



Healthy Eating Curriculum Supports

Grey Bruce Health Unit

Healthy Eating School Curriculum Supports

“Healthy eating is more than the foods you eat, it is about when, where why and how you eat. Teaching about healthy eating is more than what you teach, it is how you teach. When done properly we nourish children’s’ minds and bodies”.

Public Health is committed to assisting educators in creating supportive environments for healthy eating. Teachers can support students in creating **Positive and Healthy Behaviours** by modeling healthy behaviour, and creating environments that not only support healthy eating and physical activity opportunities but foster self-acceptance, and fair and respectful communication. When teaching any curriculum be mindful of the choice of words, language and behaviour used moving the focus away from negative weight-centred language to positive healthy behaviours.

Leads, Grenville & Lanark Healthy Unit, and adapted by Elgin St. Thomas Pubic Health February 2016

To support teaching the **Health and Physical Education Curriculum**, it is important to be aware of the changes to Canada’s Food Guide and the healthy behaviour guidance it provides.

- “Protein Foods” have been established as a new food group and combines foods from the meat and alternatives and the milk and alternatives food groups. Protein Foods include nuts, seeds, tofu, legumes, meat, milk products, eggs, and fish
- Water is the drink of choice, though plain milk and unsweetened plant-based beverages are still considered healthy choices
- Prescriptive food guide servings have been removed; instead the guide uses the plate method to show how much of each food group should be included in our eating pattern

The new guide recommends healthy food choices, healthy behaviours, and supportive nutrition environments.

Key Messages

Make it a habit to eat a variety of healthy foods each day:

Eat plenty of vegetables and fruits, whole grain foods and protein foods. Choose protein foods that come from plants (like beans and nuts) more often.

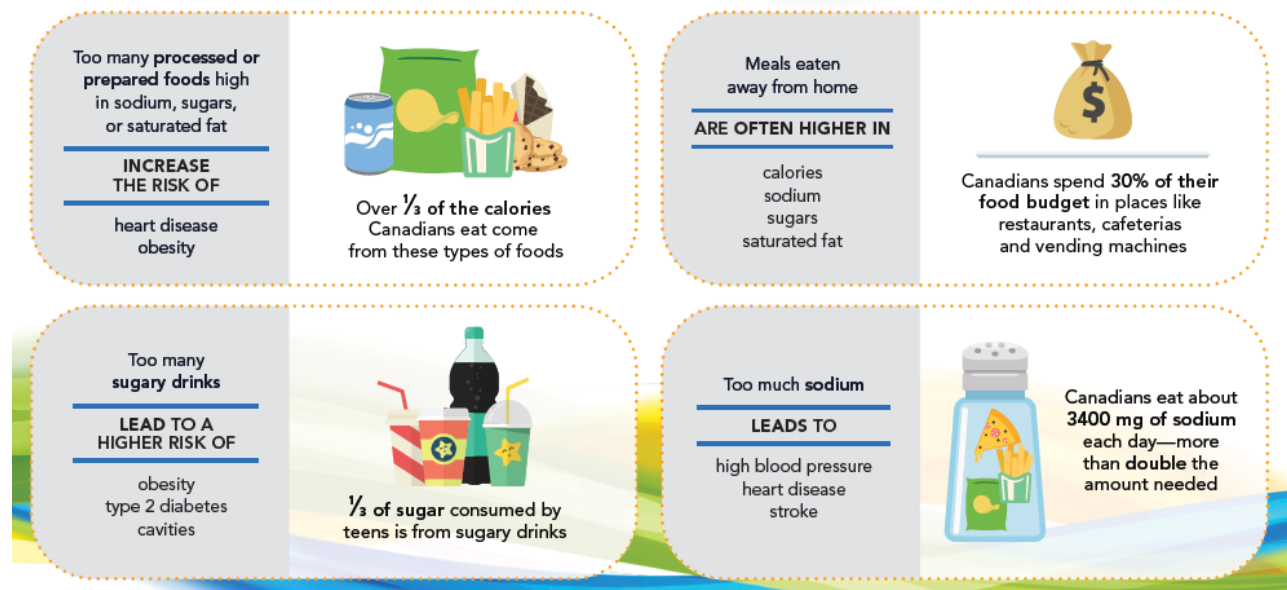
- Limit highly processed foods. If you choose these foods, eat them less often and in small amounts. Doing this will limit foods high in sodium, sugars or saturated fat
- Make water your drink of choice
- Use food labels
- Be aware that food marketing can influence your choices

Healthy eating is more than the foods you eat. It is also about where, when, why and how you eat.

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

As more resources become available, we will be linking to them on our [Health Unit website](#)

Current Canadian Eating Patterns *Let's Eat Healthy Infographic, Health Canada, 2018*



Important Teaching Points

Be aware that the old food groups *Milk and Alternatives* and *Meat and Alternatives* have been combined into one new group simply called **Protein Foods**. They both fit here because each group provides protein in our eating pattern.

Milk, and milk alternatives fortified with calcium, are needed for proper growth and development in young children and should not be forgotten just because there is not a picture of a glass of milk on the new Guide.

Important Teaching Points Continued...

The emphasis is now on *plant-based protein foods* for human health, as well as the health of the planet. Eating patterns with high intakes of plant-based protein have been shown to decrease risks of chronic disease such as heart disease, type 2 diabetes, and certain cancers.

