

Elementary Health & Physical Education

Teacher Activity Guide

Supporting Learning from Home

2020

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Handwashing and germs

Germs

Our bodies are pretty amazing. Day after day, they work hard digesting food, pumping blood and oxygen, sending signals from our brains and our nerves, and much more. Germs are a group of tiny invaders called “micro-organisms” that can make our bodies sick. Germs are so small and sneaky that they can get into our bodies without being noticed. In fact, germs are so tiny that you need to use a microscope to see them.

What types of germs are there?

Germs are found all over the world and in all kinds of places. The four main types of germs are: bacteria, viruses, fungi, and protozoa. They can infect plants, animals, and people. Germs can also live on surfaces like sinks, counters and doorknobs. They are just waiting to be picked up by your hands. If you touch your eyes, nose or mouth with unclean hands then there is a chance you may get sick. Depending on the type of germs and what your body does to fight them, they can cause symptoms of common infections, like fevers, sniffles, rashes, coughing, vomiting, and diarrhea.

How can you protect yourself from germs?

Most germs are spread when someone sneezes, coughs, or blows their nose. Germs can also spread in sweat, saliva, and blood. Some germs pass from person to person by touching something that is contaminated (dirty), like shaking hands with someone who has a cold and then touching your own nose. The best ways to protect yourself from germs are to do the following:

1. Wash your hands
2. Use alcohol-based hand sanitizer
3. Cover your sneezes/coughs

Healthy me: art assignment

Grades: 1-4

Time: 60+ minutes

Curriculum Connections:

Grade 1 - D2.5

Grade 2 – A1.6

Grade 3 – D2.1

Grade 4 – D2.4

Materials

- Animal character blurbs/drawing prompts (see below)
- Pencil crayons
- Blank paper

Instructions

- Provide students with the four blurbs below that describe how each character stays healthy
- Students will then use the blurbs as drawing prompts. Ask students to read each of the blurbs and select 2 of the characters they would like to illustrate.
- Then, consider having students illustrate a third picture that shows another way they like to keep healthy. This picture will be a self-portrait rather than an animal drawing.
- Once students have completed this activity, ask them to answer the following questions:
 - o Which animals did you choose?
 - o Why did you choose this animal?
 - o Do you do the same personal hygiene routines as any of the animals? If so, what are they?

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Poor Geoffrey the Giraffe has a bad cold. To stop the germs from making others sick, he uses a tissue to cover his mouth and nose when he coughs and sneezes. Geoffrey says, “You can also cough and sneeze into your upper sleeve.” Geoffrey is lucky he has such a long neck so he can keep germs away from others. Draw a picture of how Geoffrey the Giraffe prevents the spread of germs!

Ellie the Elephant takes a bath or a shower to help keep germs away. She washes her body after playing hard and at least every other day. Ellie says, “It’s also important to put on clean clothes every day.” Draw a picture of how Ellie the Elephant stays clean and keeps germs away!

Lori the Lion likes to play at the park. Sometimes Lori will have a picnic at the park with her mom. Before Lori and her mom eat lunch at the park, Lori’s mom reminds her to clean her hands with hand sanitizer so that Lori doesn’t get any germs from the park on her food or in her mouth when she eats. Draw a picture of Lori cleaning her hands before her picnic at the park.

Rocky the Raccoon uses plenty of soap and water to keep his hands free of dirt and germs. He takes care of himself by washing his hands often throughout the day. Rocky wants to know, “Do you know when and how to wash your hands?” Draw a picture of Rocky the Raccoon rocking his hand-washing routine!

Potato germ experiment

Grades: 2-4

Time: 30+ minutes

Curriculum Connections:

Grade 2 – A1.6

Grade 3 – D2.1

Grade 4 – D2.4

Materials

- Prediction worksheet
- 4 sandwich bags
- Masking tape
- Marker
- Wax paper
- Potato
- Plastic glove

Instructions

- Place a small piece of tape on each of the four sandwich bags
- Using the marker, label the bags as follows:
 - o #1: Handled
 - o #2: Rubbed on _____ surface
 - o #3: Blown on
 - o #4 Control
- Lay the wax paper out on the table and lay 4 slices of potato on it (ask an adult to help slice the potato). Important: Do not touch the potatoes yet!
- Pick up 1 slice of the potato with your bare hands. Ask your family members to pass it around, then place it in bag #1.
- Put on the plastic glove, take another slice of potato and rub it on a surface in your kitchen such as the counter top, the sink, the table or the floor. Then, place the potato slice in bag #2 and label the surface you used.

