monster will likely be the most visually attractive. Announce that they have won the prize for best monster.

Reflection/ Debrief:

1. By this time, the inequality should be obvious to most, if not all, participants and other groups are likely to complain that it wasn't "fair." At first respond to objections by pointing out how much larger and more impressive group 4's work is and how it uses a greater variety of materials. Add that all the groups had the same directions but group 4 produced a superior product.
2. Now drop the simulation role of "judge" and announce that this has just been an exercise to see how they coped with an unequal situation. Ask the following questions:
 - Why was it unfair that they won? (because they had better resources to work with)

- How did the other groups who didn't win feel? (frustrated, powerless, angry)
- What was this activity all about? (not everyone has access to the same resources - could be toys, tools, money, etc. and that sometimes that is how our society rewards people even though it is not fair, understand that we should be compassionate and try to share with those who do not have access to things that others do)
- Have you ever been in a situation where you did not have a certain resource (such as a brand of clothing that all the cool kids were wearing) and because of this you were looked down upon?
- What types of things do we see among people we play or go to school with, that not everyone has, but everyone wants? (ie. brands of clothes, types of food, brand of bike, certain video games, etc.)
- Does this issue affect who we get to play with and how other kids think of us? (yes, because may get excluded because not "cool" enough or other kids may laugh at us for wearing a less acceptable brand of clothing)

At this point, you may want to point out certain brands of clothing that people are wearing and ask why they wear them.

- Can people be hurt or feel badly when we judge them or make fun of them? (yes)
- Do you think we need to feel good about ourselves to feel healthy? (yes)

Hold It! – A Healthy Living Activity



Topic: Mental Well-Being & Social Inclusion (Anger Management)

Age Groups: 6-12 years

Equipment:

- watch with a second hand on it

Instructions:

1. Start off by explaining to the group that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide your group into teams of about four/five. Have one leader be the time keeper. The timekeeper will watch each team and tell them the elapsed time when they finish.
3. Explain that this is a relay race, but the object is to have your team hold their breath the longest. It will start by the first person holding their breath and when they can't hold it any longer, the next person does and so on, until the last person goes. When the last person can no longer hold their breath, have them signal the time keeper who will then give them their time.
4. Repeat activity to see if they can improve their time. If you have trouble with kids cheating by breathing through their nose, have them plug their nose while holding their breath.

Reflection/ Debrief:

Call participants together and have a discussion on how to deal with anger. Ask questions like,

- How easy is it to hold your breath?
- How can holding your breath help you when you become angry? (it makes you stop and cool down before you just react)
- How could taking a deep breath when you are angry help keep you out of trouble? (might

react better to the situation than if you just react right away, makes you think for a second about what you should do, allows you to cool down so you don't react negatively)

- Why is it a good idea to think before you react when you are angry? (so you don't do something that you will regret, you are not rational when you are angry so you need to think about your actions, etc.)

- What are some ways that people act when they are angry that are negative or not appropriate? (may get violent, take anger out on someone else who wasn't involved, etc.)

- Can uncontrolled anger turn into violence? (yes)

- What are some other ways that we can deal with our anger in a positive way? (talk about it, listen to music, count to 10 before reacting, etc.)

- Do you think it is healthy for us to keep our emotions inside of us, or do we need to express them? (it is probably not very healthy to keep them inside and it is important to express them)

TWO + TWO – A *Healthy Living* Activity



Topic: Mental Well-Being & Social Inclusion (Diversity)

Age Groups: 6-12 years

Equipment:

- rulers (1 per team)
- pencil (1 per team)
- blank piece of paper (1 per team)

Instructions:

1. Start off by explaining to the group that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide your group into teams of approximately five members each. Give each team a ruler, piece of blank paper, and a pencil.
3. Select a recorder for each group. Explain that you will read out a list of things to measure. They are to measure the indicated items of each team member and add them together to make a team score. All distances should be rounded to the nearest half inch/centimeter for easier adding.
4. Measure the following:
 - length of each team member's left shoe
 - distance from the tip of the thumb to the tip of the little finger when the fingers are spread out as far as they will go.
 - distance from the bottom of the knee cap to the floor
 - distance from the elbow to the end of the little finger
 - distance across middle knuckles from one side of the hand to the other
 - distance across the eyes, from the outside edge of one eye to the outside edge of other eye(you can change these if it will make it easier for the participants)

5. Have teams add all scores from all of the questions together to form one final team score. Now have each team divide the total team score of all the questions by the number of people on the team. Total up all the team scores and divide by the number of teams to get an average. Acknowledge the team with the highest score, the lowest score and the score closest to the average of all teams.

Reflection/ Debrief:

1. Briefly discuss the activity and ask questions like:

- Which team won?
- Which team was better to be, the team with the highest score, the team with the lowest score or the team with the score closest to the average score? (it really doesn't matter, all the scores are equally important)
- Which person on your team was the most important person? Why? (no one, because everyone is equally important in this game, having different characteristics is okay)
- Do you have control over these measurements? (no)
- Do you know anyone that would like to change something about themselves that they cannot, such as their height?

2. Move into discussing diversity and how differences make our world more interesting. Ask questions like,

- How would it be if we were all the same size? (kind of boring, weird)
- Should we judge other people by how tall or short they are? Why or why not?
- Should we judge other people or groups by the way they look, for example an ethnic group that looks different from the norm? (no)
- Should we judge people by their religion, physical abilities, type of family they have, or other characteristics? Why or why not? (no, because it doesn't give us real information as to what they are actually like as a person)
- Can people be hurt or perhaps feel badly when we judge them? (yes)
- Do you think we need to feel good about ourselves to feel healthy? (yes)

Group Treasure Hunt – *A Healthy Living Activity*



Topic: Mental Well-Being & Social Inclusion (Diversity)

Age Groups: 6-12 years

Equipment:

- one pencil per team of five people
- one piece of paper per team of five people (to keep track of score)

Instructions:

1. Start off by explaining to the group that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide your group into teams of five. Give each group a pencil and a list of the Treasure Hunt Questions (see below) and have each team designate a recorder. This person will total the points for each question and keep a combined running total after each question is answered.
3. Explain that scoring involves a team total which is the combined points for all members of the team. To keep teams on the same question, you will read the questions one at a time, and go on when you feel all groups have finished.
4. Allow for discussion time after each question since part of the intent of this activity is to allow an exchange among team members about their answers. This permits the teams to discover the uniqueness of the various team members. If time permits, you can have each team read out their scores after each question and keep track of which team has the most points by question. After all of the questions have been answered, have the teams read out their total running scores. Don't play this up too much since the object of the activity is not to produce a winning team, but to provide an opportunity for interaction among the group about diversity.

Reflection/ Debrief:

Have a discussion about how different we all are from one another. Ask questions like:

- What are some of the ways that people are different? (hair colour, family, etc.)

- Can all differences be seen when you look at someone? (no)
- How would it be if we were all the same? (kind of boring, weird)
- Are differences among people important? Why or why not? (yes, otherwise the world would be kind of boring, different people see and do things differently which can help solve problems, etc.)
- Are some differences more important than others?
- What are some characteristics among people in our society do we perceive as more desirable than others? (skinny/ thin vs. fat, pretty/ beautiful vs. ugly, etc.)
- Should we judge other people or groups by the way they look or the things they do, for example an ethnic group that looks different from the norm? (no)
- Should we judge people by their religion, physical abilities, type of family they have, or other characteristics? Why or why not? (no, because it doesn't give us real information as to what they are actually like as a person)
- Can people be hurt or feel badly when we judge them? (yes)
- Do you think we need to feel good about ourselves to feel healthy? (yes)

Treasure Hunt Questions/ Scoring:

1. One point for each person living in your home.
2. One point for each button on your clothes.
3. One point for each team member who was born outside of the province.
4. One point for each pet in your family. (Fish only count as one pet)
5. One point for each team member with brown hair.
Two points for each team member with blonde hair.
Three points for each team member with black hair.
Four points for each team member with red hair.

Five points for each team member with a hair colour not listed above.

6. One point for each team member who has been in a province other than Alberta.
7. One point for each team member who has flown on an airplane.
8. One point for each musical instrument team members know how to play.
9. One point for each organized sports team that you have participated on in the past year.
10. One point for each holiday occasion that team members celebrate which is not typical of Canadian culture, ie. Christmas, Easter, Halloween, Thanksgiving, New Years Eve, etc.

Susie Story – A Healthy Living Activity



Topic: Mental Well-being & Social Inclusion (Self-Esteem)

Age Groups: 6-12 years

Equipment:

- paper doll about 2 feet tall

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Read the story “Susie Story” (see below) to the participants, then go into discussion. During the story there are places where it will say RIP. When it says this, you must rip a piece of Susie off. Be careful to not lose the ripped pieces as you will be taping them back on, whenever the story says TAPE.

Susie Story:

Let me introduce you to a girl named Susie. Susie is an ordinary kid, just like you. There are things that she is good at and things that she is not so good at, probably just like you.

When people are nice to Susie, she’s happy, and when they’re not, it hurts her feelings. There is one very special thing about Susie though that makes her different from you – when you hurt her feelings, you can actually see that she’s hurt.

Let’s listen to a story about one day in Susie’s life:

Our story starts on a school day, when Susie’s mother wakes her up for school. Well, Susie was kind of slow to get up that morning, and her mother said “Quit being lazy and get up. I wish you were more like your sister, she’s never lazy in the morning.” And that hurt Susie’s feelings. RIP

Well, Susie got up and got dressed, and went downstairs for breakfast. Her older sister was already eating breakfast, and she looked up when Susie came in. She made a face and said “Are you really going to wear that shirt with those pants? You look really dorky in that.” And that hurt Susie’s feelings. RIP

After Susie ate her breakfast, she went outside to wait for the school bus. When it came, she got on and started to sit down next to her friend Jane. But Jane said, “You can’t sit here. I’m saving this seat for Polly.” And that hurt Susie’s feelings. RIP

At school that morning, Susie couldn’t find her homework to turn in. She looked in her bookbag and her desk, but she couldn’t find it. Her teacher was standing by her desk, waiting for her to find it, and in front of the whole class, her teacher said, “You are so disorganized. I think you’d lose your head if it wasn’t attached.” RIP

Finally, it was time for recess. Susie loved recess. On the playground, some of her friends were organizing a game of kickball. Susie wanted to play, but the captain of the first team said “I don’t want you on my team. You run too slow.” RIP

The captain of the other team said, “I don’t want her either. She can’t even kick.” RIP

Another kid said, “Why don’t you go and play with somebody else?” And then all the other kids laughed. RIP

Well, Susie had had a rough day, so she just sat on the playground and cried. After a minute, the other kids noticed how hurt she was, and they said, “Oh, no! Look what we’ve done!”

So they tried to make Susie feel better.

“It’s okay, Susie, you can be on my team,” said the captain of the first team. And that made Susie feel a little bit better. TAPE

“You can be on my team if you want too,” said the captain of the second team. TAPE

“We want you to play with us, and we’re sorry we laughed at you,” said the other kids. TAPE

Back in the classroom that afternoon, Susie’s teacher complimented her on her artwork for a project the class was working on. “You are so creative,” she said. And that made Susie feel better too. TAPE

On the bus that afternoon, Jane and Polly asked Susie to sit with them. So she sat with both of her friends, and they talked and laughed all the way home. TAPE

Later that afternoon, Susie's sister asked if Susie wanted to go to the mall with her. Of course, she said yes, and they had a great time trying on clothes and giggling with each other. This also made her feel better. TAPE

And that night, when Susie went to bed, her mother gave her a hug and a kiss and said, "I'm sorry I was so grouchy with you this morning. I really do love you!" TAPE

And so Susie went to bed.

The End

Reflection/ Debrief:

Have a discussion with participants about the activity. First ask:

- Does Susie look the same as she did this morning? (kids will reply no)
- Why? (she has marks from where she was ripped – Scars)
- Does anyone have scars from where they were physically hurt before?

Explain that Susie's scars are similar, but that they are not from being physically hurt, but instead by being hurt by mean things that were said or done to her. Even if the mean people apologize to her, she still remembers what they said or did, the scars don't go away.

- What was this activity all about? (how hurtful/mean remarks can drag us down and stop us from doing our best)
- Does anyone know what self-esteem is? (the way we feel about ourselves)
- What are some of the other things that people do sometimes which hurt our self-esteem? (leave us out of a group, teasing, mean names, etc.)
- What are some of the feelings we have when someone says mean or hurtful things to us? (anger, sad, hurt)
- How do you deal with these feelings when you have them? (talk to someone you trust, listen to music, punch pillow)

- Why should we deal with our feelings? (so we don't avoid them and bottle them up, otherwise they grow and just get worse)
- Who is someone that you could talk to about your feelings? (parent, friend, teacher)
- Do you think we need to feel good about ourselves to be healthy? (yes)
- What are some of the other things that people do sometimes which hurt our self-esteem? (leave us out of a group, teasing, etc.)
- What are some of the feelings we have when someone says mean or hurtful things to us? (anger, sad, hurt)
- How do you deal with these feelings when you have them? (talk to someone you trust, listen to music, punch pillow)
- Why should we deal with our feelings? (so we don't avoid them and bottle them up, otherwise they grow and just get worse)
- Who is someone that you could talk to about your feelings? (parent, friend, teacher)
- Do you think we need to feel good about ourselves to feel healthy? (yes)

Self Portraits – A Healthy Living Activity



Topic: Mental Well-Being & Social Inclusion (Diversity & Self-Esteem)

Age Groups: 3-9 years

Equipment:

- 1 piece of blank white paper (8^{1/2} x 11) for each participant
- masking tape
- markers, crayons, pencil crayons
- mirror

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Explain that each participant is to make a portrait of just their face (neck up). Participants may look in the mirror for a second to give them ideas of which characteristics they can draw of themselves. Allow sufficient time for this. Use a template of a face if necessary, as some children may not be able to draw this themselves yet, depending on age group.
3. Once everyone has completed their self portrait. Use masking tape to tape each portrait to a wall or board. Be sure that they are kept at a height that participants can look at from their eye level. Have participants walk around and look at each of the portraits that the other participants made of themselves.
4. When everyone is finished looking, gather participants in a circle and begin debrief.

Reflection/ Debrief:

Have a discussion about the differences seen in the portraits, ask questions like (you may need to adapt questions to the age of the group):

- What do you notice about all the pictures? (they're all different)
- What things did you notice about your portrait that are different from everyone else's? (eye colour, hair colour, etc.)
- Do you think being unique is good or bad? (good, otherwise we would all be the same and

that is boring)

- How does being unique and different make you special? (because there is no one else exactly like you)
- Have you ever seen anyone be made fun of because of the way they look? (ie. funny hairstyle, different clothes, etc.)
- Why is it important to feel good about the way we look? (it makes us feel good about ourselves and it makes us want to keep taking good care of ourselves)
- Do you think we need to feel good about ourselves to feel healthy? (yes)

All Shapes, All Sizes – A Healthy Living Activity



Topic: Mental Well-Being & Social Inclusion (Healthy Body Image)

Age Groups: 6-12 years

Equipment:

- many various types of magazines and catalogues with different shapes and sizes of people in them. (Try to have magazines for body shapes/sizes of: too thin, healthy, too large,)
- scissors
- glue
- large piece of construction paper

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide participants into groups of about 4-6 each (depending on how many participants there are).
3. Explain to all participants that each group will have a different body type that they are to find in the magazines and catalogues provided. Every time they come across someone with the body type they are to find, cut it out and glue it to the large piece of construction paper, to make a group collage.
4. Give each group one of the three categories of body types (too thin, healthy, too large,). Allow an appropriate amount of time for the groups to make their collages.

Reflection/ Debrief:

1. Call all participants together and have each group present their body type that they were to make a collage of.
2. If there is a questionable body type in the category a group chose, have all the participants discuss whether they think that it fits the category. Let them know what you think at the end.