Growing of plant-based proteins takes less water than raising livestock and is a more affordable source of protein. Red meats remain one of the best sources of dietary iron, and consuming smaller amounts of animal protein remains a part of a healthy eating pattern. Only $\frac{1}{3}$ of Canadians eat plant-based proteins like legumes, nuts and seeds.

The Grain Products group previously recommended making at least half of your grain products whole grain each day. Now the guide recommends making all your choices **Whole Grain Foods** for the increased fibre content which can help decrease risks of chronic diseases like heart disease, type 2 diabetes, and certain cancers. Only 1 in 6 grains that Canadians eat are whole grain.

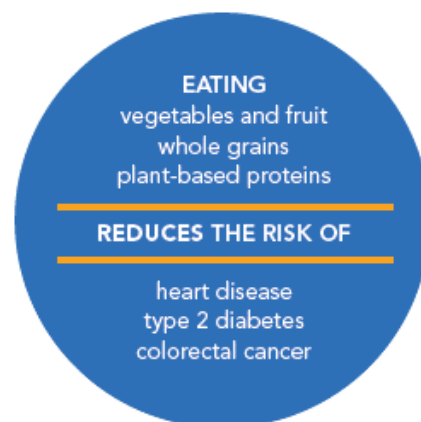
The **Vegetables and Fruit** group remains unchanged, but intake of this food group needs to improve. Eating vegetables and fruit can help decrease the risk for chronic diseases like heart disease, type 2 diabetes and certain cancers. Only 1 in 3 Canadians consumes enough veggies and fruit. Limited amounts of 100% fruit juice can be part of a healthy eating pattern but it is still recommended to have solid pieces of vegetables and fruit instead of juice.

The new guide recommends **Water as the Drink of Choice**.

The goal of this recommendation is to decrease the intake of sugary beverages such as pop, fruit punches, energy drinks, sports drinks and slushie-style drinks. These sugary beverages lead to a higher risk of type 2 diabetes and dental cavities. The extra calories from sugary beverages can lead to weight gain. 1/3 of the sugar consumed by teens comes from sugary drinks.

The previous guide recommended limiting foods and beverages high in calories, fat, sugar and salt (sodium). The new guide includes this information with other behaviours that can support a healthy eating pattern. It recommends to **Limit Foods High in Sodium, Sugars or Saturated Fat**. This means reducing the amount of packaged and highly processed convenience foods in your eating pattern. Currently, more than 1/3 of the calories Canadians consume come from these types of processed foods. Canadians consume about 3400 mg of sodium each day – more than double the amount needed. Too much sodium can lead to high blood pressure, heart disease, and stroke.

Grey Bruce Health Statistics [Chronic Disease, Mortality – Leading Cause of Death](#)



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Curriculum Resources

Overview

In February 2019, Health Canada released the NEW Canada Food Guide which set out Canada's Dietary Guidelines and considerations on healthy eating. The objective of the guidelines were to continue to promote healthy eating and overall nutritional well-being, and improve the food environment. There are three guidelines. [Guidelines 1](#) and [Guidelines 2](#) are based on the findings from scientific reports and systematic reviews of literature around food and health. Guideline 3 focuses on the [food skills](#) to support the first two guidelines and is based on the analysis of food skills and the interventions in promoting and improving these skills. For more information on the revision process, visit [Health Canada's Food Guide](#).

The '**considerations**' that complement the healthy eating guidelines provides a context for the Canadian food and healthy living environments. They include considerations for Canada's food supply, individual's access to food and the variations in our regions, Canada's diversity as well as the factors that influence our food choices and eating behaviours including the determinants of health.

The Ministry of Education's health and physical education curriculum includes the 2019 [Health and Physical Education in Grades 1–8](#), [Healthy Active Living Education courses in Grades 9–12](#), and [specialized destination courses in Grades 11 and 12](#). Staff from the Grey Bruce Health Unit including two Dietitians have summarized and aligned the education curriculum strands, expectations and learning outcomes with resources and activities to support educators in teaching healthy eating.



Video: <https://youtu.be/oynm-7CJJ0M>

***It is important to note that many resources refer to the previous version of Canada's Food Guide. These resources can still be used effectively until they are officially updated to reflect the design of the new guide.*

Exemption policy

The government has issued a Policy/Program Memorandum that requires school boards to develop a policy/procedure allowing parents to exempt their child from instruction of the human development and sexual health education component of the elementary Health and Physical Education curriculum. Currently, not all school boards across Ontario have policies in place to address the exemption of children from sexual health education. School board policies/procedures must be in place by November 30, 2019.

Considerations

Be aware that the old food groups *Milk and Alternatives* and *Meat and Alternatives* have been combined into one new group simply called **Protein Foods**. They both fit here because each group provides protein in our eating pattern.

Milk, and milk alternatives fortified with calcium, are needed for proper growth and development in young children and should not be forgotten just because there is not a picture of a glass of milk on the new guide.

The emphasis is now on *plant-based protein foods* for human health, as well as the health of the planet. Eating patterns with high intakes of plant-based protein have been shown to decrease risks of chronic disease such as heart disease, type 2 diabetes, and certain cancers. Growing of plant-based proteins takes less water than raising livestock and is a more affordable source of protein. Red meats remain one of the best sources of dietary iron, and consuming smaller amounts of animal protein remains a part of a healthy eating pattern. Only 1/3 of Canadians eat plant-based proteins like legumes, nuts and seeds.