Teaching Tool

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- With the glove still on, take another potato slice and blow on it for 10 seconds. If you have family around, ask them to blow on it too! Place the potato in bag #3.
- With the glove, take the remaining slice of potato and simply place it in bag #4. This slice has not be touched, rubbed against any surfaces or blown on.
- Place all bags in a dark cabinet for 1 week
- Answer the prediction work sheet below
- After 1 week, observe the bags and answer the follow up questions

Adapted from www.educationworld.com

Potato Germ Experiment Worksheet

Predictions

1. Which potato slice do you think will have the most germs? Why do you think this?

2. Which potato slice do you think will have the least germs? Why do you think this?

Results

1. Which potato slice has the most amount of germs? How do you know?

2. Which potato slice has the least amount of germs? How do you know?

3. What does this experiment teach you about where you can find germs?

Magic School Bus: inside Ralphie

Grades: 2-4

Time: 30+ minutes

Curriculum Connections:

Grade 2 – A1.6

Grade 3 – D2.1

Grade 4 – D2.4

Materials

- Computer/tablet
- Magic School Bus: Inside Ralphie worksheet

Instructions

- Begin by watching the Magic School Bus: Inside Ralphie video at the following link: <https://www.youtube.com/watch?v=3DTsO0NEWqY>
- While watching the episode, students are to complete the attached worksheet with 10 questions to further learning about germs and bacteria

Magic School Bus: Inside Ralphie Worksheet

1. Why does the class have to do Broadcast Day from Ralphie's room?
2. After Ralphie coughs up the bus, how do they get inside his body?
3. Which two colour blood cells exist inside the body? _____ and _____.
4. What is in Ralphie's throat that is making him sick?
5. Which cells try to fight the bacterial infection?
6. Why do the white blood cells begin to lose the fight?
7. How does Ralphie get the bus out of his body?
8. Ralphie's body is sending extra blood to his throat to help fight the _____.
9. Why did the white blood cells attack the bus?
10. Name 2 things the video mentions that you can do to help keep your body healthy?
 - 1.
 - 2.

Magic School Bus: Inside Ralphie

Answer Key

1. Why does the class have to do Broadcast Day from Ralphie's room?
Ralphie is home sick from school and cannot attend Broadcast Day at school, so his classmates, Mrs. Frizzle and the Magic School Bus comes to Ralphie!
2. After Ralphie coughs up the bus, how do they get inside his body?
The class gets inside Ralphie's body by entering through a cut on his leg.
3. Which 2 colour blood cells exist inside the body? Red and white.
4. What is in Ralphie's throat that is making him sick? Bacterial infection
5. Which cells try to fight the bacterial infection? The white blood cells
6. Why do the white blood cells begin to lose the fight?
The bacteria from the infection was multiplying faster than the white blood cells could fight them off.
7. How does Ralphie get the bus out of his body?
Ralphie sneezed the bus out of his body
8. Ralphie's body is sending extra blood to his throat to help fight the infection.
9. Why did the white blood cells attack the bus?
The white blood cells attacked the bus because Ralphie's body thought the bus was bacteria and was trying to protect him
10. Name 2 things the video mentions that you can do to help keep your body healthy?
Eating healthy, exercising and getting all of your shots

Substance use and abuse

Legislation

In Ontario, the minimum age to buy, use, and possess tobacco, e-cigarettes and cannabis is 19. Anyone who sells or supplies a minor with a vaping device or e-liquid can be charged. This applies not only to stores but also individuals (e.g., A student selling or supplying to another student who is under 19 could be charged). As of August 2019, the Niagara Smoke and Vape-Free Outdoor Spaces bylaw was updated to prohibit tobacco, cannabis and vaping products from being smoked or vaped in the following public spaces in Niagara region:

- Beaches and recreation trails
- Parks, playgrounds, sports fields, arenas, recreation centres
- Splash pads and outdoor pools
- Within nine metres of an entrance or exit of a publicly accessible building or workplace
- Bus shelters
- Outdoor areas of municipal and regional buildings

Effects of tobacco use

Tobacco use is the leading preventable cause of death in Canada. Tobacco smoke contains 7,000 chemicals and 70 of these are known to cause cancer. Tobacco smoke causes heart disease and other lung diseases. It is also linked with a number of types of cancers including lung, nasopharynx (upper throat), nasal cavity, paranasal sinuses, lip, larynx (voice box), mouth, pharynx (throat), esophagus (swallowing tube), and bladder.