3. After all groups have presented, pick up the collage with the healthy body types on it. Ask questions like:

- Do you see two people on this poster that are different in shape & size?
- What is different about them? (shape, height, etc.)
- What does a healthy body look like? (can't give an exact description, healthy bodies come in all shapes & sizes)

Explain that healthy bodies come in all sort of shapes and sizes, and that there isn't only one healthy body type.

- Why do we want to be at a healthy weight and not too thin or too large? (being too thin or too large is associated with many different health problems, eg. Anorexia, Bulimia, Heart Disease, Obesity, etc.)
- Do you think that feeling good about what our bodies look like is a part of being healthy? (yes)
- Do you think we need to feel good about ourselves to feel healthy? (yes)

Active Emotions – A *Healthy Living* Activity



Topic: Mental Well-Being & Social Inclusion (Dealing with Feelings)

Age Groups: 9-12 years, Youth

Equipment:

- pen for every group
- paper for every group

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide your group into smaller teams of two-six members each. Provide each team with a list of emotions (enough emotions to have one per person) and a place. For example, one team may get: happy, frustrated, jealous, scared and the place is at a bowling alley.
3. Allow at least five minutes for each team to meet, look at their list, and create a skit. Each skit must contain all the emotions from the group's list, the emotions must be acted out (not directly said how they are feeling), each person in the group must have a role, and the skit must take place at the given location.
4. Call all the groups together when all groups are done and have each group perform their skit. At the end of each skit have the audience guess what emotions were being acted out.

Reflection/ Debrief:

Have a discussion about feelings and the way we deal with them. Ask questions like:

- Is it easy for you to show your emotions? Why or why not? (probably depends on the emotion, for example, it may be easier to show happiness rather than anger towards some people)
- Why is it important to let others know how you are feeling? (so you don't hold it and let your feelings get out of hand, also helps the other person who caused the feeling to perhaps change their actions)
- Are there times when it is better for you to hide how you feel? (perhaps, depending on the

situation, but you should always find a way to deal with it, keeping it in will not help you feel better)

- What can you do to let others know how you feel? (tell them, use body language, leave a note for them, etc.)

- Do you think it is healthy for us to keep our emotions inside of us, or do we need to express them? (it is probably not very healthy to keep them inside and it is important to express them)

What's Perfect? – A *Healthy Living* Activity



Topic: Mental Well-Being & Social Inclusion (Healthy Body Image)

Age Groups: 9-12 years, Youth

Equipment:

- many various types of magazines and catalogues
- scissors

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Have all participants search through magazines and catalogues to find pictures of celebrities and models who they feel have the “perfect body”. Have each participant cut out these pictures. Then, once everyone has some pictures gathered, have each participant choose only one picture of a celebrity or model who they feel has the perfect body.
3. Once they have selected one picture, have them write out a list of criteria for the “perfect body”.

Reflection/ Debrief:

1. Bring everyone back together and share each participant’s picture and criteria for the “perfect body”. Ensure that each participant shares both their picture and their idea about what they feel is a “perfect body”. Write the criteria list out on a board.
2. Discuss the criteria that the participants have suggested as criteria for the “perfect body”. Ask questions like:
 - Why do you feel that these criteria are important to have the “perfect body”? (look good, not too thin or too large, etc.)
 - Do all of these pictures have celebrities or models who have “healthy bodies”? (probably not!)
 - Even if someone does not meet the criteria list of a “perfect body” can they still be healthy? (yes)

- What influences us about the way we feel about our bodies? (ie. media, parents, siblings, friends, supermodels, etc.)
- Do you think feeling good about what our bodies look like is a part of being healthy? (yes)

Angry Body – A Healthy Living Activity



Topic: Mental Well-Being & Social Inclusion (Anger Management)

Age Groups: 6-12 years

Equipment:

- an old white T-shirt that can be written on
- face paint
- fabric markers

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Ask for a volunteer (preferable a male) to put the T-shirt on. Then ask the group to think of all the ways that their bodies react when they feel angry. As people name different things, have someone write them down on the part of the body with face paint or on the clothes with the fabric markers. For example, “rapid breathing” could be written on the chest to represent the lungs, “red face” on a cheek to represent the face turning red with anger, and all the other unique traits of anger that the group comes up with.

Reflection/ Debrief:

Have a discussion about dealing with anger. Ask questions like:

- Which body reactions have you had when you were angry?
- How do you control your anger? (*walk away, take a deep breath, yell and scream?*)
- How can you use your body signals to help you control your anger? (*the signals can help you detect anger before you get really angry and it is hard to deal with, help you realize quicker that you need to do something to deal with the situation that is making you angry*)
- What are some ways that we can deal with our anger in a positive way? (*talk about it, listen to music, count to 10 before reacting, etc.*)
- What are some ways that people act when they are angry that are negative or not appropriate? (*may get violent, take anger out on someone else who wasn't involved, etc.*)

- Can uncontrolled anger turn into violence? (yes)
- What are some other ways that we can deal with our anger in a positive way? (talk about it, listen to music, count to 10 before reacting, etc.)
- Do you think it is healthy for us to keep our emotions inside of us, or do we need to express them? (it is probably not very healthy to keep them inside and it is important to express them)

Balloon Bust – A *Healthy Living Activity*



Topic: Mental Well-Being & Social Inclusion (Self-Esteem)

Age Groups: 6-12 years

Equipment:

- 1 large balloon (not inflated) per person
- permanent markers
- paper
- pens or pencils
- scissors

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Pass out the balloons so that each person has one and ask everyone to blow up their balloon but not tie them and then to write their names on their own balloons with the permanent markers. Once everyone has their names on their own balloons, ask them to let the air out.
3. Now pass the paper, scissors, and pens or pencils to each person. Gather the group in a circle and instruct the group members to pass their balloons to the person sitting next to them. Once everyone has somebody else's balloon, each person needs to cut a piece of paper small enough so that she/he can write a positive comment or compliment on it and then put it in the balloon (it is a good idea to put the name of the person the compliment is for on each piece of paper in case they scatter later). The comments should reflect the person whose name is on the balloon. Continue to pass the balloons around the room so everyone gets the opportunity to give a compliment to everyone else in the group.
4. When everyone has finished passing their balloons around to the others, everyone may blow up her/his own balloon and tie it. After this you may allow each person to pop her/his own balloon and read the compliments that are found inside.

Reflection/ Debrief:

Have a discussion about the activity. Ask questions like:

- How do you feel after reading the positive comments found in your balloon?
- Is it easier to give and receive compliments anonymously or directly? Why? (depends, if you don't know the person very well, it may be easier to give and receive compliments anonymously)
- Does anyone know what self-esteem is? (the way we feel about ourselves)
- What are some of the other things that people do sometimes which hurt our self-esteem? (leave us out of a group, teasing, etc.)
- What are some of the feelings we have when someone says mean or hurtful things to us? (anger, sad, hurt)
- How do you deal with these feelings when you have them? (talk to someone you trust, listen to music, punch pillow)
- Why should we deal with our feelings? (so we don't avoid them and bottle them up, otherwise they grow and just get worse)
- Who is someone that you could talk to about your feelings? (parent, friend, teacher)
- Do you think we need to feel good about ourselves to be healthy? (yes)

Group Labels – *A Healthy Living Activity*



Topic: Mental Well-Being & Social Inclusion

Age Groups: 9-12 years, Youth

Equipment:

- Sticky labels
- Black marker

Instructions/ Rules:

1. Prior to participant arrival write out names of different labels onto label sheets with marker (see suggestions below).
2. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
3. Have them line up with their back facing you. Distribute a different label to each participant (some may have the same one) by placing the sticky label on their backs. Participants must not know what their label is.
4. Explain that they have all been given a certain type of label and that they are to treat everyone around them as they would treat that label. The object is for each person to guess their own label by the way that they are treated by others. For example, if you were talking to a druggie you may talk slower in a tone of voice that gives the impression that they are not with it. Another example is if you were talking to a jock you may talk to them about sports or about their muscles.
5. You may want to play a game with the labels and work with teammates as if they were that label.
6. Call everyone together and have each participant try and guess their label.

Reflection/ Debrief:

Have a discussion with participants about the labels/stereotypes we make about people. Ask questions like:

- How did you feel when someone treated you by what your labels said? (annoyed,

frustrated, angry, etc.)

- Do you think that in our culture people treat others who are different from them in a different way? Why or why not? (yes, because sometimes people make an assumption about someone who is different and then they treat them differently because of it)

- Do you think it is fair for people to be treated in a certain way because of a certain label?

- What should we do instead? (talk with person prior to making any labels)

- If I am labeled as a nerd because I wear glasses, do you think this will make me feel good? (no)

- Do you think we need to feel good about ourselves to be healthy? (yes)

Label Suggestions:

School/ Teenagers – jock, nerd, popular, druggie, cowboy, brainiac, etc.

Cultural Group – Latino, Asian, African American, Caucasian, Muslim, woman, man, homeless person, famous person, person with AIDS, etc.

Bridge – A Healthy Living Activity



Topic: Mental Well-Being & Social Inclusion (Teamwork, Self-Esteem)

Age Groups: 6-12 years

Equipment:

- lots of paper plates (you could also use recycled paper if you don't want to waste so many paper plates)
- black markers

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Give the group a stack of paper plates and a few black markers. Have them think about what strengths they have and to write each one down on a paper plate (examples are leader, listener, strong organized, funny, etc.). Don't tell the group yet what they are going to do with them.
3. When everyone thinks that they have written down as many as they could, explain that they are going to try and make a "stepping stone bridge" across the length of a soccer field (decide on a length depending on the group size). When crossing the soccer field, at no time may anyone's feet touch the ground. If the group needs to add more plates to the bridge, people must write down more strengths on more plates and add them to the bridge.

Reflection/ Debrief:

Have a discussion about the activity and ask question like:

- Could one person build a bridge by themselves? Why or why not? (probably not, we needed to combine the strengths of everyone to complete the task, everyone is valuable to the group)
- How is a group better when there are many different people working on the same team? (there are more strengths, more variety of ideas, can accomplish bigger tasks, etc.)

- Were there any group members who did not write down certain strengths that you felt they should of?
- How did it feel when you realized how many different strengths you still had? (good, surprising, etc.)
- Do you think it's important to feel good about ourselves to be healthy? (yes)

Tobacco & Substance Abuse



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**“One patch makes me stop smoking, one makes me eat less,
one makes me put my clothes in the hamper instead
of leaving them on the floor, one makes me
put the toilet seat back down...”**

You Be The Judge – *A Healthy Living Activity*



Topic: Substance Abuse (Tobacco – Advertising)

Age Groups: 9-12 years, Youth

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Read the story “Mike’s Choice” (see below) to the participants, then go into discussion.

Story: Mike’s Choice

Mike woke up one morning to the radio blaring out to a country song all about the Marlboro Man, a famous spokesman for Marlboro cigarettes. As he went to get ready for junior high school, he walked by a poster of Joe Camel, another spokesman for a cigarette company, that was thumb tacked to his wall. While Mike combed his hair he sang along with the radio, “Every little cowboy wants to sit around the campfire smoking with the big boys.” It’s not that this was one of his favorite songs, but he had heard it so often that he knew the words by heart. Pulling out the dresser drawer, Mike chose his Winston shirt and put it on. This was the one that his older brother had gotten tired of, but it still had a lot of good days left in it. Mike always felt older in this shirt since it made him feel like a high school kid.

On the way to school, Mike walked by sign after sign advertising dozens of kind of cigarettes. Some of the ad showed a race car screaming down the track with the name of a cigarette painted across the front. There were also billboards that showed guys surrounded by beautiful girls out having fun at the beach or in the mountains. Of course many of the people that were having the fun were also holding a cigarette in their hand.

As Mike neared school, there were a couple of groups of cool older guys hanging out. They were laughing and trying to go over a jump on their skateboards. He knew some of the kids from when he went to the local fast food joints with his brother. As he stopped, one of them came over and offered him a drag on his cigarette. Mike said “No.” He didn’t know these guys that well and didn’t want to get into trouble. Mike wished he could stay and watch longer, but his junior high school was past the high school and he was already cutting it close for first period.

After school Mike and his friends went to the store to get a coke and some fries. While inside, they stood around a display of cigarettes. Some of his buddies distracted the store owner and one of Mike's friends stuffed a pack into his jacket and walked out. The owner didn't notice, but even if he did, he probably wouldn't have said anything since the cigarette companies reimburse him for any stolen cigarettes. The big companies figure that this is a good way to get younger kids hooked on their product. At some events they give away thousands of cigarettes just to get people started using their product.

While the group is standing around the back of the store, the kid with the cigarettes pulls them out of his jacket and offers them around. Mike had never tried smoking before and wasn't ready to start now. He said, "No thanks." His buddies started to tease him for being such a baby. Mike countered with the fact that he was going out for the track and didn't want to get into any trouble that would keep him off the team. Ryan, his best friend, said, "No one is going to know. Come on and just give it a try." Mike tried once more, "My mom will smell it on me and I'll be grounded for life." That made the teasing even worse with Mike being called a "Mamma's boy" and other mean comments. With all the insults ringing in his ears, Mike reached out for a cigarette and said, "Maybe you're right. Just one probably won't hurt me. Okay, give me one."

Reflection/ Debrief:

1. Discuss what factors influenced Mike to try smoking for the first time. Influences may include:

- Music about smoking
- Shirts and posters which display brand names
- Store advertising
- Sports events that use cigarette companies to sponsor them
- Billboards that show people smoking and have a great time
- People that smoke who you think are cool (role models)
- Friends who smoke

2. Have a discussion about the way that tobacco/ alcohol are marketed. Ask questions like:

- How truthful are the ads from television and magazines? (probably not very truthful)

- What techniques do advertisers use to make their product appealing? (use beautiful models, fun sports events, actors and actresses that smoke, etc.)
 - What techniques do the companies use to attract a younger audience? (advertise in movies and TV shows that young people watch eg. 101 Dalmatians (Cruella Deville, dog owners), Alice in Wonderland, My Best Friends Wedding (Julia Roberts), etc.)
 - Do you think it is okay for tobacco companies to use those types of methods to sell their product?
 - Have you ever bought something or gone to see a movie because of what the advertisement promised?
3. Further the discussion to include Healthy Living concepts regarding tobacco use, ask questions like,
- What can smoking do to your body? (black lungs, yellow teeth, mouth sores, coughing, take oxygen away from your lungs, heart disease, high blood pressure, cancer, etc.)
 - What are some things you could say to someone who is asking you to smoke? (NO!, smoking is gross!, etc.)
 - How many ingredients are in a cigarette? (over 4000)
 - How many ingredients are listed on the package of cigarettes? (about 9)
 - Why do cigarette companies do this? (to sell their product and make money)
 - Is it okay that they do this?

Circle Juggle – A *Healthy Living Activity*



Topic: Substance Abuse (Alcohol)

Age Groups: 9-12 years, Youth

Equipment:

- 5 tennis balls for each group of 10-12 participants
- 2 different sized balls for each group of 10-12 participants

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide group into smaller groups of 10-12 participants. Have each group form a circle.
3. Assign one person in each group to be the leader and give this person one tennis ball. Have all other group members raise their hands. The leader will then gently toss the tennis ball underhand to another person in the group making sure that the person is somewhere across the circle from them, and not directly beside them. Once, someone has had the ball tossed to them, they must lower their hand and then only pass to someone who still has their hand up. The last person will then toss the ball back to the leader. The purpose of this is to establish a pattern, and each person must remember who tossed the ball to them and who they toss the ball to. Have the groups practice this same pattern a couple of times.
4. Now it gets stressful. Start with one ball again and then keep adding each ball until all 5 balls are being passed simultaneously within the group. You may practice this once or twice only.
5. Once the groups have slightly gotten the hang of what they are doing, introduce the two other balls that are a completely different size than the tennis balls being tossed around. The leader will once again start with them, but instead of being passed in the same pattern, they will be passed in opposite directions from each other from person to person around the circle. These different sized balls being passed around are simulating alcohol or drugs. The balls being passed around will end up in the hands of someone at the same time they are being tossed a tennis ball. This is easily related to driving under the influence, as the driver

finds it very hard to do more than one thing at a time.