The Grain Products group previously recommended making at least half of your grain products whole grain each day. Now the guide recommends making all your choices **whole grain foods** for the increased fibre content which can help decrease risks of chronic diseases like heart disease, type 2 diabetes, and certain cancers. Only 1 in 6 grains that Canadians eat are whole grain.

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The new guide recommends **water as the drink of choice**. The goal of this recommendation is to decrease the intake of sugary beverages such as pop, fruit punches, energy drinks, sports drinks and slushie-style drinks. These sugary beverages lead to a higher risk of type 2 diabetes and dental cavities. The extra calories from sugary beverages can lead to weight gain. 1/3 of the sugar consumed by teens comes from sugary drinks.

Statistics from [Let's Eat Healthy Infographic, Health Canada, 2018](#) , **Grey Bruce Health Statistics** [Chronic Disease, Mortality – Leading Cause of Death](#)

The previous guide recommended limiting foods and beverages high in calories, fat, sugar and salt (sodium). The new guide includes this information with other behaviours that can support a healthy eating pattern. It recommends to **limit foods high in sodium, sugars or saturated fat**. This means reducing the amount of packaged and highly processed convenience foods in your eating pattern. Currently, more than 1/3 of the calories Canadians consume come from these types of processed foods. Canadians consume about 3400 mg of sodium each day – more than double the amount needed. Too much sodium can lead to high blood pressure, heart disease, and stroke.

Healthy Bodies, Healthy Minds

Teachers can support students in creating **Positive and Healthy Behaviours** by modeling healthy behaviour, and creating environments that not only support healthy eating and physical activity opportunities but foster self-acceptance, and fair and respectful communication. When teaching any curriculum be mindful of the choice of words, language and behaviour used moving the focus away from negative weight-centred language to positive healthy behaviours.

The table below provides some ideas on how to support a shift towards positive healthy behaviours. For additional ideas and tips visit Tools for Everyone Working with Children and Youth at [PLAY Bruce Grey](#) and the [Tools for Every Educator](#) resource.

Reflect on:

- Your beliefs and attitudes about body size, eating, activity and how you feel about yourself.
- Weight-centered messages such as "you look great", "you've lost weight", "I was bad today I ate cake" and their negative impact.

Teach children & youth to:

- Focus on their abilities rather than on their appearance.
- Treat others with respect.
- Compliment others on their talents and accomplishments.
- Identify & challenge misleading media messages and understand the power of advertising.

Listen:

- To what children & youth say about themselves and others.
- Use these opportunities to promote positive language.

Appreciate:

- That children's bodies change and grow. Celebrate that bodies come in all shapes and sizes.

Advocate:

- For access to healthy foods where children & youth meet. The foods that are available have a strong influence on the foods that they choose.
- To make the healthy choice the easy choice.
- To build connections with parents & community partners to support these positive behaviour messages.

Provide opportunities for children & youth to:

- Find their interests and discover fun things to do.
- Do activities outside. We tend to be more active and happy when we are in nature.
- Try different activities so they can find something they enjoy!
- Plan, shop and prepare meals and snacks.
- Plan and lead games & activities.
- Eat together. It is important for more than just general nutrition. The discussions that arise help children & youth develop their own communication, decision making, and social skills as well as their self-esteem and social supports.

Discourage:

- Children & youth from weighing themselves. Weight is not the best measure of health for growing children.
- Commenting on people's weight, shape or size.

Created by Leads, Grenville & Lanark Healthy Unit, and adapted by Elgin St. Thomas Public Health February 2016

Using this document:

The **table of contents** is designed so that individuals seeking a particular grade or a grades' activities and resources can quickly navigate to that section by *clicking* on the desired section.

1. **Bolded** text highlights the main topic areas under the expectations and are generally the focus of the selected activities and resources for each grade.
 2. **Educator Resources** provide links to sources of information that broadly cover the *expectations* for each grade
 3. **Activities** are listed for each *expectation* under the grade and are the curriculum-related lesson plans, activities and actions that are recommended to meet those expectations. The classroom teacher and pupils' icons are used to highlight the **Activities** section.
 4. **Resources** provides a list of additional information specific to that *expectation* and may cover in more detail information related to the topic area and the activities. The magnifying glass icon is used to easily identify resources under each grade
 5. **Appendix** contains information linked to topics in the document for quick and easy access without having to leave the document or needing to access the internet. The information contained in this section is a summary of the key points of a topic area and not meant to be inclusive.
 6. **Index** contains an alphabetical list of topics and their page numbers
-

Elementary

Full Day Kindergarten

6.0. Demonstrate an Awareness of their own Health and Well-being

6.2 Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating

*Kindergarten, physical development is promoted in children through implemented **Healthy Schools Policies** and, a learning environment that provides **modeling for students** to make safe and healthy decisions. The 2019 Addendum to The Kindergarten Program revised specific expectation 6.4 and 24.1. - Section 6.2, which covers Eating and Food has remained unchanged.*

French Resources:

[Guide Alimentaire Canadien – Sommaire des lignes directrices et considérations](#)
[Unlockfood.ca](#) – faites une recherche par sujet



Activities:

[Let's Meet the Garden](#) Scavenger Hunt (Bright Bites Green Thumb –JK/SK)
[What's in the Bag](#) (Paint your Plate! (ODPH) – Lesson Activity)
[Rainbow of Fruit](#) (Paint your Plate! (ODPH) – Cooking Activity))
[Fruit Show and Tell](#) (Paint your Plate Activity Card Section) [Vegetable and Fruit Flash Cards](#) (Flash Cards)
[Make Me a Rainbow](#) (Paint your Plate Activity Card Section) [Vegetable and Fruit Flash Cards](#) (Flash Cards)



Educator Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours
[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

[Allergy Awareness Challenge Teacher Lesson Plan](#) Kindergarten (Food Allergy Canada)

[Paint your Plate](#) (ODPH) – a publication developed by Ontario Dietitians in Public Health in collaboration with Ontario Healthy Kids Community Challenge done in the form of *A Toolkit for Ontario Child Care Providers* that includes background information, recipes and classroom activities on why children need vegetables and fruit and the positive influences that encourage children to eat them.