Effects of e-cigarette use

Electronic cigarettes may be perceived as being less harmful than cigarettes because they are often used to help people smoke less cigarettes, but there are still risks. Many e-liquid cartridges contain nicotine (of varying amounts) and the aerosol contains other chemicals that may be harmful. Short-term effects of e-cigarette use include light-headedness, dizziness, increased heart rate and blood pressure, and lung inflammation. The long-term effects of nicotine are described above however, research on the long-term effects of frequent aerosol exposure is still being determined.

Effects of cannabis use

Parts of the cannabis plant such as the flowers and leaves of the cannabis plant are used for their ability to cause effects on the mind. Cannabis can be consumed using a variety of methods such as smoking, vaporizing/vaping, dabbing, and drinking or eating. This is not a comprehensive list of how cannabis can be used, however these are the most common ways. Each method may result in a different onset and duration of felt effects. It is important to keep in mind that cannabis use does have health impacts including short-term effects such as feeling unhappy, distorted perception, slower reaction time, and anxiety, as well as long-term effects such as harm to the lungs with difficulty breathing, addiction, increased mental health concerns, and altered brain development.

Refusal skills

Children need to develop the skill of refusing to use tobacco, e-cigarettes, cannabis and other substances. Children are often approached by their friends to try one of these substances and there are a number of ways to refuse. It is important to remember that some work better for people than others. Examples of ways to refuse tobacco and/or drugs may include saying “no thanks”, giving an excuse or changing the subject.

Addiction

The term addiction can be described by the presence of cravings, loss of control, and compulsion to use despite consequences. Often the urge is so powerful that despite the risk, people continue to use the drug(s).

People never start using drugs with the intention of becoming addicted. However, the changes that occur in the brain make it challenging to quit using the drug. The best way to avoid becoming addicted to a drug is to not start using the drug.

Tobacco-free for life

Grade: 4

Time: 30 minutes

Curriculum Connections: D1.4, D2.3, D3.2

Materials

- Student materials vary depending on format chosen to complete activity
- Chart paper
- Markers

Instructions

- Open a discussion inviting students to name some of their favourite activities (some may mention playing sports, watching TV, reading, dancing, playing video games, etc.)
- Instruct students to work individually to create a representation of their preferred activity (e.g., an illustration and/or written description of the activity and what they enjoy about it)
- Discuss the impacts of tobacco use on the ability to engage in certain activities. Ask students to reflect on what they know about the effects of tobacco use and whether/how these effects would impact their ability to enjoy those same activities.

Examples:

- o Having to leave a social setting or activity to smoke
- o Irritability when craving nicotine harming social interactions
- o Athletic performance can be negatively impacted by impaired lung function
- o Friends not wanting to be around you because of second-hand and third-hand smoke
- o Illness or death would prevent enjoyment of any of these activities
- Instruct students to work individually to create a representation of how tobacco would negatively impact their ability to enjoy their preferred activity
- Discuss some of the students' representations. On chart paper, write down some of activities that can be negatively affected by drug use.
- Allow students to complete their representations and briefly describe what they know about the effects of tobacco (e.g., physical health, mental health, relationships, behaviours, etc.)

What would you do: Cannabis edition

Grades: 5-8

Time: 15 minutes

Curriculum Connections:

Grade 5 – D2.3, D3.3

Grade 6 – D2.4

Grade 7 – D3.2

Grade 8 – D1.3

Materials

- Scenario cards (see below)
- Chart paper
- Markers

Instructions

- Briefly review the effects of cannabis and some refusal skills students might use when offered cannabis
- Assign a scenario per student depending on their grade
- Then, have students read their scenario and reflect on how they would feel and what they would do in that situation
- Students can type or write their reflection for submission
 - o Prompts:
 - How might you feel?
 - What could be challenging about this scenario?
 - What or who can help you in this scenario (e.g., skills, resources)?
- Close the activity by reviewing some of the refusal skills and resiliency resources (e.g., trusted adults, supportive friends and family, school, community, talents/skills, etc.).