Reflection/ Debrief:

Have a discussion about stress and the effects of alcohol or drugs. Ask questions like:

- How hard was it for you when there was only one ball being tossed around?
- What happened when the extra balls were added?
- Were you able to perform as well when you had so many balls being passed around?
- Do you think this relates to stress in our lives? Why? (we can handle some stress, but when we have too much it becomes harder to concentrate and focus on what we are doing)
- Were you able to perform as well when you had the different sized balls now also being passed to you?
- Did you have any control over when the different size ball was passed to you?
- How does this relate to driving under the influence of alcohol and drugs? (ability to make decisions and handle situations is reduced, can't focus as well on the task at hand)
- What can happen to your body if you don't know your limits and you drink too much alcohol at one time? (vomiting, alcohol poisoning, low blood sugar leading to seizures, irregular heart beats or heart stops, etc.)
- How old do you have to be to legally drink? (18 years)
- Why is okay for people 18 years and older to drink, but not okay for younger ages to drink alcohol? (because adults know their limits better and they are usually bigger so one drink of alcohol doesn't affect them as much)

Connections – A Healthy Living Activity



Topic: Substance Abuse (Alcohol)

Age Groups: 9-12 years, Youth

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide the group into two teams and have them line up single file. Have all of the people hold hands. If this is too difficult for this age group, have them grab the arm of the next person instead.
3. Explain that on “Go” the first person in each line will squeeze the next person’s arm, whom they will in turn squeeze the person next to them and so on down the line until the last person in line feels the squeeze. The last person in the line is to raise his free hand when the squeeze is felt.
4. Have groups practice this, and then explain that they are going to race the other team. Have them race three times and determine a winner.
5. When you have determined the fastest team, indicate that for the next race that you are going to make that team drunk. The way to do this is to have that team hold their hands closed in a fist at shoulder height so that they are no longer holding the person next to them. They will pass the message from the squeeze by opening and then closing their hands. When the hand closes, the next person will do the same and so on down the line. The other team is still connected by holding hands and will continue to pass the message by squeezing hands. Have teams race each other again.

Reflection/ Debrief:

Have a discussion about the effects that alcohol can have on the brain. Ask questions like:

- What happened when one team had to pass the squeeze by opening and closing their hands? (slower)
- What can this activity tell us about alcohol and some drugs and their effect on the brain?

(that they will cause our brain processes to slow down so we cannot make decisions as quickly)

- What happens when an emergency occurs and the brain is impaired? (can't make decisions quickly, may make the wrong decision)

- Why is it important to drink responsibly? (so we don't put ourselves at risk or in danger because we can't make safe and rational decisions)

- What can happen to your body if you don't know your limits and you drink too much alcohol at one time? (vomiting, alcohol poisoning, low blood sugar leading to seizures, irregular heart beats or heart stops, etc.)

- How old do you have to be to legally drink alcohol? (18 years)

- Why is okay for people 18 years and older to drink, but not okay for younger ages to drink alcohol? (because adults know their limits better and they are usually bigger so one drink of alcohol doesn't affect them as much)

Decide Early – A *Healthy Living Activity*



Topic: Substance Abuse (Tobacco)

Age Groups: 9-12 years, Youth

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide the group up into partners. Have the partners face each other. Have them put their hands behind their back and extend any number of fingers on one or both hands.
3. One the count of three, both partners are to bring their hands out in front of them and hold them chest high. The first of the two people who correctly adds up the number of fingers extended on his/her own hands and the hands of their partner yells out the answer. Remind them that it is the total number of fingers extended on all four hands that they need to count up.
4. Have them do this a couple of times with their partner and then have everyone switch to a new partner. Repeat the entire process through about three different partners. The key to winning this game is to already know how many fingers you have extended on your own hands, so that when your partner's hands are brought out all you have to do is add his/her fingers total to yours. When you already know what you are going to do, it is easier to respond when someone asks you to try a new behaviour, just like if someone ask you to smoke for the first time.

Reflection/ Debrief:

Have a discussion about the activity and how it relates to being asked to smoke for the first time. Ask:

- What strategy did you use to try and beat your partner? (know how many fingers you were holding up prior to showing your partner, so all you have to do is count their and add them to your total, instead of counting up your and theirs)
- When playing this game, did counting your own fingers before bring them out, help you

win?

- Did making an early decision help you win? (such as your decision on how many fingers to hold up)

- Do you think making an early decision to not smoke, would help you resist peer pressure to smoke? (yes) Why? (because you already made up your mind and you don't have to think about it)

- What can smoking do to your body? (black lungs, yellow teeth, mouth sores, coughing, take oxygen away from your lungs, heart disease, high blood pressure, cancer, etc.)

- What colour are healthy lungs and unhealthy, smokers lungs? (pink/red, grey/black)

- What are some things you could say to someone who is asking you to smoke? (NO!, smoking is gross!, etc.)

- How many ingredients are in a cigarette? (over 4000)

- How many ingredients are listed on the package of cigarettes? (about 9)

- Why do cigarette companies do this? (to sell their product and make money)

- Is it okay that they do this?

Is It For Real? – *A Healthy Living Activity*



Topic: Substance Abuse (Tobacco & Alcohol)

Age Groups: 9-12 years, Youth

Equipment:

- examples of advertisements in magazines (ads for tobacco or alcohol would be especially great)

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide the group up into groups of three-five people. Give each group an ad that you have selected from different magazines. The idea is for them to see what the ad is saying and what the message is behind each ad.

Reflection/ Debrief:

Have a discussion about the truthfulness of advertising. Ask questions like:

- How truthful are the ads that we looked at from the magazines? (probably not very truthful)
- What techniques do advertisers use to make their product appealing? (use beautiful models, show people have a fun time, make the models seem like they are more popular because they use the product, etc.)
- Do the ads look like they are targeting younger or older people? (usually younger people, depending on the ad)
- Why would tobacco and alcohol companies want to target younger people? (they may believe the ad more, they may not know better yet, etc.)
- How many ingredients are in a cigarette? (over 4000)
- How many ingredients are listed on the package of cigarettes? (about 9)

- Why do cigarette companies do this? (to sell their product and make money)
- Is it okay that they do this?
- Have you ever bought something because of the advertising? If so, describe the situation.

Squeeze – *A Healthy Living Activity*



Topic: Substance Abuse (Tobacco)

Age Groups: 9-12 years, Youth

Equipment:

- rope long enough to go around all of the participants in the group when they are standing in a group (roughly 35 feet for a group of 30)

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Have the participants stand in a group in the middle of the room. Do not have them squeeze close together. Take the rope and lay it on the ground so that it goes completely around the group and forms a circle.
3. Now have the group step back out of the circle. Each time you move the rope and make the circle smaller, it is their job to still get the entire group into the circle. They must have each person in the circle and no part of anyone's body may be touching the ground outside of it. Stress that all movements must be done safely, and that no one is to jump or push their way into the circle.
4. After a few rounds of making the circle smaller, they will have exhausted the easy solutions to the problem. No longer will it work to just squeeze in tighter. It is at this point that you have to mention that they need to start working together and help each other if they are going to be successful. Don't let them quite too early, they are capable of more than they think.

Reflection/ Debrief:

Have a discussion about the activity. Ask questions like:

- Could the same number of people fit inside the circle when it became smaller?
- Why did the techniques you were using to get everyone in stop working?

- How can we relate this activity to the effect on blood vessels when nicotine is in the body? (nicotine causes the blood vessels to constrict and get smaller)
- How does nicotine affect your body when this happens? (puts a lot of stress on your heart and circulatory system to move blood throughout your body, because it has a smaller space to get through, could lead to high blood pressure and may be a cause of heart attacks)
- What are some other effects that smoking has on your body? (black lungs, yellow teeth, mouth sores, coughing, take oxygen away from your lungs, cancer, etc.)

Whose Fault Is It? – *A Healthy Living Activity*



Topic: Substance Abuse (Drug Abuse)

Age Groups: 9-12 years, Youth

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Read the story “It’s Party Time” (see below) to the group.

Story: It’s Party Time

Mark is sitting at his bedroom desk rolling marijuana joints. He plans on selling them tonight at a big party he is having. His Mom is going out of town for the weekend and since his parents are divorced, he will have the house to himself. Ever since the divorce, money has been tight and Mark has found that selling pot is an easy way to make extra money.

Unfortunately, Mark’s bedroom door is slightly open and when his mom sticks her head in to say good-bye she spots the marijuana in front of him. She tells him to get rid of that stuff immediately. She doesn’t want it in the house and she tells him that it is dangerous and that it will fry his brain like an egg. Mark assures her that he will get rid of it and tells her not to worry because he never uses the stuff, he just sells it.

That night Maria, a girl that Mark goes to school with, came to the party with Hector and a couple of her friends, Shelly and Nicole. After they have been there about an hour, someone shouts “The keg’s here!” and there is a mad rush for the kitchen. Maria doesn’t drink. She thinks it tastes awful. As a matter of fact, she didn’t even know that there was going to be booze at the party. Besides, her parents have said they would ground her for months if they ever catch her drinking or using drugs. However, Shelly and Nicole like to get a buzz so they keep after Maria to have at least one beer. Maria would like to go home, but Hector is so drunk he cannot drive and she doesn’t dare call her parents for fear that they would find out she was at a beer bust.

Around midnight, Mark brings out the marijuana joints and offers them for sale around the room. Maria’s friends pressure her to join them. To pressure her they ask, “What’s the

matter, are you too good for us?”, “Come one, you wouldn’t drink with us so the least you could do is join us for a smoke!”, and “A real friend would give it a try!”. Finally, Maria gives in and goes with them to the back porch where it is quieter. Just as Maria takes the joint and inhales, a spot light shines on the porch and they hear “Stand right where you are. This is the police and you are under arrest!”

Reflection/ Debrief:

1. Discuss what factors influenced Maria to try drugs for the first time. Discuss each of the following and their influence:

- Mark
- Maria’s parents
- Mark’s mom
- Shelly and Nicole
- Maria herself
- Hector

2. Have a discussion about the story. Ask questions like:

- Which influence was the main reason Maria tried marijuana? Does everyone agree on just one?
- At what points during the story could Maria have gotten out of the situation? (she could have called her parents anyway, she could have called someone else she trusted such as a sibling, she could have hung out with different friends, she could have ignored her friends bugging her, etc.)
- Mark only sold to his friends. Is he really a drug dealer? (yes)
- Does Mark’s circumstances justify him being a dealer? Why or why not? (no, he could get a real job somewhere else)
- Should Maria be arrested as a drug user?
- What answers could Maria have used with her friends to keep saying “No”?
- Do people have control over their own actions? (yes)
- Do other people have control over our actions? (yes, sometimes they influence us – peer pressure)

Witches Brew! – A Healthy Living Activity



Topic: Tobacco

Age Groups: 6-12 years

Equipment:

NOTE: Most of the equipment is used only for preparation of this activity. The preparation must take place before the day you wish to do the activity– *be sure to allow yourself time before the participants arrive*

- witch costume; clothes, hat, make-up, fake nose, fake wart, etc.
- eerie music for background
- black cauldron: - large box, table, large black sheet (place box on top of table, put sheet around entire table and in the box)
- wooden stick or broom handle (used to stir the brew in the cauldron)
- cardboard gift wrap tube, decorated to look like a monster cigarette (use markers and construction paper as necessary)
- ingredients of a cigarette (THIS INCLUDES MANY HOUSEHOLD ITEMS, AS LISTED BELOW. BECAUSE OF THE RISK OF HAZARDOUS CHEMICALS, DO NOT USE ACTUAL CHEMICAL BOTTLES, EVEN IF IT IS EMPTY. USE FAKE CHEMICAL BOTTLES, AND PUT LABELS ON AND SOME OF THE WHMIS LABELS YOU MAY ALSO SEE ON THEM:
 - Acetone: Nail Polish Remover (small bottle)
 - Carbon Monoxide: Vehicle Exhaust Fumes (small toy car)
 - Nitrous Oxide: Turpentine or Cleaning Products (medium bottle)
 - Acetic Acid: Vinegar (medium bottle)
 - Ethanol: Rubbing Alcohol – used to clean wounds sometimes (small bottle)
 - Stearic Acid: Candle wax (candle)
 - Ammonia: Floor or Toilet Bowl Cleaner (medium bottle)
 - Hexamine: BBQ grill lighter fluid: medium bottle/can
 - Tar: Roads (clear jar, filled with molasses)

- Arsenic: Rat & Insect Poison (small box)
 - Methane Gas: Sewer Gas (Whoopee Cushion)
 - Vinyl Chloride: Plumbing Pipes (pipe cleaners)
 - Butane: Cigarette Lighter Fluid (empty cigarette lighter)
 - Naphthalene: Moth Balls (small box with cotton balls)
 - Cadmium: Rechargeable Batteries (batteries)
 - Nicotine: Insecticide (empty can/ bottle/bag)
- photocopies of WHMIS symbols, enough to place appropriate symbols to different ingredients

Instructions:

1. **All the above ingredients in a cigarette will need to be collected and made, and this should be done prior to the activity date.** Collect empty bottles that can be used to make the ingredients, they can be purchased or use empty bottles that did not contain hazardous material in them. Use construction paper and photocopied WHMIS symbols to decorate the bottle/box/can. Print in black letters what each ingredient is (use the second name of the ingredient - the one that is the household item name, eg. NAIL POLISH REMOVER, not Acetone).
2. One the day of the activity, have someone dress up as a witch. This activity should be done at the very beginning of the day before the participants arrive, so that the leader:participant ratio is not sacrificed while the witch is getting ready. Once all participants have arrived, have them all sit in front of the cauldron and have all ingredients set up beside the cauldron.
3. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living). Explain that you are going to do an activity related to Healthy Living.
4. Have the witch come out and greet the participants. Play the eerie music in the background. The witch should explain that they are making a very, very, very, terrible and horrible witches brew, and that she wants the participants to help her. Explain that she wants each participant, one at a time, to select one of the ingredients beside her and help her

add it to the cauldron. Have the witch say which ingredient she wants to add, and then have the participant go and find the ingredient. Keep going until each ingredient has been added, have the participant stir up the cauldron with a big stick.

5. Keep having the participants add ingredients until all have been added. When finished, have the children guess at what the brew they have helped the witch make is. Have each participant take a guess, and then have the witch get ready to reveal her terrible brew, by turning up the music. Then pull out the monster cigarette model and explain that all the ingredients they put into the cauldron are all found in cigarette smoke!

Reflection/Debrief:

1. Have a discussion about the ingredients found in cigarette smoke. Ask questions like:

- Does anyone know how many chemicals are found in cigarette smoke? (over 4000)
- Does anyone know how many of them cause cancer? (over 40)
- Were you surprised to find out that all of those chemicals were in a cigarette?
- What happens to your lungs when you smoke? (turn grey/black, parts of it die and stop working, infected with toxins from the smoke)
- How does smoking affect your health? (contributes to many diseases – lung cancer, mouth cancer, heart disease, etc., infects your lungs, makes it harder to breathe, cough a lot, etc.)

Safety & Injury Prevention



Injury Dodgeball – *A Healthy Living Activity*



Topic: Safety & Injury Prevention

Age Groups: 6-12 years

Equipment:

- many various balls to be used for throwing
- injury cards (see below for examples), assign more than one participant to each injury if you have enough equipment
- props needed for the different injuries you assign, for example: tensor bandages, tape, towels, etc. (props needed for each disability should be listed on the card). Certain props can be borrowed from various places or just be creative and design a prop so that it still limits the motion you want to stop
- pylons to define a centre line where balls will be placed and the teams will be divided

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Explain to participants that they will be playing a normal game of dodgeball, but they will each be assigned an injury or disability that they have to play with, as a result of an accident they could have during the summer.
3. Divide the group into two teams for the game and define a centre line where the balls will be placed. Then, hand out injury cards to each participant and ensure that they are given the necessary props. Play dodgeball! (You may want to give participants the opportunity to try different injuries while playing, so have them switch their injury with a partner).
4. Play dodgeball for a couple of rounds, or until participants get bored.