[Bright Bites](#) – is an online program developed by Ontario Dietitians in Public Health (ODPH) that includes Health and Physical Education and Science Curriculum based lesson plans for K-8 that incorporates badges that your class or school can work towards. The majority of the listed resources and activities are currently located under the '[Badges](#)' Page – [Paint your Plate](#), Green Thumb

[Paint Your Plate! Action Guide for Schools](#) (Bright Bites) A guide for educators containing a toolkit of ideas, information and advice on how to promote vegetables and fruit in the classroom, school and at home for Grades K-8

[In Our Own Words. Authentic First Peoples Content to the K-3](#) (2012) Teacher resource guide offers teachers information and guidance about how to incorporate authentic First Peoples materials into their instruction and assessment practices – includes lesson plans, curriculum connections, assessment resources and suggested texts. Many of the strategies and unit plans in this guide incorporate the use of grade-appropriate storybooks and other learning resources identified in *Authentic First Peoples Resources for Use in K-7 Classrooms* (FNESC, 2012). This guide is available online at www.fnesc.ca.

Video: [Preschoolers](#) Raising our Healthy Kids Unlockfood.ca (10 videos)
The Kindergarten Program 2016

Grades 1-3, *Students learn about local foods and food of different cultures, food groups, and the significance of where food is grown. They also examine how these factors are related to healthy food choices. The ability of students to make healthy eating decisions is further developed in Grades 4-6*

Resource Guide: [First Nations, Métis, and Inuit Connections Scope and Sequence of Expectations](#)

Video: [First Nations, Métis and Inuit Connections in the Ontario Curriculum and Associated Supports](#)

Resource: [The First Nations and Treaties Map of Ontario: Information for Educators](#)

[Additional Activity 1: K-8 Classroom Vegetables and Fruit Paper Craft Virtual Salad](#)

[Additional Activity 2: K-8 Classroom Vegetables and Fruit Busy Box](#)

[Additional Activity 3: K-8 Paint Your Plate! Challenge](#)

Did you know: that as of Oct 17th, 2019 edible cannabis will be legal in Canada? This may increase the risk of unintentional consumption and possible overdose of edible cannabis products which often come in the form of gummie bears, cookies, candies, suckers, chocolate, brownies and rice crispy squares.

If you suspect a student has ingested edible cannabis products, watch for these symptoms which may not show up until several hours after the unintentional consumption:

- Difficulty breathing
- Drowsiness or excessive sleepiness
- Slurred speech
- Anxiety, restlessness, changes in mood & behavior
- Difficulty walking or sitting up
- Loss of balance or coordination

Call 911 if the child is having breathing difficulties.

Grey Bruce Health Unit: [Cannabis Information for Educators](#)

“Food group” has been established as a new food group and combines foods from the meat and alternatives and the milk and alternatives food groups. *Protein Foods* include nuts, seeds, tofu, legumes, meat, milk products, eggs, and fish. Protein, is a *macronutrient*, not a “food”, and macronutrients are an abstract and more challenging concept to learn - especially for young children - that is not introduced in the curriculum until Grade 4.

Educator Resources:

[Paint your Plate](#) (ODPH) – a publication developed by Ontario Dietitians in Public Health in collaboration with Ontario Healthy Kids Community Challenge done in the form of *A Toolkit for Ontario Child Care Providers* that includes background information, recipes and classroom activities on why children need vegetables and fruit and the positive influences that encourage children to eat them.

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[*OPHEA H&PE September 2019 NEW Food Guide Lesson Plans Grade 1](#)

[Physical Activity](#): a link to resources in the appendix on the [24 Hour Movement Guidelines](#)

[In Our Own Words. Authentic First Peoples Content to the K-3](#) (2012) Teacher resource guide offers teachers information and guidance about how to incorporate authentic First Peoples materials into their instruction and assessment practices – includes lesson plans, curriculum connections, assessment resources and suggested texts. Many of the strategies and unit plans in this guide incorporate the use of grade-appropriate story books and other learning resources identified in *Authentic First Peoples Resources for Use in K-7 Classrooms* (FNESC, 2012). This guide is available online at www.fnesc.ca.

French Resources:

[Guide Alimentaire Canadien – Sommaire des lignes directrices et considérations](#)

[OPHEA Making Connections 1E Année](#) - tous les plans de leçon

[Unlockfood.ca](#) – faites une recherche par sujet

D1. Understanding Health Concepts Healthy Eating

D1.1 Food for Healthy Bodies and Minds

- demonstrate an understanding of factors that contribute to healthy development;
- explain why people need food to have healthy bodies and minds (e.g., food provides energy and nutrients for the healthy growth of teeth, skin, bones, and muscles and the healthy development of the brain) [A1.6 Thinking]
- A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g., **Active Living**: make connections between being active and staying healthy, both physically and mentally; **Healthy Living**: explain choices that they can make when planning ahead to protect themselves from the sun, such as wearing a hat and applying sunscreen)



Activities:

[Understanding Healthy Eating](#) Ages 6-10 (OPHEA) Children will examine personal eating habits while applying self-monitoring skills.