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Grade 5: You meet your friends at the park and one of them explains that before you arrived some kids he didn't recognize were smoking cannabis. He didn't know what to say when they offered him some, so he ran away. Now he is nervous that he'll run into them again. What would you do in this situation?

Grade 6: You are walking home from school with a friend when someone ahead of you lights a joint. The smell is very strong and begins to irritate you. What would you do in this situation?

Grade 7: You are at a friend's house and their older sibling is trying edible cannabis candy with a friend. The older teenagers offer some to you. You say no thanks but they continue to pressure you and your friend to try the cannabis candy. What would you do in this situation?

Grade 8: You are stressed out about a big test coming up. You have seen people on TV smoke pot when they are stressed because it makes them feel relaxed. You remember that your dad has been prescribed medical cannabis and keeps it in his bedside table. What would you do in this situation?

Wants vs. needs vs. addictions

Grades: 5-8

Time: 40 minutes

Curriculum Connections:

Grade 5 – D2.3

Grade 6 – D1.2

Grade 7 – D1.2

Grade 8 – D1.3

Materials

- Wants vs. Needs vs. Addictions worksheet

Instructions

- On the worksheet provided, have students create their own definition of the words “want,” “need,” and “addiction
- Then, using the statements outlined in the chart, students will indicate if that statement is a want, need, addiction or not of interest for them
- Next, have the students answer the follow up questions for submission

Class Discussion

- Why do you think it is important to identify the differences between these three terms?

Teaching Tool

Elementary Teacher Activity Guide

Wants vs. Needs vs. Addiction Worksheet

Provide your definition of the following words:

1. Want:
2. Need:
3. Addiction:

Indicate if the statements below are a want, need, addiction or not of interest for you. Then explain why.

Statement	Want, Need, Addiction or Not of Interest	Explanation
Your cell phone		
Fast food		
Vaping		
Social media		
Using cannabis		
Food/water		
Your friends		

Healthy sleep & screen habits

What is screen time?

Screen time is time spent in front of a screen. This includes TV watching, playing video games, or time spent on a tablet or smartphone, as well as using the computer for school or work.

Recreational screen time happens in the periods before and after school, between dinnertime and bedtime on school nights, and on weekends. Unless otherwise stated, throughout this guide “screen time” refers to “recreational screen time” i.e., the time children can be encouraged to make alternate choices about how they spend their time. While we should be mindful of the time we are spending on our screens, some recreational screen time is reasonable and can be important for children and youth to stay connected with peers. When possible, try to balance this recreational screen time with physical activities, time with family, or a hobby (such as reading, painting or completing a puzzle).

Why screen time matters

The potential of the Internet to teach and inform, and to enable communication and collaboration is exciting! Now more than ever, students are using technology to connect with family and friends, complete school work and learn about their world. Students must develop both the technical and critical thinking skills to effectively utilize the information and take full advantage of the Internet and its opportunities. While the use of technologies as learning tools holds much promise, overuse for entertainment can have negative effects on children.

Children commonly use computers, TVs, tablets, smartphones, and other portable electronic devices. Although some video gaming systems require some movement, most active video games do not demand a high enough intensity to achieve health benefits.

Too much inactive, recreational screen time is linked to unhealthy dietary behaviours, lower levels of physical activity, increased risk of obesity, decreased mental wellbeing, sleep disturbances, and reduced academic achievement.

Screen time Sally

Grades: 4-5

Time: 30 minutes

Curriculum Connections:

Grade 4 – D1.2

Grade 5 – D3.2

Materials

- Screen time Sally advice letter worksheet (see below)
- Pens/pencils

Instructions

- Provide each student with a copy of the Screen time Sally advice letter worksheet
- Have students read the letter to Screen time Sally
- Students will then use the space provided on the worksheet to write an advice letter to Sleepless Steve with tips on how to fall asleep faster
- Advice letters should include tips on how Steve can eliminate or reduce screen time use before bed and/or why it is important to use technology in moderation

Optional Discussion Questions

- How can too much screen time impact your sleep?
- Why is it important to get enough sleep?
- How can too much screen time lead to a lack of physical activity?
- What are some positive ways to use screens?