Reflection/ Debrief:

Have participants sit in a circle to help settle them down and then begin discussion. Begin by asking questions like:

- What was this activity all about? (understanding what it is like to have an injury or a disability)
- How could some of the injuries that you had, be prevented? (ie. look before crossing road, check level of water, wear proper equipment, etc.)
- What did it feel like to have the injury you did and then have to compete in a dodgeball game with the disability? (frustrating, hard, etc.)
- How can we decide what is a safe risk/activity vs. an unsafe risk/activity? (think about the risk before doing it – eg. check the level of the water before diving into it, remove hazards to make it safe, get informed by asking someone who knows about the risk, decide on alternative risks that are safer)
- What are some risks that we encounter everyday? (driving in vehicles, sports/recreation activities, crossing streets, etc.)
- What are some things that we can do to decrease the risk when doing those activities? (buckle up, wear proper equipment/gear, look before crossing, think ahead before doing activity, get help from an adult if in a situation where we are not sure what to do, get proper training before doing certain activities – eg. rollerblading)
- How does making safe choices about risks relate to healthy living? (because unsafe risks may cause preventable injuries, which affect the state that our bodies are in)

Examples of Injuries:

- You decided to go bridge jumping into a river below. You did not check the level of the water before doing this and did it anyways. As a result you have been paralyzed from the neck down, and can no longer move your legs and you must move around by scooting on your bum.
- While you were rollerblading this summer, you tripped on a large crack in the path that you were on. You were not wearing knee pads, wrist pads, or elbow pads. Luckily you were wearing a helmet which did save you from head injuries, however you have dislocated your right elbow, and thus your right arm can no longer be used. As a result

you have your arm bandaged up with a tensor bandage.

- You decided that you wanted to paint over the ugly brown colour of your bike this summer, and so you went out to Canadian Tire and bought a bunch of different colours of spray paint. You ride your bike home and as soon as you reach home you call your friend to come over and help you paint. Without reading the instructions or asking for help on how to use the paint, you both get started. Your friend accidentally sprays you in the face and a lot of paint is sprayed in your eyes. You are now visually impaired and you must wear goggles with paint on them to reduce your vision.
- You went Go-karting and your go-kart did not have a seat belt, but you decided to do it anyways. As you went around a sharp turn, you lost control of your go-kart and were thrown from the vehicle. You landed on your right wrist and your head. Luckily you were not paralyzed, but you did severely strain your neck and you now have to be in a head splint. You also broke your right wrist and thus your right arm cannot be used. As a result your arm is bandaged up with a tensor bandage and you are in a head splint (if cannot get one, be creative – all you have to do is make sure that they cannot turn their head, so use something like a bunch of towels to make it hard to neck).
- You are walking the Park n'Play Summer Program you are attending. To get there you must cross a very busy road and there is a crosswalk with pedestrian lights, but you would have to walk another block down to get to it. So, you decided to wait til you saw that cars slowed down for you and then crossed. However, while cars did slow down and stop for you, one did not see that you were crossing the road and hit you. Both legs had to be removed and you now do not have any legs. You can only move around by scooting around on your bum.

Injury Obstacle Course – *A Healthy Living Activity*



Topic: Safety & Injury Prevention

Age Groups: 6-12 years

Equipment:

- various objects that can be used as obstacles: extension cords, electric wires (string or insulated wires), plastic tools (little kids saw, drill, etc.), swimming pool with electric wires around it (use fake ones!), big rocks (can use balls for this), pylons, glass bottles (make sure not chipped/broken), stacks of hula hoops (represent holes) or buckets to represent holes, etc.

- pylons to mark the walls of the obstacle course

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Explain to participants that they will be trying to navigate their way through an obstacle course, where the object is to get to the other side without touching any of the obstacles. Explain that they will be blindfolded and that they will have to listen to the voices of their teammates to help them find their way through. Their teammates will be divided into two groups, a safe positive and a risky negative messaging group. The positive message group will be trying to give the right feedback as to which way they should go to avoid the obstacles. The negative message group will be trying to navigate the blindfolded person toward the risks/ obstacles.
3. Choose one person to go first. Also, divide the rest of the group into two different groups. Do not tell which group what they will be doing until the navigator has been taken away to get blindfolded.
4. Assign the two groups to different sides of the obstacle course and tell them if they are the healthy or the junky groups. Explain that the object of the game is to get across the path without touching any of the obstacles. If they do, they now have become injured and they must now hop on one foot to get to the end. If they touch a second obstacle, their turn is

over and someone else will get to go.

5. Once everyone is ready, spin the navigator around a couple of times and stop him so that he is facing the obstacle course. Give a signal for them to begin. Record how long it takes for them to cross and challenge the next person to beat the time. You may want to start calling out time intervals (ie. 30s, 60s, 90s...) to increase the pressure. Keep participants on each side and assign the groups to positive/negative messages, but only once the person has been blindfolded (make sure that you just point and don't say which side).

6. Not everyone will need to go in order for the participants to get the message of this activity, but if time permits it would be good to give each participant the opportunity to be the navigator.

Reflection/ Debrief:

1. Have participants sit in a circle to help settle them down and then begin discussion.

Begin by asking questions like:

- What was this activity all about? (trying to decide who to listen to in order to be safe, trying to figure out how to avoid the obstacles when there are so many messages coming in about what to do, trying to think before taking the risks and figuring out who you should listen to – positive influences)

- How does this activity compare to real life situation when certain people are trying to influence you to take risks, for example if all your friends are going cliff diving this summer, what should you do before you do it? (think about the risk, such as how deep the water is and if there are sharp rocks around, encourage your friends to also check for these things)

- How can we decide what is a safe risk vs. an unsafe risk? (think about the risk before doing it – ie. check the level of the water before diving into it, remove hazards to make it safe, get informed by asking someone who knows about the risk, decide on alternative risks that are safer)

- What are risks that we encounter almost everyday? (driving in vehicles, sports/recreation activities, crossing streets, etc.)

- What are some things that we can do to decrease the risk when doing those activities?

(buckle up, wear proper equipment/gear, look before crossing, think ahead before doing activity, get help from an adult if in a situation where we are not sure what to do, get proper training before doing certain activities – eg. rollerblading)

- How does making safe choices about risks relate to healthy living? (because unsafe risks may cause preventable injuries, which affect the state that our bodies are in)

What is What? – A *Healthy Living Activity*



Topic: Safety & Injury Prevention

Age Groups: 3-5, 6-8 years

Equipment:

- pictures/ empty packages of cookies, crackers, cereals, milk, etc. (any items that are safe for kids to eat/touch)
- pictures/ empty containers of poisonous substances, such as bleach, rat poison, paint thinner, etc. (any item that is unsafe for kids to eat/touch)
- 2 pylons

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Set up the 2 pylons about 15m away from each other. Designate one pylon on the end as being SAFE, and the other one on the other end as being UNSAFE.
3. Explain to the participants that you are going to hold up various items (but don't say what they are) and they are to decide if the item is safe or unsafe, and then go to the designated pylon. If they are unsure, they should go the unsafe pylon, as they do not know what the risks of the item are.
4. Each time you hold up an unsafe product, discuss what the dangers of the product could be (these should be listed on the container or they should be quite obvious, such as poisonous or corrosive). You may also want to discuss some of the basic WHMIS labels (such as poisonous, corrosive, and flammable) that are on some of the unsafe items, if you are familiar with them.

Reflection/ Debrief:

Have a discussion about the activity and ask questions like:

- How do you decide what is safe and what is unsafe? (if it is safe your mom or dad may

have given it to you before, there shouldn't be any safety/ WHMIS labels on it, etc.)

- What does poisonous mean? (it is a product to kill bugs, weeds, or other things and it can make humans and animals very sick, most products that are poisonous are marked with a skull & crossbones)
- Why would some harmful substances be stored in containers that do not have warning symbols on them? (if an adult had some left over or if it was going to be used for something else)
- What are some rules we should have to avoid harmful products? (don't touch, taste, or smell products without checking with an adult first, keep substances out of reach of younger children, get help right away if someone is poisoned)
- Name three products that could be harmful if you ate, smelt, or touched it? (bleach, rat poison, some cleaners, paint, paint thinner, gasoline, etc.)
- What does being safe have to do with healthy living? (because if we get poisoned or we get hurt we aren't very health)

Red Riding Hood – *A Healthy Living Activity*



Topic: Safety & Injury Prevention

Age Groups: 3-5 years, 6-9 years

Equipment:

- story/ script of the classic story: Little Red Riding Hood

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Read the story Little Red Riding Hood to the group. To make it more fun, have different leaders act out the actions to different characters as you read the story.

Reflection/ Debrief:

Have participants sit in a circle to help settle them down and then begin discussion. Begin by asking questions like:

- What are some things that Little Red Riding Hood did that were unsafe? (talked to strangers, told the wolf where she was going, didn't listen to her mom, didn't walk with a friend, dawdled in the forest, etc.)
- What are some things that you can do when you are walking home from school to be safer? (don't talk to strangers, walk with a friend or a sibling, don't dawdle, go straight home, etc.)
- How can we decide what is a safe vs. unsafe? (think about the risk before doing it – ie. check the level of the water before diving into it, remove hazards to make it safe, get informed by asking someone who knows about the risk, decide on alternative risks that are safer)
- What are some situations that we are in everyday that could be unsafe? (driving, crossing the street, walking home from school, playing on the playground, rollerblading, etc.)
- What are some things that we can do to decrease the risk when doing those activities?

(buckle up, wear proper equipment/gear, look before crossing, think ahead before doing activity, get help from an adult if in a situation where we are not sure what to do, get proper training before doing certain activities – eg. rollerblading)

- How does making safe choices about risks relate to healthy living? (because unsafe risks may cause preventable injuries which affect the state that our bodies are in)

Stop, Drop, and Roll – A Healthy Living Activity



Topic: Safety & Injury Prevention

Age Groups: 3-5 years, 6-9 years

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. This game is similar to Red Light, Green Light. Explain to participants that when you make a command, that they are do it as quickly as possible and then stand still. If they take too long and are still moving when the leader turns around, the slowest person to complete the command will be eliminated. The commands are “stop”, “drop”, “roll”, and “stop, drop, and roll”. The participants must act out the actions to each command when the leader calls it (ie. drop to the ground when “drop” is called). Encourage the participants to cover their mouths (to protect themselves from smoke) while completing each of the commands. This can also be a source of elimination.
3. Have participants line up facing the leader about 20m behind. The leader should be facing away from the participants. Keep going until there is only one person left standing.
4. You may want to change the safety topic and the corresponding safety commands with it. For example, to road safety you want to change the commands to “stop, look, and cross”.

Reflection/ Debrief:

1. Have a discussion specifically about fire safety. Discuss precautions you can take to be fire safe (you should plan out an emergency exit in your home and school, you should stop, drop, and roll if you see smoke and there is a fire, you should check your fire alarms in your home often to make sure they work and the batteries are not dead, etc.)
2. Extend your discussion to include other safety topics. Ask questions like:
 - What are some other situations that we are in everyday that could be unsafe? (driving, crossing the street, walking home from school, playing on the playground, rollerblading, etc.)
 - What are some things that we can do to decrease the risk when doing those activities?

(buckle up, wear proper equipment/gear, look before crossing, think ahead before doing activity, get help from an adult if in a situation where we are not sure what to do, get proper training before doing certain activities – eg. Rollerblading)

- How can we decide what is a safe risk vs. an unsafe risk? (think about the risk before doing it – eg. check the level of the water before diving into it, remove hazards to make it safe, get informed by asking someone who knows about the risk, decide on alternative risks that are safer)

- How does making safe choices about risks relate to healthy living? (because unsafe risks may cause preventable injuries which affect the state that our bodies are in)

The Danger Zone – A Healthy Living Activity



Topic: Safety & Injury Prevention

Age Groups: 6-12 years

Equipment:

- copy of each “Danger Zone” handout for every 2-3 participants
- pencil crayons/ crayons/ markers

Instructions:

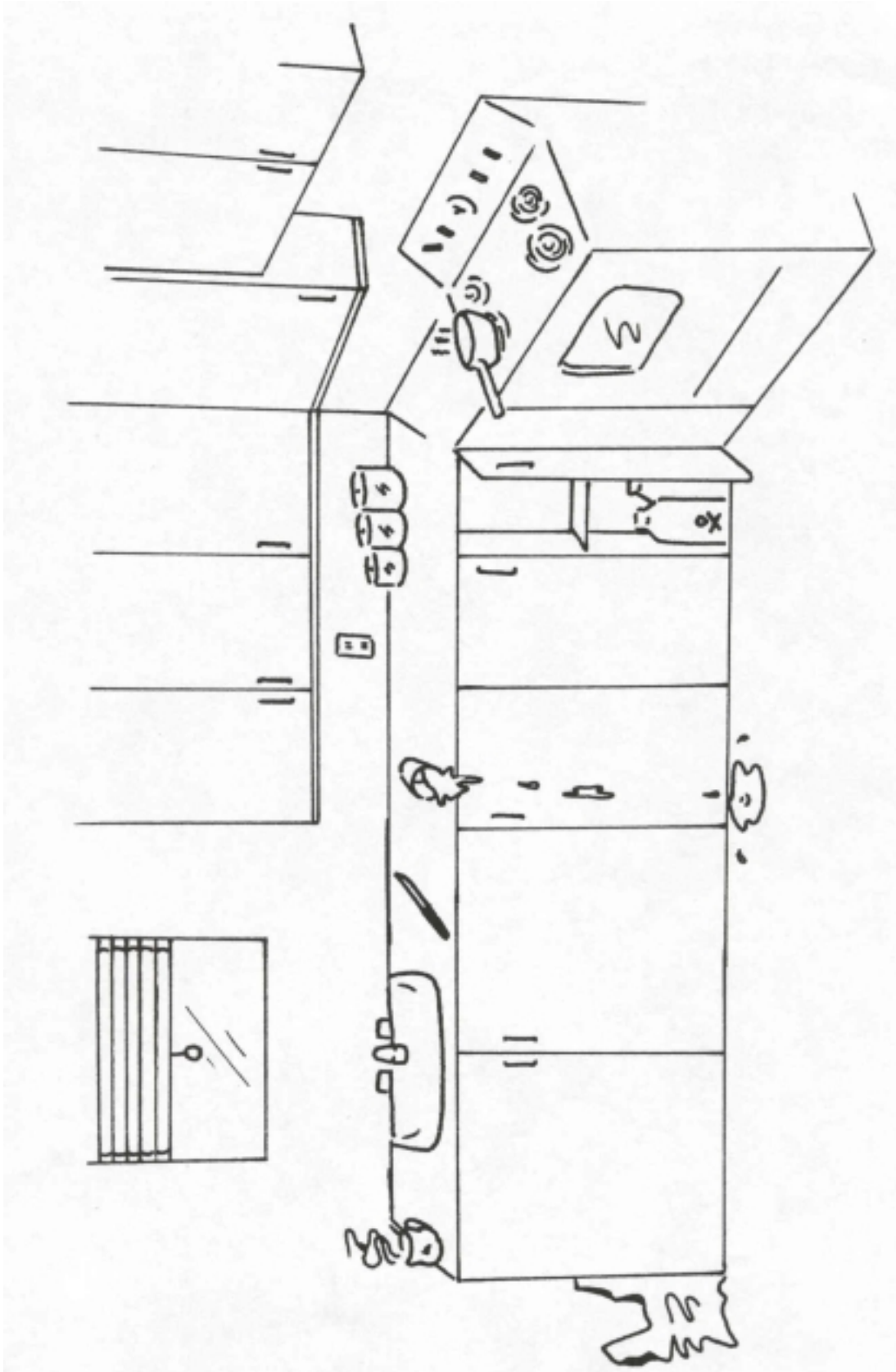
1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Have participants divide into groups of 2-3. Hand out the copies of the “Danger Zones” to each group. Have each group go through and colour situations or things that they see in the handout that are “unsafe” and circle it.