[I'm Hungry](#) - *Paint Your Plate* Lesson Plan Grade 1 (Bright Bites)

[Colour and Shapes](#) (*Paint your Plate* Lesson Activity)

[Grade 1 Social Studies – The Things We Need](#) Aboriginal Education Strategy

[Are your “Super” Senses Tingling?](#) (MLHU)

[Bean Planting](#) (MLHU)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

*[OPHEA H&PE September 2019 NEW Food Guide Lesson Plans Grade 1](#)

[OPHEA H&PE](#)

OPHEA H&PE Curriculum Resources Healthy Living Grade 1 – Healthy Living – Making Connections (All Lessons)

OPHEA H&PE Curriculum Resources Healthy Living (Consider Grade 2 - Understanding the Stages of Development – Healthy Growth at any Stage Lesson

OPHEA H&PE Curriculum Resources Healthy Living (Consider Grade 2 – Healthy Living – Making Healthy Choices – Lessons 1, 2 or 5)

Video: [Preschoolers](#) Raising our Healthy Kids [Unlockfood.ca](#) (10 videos)

Video: [School Aged Children](#) (9 Videos) Raising our Health Kids

Booklet: [Water Does Wonders](#) (promote drinking water in your school and classroom)

D2. Making Healthy Choices - Healthy Eating

D2.1 Canada's Food Guide

- decisions and take appropriate actions relating to their personal health and well-being;
- describe how Canada's Food Guide can help them develop healthy eating habits [A1.6 Thinking]
- *A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g., **Active Living**: make connections between being active and staying healthy, both physically and mentally; **Healthy Living**: explain choices that they can make when planning ahead to protect themselves from the sun, such as wearing a hat and applying sunscreen)



Activities:

[Colours and Shapes](#) (*Paint your Plate!* Lesson Activity)

[Discover New Vegetables and Fruit](#) (*Paint your Plate!* Cooking Activity)

[Mystery Food](#) (Nutrition Education and Consulting)

[Making Healthy Food Choices Ages 6-10](#) (OPHEA) Children will examine personal food preferences and reflect on food choices available in their community.

[Eat in Colour](#) (MLHU)



Resources:

[Canada's Food Guide](#) Food Groups section

*OPHEA H&PE September 2019 NEW Food Guide Lesson Plans Grade 1

[OPHEA H&PE](#) OPHEA H&PE Curriculum Resources Healthy Living (Consider Grade 2 – Healthy Living – Making Healthy Choices – Lessons 1, 2 or 5)

Video: Feeling Well, Being Well <https://youtu.be/buAVGyEPpAs>

Video: [School Aged Children](#)

Poster: [Making Healthy Eating Choices](#) Ages 6-10 (OPHEA)

D2.2 Hunger and Thirst Cues

- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits [A1.5 Self]
- *A1.5 Self-Awareness and Sense of Identity; apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., **Active Living:** create connections with peers through the discovery of shared enjoyment in various activities as they participate in DPA in the classroom; **Healthy Living:** show an understanding of, and respect for, themselves and their bodies by using proper names for body parts)



Activities:

[Hunger and Thirst Cues](#) Ages 6-10 (OPHEA) Children work in small groups to examine their understanding of hunger and thirst cues.

[I'm Hungry](#) - *Paint Your Plate* Lesson Plan Grade 1 (Bright Bites)

[Bright Bites Water at School Toolkit](#) – (Bright Bites, promoting water as the beverage of choice)

[Fruit in my Water](#) (MLHU)

**Resources:**

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

Video: Feeling Well, Being Well <https://youtu.be/buAVGyEPpAs>

Video: [School Aged Children](#) (9 Videos) Raising our Health Kids

Video: [Healthy beverages – Choose water](#)

Poster: [Making Healthy Eating Choices](#) Ages 6-10 (OPHEA)

Educator Resources:

[Bright Bites](#) – An online program developed by Ontario Dietitians in Public Health (ODPH) includes Health and Physical Education and Science Curriculum based lesson plans for K-8 that incorporates badges that your class or school can work towards. The majority of the listed resources and activities are currently located under the '[Badges](#)' Page - [Paint your Plate](#), Green Thumb,

[Paint Your Plate! Action Guide for Schools](#) (Bright Bites) Guide for educators containing a toolkit of ideas, information and advice on how to promote vegetables and fruit in the classroom, school, and at home for Grades K-8.

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 2](#)

French Resources:

[Guide Alimentaire Canadien – Sommaire des lignes directrices et considérations](#)

[OPHEA Making Healthy Choices 2E Année](#) - (Lesson 1, 2, 3, and 5)

[OPHEA Practising Safe Behaviour 2E Année – \(Lesson 3\)](#)

[Unlockfood.ca](#) – faites une recherche par sujet

D2. Making Healthy Choices Healthy Eating

D2.1 Healthy Eating Patterns

- decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- use Canada's Food Guide to identify food and beverage choices that contribute to healthy eating patterns



Activities:

[Colours of the Rainbow Paint Your Plate Lesson Plan Grade 2](#) (Bright Bites)

[Making Healthy Food Choices](#) (OPHEA) Children will examine personal food preferences and reflect on food choices available in their community.