Dear Screen time Sally,

I am super tired, so I really hope you can help me! I have a very hard time falling asleep at night. I toss and turn in my bed for hours. I always watch YouTube videos before bed to make me sleepy but this has not been working. I tried to play games on my phone instead but I end up getting headaches and cannot fall asleep at all. By the time I do fall asleep, I only have 3-4 hours before I have to wake up for school. What should I do to get a better sleep?

Sincerely,

Sleepless Steve

What advice would you give to Sleepless Steve so that he can fall asleep at night?

Write a letter back to him with your suggestions below.

Dear Sleepless Steve,

Sincerely,

Healthy sleep habits

Grades: 4-6

Time: 30 minutes

Curriculum Connections:

Grade 4 – D1.2

Grade 5 – D3.2

Grade 6 – D3.2

Materials

- Healthy sleep habits worksheet (see below)

Instructions

- Provide each student with one copy of the Healthy Sleep Habits worksheet
- Students will read each habit listed in the left column then decide if it is a healthy or unhealthy habit
- In the middle column, students will write YES if the habit is healthy or write NO if the habit is unhealthy
- If the habit is unhealthy, students will come up with an alternative habit that is healthy and write it in the right column
- Answers are on the third page

Optional Discussion Questions

- Why is it important to get enough sleep every night?
- What happens if kids do not get enough sleep?
- How could getting enough sleep help you in school?
- What are some tips you can offer to a friend who is having trouble getting a good night's sleep?

Teaching Tool

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Healthy Sleep Habits		
Sleep Habit	Yes or No	If no, list something they could do instead
Taking a bath or shower		
Watching YouTube videos		
Reading a book		
Drinking a soda		
Brushing your teeth		
Watching a movie		
Drinking a glass of water		
Playing games on your phone		
Yoga or meditation		
Eating junk food		
Staying up late		
Going to bed at the same time every night		

Teaching Tool

Elementary Teacher Activity Guide

Answer Key

Sleep Habit	Yes or No
Taking a bath or shower	Yes
Watching YouTube videos	No
Reading a book	Yes
Drinking a soda	No
Brushing your teeth	Yes
Watching a movie	No
Drinking a glass of water	Yes
Playing games on your phone	No
Yoga or meditation	Yes
Eating junk food	No
Staying up late	No
Going to bed at the same time every night	Yes

Sleep hygiene - There's a NAP for That

Grades: 6-8

Time: 15-30 minutes

Curriculum Connections:

Grade 6 – D3.2

Grade 7 – D1.1

Grade 8 – D2.2

Materials

- True/False activity sheet
- pen/pencil
- Computer/chrome book/laptop (green version)

Instructions

- Provide each student a copy of the Sleep Hygiene – There's a NAP for That worksheet
- Students will then use the space provided on the worksheet to write if the statement is true or false
- Consider having the students complete a rationale as to why they choose their answer

Optional Discussion Questions

- How are health and sleep related?
- What impact does sleep have on school performance?
- What impact does sleep have on mental health?
- Describe an ideal sleep space that would incorporate the important aspects of a well-designed sleeping space
- Describe a pre-sleep routine and why it is important

Sleep Hygiene – There’s a Nap for That Worksheet

SLEEP HYGIENE	TRUE OR FALSE
Not getting enough sleep can cause you to be irritable throughout the day	
Getting the proper amount of sleep can result in better grades, increased memory and better decision making	
Sleep does not relate to academic performance in any way	
Going to bed and waking up at different times each day of the week will cause you to have increased energy levels	
It is important to keep your room warm during the night to help you sleep better	
School aged children up to age 10 should get a recommended 8-10 hours of sleep each night	
Teens should get a recommended 4-6 hours of sleep each night as their brain is already developed	
You should do your homework, listen to music, eat and watch TV in bed so you become comfortable	
Watching TV, using your phone or computer should be done right before bed to help you relax	
Incorporating exercise in to your daily routine may help you fall asleep easily and sleep more deeply	
Having a dark, quiet room will help you fall and stay asleep	
Creating and maintaining a pre-sleep routine will help you wind down from the day and sleep more soundly	