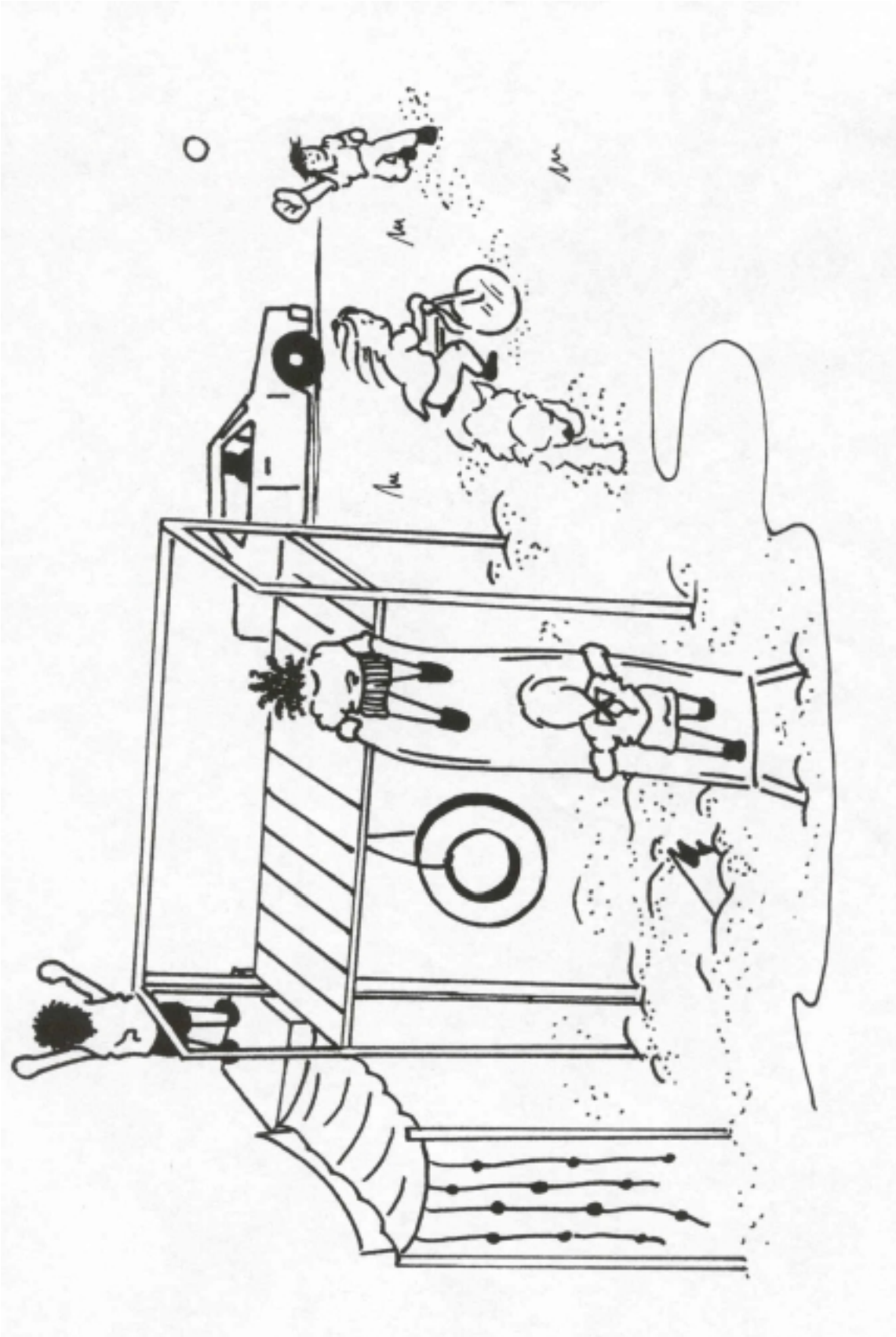
Reflection/ Debrief:

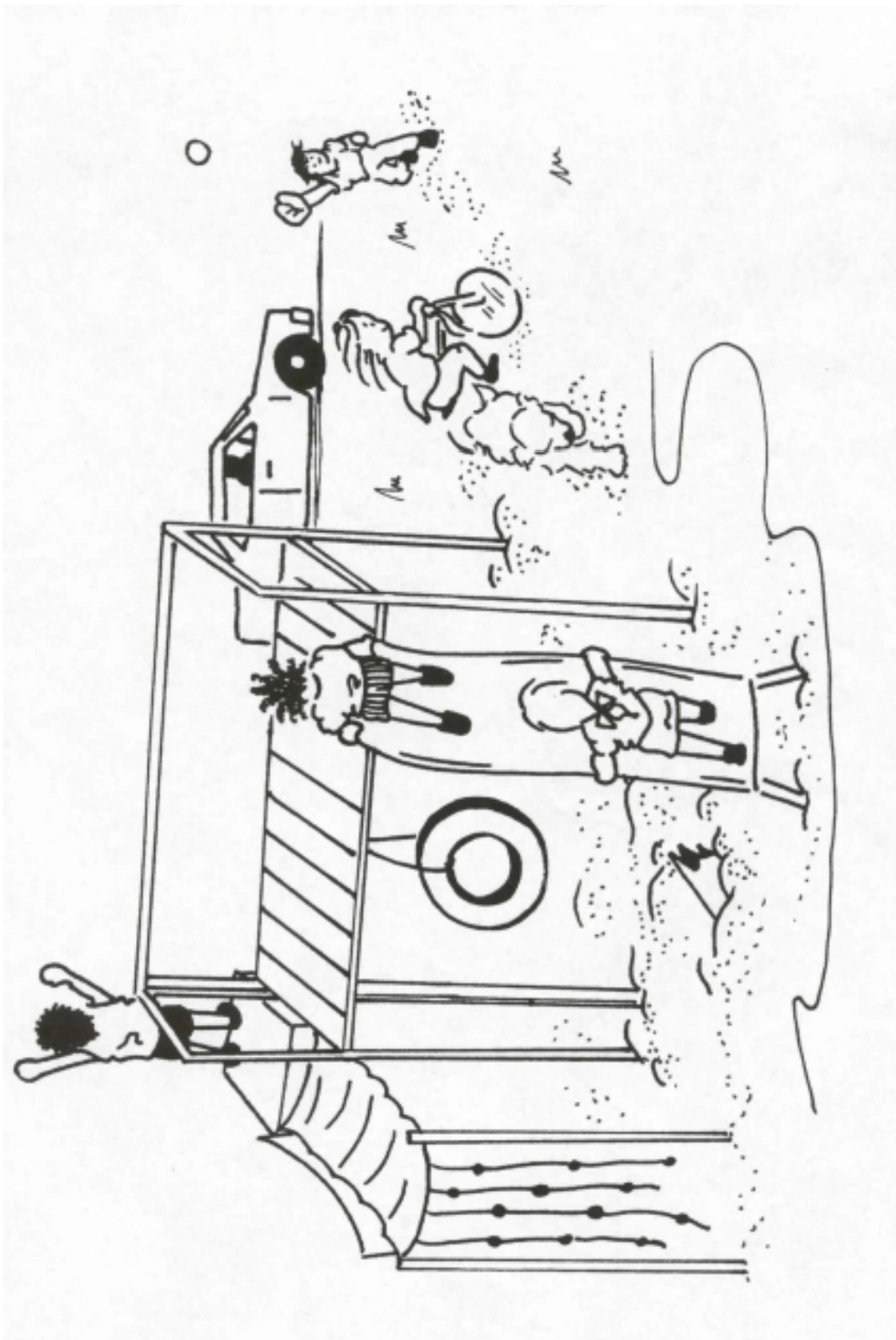
1. Go through each “Danger Zone” and discuss with the participants all the things that are unsafe with the situation. Ask participants what a “Danger” is? You may want to write them down as a list on a poster and then post them up after for everyone to see.
2. Extend you discussion to talk about general safety and ask questions like:
 - What are some other situations that we are in everyday that could be unsafe? (driving, crossing the street, walking home from school, rollerblading, etc.)
 - What are some things that we can do to decrease the risk when doing those activities? (buckle up, wear proper equipment/gear, look before crossing, think ahead before doing activity, get help from an adult if in a situation where we are not sure what to do, get proper training before doing certain activities – eg. rollerblading)
 - How can we decide what is a safe risk vs. an unsafe risk? (think about the risk before doing it – eg. check the level of the water before diving into it, remove hazards to make it

safe, get informed by asking someone who knows about the risk, decide on alternative risks that are safer)

- How does making safe choices about risks relate to healthy living? (because unsafe risks may cause preventable injuries which affect the state that our bodies are in)







Safety Rules Poster – A Healthy Living Activity



Topic: Safety & Injury Prevention, Creativity & Artistic Expression

Age Groups: 3-5 years, 6-12 years

Equipment:

- construction paper
- scissors
- glue
- markers



Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. This is a good activity to start off the week, as you can discuss safety rules. Bring all participants together and discuss some situations where you need to follow certain rules about safety (these could include playground safety, swimming safety, fire safety, bicycle/rollerblade safety, etc.)
3. Then hand out the supplies to the participants and have them cut out several shapes with the scissors. What words or symbols might help us remember the safety rules? Could a picture of two people swimming remind you to swim with an adult? Maybe a seat belt will jog your memory to buckle up every time? What symbol would tell you to be safe while crossing the street?
4. You can have the kids display these symbols on one big poster so you can put it up everyday to remind them of safety rules.

Reflection/ Debrief:

1. Have a discussion about safety. Ask questions like:
 - What were some of the different symbols that you used to remind you of safety rules?
 - How can we decide what is a safe vs. unsafe? (think about the risk before doing it – eg. check the level of the water before diving into it, remove hazards to make it safe, get

informed by asking someone who knows about the risk, decide on alternative risks that are safer)

- What are some situations that we are in everyday that could be unsafe? (driving, crossing the street, walking home from school, playing on the playground, rollerblading, etc.)

- What are some things that we can do to decrease the risk when doing those activities? (buckle up, wear proper equipment/gear, look before crossing, think ahead before doing activity, get help from an adult if in a situation where we are not sure what to do, get proper training before doing certain activities – eg. rollerblading)

- How does making safe choices about risks relate to healthy living? (because unsafe risks may cause preventable injuries, which affect the state that our bodies are in)

Safety Word Search – *A Healthy Living Activity*



Topic: Safety & Injury Prevention

Age Groups: 9-12 years

Equipment:

- copies of the word search for each participant

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Hand out the copies of the word search to each participant. Have each participant complete the activity. Have them try and guess the safety theme behind the word search when they have completed the activity (Answer: all the words in the word search are found in a first aid kit).

Reflection/ Debrief:

1. Have a discussion about the activity. Ask if anyone knows the safety theme. Talk about why you would want to have all of these items in a first aid kit:

Coins: to call someone for help

Paper: to write down any important information

Bandages: to cover and protect wounds

Thermometer: to take temperature of patient to check for fever, give more detail to care givers (ie. Paramedics, etc.)

Antiseptic Wipes: to clean wounds

Tweezers: to remove foreign objects if necessary

Blanket: to help treat someone going into shock, to help in cold environments

Flashlight: to give light source if it is dark out

Scissors: to cut clothing to expose wounds

Pencil: to write down important information

Gloves: to protect yourself from the wound and the patient from bacterial infections

Tape: to keep bandages on

2. Extend your discussion to talk about general safety. Ask questions like:

- What are some situations that we are in everyday that could be unsafe? (driving, crossing the street, walking home from school, rollerblading, etc.)

- What are some things that we can do to decrease the risk when doing those activities? (buckle up, wear proper equipment/gear, look before crossing, think ahead before doing activity, get help from an adult if in a situation where we are not sure what to do, get proper training before doing certain activities – eg. Rollerblading)

- How can we decide what is a safe risk vs. an unsafe risk? (think about the risk before doing it – ie. check the level of the water before diving into it, remove hazards to make it safe, get informed by asking someone who knows about the risk, decide on alternative risks that are safer)

- How does making safe choices about risks relate to healthy living? (because unsafe risks may cause preventable injuries which affect the state that our bodies are in)

Coins
Paper
Bandages

Thermometer
Antiseptic wipes
Tweezers

Blanket
Flashlight
Scissors

Pencil
Gloves
Tape

A	F	L	A	S	H	L	I	G	H	T	A	C	E	B
R	N	L	Q	O	A	E	E	V	P	S	L	O	C	A
A	B	T	W	E	E	Z	E	R	S	I	Q	M	N	N
O	T	H	I	V	I	Q	D	E	C	F	F	L	J	D
J	K	E	O	S	L	H	A	N	R	S	V	T	Q	A
E	R	R	A	E	E	B	E	C	K	M	O	V	I	G
S	O	M	M	T	Q	P	A	P	E	R	P	I	J	E
A	C	O	F	E	P	A	T	G	I	J	K	P	R	S
T	V	M	X	Y	B	D	T	I	F	G	J	L	U	K
V	M	E	O	C	D	E	U	S	C	K	M	N	O	P
P	M	T	E	E	K	V	U	J	O	W	P	L	V	Q
A	C	E	E	N	G	I	K	M	I	O	I	Q	S	U
O	N	R	A	K	H	G	E	C	N	A	X	P	Y	W
Q	G	L	O	V	E	S	T	U	S	Y	W	X	E	A
C	B	M	O	D	E	P	S	C	I	S	S	O	R	S

Safety Relay Race – *A Healthy Living Activity*

Topic: Safety & Injury Prevention

Age Groups: 6-12 years

Equipment:

- 4 helmets
- 4 sets of wrist guards
- 4 sets of elbow pads
- 4 sets of knee pads
- 8 pylons

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Determine a starting line for the relay race. About 20m away from the start line, set up equipment into four different piles marked by a pylon, with one piece of each type of equipment in each pile. Then set up a pylon another 20m away from the equipment. This should all be done in a line, as there is an order the race will follow.
3. Divide participants into four different groups. Explain that they are going to have a relay race, where they must race up to the pile of safety equipment, put it all on, then sprint toward the pylon and complete a somersault when they get there. After they complete a somersault, they must then sprint back to the pylon where they put on their equipment, take all equipment off and race back towards their team, where they will clap the next person's hand to go.

Reflection/ Debrief:

1. Have a discussion about safety equipment and the role it plays in preventing injuries in different activities. Brainstorm some age-appropriate sports activities and common injuries that could occur while participating in them.

Examples:

Street Hockey: concussion, eye and teeth injury, hit by motor vehicle

Baseball: concussion, eye and teeth injury

Basketball: sprained/ broken wrists and fingers, twisted knees and elbows

Football/ Soccer: broken bones, sprained ankles or knees, head injuries

Skateboarding/ Inline Skating: sprained or broken wrists and ankles, head injury

Ice Skating/ Ice Hockey: concussion, sprained or fractured wrists

Ask questions like:

- Has anyone ever had an injury from playing a sport?
- How can these injuries occur? (player falls at fast speed, two players crash into each other, player hit by ball, puck, or other object, etc.)
- How can these injuries be prevented? (play in a safe environment where there is no traffic, check conditions of play surfaces for holes or cracks, develop safety rules before playing, wear the right gear, etc.)
- How does making safe choices about risks relate to healthy living? (because unsafe risks may cause preventable injuries which affect the state that our bodies are in)

Creativity & Artistic Expression



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In the interest of bringing greater creativity into the workplace, I shall now convey the latest sales figures in the form of an interpretive dance.