[Stone Soup](#) - [Paint Your Plate Lesson Plan Grades 2 to 4](#) (Bright Bites)

[Start Your Day....the Vegetable and Fruit Way](#) ([Paint your Plate!](#) Lesson Activity)

[Fruit-filled Breakfasts](#) ([Paint your Plate!](#) Cooking Activity)

[Mystery Food](#) (Nutrition Education and Consulting)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 2

OPHEA H&PE

OPHEA H&PE Curriculum Resources Healthy Living - Practicing Safe Behaviour - Safe Behaviour and Allergies Lesson

OPHEA H&PE Curriculum Resources Healthy Living - Healthy Living - Making Healthy Choices (Lesson 1, 2, 3, and 5)

Video: Feeling Well, Being Well <https://youtu.be/buAVGyEPpAs>

Video: [School Aged Children](#) (9 Videos) Raising our Health Kids

Video: [Healthy beverages – Choose water](#)

Poster: [Making Healthy Eating Choices](#) Ages 6-10 (OPHEA)

D2.2 Food Choices (snacks and meals)

- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control (e.g., the food that's available in the home; the food that's available when eating out; energy needed at different times of day; allergies; food guidelines associated with medical conditions such as diabetes or celiac disease; food safety related to food preparation, storage, handling, and cleanliness) [A1.3 Motivation, 1.6 Thinking]
- * A1.3 Positive Motivation and Perseverance; apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope (e.g., Active Living: understand the connection between getting a good sleep and feeling ready to participate; Healthy Living: show appreciation for all the things their bodies can do)
- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g., Active Living: explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather; Healthy Living: explain how to stay safe by identifying household products that might be dangerous)



Activities:

[Colours of the Rainbow Paint Your Plate Lesson Plan Grade 2](#)

[Start Your Day...the Vegetable and Fruit Way \(Paint your Plate! Lesson Activity\)](#)

[Fruit-filled Breakfasts \(Paint your Plate! Cooking Activity\)](#)

[Just eat it. Colouring Book Food Waste](#)

[Roots and Shoots \(Gr JK-2\) | Roots and Shoots Supporting Documents](#)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#)..

Grey Bruce Health Statistics [Chronic Disease](#), [Mortality – Leading Cause of Death](#)

[Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

[Food Handling and Safety](#)

[Packing Healthy Snacks](#) (Unlockfood.ca)

[What's for Lunch? \(Elementary Version\)](#) Provides tips for packing a healthy school lunch.

[Sideline Snacks Card](#) | [Water Does Wonders Card](#) Designed for Sport and Recreation Teams but can be incorporated into school sports and the classroom learning

[School Lunch Your Kids Will Munch](#) (GBHU)

[Super Tasty Snack Ideas](#) (Hamilton Public Health)

Food Allergy Canada – [CPS Guidelines for anaphylaxis in School setting](#) – an online resource that contains posters, information, and training opportunities

[Priority Food Allergens](#) – Health Canada lists certain foods as “priority food allergens”, these foods are associated with 90% of allergic reactions in Canada.

[Allergy Awareness Challenge Teacher Lesson Plan](#) Primary (Grades 1-3)

[Physical Activity](#): a link to resources in the appendix on the [24 Hour Movement Guidelines](#)

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 2](#)

[OPHEA H&PE](#)

OPHEA H&PE Curriculum Resources Healthy Living - Practicing Safe Behaviour (Lesson 3)

OPHEA H&PE Curriculum Resources Healthy Living - Making Healthy Choices (Lesson 1, 2, 3, and 5)

Sustain Ontario [Food Matters Action Kit for Children and Youth](#) Lesson: Garbology 101

Food Waste Curriculum [Just Eat It: A food Waste Story](#)

Resources: [School Resource Kit Waste Reduction](#)

Video: [Kitchen Tips and Food Handling Videos](#)

Video: [Waste Reduction Week](#)

Video: [School Aged Children](#) (9 Videos) Raising our Health Kids

Article: [Diabetes and Healthy Eating](#) (Caribbean, African, East Asian, Latin American, North India, Pakistan, South Indian, Sri Lankan Diets)

Educator Resources:

[Bright Bites](#) – An online program developed by Ontario Dietitians in Public Health (ODPH) includes Health and Physical Education and Science Curriculum based lesson plans for K-8 that incorporates badges that your class or school can work towards. The majority of the listed resources and activities are currently located under the '[Badges](#)' Page - [Paint your Plate](#), [Green Thumb](#),

[Paint Your Plate! Action Guide for Schools](#) (Bright Bites) A guide for educators containing a toolkit of ideas, information and advice on how to promote vegetables and fruit in the classroom, school and at home for Grades K-8)

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 3](#)

[Sip Smart Ontario Backgrounder](#) – Grades 3-7 (It is helpful to read or scan specific 'Backgrounders' before starting the lesson plans)

[Sip Smart Ontario Teachers Resource Guide](#) – Grades 3-7 (Bright Bites licensed classroom educational program that helps teach children about sugary drinks and about making healthy drink choices, meets the expectations of the Ontario Ministry of Education's Health and Physical Education Curriculum)

[Sip Smart Ontario Printable Student and Teacher Resources](#) – Grades 3-7 (Resources and Assessment Tools to accompany Sip Smart Lesson plans from the Sip Smart Ontario Teachers Resource Guide)