Sleep Hygiene – There’s a Nap for That Worksheet

Answer Key

SLEEP HYGIENE	TRUE OR FALSE
Not getting enough sleep can cause you to be irritable throughout the day	True
Getting the proper amount of sleep can result in better grades, increased memory and better decision making	True
Sleep does not relate to academic performance in any way	False
Going to bed and waking up at different times each day of the week will cause you to have increased energy levels	False
It is important to keep your room warm during the night to help you sleep better	False
School aged children up to age 10 should get a recommended 8-10 hours of sleep each night	True
Teens should get a recommended 4-6 hours of sleep each night as their brain is already developed	False
You should do your homework, listen to music, eat and watch TV in bed so you become comfortable	False
Watching TV, using your phone or computer should be done right before bed to help you relax	False
Incorporating exercise in to your daily routine may help you fall asleep easily and sleep more deeply	True
Having a dark, quiet room will help you fall and stay asleep	True
Creating and maintaining a pre-sleep routine will help you wind down from the day and sleep more soundly	True

Mental health

What is mental health?

According to the Canadian Mental Health Association (CMHA), mental health is a state of well-being, and everyone has it. Just like our physical health (the health of our bodies), we have to take care of our mental health (the health of our minds). Mental health can include our emotional, psychological and social well-being. It can influence how we think, feel and act. Our mental health can also influence how we handle stressful situations, make choices, and relate to others. It is important for us to take care of our mental health at every stage of life.

Mental health and wellness

Good mental health can look different for every person. However, CMHA describes that there are six common factors of well-being that are seen across descriptions and definitions from people across Canada and they include:

1. A sense of purpose
2. Strong relationships
3. Feeling connected to others
4. Having a good sense of self
5. Coping with stress
6. Enjoying life

Having positive mental health and wellness can encourage people to realize their full potential, cope with the stressors of everyday life, be productive workers, and make meaningful contributions to their communities.

Signs that may indicate poor mental health

CMHA explains that many children and youth will exhibit different moods, thoughts and behaviours at various times that can be part of normal childhood development. These can include:

- Getting significantly lower marks in school
- Avoiding friends and family

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- Having frequent outbursts of anger
- Changes to sleeping or eating habits
- Acting out or rebelling against authority
- Drinking a lot and/or using drugs
- Not doing the things he or she used to enjoy
- Worrying constantly
- Experiencing frequent mood swings
- Not concerned with his or her appearance
- Obsessed with his or her weight
- Lacking energy or motivation
- Increased risk-taking behaviour
- Feeling very down

But these characteristics and behaviours may be signs of an underlying mental health concern or disorder if they:

- Are intense
- Persist over long periods of time
- Are inappropriate for the child's age
- Interfere with the child's life

Ways to maintain positive mental health

There are many ways to maintain positive mental health and it is important to remember that there are strategies that might not work for everyone. Finding strategies and coping mechanisms is unique to you. Examples of strategies include getting professional help if needed, connecting with family and friends, staying positive, helping other people, staying physically active, and getting enough sleep.

Mindfulness and me

Grades: 1-4

Time: 15 minutes

Curriculum Connections:

Grade 1 – D3.3

Grade 2 – D1.6

Grade 3 – D1.6

Grade 4 – D3.3

Materials

- Electronic device
- Just breathe video (link below)
- Mindfulness worksheet

Instructions

- Watch the Just Breathe video by using the following link:
<https://www.youtube.com/watch?v=RVA2N6tX2cg>
- Then, answer the questions on the mindfulness worksheet under the “Just Breathe” section on page 1
- Next, participate in a mindfulness GoNoodle video on FLOW. Visit the following website for access: <https://www.youtube.com/watch?v=O29e4rRMrV4>
- Then, answer the questions on the mindfulness worksheet under the “Flow” section on page 2

Mindfulness Worksheet Page 1

Section 1: Just Breathe

How does your body feel when you are angry?

What do you do to calm yourself down?

Mindfulness Worksheet Page 2

Section 2: Flow

How do you feel after watching the FLOW video?

Do you think this video could help you when you are feeling angry or upset?