Bully Erase – A Healthy Living Activity



Topic: Creativity & Artistic Expression, Mental Well-Being & Social Inclusion

Age Groups: 6-12 years

Equipment:

- construction paper
- scissors
- markers
- tape/ glue

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Explain what a bully is (Emotional bullies use words and gestures to hurt others, other bullies use physical force, etc.). Then explain that we are going to make a caring chain as a reminder of ways to avoid intimidation and how to make friends.
3. Hand out craft supplies. Use the scissors to cut wide strips of heavy, slick nonporous paper such as construction paper. Then, with markers and some imagination, decorate the borders of each strip. can add a different color to erased areas, too.
4. Write phrases on the centre of each strip about a way that people can be kind to one another. Some examples are, “Take turns”, “Speak up for yourself!”, “Ask nicely”, “Use a gentle voice”, etc.
5. Tape or glue the ends of the paper strips together to create a paper chain. Hand this up to remind everyone how to be kind to one another.

Reflection/ Debrief:

1. Have a discussion about bullying. Ask questions like:
 - How do bullies make people feel? (angry, sad, hurt, upset, down, etc.)
 - Does anyone know what self-esteem is? (how we feel about ourselves)

- What are some of the other things that people do sometimes which hurt our self-esteem? (leave us out of a group, teasing, etc.)

- How do you deal with these feelings when you have them? (talk to someone you trust, listen to music, punch pillow)

- Could we talk to our friends? (yes)

- Why should we deal with our feelings? (so we don't avoid them and bottle them up, otherwise they grow and just get worse)

- Who is someone that you could talk to about your feelings? (parent, friend, teacher)

- Do you think we need to feel good about ourselves to be healthy? (yes)

2. Have a discussion about creativity. Ask questions like:

- Were you able to be creative and do whatever you wanted to create your links for our chain? (yes)

- What does being "creative" mean to you? (using your imagination, thinking outside the box, doing something that is different, being artistic, etc.)

- What are some ways that you like to express yourself? (sing, dance, paint, draw, talk, etc.)

- Is it good for us to express ourselves in different ways? (yes)

- Do you think that we can draw, paint, sing, dance, etc. to help us deal with our feelings when we are feeling sad? (yes)

- Why do you think artists paint, musicians sing, and dancers dance? (makes them feel good about themselves, can help them express their feelings, helps them relax, etc.)

- Why is it important to try a variety of activities that allow you to be creative and use your imagination? (to help us express our feelings, helps us relax, make us feel good about something that only we created and that no one else has, etc.)

Stress Erase - A Healthy Living Activity



Topic: Creativity & Artistic Expression, Mental Well-Being

Age Groups: 6-12 years

Equipment:

- construction paper
- scissors
- markers
- tape/ glue



Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Have a quick discussion with participants about stress. Ask: what events or situations make you nervous or stressed out? Explain that sometimes it helps to talk with a grown-up about them. Art or music can also help you remain calm and feel that you can manage whatever comes up. Then explain that we are going to do a project to help pinpoint the stresses in life and help us deal with them.
3. Hand out craft supplies. On one piece of paper, write words and draw pictures of things that make you nervous, such as high-pressure tests, being yelled at, or performing before an audience.
4. Then on another piece of paper, write the word STRESS really large. Use a style that looks stressed, such as squiggly, jittery letters. Cut out the word. With a glue stick, attach STRESS to the original paper or posterboard. Another option is to just glue your pictures all around the word.
5. Put up your posters on display.

Reflection/ Debrief:

1. Have a discussion about stress. Ask questions like:
 - What are some of the things that you put on your posters that stress you out? (tests, school,

homework, younger siblings, etc.)

- How do you know if you are stressed out? (may feel very irritable, tired, worn-out, can't sleep, tense in your muscles, get mad easily, etc.)

- What are some things we can do to deal with our stress? (listen to music, create art, draw pictures, play with friends, etc.)

2. Extend your discussion to include concepts about creativity & artistic expression. Ask questions like:

- What are some ways that you like to express yourself? (sing, dance, paint, draw, talk, etc.)

- Can being creative help us deal with stress? (yes)

- Is it good for us to express ourselves in different ways? (yes)

- Why do you think artists paint, musicians sing, and dancers dance? (makes them feel good about themselves, can help them express their feelings, helps them relax, etc.)

- Why is it important to try a variety of activities that allow you to be creative and use your imagination? (to help us express our feelings, helps us relax, make us feel good about something that only we created and that no one else has, etc.)

Listen and Create – A *Healthy Living* Activity



Topic: Creativity & Artistic Expression

Age Groups: 6-12 years

Equipment:

- finger paint
- white paper
- different types of music (eg. jazz, rock n’roll, opera, classical, pop, etc.)
- stereo

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Hand out paper and finger paint to participants. Explain that you are going to play some different types of music. Explain that each time you play a type of music, they are to listen closely to the rhythm and close their eyes for a second. With eyes closed and still listening, think about the colours, shapes, and movements you associate the music with. Then represent these with the finger paints on the paper.
3. Repeat for each different type of music. You may want to have the participants compare pictures at the end.

Reflection/ Debrief:

Have a discussion about the activity. Ask questions like:

- What types of colour and shapes did you see/feel with each type of music?
- Did different types of music make you feel differently?
- Is there a right or wrong answer with each different type of music and the corresponding picture? (no, everyone may feel differently about different music and see/ feel different things)
- Were you able to be creative with this activity? (yes)

- What does being “creative” mean to you? (using your imagination, thinking outside the box, doing something that is different, being artistic, etc.)
- What are some ways that you like to express yourself? (sing, dance, paint, draw, talk, etc.)
- Is it good for us to express ourselves in different ways? (yes)
- Why do you think artists paint, musicians sing, and dancers dance? (makes them feel good about themselves, can help them express their feelings, helps them relax, etc.)
- Why is it important to try a variety of activities that allow you to be creative and use your imagination? (to help us express our feelings, helps us relax, make us feel good about something that only we created and that no one else has, etc.)

Paper Plate Puppet Show– *A Healthy Living Activity*



Topic: Creativity & Artistic Expression

Age Groups: 6-12 years

Equipment:

- two white paper plates per person
- glue
- stapler or tape
- crayons and felt markers
- scissors
- construction paper
- Yarn and scraps of fabric, other odds and ends
- table or large box to use for puppet show

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide participants into groups of 3-4. Explain that they as a group are to perform a puppet show about healthy living. Give each group a topic to do a puppet show about, for example; smoking, fire safety, healthy eating, playground safety, water safety, etc.
3. Have participants create their own puppets for the characters in their puppet show. Have them decorate the back of one plate with a face. Use crayons or paints to make eyes, nose and mouth. Cut the other paper plate in half. Glue, tape or staple it to the face plate so that the fronts of the plates are facing each other. Use some of the ingredients to decorate the puppet, you can put a hole where the tongue may be and use your finger!
4. Have each group present their skit about healthy living.

Reflection/ Debrief:

1. After each skit, discuss the category of healthy living it relates to, for example, for a puppet show about smoking, ask questions related to substance abuse (see above section on

key messages and discussion questions).

2. Have a discussion about creativity. Ask questions like:

- Were you able to be creative and do whatever you wanted to create you're the characters and puppets for your show? (yes)
- What does being "creative" mean to you? (using your imagination, thinking outside the box, doing something that is different, being artistic, etc.)
- What are some ways that you like to express yourself? (sing, dance, paint, draw, talk, etc.)
- Is it good for us to express ourselves in different ways? (yes)
- Why do you think artists paint, musicians sing, and dancers dance? (makes them feel good about themselves, can help them express their feelings, helps them relax, etc.)
- Why is it important to try a variety of activities that allow you to be creative and use your imagination? (to help us express our feelings, helps us relax, make us feel good about something that only we created and that no one else has, etc.)

Painting From the Gut- *A Healthy Living Activity*



Topic: Creativity & Artistic Expression, Mental Well-Being & Social Inclusion

Age Groups: 6-12 years

Equipment:

- 1 piece heavy paper
- Tempera paint & paintbrushes
- Water containers
- Mixing trays
- Paper towels
- Newspapers
- Newsprint
- Pencils

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Have a quick discussion about emotions. Ask questions like; what does the word emotion mean? What kinds of emotions do we experience on a day-to-day basis. Talk about colour and ask questions like, how do certain colours make us feel? Why? Talk about lines and ask questions like, what kinds of lines are there? Straight jagged, squiggly, zigzag, etc.
3. Warm up by having participants draw lines on newsprint based upon certain feelings. For example use sad colours, draw happy lines, draw angry lines, etc.
4. Once everyone is warmed up begin working with the paint. Make sure each student has a paintbrush, water and access to at least the three primary colours (red, yellow and blue). Give quick demonstration of how to clean brushes before dipping into a new fresh colour. Go over colour mixing (yellow + blue = green; red + yellow = orange; red + blue = violet).
5. Everyone can then decide on one emotion which they will express using various paint colours, lines, textures and shapes. Allow participants to take as long as they need to

create the work, encouraging them to stand back from time to time to have a really good look at what they are doing. Explain that they should be careful not to judge their work one way or another.

Reflection/ Debrief:

1. Have a discussion about emotions/ feelings and the way we deal with them. Ask questions like:

- Is it easy for you to show your emotions? Why or why not? (probably depends on the emotion, for example, it may be easier to show happiness rather than anger towards some people)
- Why is it important to let others know how you are feeling? (so you don't hold it and let your feelings get out of hand, also helps the other person who caused the feeling to perhaps change their actions)
- Are there times when it is better for you to hide how you feel? (perhaps, depending on the situation, but you should always find a way to deal with it, keeping it in will not help you feel better)
- What can you do to let others know how you feel? (tell them, use body language, leave a note for them, etc.)
- Do you think it is healthy for us to keep our emotions inside of us, or do we need to express them? (it is probably not very healthy to keep them inside and it is important to express them)

2. Extend your discussion to include creativity & artistic expression. Ask questions like:

- What are some ways that you like to express yourself? (sing, dance, paint, draw, talk, etc.)
- Can being creative help us deal with our feelings and emotions? (yes)
- What does being "creative" mean to you? (using your imagination, thinking outside the box, doing something that is different, being artistic, etc.)
- Why is it important to try a variety of activities that allow you to be creative and use your imagination? (to help us express our feelings, helps us relax, make us feel good about something that only we created and that no one else has, etc.)

Foods For Thought- *A Healthy Living Activity*



Topic: Creativity & Artistic Expression, Healthy Eating

Age Groups: 3-12 years

Equipment:

- paint brushes
- washable paint
- markers
- paper plates
- white paper
- water containers



Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Have a quick discussion about healthy eating and the four food groups. Explain that for a meal to be balanced it must contain at least 3 out of the 4 food groups.
3. Have participants spread out and explain that they are to think about foods they like to eat and then to create a balanced meal. Have them choose the foods they want and then make a pretend meal with all the supplies. Explain that they are to try and match each food's real size, shape, and texture.

Reflection/ Debrief:

1. Have participants present their meals to the group. Make sure that they point out what foods make their meal a balanced meal.
2. Have a discussion about healthy eating. Ask questions like:
 - What are the four food groups? (grains, fruits & vegetables, milk & milk products, meats & alternatives)
 - What kinds of food are healthy for us to eat? (eg. fruits, vegetables, etc.)

- Why is it important to choose foods from the four food groups everyday? (because different foods have different nutrients that our bodies need, to achieve a balance in nutrients eaten, etc.)
- How many food groups do we need to have at each meal to make a complete and balanced meal? (3)
- How do you know how much food to eat? (the food guide gives us a range, but it depends on your age, size, physical activity level, and many other factors)
- How would only eating “Other” Foods or junky foods everyday affect our health? (sick, cavities, weight gain, low energy, certain disease that will affect us when we are older ie. heart disease)

Feelings in the Foreground- *A Healthy Living Activity*



Topic: Creativity & Artistic Expression

Age Groups: 9-12 years

Equipment:

- Pencil Crayons
- Crayons
- Washable Paint
- Paint Brushes
- White Paper



Background Information:

This activity gives participants a chance to explore an art style known as Expressionism and research the art of the Expressionist artist Edvard Munch.

Munch was born on December 12, 1863, in Norway. When he was a young man, he lost most of his family, which may be a contributing factor to much of his art. Much of his work is concerned with loss and anguish, such as in the paintings: *The Scream* and *The Sick Child*.

Munch's work is considered Expressionism, a style which includes an expressive use of colour and drawing. The images he painted are simplified, but drawn in a highly emotional manner, using dark colours and strokes to express his feelings.

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Explain the background information to the participants. You may want to show them a picture of the painting, *The Scream*, which is easily found on the internet.
3. Explain that they are going to create art in a style like Edvard Munch. Have them choose a subject or situation that they have strong feelings about. Some examples could be sad about moving away, fear of scary movies, excitement about going on holidays, etc.

4. Next, have participants create a sketch about the subject with appropriate colours to set the right mood. So, if you were feeling excited, chose a bright colour. If you feel sad or frightened, chose a dark colour.

5. When finished the sketch, have them fill in the area around the sketch with related colours and strokes. Then, paint over the background with a wash (paint with lots of water added) similar in colour. After the paint has dried, the crayon strokes should stick out in the background.

Reflection/ Debrief:

1. Have a discussion about emotions/ feelings and the way we deal with them. Ask questions like:

- Were you able to express the strong feeling you had about something in the picture you created?
- Is it easy for you to show your emotions? Why or why not? (probably depends on the emotion, for example, it may be easier to show happiness rather than anger towards some people)
- Why is it important to let others know how you are feeling? (so you don't hold it and let your feelings get out of hand, also helps the other person who caused the feeling to perhaps change their actions)
- Are there times when it is better for you to hide how you feel? (perhaps, depending on the situation, but you should always find a way to deal with it, keeping it in will not help you feel better)
- What can you do to let others know how you feel? (tell them, use body language, leave a note for them, etc.)

Do you think it is healthy for us to keep our emotions inside of us, or do we need to express them? (it is probably not very healthy to keep them inside and it is important to express them)

2. Extend your discussion to include creativity & artistic expression. Ask questions like:

- What are some ways that you like to express yourself? (sing, dance, paint, draw, talk, etc.)

- Can being creative help us deal with our feelings and emotions? (yes)
- What does being “creative” mean to you? (using your imagination, thinking outside the box, doing something that is different, being artistic, etc.)
- Why is it important to try a variety of activities that allow you to be creative and use your imagination? (to help us express our feelings, helps us relax, make us feel good about something that only we created and that no one else has, etc.)

Healthy Living Skits- *A Healthy Living Activity*



Topic: Creativity & Artistic Expression

Age Groups: 6-12 years

Instructions:

1. Start off by explaining that you are going to talk about Healthy Living. Ask opening discussion questions (see above section on How to start a discussion about Healthy Living).
2. Divide participants into groups of 3-4. Explain that they as a group are to perform skit about healthy living. Give each group a topic to do for their skit, for example; smoking, fire safety, healthy eating, being active, not eating too much junk food, playground safety, etc.
3. Allow sufficient time for participants to develop their skits, and offer assistance if needed.
4. Have groups perform their skits in front of the group.

Reflection/ Debrief:

1. After each skit, discuss the category of healthy living it relates to, for example, for a skit about smoking, ask questions related to substance abuse (see above section on messages and discussion questions).
2. Have a discussion about creativity. Ask questions like:
 - Were you able to be creative and do whatever you wanted to create you're the characters and puppets for your show? (yes)
 - What does being "creative" mean to you? (using your imagination, thinking outside the box, doing something that is different, being artistic, etc.)
 - What are some ways that you like to express yourself? (sing, dance, paint, draw, talk, etc.)
 - Why do you think artists paint, musicians sing, and dancers dance? (makes them feel good about themselves, can help them express their feelings, helps them relax, etc.)
 - Why is it important to try a variety of activities that allow you to be creative and use your imagination? (to help us express our feelings, helps us relax, make us feel good about something that only we created and that no one else has, etc.)

Appendix

Glossary of Terms

Body Image - how we feel about the way our body looks.

Endurance activities - help your heart, lungs, and circulatory system stay healthy. They include activities from walking to swimming to different sports.

High Cholesterol - when there is too much cholesterol (a fat-like substance) it builds up in the walls of your arteries and it becomes a lot harder for blood to pass through. This is a huge indicator of being at risk for cardiovascular disease. The main dietary factor associated with high cholesterol is high saturated fat intake (ie. fatty food such as chips), not high cholesterol intake (ie. eggs).