[Sip Smart Ontario Parent booklet](#) - take home

French Resources:

[Guide Alimentaire Canadien – Sommaire des lignes directrices et considérations](#)

[OPHEA Making Healthy Choices 3E Année](#) - (Lesson 4 and 5)

[OPHEA Practising Healthy Decision Making 3E Année](#) – (Lesson 1, 3 and 6)

[Unlockfood.ca](#) – faites une recherche par sujet

D1. Understanding Health Concepts Healthy Eating

D1.1 Food Origins, Nutritional Value and Environmental Impact

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate an understanding of how the origins of food (e.g., where the food is grown, harvested, trapped, fished, or hunted; whether and how it is processed or prepared) affect its nutritional value and how those factors and others (e.g., the way we consume and dispose of food) can affect the environment [A1.6 Thinking]
- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g., **Healthy Living**: plan what they might bring to a family picnic or a community potluck, focusing on healthy foods and healthy practices, and give reasons for their choices)



Activities:

[Home Connections](#), [Community Connections](#), [Classroom Extension Activities](#) Math, Science, Arts, Language and H&PEA –*Sip Smart Ontario* (Bright Bites)

[Where do our Vegetables and fruit come from?](#) *Paint your Plate* Lesson Plan Grade 3

[Lunch to Go](#) (*Paint your Plate!* Cooking Activity)

[Where in the World](#) (*Paint your Plate!* Lesson Activity)

[Mystery Food](#) (Nutrition Education and Consulting)

[Waste In Our Food Systems](#) (Grade 3-8)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

[Grade 3 Social Studies – 7th Generation Stewardship](#) Aboriginal Education Strategy

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 3](#)

[OPHEA H&PE](#)

D2. Making Healthy Choices

D2.1 Oral Health, Food Choices

- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate an **understanding of the importance of good oral health to overall health**, and assess the **effect of different food choices on oral health** [A1.3 Motivation, 1.5 Self]
- * A1.3 Positive Motivation and Perseverance; apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope (e.g., Active Living: show a growth mindset when setting personal goals for physical activity; Movement Competence: experiment with adopting a positive attitude if they are not feeling confident as they learn a new skill, and describe how doing so affects their skill development; Healthy Living: with respect to healthy development, recognize and appreciate the factors they can influence, and accept and work with the factors over which they have less influence)
- * A1.5 Self-Awareness and Sense of Identity; apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., **Active Living**: show awareness of family activities that support physical and mental health – such as family walks, family meals, and times for relaxing together – by explaining how they use a Healthy Living calendar on the fridge in their home to plan and record such activities; **Healthy Living**: identify some of the characteristics that make them

unique, showing an understanding that we all have things that make us unique, whether they are visible on the surface or not, such as different abilities and different physical attributes)



Activities:

[Lunch to Go](#) (*Paint your Plate!* Cooking Activity)

[Drink Detective](#), [Sugar Sugar](#), [Not just Sugar](#), [Sip Smart](#), [Think before you Drink](#) (*Sip Smart Ontario* - Lesson plans and activities for grades 3- 7)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

[Oral Health Diseases](#)

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 3](#)

[OPHEA H&PE](#) OPHEA H&PE Curriculum Resources Healthy Living Grade 3 – Healthy Living – Making Healthy Choices (Lesson 4, 5)

Poster: [Oral Health Tips for Children Aged 3-6](#)

D3. Making Connections for Healthy Living

D3.1 Local and Cultural Foods, Eating Choices

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- **explain how local foods and foods from various cultures** (e.g., berries, curries, chapattis, lychees, kale, lentils, corn, naan, wild game, fish, tourtière) can be used to expand their range of healthy eating choices [A1.6 Thinking]
- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g., **Active Living**: come up with ideas for things they could do to be physically active in their family's home; **Healthy Living**: plan what they might bring to a family picnic or a community potluck, focusing on healthy foods and healthy practices, and give reasons for their choices)



Activities:

[Grade 3 Social Studies – Feasts of Thanksgiving](#) Aboriginal Education Strategy

[Grade 3 Social Studies – What Settlers Learned from Aboriginal People: Food preservation](#)

Aboriginal Education Teaching Strategy

[Stone Soup](#) - *Paint Your Plate* Lesson Plan Grades 2 to 4

[Can you Dig it?](#) (Grade 2-4) [Can You Dig It? Supporting Documents](#)

[Where in the World](#) (*Paint your Plate!* Lesson Activity)

[Healthy Eating Can Be Fun! Interactive](#) nutrition activities for health educators working with aboriginal children and youth



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

[Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

[Cultural Preferences and Traditions](#) Canada's Food Guide, the translated versions of the guides all show the same pictures, but the languages are different. All of the guides provide information about healthy choices for different cultures. The First Nation, Métis, and Inuit guide has some different information. The picture on the front shows the food groups as a part of a circle. It also shows some pictures of some First Nation, Métis, and Inuit foods, like berries, wild plants, bannock, and wild game, and includes healthy living tips that fit with the lives of First Nation, Métis, and Inuit people. (FNMI)

Health Canada has released the [new food guide in 26 languages](#) (17 multicultural and 9 Indigenous languages)

[Aboriginal Perspectives: Teaching and Learning Ideas for elementary and secondary](#) A collection of electronic resources from the Ministry of Education to help elementary and secondary teachers bring Aboriginal perspectives into their classrooms.