From my future self

Grades: 4-6

Time: 30 minutes

Curriculum Connections:

Grade 4 – D3.3

Grade 5 – D2.6

Grade 6 – D1.5

Materials

- Post cards or cue cards or blank paper
- Pens/pencils
- Pencil crayons, markers, pastels, etc.

Instructions

- The goal for this activity is to help students cope during difficult times using art and creative writing
- Using a post card, cue card, or blank paper have students create an image that represents how they would like their life to look in the future (for example, 5 years from now)
- Then on the back, students will write a note from their future self – for example, giving themselves advice or encouragement, describing what life is like and how they got there
- Remind students that these letters are private and will not be submitted or shared but rather are for private use

MIND Mental Health Trivia Game

Grades: 7-8

Time: 30 minutes

Curriculum Connections:

Grade 4 – D1.6

Grade 6 – D2.4

Materials

- Computer/tablet
- Internet access

Instructions

- Using their devices, students will visit the following website to begin the MIND Mental Health Trivia Game
<https://mindyourmind.ca/tools/mind-game-english-french-and-punjabi>
- Students will choose 1 of 3 avatars and answer trivia questions about mental health, school stress and coping while climbing down The Chief
- Ask students to complete the trivia game and explore the website for additional mental health e-learning
- When finished, students will complete the discussion questions below for submission:
 1. Why is it important to learn about mental health?
 2. In the trivia game, it explains what causes mental illness. What are the causes?
 3. When you are feeling stressed, what are some healthy coping mechanisms? What would you consider unhealthy coping mechanisms?
 4. How could you support a friend who has disclosed that they are thinking of hurting themselves or others?
 5. What are some tips you can offer to a friend who is falling behind with their school work?
 6. What is something new you learned through the MIND Mental Health Trivia Game? Did this surprise you?
 7. What is something you would like to learn more about?

Healthy eating

What is healthy eating?

Healthy eating means to include a wide variety of foods, with healthy portion sizes to give your body what it needs to grow. Healthy eating for children should include a range of tasty foods that can make up a balanced diet. There is no single food that we must eat to be healthy but rather we must eat an appropriate balance of different foods for our bodies.

Why it is important to eat healthy

Eating healthy and having a balanced diet is important because it ensures that we are getting all of the essential nutrients we need for our physical and mental health. When we eat healthy, we have more energy and better concentration, which can lead to a happier life! Eating well also helps us to maintain a healthy weight and can reduce our risk of certain diseases and illnesses.

Canada's Food Guide

Make it a habit to eat a variety of healthy foods each day. According to the Canada's Food Guide it is recommended that you:

1. Eat plenty of vegetables and fruits, whole grain foods and protein-rich foods. Choose protein-rich foods that come from plants more often.
2. Limit highly processed foods. If you choose these foods, eat them less often and in small amounts.
3. Make water your drink of choice
4. Learn to understand and use food labels
5. Be aware of food marketing that can influence your choices

Healthy eating is more than the foods you eat. It is also about where, when, why and how you eat. Canada's Food Guide recommends that you:

- Be mindful of your eating habits
- Cook more often
- Enjoy your food
- Eat meals with others

Try it Tuesdays

Grades: 3-8

Time: 15-30 minutes

Curriculum Connections:

Grade 3 – D2.1

Grade 4 – D2.1

Grade 5 – D3.1

Grade 6 – D2.2

Grade 7 – D2.1

Grade 8 – D3.1

Materials

- Try it Tuesday worksheet

Instructions

- Encourage students to try one new recipe every Tuesday for the next month
- These recipes should be healthy and can be something as simple as a new snack to something more complex such as breakfast, lunch or dinner meal
- Encourage students to create recipes from items that they already have in their pantry and fridge (parents are able to help students cook foods if needed)
- Every Tuesday after they have tried a new recipe, students will complete the Try it Tuesday worksheet below
- Students are to submit this worksheet after they have tried four new recipes

Visit: <http://food-guide.canada.ca/en/> or www.unlockfood.ca for delicious recipes!

Try it Tuesday Worksheet

Week 1 meal: (breakfast, lunch, dinner or snack)		
Name of recipe	Ingredients used	Is this a healthy or unhealthy recipe?

Week 2 meal: (breakfast, lunch, dinner or snack)		
Name of recipe	Ingredients used	Is this a healthy or unhealthy recipe?