Dehydration - loss of water in your body. Symptoms progress from thirst to weakness to exhaustion to states of confusion to even death.

Diabetes - a disease characterized by an increased level of blood glucose due to the body not being able to produce or properly use insulin (a hormone that regulates blood glucose).

Flexibility activities - help you move easily by keeping your muscles relaxed and your joints mobile. They include gentle reaching, bending, and stretching of all your muscles.

Heart Attack - when the blood vessels that give the heart blood and oxygen become blocked. This results in tissue death.

Cardiovascular/ Heart Disease - any disease of the heart and blood vessels. This includes high blood cholesterol and high blood pressure.

High Blood Pressure - blood pressure is the force on the arteries from the heart. High blood pressure means there is a lot of pressure exerted on the arteries. Normal blood pressure is

usually around 120/80, whereas high blood pressure is considered around 140/90.

Physical Activity - any body movement produced by moving muscles, which results in an increase in energy expenditure.

Obesity - excess of body fat, which is associated with many harmful health conditions.

Self-Esteem - this is the way we feel about ourselves and whether or not we like ourselves.

Strength activities - help your muscles and bones stay strong, improve your posture, and help to prevent diseases like osteoporosis. They include any activity where your muscles work against resistance, such as push-ups and sit-ups or opening a door.

Facts about Smoking

(AADAC, 2004)

- Nicotine causes the blood vessels to shrink so they cannot absorb as much oxygen and deliver it to the rest of the body. Oxygen is needed by all people to live and grow.
- Inside the lungs are tiny brush-like structures called cilia. Cilia sweep germs and dirt out of the lungs to prevent infections. Cigarette smoke damages and eventually destroys these cilia. Once this happens the lungs cannot be cleaned out properly and they become susceptible to diseases like chronic bronchitis and emphysema.
- With constant exposure to polluted air (ie. smoke) in the lungs, cells may change and grow improperly. If cells grow out of control, cancerous tumors may develop. Cigarette smoke is a major cause of lung cancer.
- Smoking decreases blood flow to the skin. This can lead to leathery looking skin and wrinkles.
- Tar from cigarettes can stain your teeth and fingers.
- Smoking is a major cause of heart disease. Nicotine causes the heart rate to increase and can elevate blood pressure putting extreme stress on the heart.
- If you smoke you have a greater chance of developing cataracts, an eye problem that can cause blindness.
- Research has shown that light cigarettes are not likely to reduce the risk of disease from smoking. In fact, some light cigarettes can produce levels of tar and carbon monoxide much higher than regular cigarettes.
- Tobacco smoke from a cigarette, cigar, or pipe contains over 4000 chemicals – 50 of which are known to cause cancer. Spit tobacco has over 3000 chemicals in it – 28 of which are known to cause cancer.
- Nicotine, found in all tobacco products, is a very addictive drug that acts as a stimulant, causing your heart rate to increase and your blood pressure to rise.
- Carbon monoxide, present in tobacco smoke, is the same poisonous gas found in automobile exhaust. It decreases the amount of oxygen your blood can carry.
- The solid particles in tobacco smoke, consisting of hundreds of chemicals, are called tar. Tar prevents the normal exchange of oxygen and carbon dioxide in your lungs, contributing to shortness of breath and lack of endurance. As you smoke, tar coats your lungs and increases your risk of lung

cancer.

- Other ingredients found in a cigarette are as follows:

Acetone: Nail Polish Remover

Carbon Monoxide: Vehicle Exhaust Fumes

Nitrous Oxide: Turpentine or Cleaning Products

Acetic Acid: Vinegar

Ethanol: Rubbing Alcohol – used to clean wounds sometimes

Stearic Acid: Candle wax

Ammonia: Floor or Toilet Bowl Cleaner

Hexamine: BBQ grill lighter fluid

Tar: Roads

Arsenic: Rat & Insect Poison

Methane Gas: Sewer Gas

Vinyl Chloride: Plumbing Pipes

Butane: Cigarette Lighter Fluid

Naphthalene: Moth Balls

Cadmium: Rechargeable Batteries

Nicotine: Insecticide

Facts about Alcohol

(AADAC, 2004)

- Alcohol is often thought of as a stimulant, because it lowers inhibitions, which may mean that you take chances you wouldn't otherwise take. However, alcohol actually acts as a depressant on your central nervous system, slowing down brain functioning.
- Alcohol is actually a drug and it is the most popular drug in Alberta. About 79% of people over the age of 15 drink to some extent.
- A 12-ounce (340 mL) bottle of beer, a five-ounce (140 mL) glass of wine or a standard shot (1.5 ounces) of spirits such as whiskey or rum all have the same amount of alcohol.
- A common effect of drinking alcohol is a sense of well-being. This feeling could be accompanied by drowsiness, dizziness and flushing. After one or two drinks, you may not appear drunk, but you have already lost some of your coordination skills. Drinking more alcohol will affect your speech, balance and vision.
- When a person drinks too much, they often wake up with a hangover. A hangover is actually alcohol withdrawal. Beginning eight to 12 hours after you stop drinking, a headache accompanied by shakiness and nausea may result. Short-term loss of memory (blackouts) can also occur after a bout of drinking.
- Drinking too much at one sitting can cause some major problems. Symptoms include, vomiting, alcohol poisoning, low blood sugar leading to seizures, irregular heart beats or stopping of the heart.
- Drinking heavily over a long period of time can lead to serious health problems such as stomach ulcers, sexual problems, liver disease, brain damage, and many kinds of cancer. Excessive drinking is often responsible for financial, legal and family problems.
- Because no safe level of drinking during pregnancy has been established, experts recommend no alcohol during pregnancy or while breastfeeding.
- People who use alcohol may find that they need more and more to get the same effect. Regular users of alcohol may not appear to be drunk, but that doesn't mean it's safe for them to drive a car or to do other tasks.
 - Heavy drinking, or binge drinking, is just an example of problem drinking. What is important to consider is how your use of alcohol is affecting your life. If you are experiencing difficulties in one or more of the following areas, you may want to evaluate the role alcohol plays in your life: physical/emotional health, relationships, job/school performance, and/or legal/financial situation.

Facts of the Effects Drug Use

(AADAC, 2004)

Cannabis

Effects of Short-Term Use

Using cannabis will probably make you feel more relaxed, free and open. Colours will seem brighter, sounds and smells more distinct. Some users feel happy and start talking a lot; others get quiet and withdrawn. Minutes can seem like hours, and ordinary objects seem to have special meaning.

- If you smoke cannabis, you will probably feel the “high” quickly, and it will last two to four hours. If you eat it, the high happens later, and you feel it for a longer time.
- Cannabis makes you clumsier and slow to react. Driving and operating machinery while stoned is not safe, especially if you combine cannabis with other drugs, including alcohol.
- While high on cannabis, you lose some of your ability to learn. You can forget things, and have trouble concentrating—a serious problem for students.
- Some users feel severe anxiety and high doses can cause panic attacks, fearful suspicious feelings (paranoia) and temporary psychosis. These effects usually disappear within hours.
- After very high doses, you might hallucinate, but this is unusual.

Marijuana can be taken to decrease nausea caused by anti-cancer drugs and increase appetite in people with AIDS. In Canada, it is generally illegal to use marijuana for medical treatment. A few people have been granted permission through Health Canada’s Special Access Program.

Effects of Long-Term Use

Using cannabis heavily for a long time can have serious side effects:

- Cannabis smoke contains cancer-producing chemicals. Smoking cannabis damages the lungs and can lead to chronic coughing and lung infections. People who smoke both marijuana and tobacco may develop lung, neck and head cancers at a younger age than those who smoke only tobacco.
- Many people who use cannabis heavily for a long time have problems with short-term memory, concentration and abstract thinking. Most of these problems disappear after a few weeks without drugs, but some last for years.

Some heavy cannabis users appear less active and ambitious than other people. We cannot say that cannabis causes this. However, frequent use can make people even less motivated.

Amphetamines

The amphetamines (uppers, bennies, pep pills) are a group of artificial stimulants. The original drug is called amphetamine, but the group includes dextroamphetamine (dexies), methamphetamine (speed, crystal, meth, crank), and smokable methamphetamine (ice). These drugs all have similar

effects. Even experienced users may be unable to tell which drug they have taken. These drugs come in tablets and capsules that can be taken orally. They can also appear as off-white crystals, chunks and powders, which may be sniffed or injected.

Effects of Short-term Use

Small doses of amphetamines can make you feel alert and energetic. They can increase your breathing and heart rates, decrease your appetite, and dilate your pupils. They can cause a dry mouth and sleeping problems.

At higher doses, you can experience euphoria. Smoking and injecting amphetamines can produce an extremely pleasurable rush or “flash” that lasts a few minutes. Side effects include restlessness, shakiness, sweating, anxiety, headache, blurred vision, dizziness, irregular heartbeat and chest pain. Some users experience feelings of power and superiority. Some become hostile and aggressive.

Overdose can cause delusions, hallucinations, high fever, delirium, seizures, coma, stroke, heart failure and death. Use with alcohol and other drugs is especially dangerous.

Effects of Long-Term Use

If you use amphetamines regularly, you can have chronic sleep problems, mood swings, irregular heartbeat, high blood pressure, weight loss, constipation or diarrhea, and nutritional problems. High doses of the drug can result in nerve damage, chronic psychosis, paranoia, and hallucinations. There is also evidence that methamphetamines can cause lasting brain damage.

If you use drugs often, you can develop serious personal problems. Using drugs can become more important than family and friends. You may continue using even when your job or schoolwork is suffering, or when you run into financial, spiritual or legal problems. Young people who frequently abuse drugs may not learn how to solve problems, handle their emotions and become mature, responsible adults.

Cocaine & Crack

Cocaine is a powerful drug made from the South American coca bush. Its street names include coke, C, snow, and flake. Cocaine is sold as a fine white powder. Users often snort cocaine. They also dissolve it in water and inject it into their veins.

Crack is cocaine chemically changed so it can be smoked. Crack chunks are also known as “rock.” Freebase is a pure form of cocaine that can also be smoked. Some crack and freebase users inhale the vapors from heated glass pipes. Others add them to tobacco or marijuana.

Short-Term Effects

- Cocaine can make you feel intense pleasure. You can feel alert, energetic, and confident.
- Using cocaine increases your breathing, heart rate, and blood pressure. It dilates your pupils, decreases your appetite and reduces your need to sleep.
- Large doses of cocaine can produce euphoria, severe agitation, anxiety, erratic and violent behaviour, twitching, hallucinations, blurred vision, headaches, chest pains, rapid shallow breathing, muscle spasms, nausea and fever.

- Overdose can cause seizures, strokes, heart attacks, kidney failure, coma and death. Use is linked with suicides, murder and fatal accidents.

A cocaine high can last from 5 minutes to 2 hours. When users “crash,” they feel very depressed, anxious and irritable. Many users take repeated doses to maintain the high and avoid the crash. Some users try to modify the effects or stop binges with drugs like alcohol, tranquilizers or heroin.

Effects of Long-term Use

- Heavy cocaine users can feel depressed, restless, agitated and nervous. They can have sleeping, eating and sexual problems. They can have dramatic mood swings, delusions, hallucinations and paranoia. High blood pressure and irregular heartbeats occur. Repeated use may cause long-lasting problems with memory, attention and behaviour.
- Chronic snorting causes stuffed, runny, chapped or bleeding noses, and holes in the barrier separating the nostrils. Those who inject cocaine risk infections including hepatitis and HIV, the virus that causes AIDS. Freebase and crack smokers report severe throat and lung irritations. They may cough up black phlegm or blood.

If you use drugs often, you can develop serious personal problems. Using drugs can become more important than your family and friends. You may continue using even when your job or schoolwork is suffering, or when you run into financial or legal problems. Young people who use drugs heavily may not learn how to solve problems, handle their emotions, and become mature, responsible adults.

Heroin

Heroin is a highly addictive illegal drug. On the street, it is also called smack, horse, junk and H. Heroin looks like a white or brownish powder, because of impurities or additives.

Heroin can be injected, snorted, or smoked. When it is heated and burned, fumes are released and it can be inhaled. This is called “chasing the dragon.” Heroin can also be added to regular cigarettes or marijuana joints.

Effects of Short-Term Use

Depending on how heroin is used, the effects can be felt in seconds (intravenous, inhaled) or minutes (snorted, injected into a muscle under the skin).

Heroin use results in feelings of intense pleasure (euphoria) and reduced pain. The immediate effects usually include a warm flushing of the skin, dry mouth, and a heavy feeling in the extremities. Nausea, vomiting, and severe itching are not uncommon.

Longer lasting effects include “nodding” or alternating between a wakeful and drowsy state that occurs for several hours. The pupils of the eyes become smaller and breathing becomes shallow. Large doses can slow breathing so much that users can slip into a coma and die. It is difficult to know the strength of street heroin, so overdose and death can happen easily.

Effects of Long-Term Use

Injecting heroin regularly can lead to medical problems like collapsed veins, bacterial infections,

abscesses, infectious diseases such as Hepatitis B, C and HIV, infection of the heart lining and valves, arthritis and other rheumatological problems. Smoking heroin often can lead to pneumonia and other lung conditions.

Heroin decreases appetite, which can result in malnutrition. Chronic constipation is also common.

Women can have irregular periods and men can become impotent.

Frequent heroin use can lead to serious personal problems. Users may continue using even when job or schoolwork suffers, or when it causes financial, spiritual, or legal problems.

Appendix - How to take a Pulse/ Heart Rate

(Healthwise Inc., 2004)

Your pulse is the rate at which your heart beats. As your heart pumps blood through your body, you can feel a throbbing in some of the arteries close to the skin's surface. The two arteries that are easiest to use for taking your pulse are the:

- Radial artery, located on the palm side of your wrist in line with your thumb.
- Carotid artery, located on either side of the windpipe in your neck. If you are older than 65, do this with caution. If you press too hard, you may become lightheaded and could fall.

To take your pulse, place two fingers gently on the artery. Do not use your thumb because it has its own pulse that you may feel. Count the beats for 30 seconds; then double the result to get the number of beats per minute.

The usual resting pulse for an adult is 50 to 100 beats per minute. Certain illnesses can cause your pulse to change, so it is helpful to know what your resting pulse is when you are well. To obtain your resting pulse, count your pulse after you have been sitting or resting quietly for at least 10 minutes.



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healthy *living*

Canada's Guide to Healthy Eating
and Physical Activity



Canada

Healthy Eating

Regular physical activity and healthy eating are key to a healthy lifestyle. Enjoy a variety of foods and physical activities every day. Use this Guide to help you make wise choices.



GRAIN PRODUCTS
Choose whole grain and enriched products more often.

VEGETABLES AND FRUIT
Choose dark green and orange vegetables and orange fruit more often.

MILK PRODUCTS
Choose lower-fat milk products more often.

MEAT AND ALTERNATIVES
Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often.

CANADA'S GUIDE TO HEALTHY EATING AND PHYSICAL ACTIVITY

The amount of food you need every day depends on how physically active you are, as well as your body size, age and gender.

grain products

5 - 12 SERVINGS PER DAY

1 Serving | 2 Servings



1 Slice of Bread



Hot Cereal 175 mL / 3/4 cup
Cold Cereal 30g



1 Bagel, Pita or Bun



Pasta or Rice
250 mL / 1 cup

vegetables & fruit

5 - 10 SERVINGS PER DAY



1 Medium-Size Vegetable or Fruit



Fresh, Frozen or Canned Vegetables
or Fruit 125 mL / 1/2 cup



Salad 250 mL / 1 cup



Juice 125 mL / 1/2 cup

milk products

SERVINGS PER DAY:

Children 4 - 9 years:	2 - 3
Youth 10 - 16 years:	3 - 4
Adults:	2 - 4
Pregnant and Breast-feeding Women:	3 - 4



Yogurt
175 g / 3/4 cup



Cheese 3" x 1" x 1" / 50 g
or 2 slices / 50 g



Milk
250 mL / 1 cup

meat & alternatives

2 - 3 SERVINGS PER DAY



Fish 112-213 Cal
50 g - 100 g



Poultry 50 g - 100 g



Meat 50 g - 100 g



Peanut butter
30 mL / 2 tbsp.