Try it Tuesday Worksheet

<p>Week 3 meal: (breakfast, lunch, dinner or snack)</p>		
Name of recipe	Ingredients used	Is this a healthy or unhealthy recipe?

<p>Week 4 meal: (breakfast, lunch, dinner or snack)</p>		
Name of recipe	Ingredients used	Is this a healthy or unhealthy recipe?

Meal plan challenge

Grades: 1-4

Time: 15-30 minutes

Curriculum Connections:

Grade 1 – D1.1

Grade 2 – D2.2

Grade 3 – D3.1

Grade 4 – D2.1

Materials

- Grocery store flyers and/or access to online flyers
- Calculator
- Coloured pencils/markers
- Blank paper

Instructions

- Advise students that their parents are going away on vacation for one day and it is up to them to plan what they will eat
- There are 2 options to choose from depending on the grade

Option 1: Grade 1-3

- Plan 3 healthy, balanced meals, along with 2 healthy snacks. Then draw them out.

Option 2: Grade 4-6

- Using grocery store flyers and/or online flyers, research food prices and sales for food items that you can use to create 3 healthy meals and 2 healthy snacks
- You have a budget of \$30
- Then explain why you chose the meals that you did and explain if they are healthy or unhealthy choices

Online scavenger hunt: Canada Food Guide edition

Grades: 5-8

Time: 15-30 minutes

Curriculum Connections:

Grade 5 – D3.1

Grade 6 – D2.1

Grade 7 – D2.1

Grade 8 – D3.1

Materials

- Electronic device
- Scavenger hunt worksheet

Instructions

- Using an electronic device, visit the following website <http://food-guide.canada.ca/en/>
- Then, using the scavenger hunt worksheet, find the answers to the questions outlined on the website
- Answers are provided on the Scavenger Hunt Worksheet: Answers Key

Scavenger Hunt Worksheet

Visit: <http://food-guide.canada.ca/en/> to find the answers

1. True or False. You should drink juice with your meals instead of water?
2. What are the 4 healthy eating habits listed?
 -
 -
 -
 -
3. List 3 healthy snack suggestions on the website
 -
 -
 -
4. Look through the recipes and pick one that you would like to try someday!
What ingredients will you need?

Recipe:

Ingredients Needed:

-
-
-
-
-
-
-
-

Scavenger Hunt Worksheet: Answer Key

1. True or False. You should drink juice with your meals instead of water?
False. It is recommended to make water your drink of choice
2. What are the 4 healthy eating habits listed?
 1. Be mindful of your eating habits
 - Take time to eat
 - Notice when you are hungry and when you are full
 2. Cook more often
 - Plan what you eat
 - Involve others in planning and prepping meals
 3. Enjoy your food
 - Culture and food traditions can be a part of healthy eating
 4. Eat meals with others
3. List 3 healthy snack suggestions on the website
 1. Fun fruit salad
 2. Crispy chickpeas
 3. Fruit and yogurt parfait
4. Look through the recipes and pick one that you would like to try someday! What ingredients will you need?
Answers will vary
5. What does food marketing mean?
Food marketing is advertising that promotes the sale of certain food or food products. Many foods and drinks that are marketed can contribute to too much sodium, sugars or saturated fat to our eating patterns

6. How does food marketing affect what you choose to eat?

Food marketing is all around us. You likely receive a constant stream of changing and often conflicting messages about food. This can make it hard to make healthy food choices. Food marketing can impact you in many different ways. It is designed to:

- Create food trends
- Encourage you to:
 - o Buy certain foods or drinks
 - o Buy foods in order to get promotional items such as:
 - Loyalty points
 - Tickets to movies or sports events
 - Coupons for future food purchases
- Create links between certain foods or brands and a particular lifestyle
- Build brand loyalty so you will continue to purchase from a particular store or products with a brand name

7. What are the 3 steps to making a healthy meal using the “Eat Well Plate”?

Step 1: Make half your plate vegetables and fruits. Vegetables and fruits should always make up the largest proportion of the foods you eat.

Step 2: Choose whole grain foods.

Step 3: Include protein foods. Choose protein foods that come from plants more often

8. After exploring the Canada Food Guide website, what is one new thing you learned? And what is one thing you are curious to learn more about?

Answers will vary