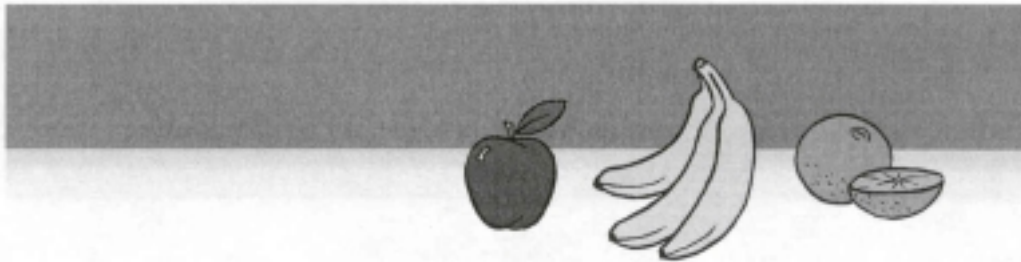


Legumes 125 - 250 mL /
1/2 - 1 cup



Tofu 100 g / 1/3 cup

If you are not physically active, consuming the number of servings from the lower-end of the ranges may be key to maintaining a healthy body weight. If you are physically active (accumulate 30-60 minutes of moderate physical activity daily), you can adjust the number of servings that you eat.



You can achieve and maintain a healthy body weight by moderating both the type and amount of food that you eat and by building physical activity into your daily life.

What About 'Other Foods'?

'Other Foods' are foods and beverages that are not part of one of the four food groups.

THEY INCLUDE:

- foods that are mostly fats and oils such as butter, margarine, cooking oils and lard
- foods and beverages that are mostly sugar such as jam, honey, syrup, candies, soft drinks and fruit-flavored drinks
- high-fat and/or high-salt snack foods such as chips (potato, corn, etc.) or pretzels
- beverages such as tea, coffee, and alcohol
- herbs, spices and condiments such as pickles, mustard and ketchup.

Some of these foods are higher in fat or sugar and contribute calories but contain few nutrients. Use these foods in moderation.

Nutrition Facts	
Per 2 cookies (30g)	
Amount	% Daily Value
Calories 150	
Fat 7 g	11 %
Saturated Fat 3 g + Trans Fat 1 g	20 %
Cholesterol 0 mg	
Sodium 80 mg	3 %
Carbohydrate 21 g	7 %
Fibre 1 g	4 %
Sugars 8 g	
Protein 1 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 8 %

HEALTHY EATING TIPS

- Eat mainly foods from the Grain Products and Vegetables and Fruit groups. Make them the main part of your meals.
- Choose skim, partly-skim or reduced-fat milk products.
- Choose meat, poultry or fish that is baked, broiled or microwaved.
- Have peas, beans and lentils more often. Add them to soups, include them in casseroles or try baked beans.
- Have less fried foods and fewer high-fat bakery items.
- Have snacks such as chips and chocolate bars less often.

PORTIONS

Portion sizes influence the number of calories and amount of fat you consume. You may be eating more than you realize.

Serve smaller portions. Offer seconds to those who want more.

Use the Nutrition Facts table on prepackaged foods to make informed food choices. Compare the amount shown in the Nutrition Facts table – two cookies in this example – to the amount you eat.

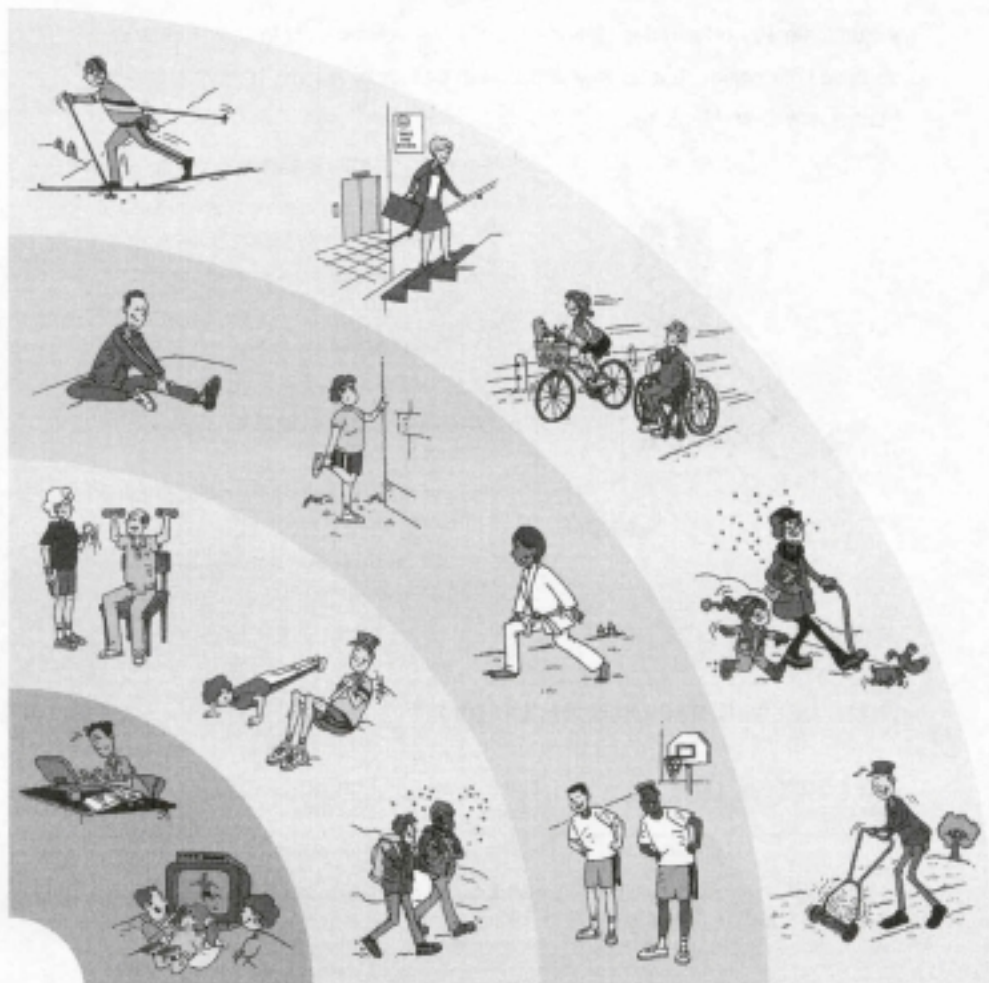
Water

Always satisfy your thirst. Choose water often and be sure to drink more in hot weather or when you are very active. Consider plain water as a calorie-free way to quench thirst.

Physical Activity

Build physical activity into your daily life...
Get active your way at home, at school, at work, at play,
and on the way...

...that's active living!



REDUCE
Sitting for Long Periods

INCREASE
Strength Activities

INCREASE
Flexibility Activities

INCREASE
Endurance Activities

CANADA'S GUIDE TO HEALTHY EATING AND PHYSICAL ACTIVITY

Get Active!

Your Way, Every Day – For Life!

Accumulate 30 - 60 minutes of moderate physical activity daily to stay healthy or improve your health. Add up your activities in periods of at least 10 minutes each. Start slowly... and build up.



GETTING STARTED IS EASIER THAN YOU THINK

- Walk whenever you can - get off the bus early, use the stairs instead of the elevator.
- Reduce long periods of inactivity, like watching TV.
- Play actively with your kids.
- Choose to walk, wheel or cycle for short trips.
- Start with a 10 minute walk - gradually increase the time.
- Find out about walking and cycling paths nearby and use them.
- Try a new sport. Start with a lesson or join a recreational league.

TIME NEEDED DEPENDS ON EFFORT

VERY LIGHT EFFORT	LIGHT EFFORT	MODERATE EFFORT	VIGOROUS EFFORT	MAXIMUM EFFORT
	60 Minutes	30-60 Minutes	20-30 Minutes	
<ul style="list-style-type: none"> • Strolling • Dusting 	<ul style="list-style-type: none"> • Light walking • Easy gardening • Stretching 	<ul style="list-style-type: none"> • Brisk walking • Biking • Raking leaves • Swimming • Dancing • Water aerobics 	<ul style="list-style-type: none"> • Aerobics • Jogging • Hockey • Basketball • Fast swimming • Fast dancing 	<ul style="list-style-type: none"> • Sprinting • Racing

Range Needed to Stay Healthy

Starting slowly is very safe for most people.
Not sure? Consult your health professional.



Choose a variety of activities from these groups:



endurance

4 - 7 DAYS A WEEK

Continuous activities for your heart, lungs and circulatory system.



flexibility

4 - 7 DAYS A WEEK

Gentle reaching, bending and stretching activities to keep your muscles relaxed and joints mobile.



strength

2 - 4 DAYS A WEEK

Activities against resistance to strengthen muscles and bones and improve posture.

Benefits of regular physical activity and healthy eating:

- better health
- look, feel and perform better
- stronger muscles and bones
- weight control
- better self-esteem
- feeling more energetic
- continued independent living in later life

Health risks of physical inactivity and unhealthy eating:

- premature death and disability
- heart disease
- obesity
- osteoporosis
- high blood pressure
- type 2 diabetes
- stroke
- some types of cancer

FOR MORE INFORMATION, PLEASE VISIT:
www.eatwellbeactive.gc.ca

For further information or to obtain additional copies, please contact:
Publications
Health Canada
Ottawa, Ontario K1A 0K9
Tel.: (613) 954-5995
Fax: (613) 941-5366
E-Mail : info@hc-sc.gc.ca

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HEALTH CANADA RESOURCES

Telephone Order Form for Free Copies of Canada's Physical Activity Guides & Support Resources for Children and Youth

CALL TOLL-FREE 1-888-334-9769 TO PLACE YOUR ORDER

Please note that all products are available in English and French - please be ready with your language preference(s) and quantities for each product when you call.

When placing an order, the operator will ask for the following contact & mailing information:

- Name of Your Organization;
- Your Contact's Name & Title/Position;
- Your Contact's Phone # (and Extension); and
- Your Mailing Address for Sending the Products.

- Resources -

- Family Guide to Physical Activity for Children

http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/KidsFamguideEnFINAL.pdf

12 pages (double-sided)

This family-friendly resource guide is filled with tips, information and ideas to help parents, caregivers and guardians help their children learn about the importance of physical activity and increase their activity levels. This Guide includes a 'call to action' that outlines the new guidelines for boosting active time and reducing more sedentary time.

- Teacher's Guide to Physical Activity for Children

http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/KidsGottaMoveMagEnFINAL.pdf

*8 pages (double-sided)

Resource guide that teachers can use to talk with children about the importance of being active, having fun and feeling good about themselves. Includes tips on how to motivate behaviour change, ideas for fun class activities, plus stories of how other educators were able to build physical activity into their lesson plans.

- 'Gotta Move!' Interactive Magazine for Children

http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/KidsGottaMoveMagEnFINAL.pdf

*16 pages (double-sided)

Excellent companion resource to the Family and Teacher's Guides, this magazine helps children learn that physical activity is fun and easier than they think, as well as activities to try out, and information about how physical activity makes both their bodies and minds feel better. Ideal for use at home or school; filled with tips and tricks, plus a quiz and a game.

- Physical Activity Chart & Activity Stickers

http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/KidsActsheetsEnFINAL.pdf

*1 page (single-sided)

Suitable for posting on a fridge or bulletin board, this colourful chart lets kids add unique stickers featuring pictures of activities they have completed to track their progress in becoming more physically active.

- Family Guide to Physical Activity for Youth

http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/YthFamilyGuideEnFinal.pdf

*16 pages (double-sided)

This family-friendly resource guide is filled with tips, information and ideas to help parents, caregivers and guardians raise healthy youth and learn about the importance of physical activity to achieve life-long health benefits. Features a progress chart, ideas for activities to do as a family plus tips for offering encouragement. Includes a 'call to action' that outlines the new guidelines for boosting active time and reducing more sedentary time.

- Teacher's Guide to Physical Activity for Youth

http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/YthTeachersGuideEnFinal.pdf

*16 pages (double-sided)

Resource guide that teachers can use to lead discussions about the importance of physical activity to achieving health benefits and feeling good about themselves. Includes tips for behaviour change techniques, class project ideas and case studies of how other educators specializing in a variety of subjects built physical activity into their lesson plans.

- 'Let's Get Active!' Interactive Magazine for Youth

http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/YouthMagazineEnFinal.pdf

*16 pages (double-sided)

Excellent companion to the Family and Teacher's Guides, this magazine gives youth tips and advice on how to get started, finding activities they enjoy, activity breaks that can be done even when sitting, as well as a quiz and a crossword puzzle about physical activity facts. Also includes stories of ways other youth increased their physical activity levels: Ideal for use at home or school.

Resource List

USEFUL RESOURCES / WEBSITES:

Alberta Alcohol and Drug Abuse Commission

http://teacher.aadac.com/prevention/school_resources.asp

Active Healthy Kids Canada

<http://www.readysetgo.org/Ophea/ReadySetGo/activitiesmain.cfm>

<http://www.kelloggs.ca/newsroom/news18.htm>

<http://www.activekid.com/activekid.asp>

Alberta Government

http://www.education.gov.ab.ca/k_12/curriculum/bysubject/

Canadian Council on Social Development

<http://www.ccsd.ca/subsites/inclusion/bp/pd.htm>

Cancer Supportive Care Programs

<http://www.cancersupportivecare.com/diversions.html#Art>

Contra Costa Child Care Council

<http://www.cocokids.org/index.taf?id=1000211>

Crayola Arts & Crafts

<http://www.crayola.com/ideas/index.cfm?mt=artcrafts>

Ever Active Schools

<http://www.everactive.org>

Fun and Games

<http://www.funandgames.org/games.html>

Games Kids Play

http://www.gameskidsplay.net/games/xtra_games.htm#The%20Ambush%20Game

Growing Up Fit - Iowa State University

<http://www.extension.iastate.edu/Publications/PM1359B.pdf>

Health Canada

http://www.hc-sc.gc.ca/hl-vs/index_e.html

http://www.hc-sc.gc.ca/hl-vs/tobac-tabac/youth-jeunes/scoop-primeur/index_e.html

Healthy Choices For Kids

<http://www.healthychoices.org/ch2/ch2-pg3.html>

Kids Running

<http://www.kidsrunning.com/krschoolgames.html>

Lifestyle Information Network

<http://www.lin.ca/resource/html/activeminds.pdf>

Michigan State University

<http://web1.msue.msu.edu/cyf/youth/dst/Lifes-a-Kick.pdf>

Nutrition Resource Centre

<http://www.nutritionrc.ca/guide.html>

Public Health Agency of Canada

http://www.phac-aspc.gc.ca/hl-vs-strat/hl-vs/glossary_e.html

http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/

<http://www.summeractive.canoe.ca/SummerActive/tobaccocontrol.html>

<http://www.phac-aspc.gc.ca/hl-vs-strat/index.html>

Safe Kids Canada

<http://www.safekidscanada.ca/ENGLISH/Teachers/Teacher.html>

Schools Come Alive

<http://www.schoolscomealive.org>

Smart Risk

www.smartrisk.ca

The Badvertising Institute

<http://www.badvertising.org/pages/01%20What%20is%20BADvertising/01%20what%20is%20badvertising.htm>

Teacher Web Inc.

<http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/NewsFlash4.stm>

ThinkFirst Foundation of Canada

www.thinkfirst.ca

Toronto Public Health - Community & Neighbourhood Services

<http://www.toronto.ca/health/movespot.pdf>

You Choose (Tobacco Ads)

http://www.sickofsmoke.com/youchoose/downloads/you_choose_Overheads.pdf