[In Our Own Words. Authentic First Peoples Content to the K-3](#) (2012) Teacher resource guide offers teachers information and guidance about how to incorporate authentic First Peoples materials into their instruction and assessment practices – includes lesson plans, curriculum connections, assessment resources and suggested texts. Many of the strategies and unit plans in this guide incorporate the use of grade-appropriate story books and other learning resources identified in *Authentic First Peoples Resources for Use in K-7 Classrooms* (FNESC, 2012). This guide is available online at www.fnesc.ca.

[Teachings from the Land](#) – Food Share

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 3](#)

[OPHEA H&PE](#) OPHEA H&PE Curriculum Resources Healthy Living Grade 3 – Healthy Living – Healthy Decision-Making (Lesson 1, 3 and 6)

Grades 4-6, Acquire additional knowledge about nutrition and nutritional labelling and learn how to manage their food choices and set healthy eating goals. Their ability to make healthy eating decisions is further developed as they acquire additional knowledge about nutrition and nutritional labelling, and as they learn how to understand and manage their food choices and set healthy eating goals for themselves

Did you know: that as of Oct 17th, 2019 edible cannabis will be legal in Canada? This may increase the risk of unintentional consumption and possible overdose of edible cannabis products which often come in the form of gummie bears, cookies, candies, suckers, chocolate, brownies and rice crispy squares.

If you suspect a student has ingested edible cannabis products, watch for these symptoms which may not show up until several hours after the unintentional consumption:

- *Difficulty breathing*
- *Drowsiness or excessive sleepiness*
- *Slurred speech*
- *Anxiety, restlessness, changes in mood & behavior*
- *Difficulty walking or sitting up*
- *Loss of balance or coordination*

Call 911 if the child is having breathing difficulties.

Grey Bruce Health Unit: [Cannabis Information for Educators](#)

Grey Bruce Statistics [Local Statistics: Social determinants of Health](#)

Resource Guide: [First Nations, Métis, and Inuit Connections Scope and Sequence of Expectations](#)

Video: [First Nations, Métis and Inuit Connections in the Ontario Curriculum and Associated Supports](#)

Resource: [The First Nations and Treaties Map of Ontario: Information for Educators](#)

Resource: [Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

[Additional Activity 1: K-8 Classroom Vegetables and Fruit Paper Craft Virtual Salad](#)

[Additional Activity 2: K-8 Classroom Vegetables and Fruit Busy Box](#)

[Additional Activity 3: K-8 Paint Your Plate! Challenge](#)

Educator Resources

[Bright Bites](#) – An online program developed by Ontario Dietitians in Public Health (ODPH) includes Health and Physical Education and Science Curriculum based lesson plans for K-8 that incorporates badges that your class or school can work towards. The majority of the listed resources and activities are currently located under the '[Badges](#)' Page - [Paint your Plate](#), [Green Thumb](#).

[Paint Your Plate! Action Guide for Schools](#) (Bright Bites) A guide for educators containing a toolkit of ideas, information and advice on how to promote vegetables and fruit in the classroom, school and at home for Grades K-8)

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 4](#)

[Sip Smart Ontario Backgrounder](#) – Grades 3-7 (It is helpful to read or scan specific 'Backgrounders' before starting the lesson plans)

[Sip Smart Ontario Teachers Resource Guide](#) – Grades 3-7 (Bright Bites licensed classroom educational program that helps teach children about sugary drinks and about making healthy drink choices, meets the expectations of the Ontario Ministry of Education's Health and Physical Education Curriculum)

[Sip Smart Ontario Printable Student and Teacher Resources](#) – Grades 3-7 (Resources and Assessment Tools to accompany Sip Smart Lesson plans from the Sip Smart Ontario Teachers Resource Guide)

[Sip Smart Ontario Parent booklet](#) - take home

French Resources:

[Guide Alimentaire Canadien – Sommaire des lignes directrices et considérations](#)

[OPHEA Making Healthy Choices Anywhere 4E Année](#) - tous les plans de leçon

[Unlockfood.ca](#) – faites une recherche par sujet

D1. Understanding Health Concepts

D1.1 Nutrients

- demonstrate an understanding of factors that contribute to healthy development;
- identify the key nutrients (e.g., fat, carbohydrates, protein, vitamins, minerals) provided by foods and beverages, and describe their importance for growth, mental and physical health, learning, and physical performance [A1.6 Thinking]
- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g., **Healthy Living**: with a classmate, brainstorm ways of avoiding unhealthy behaviours or situations that make them feel uncomfortable, and list healthy alternatives)



Activities:

*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 4 - ([Lesson 1, 2](#))

[Drink Detective](#), [Sugar Sugar](#), [Not just Sugar](#), [Sip Smart](#), [Think before you Drink](#) (*Sip Smart Ontario* - Lesson plans and activities for grades 3- 7)

[Vegetables and Fruit: Are YOU Getting Enough?](#) (*Paint your Plate!* Lesson Activity)

[Fruit Smoothies](#) (*Paint your Plate!* Cooking Activity)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Physical Activity](#): a link to resources in the appendix on the [24 Hour Movement Guidelines](#)

OPHEA H&PE Curriculum Resources Healthy Living Grade 4 – Healthy Living -Making Healthy Food Choices Anywhere (Lesson 1, 2, and 3) 2015

Video: Feeling Well, Being Well <https://youtu.be/buAVGyEPpAs>

Video: [Healthy beverages – Choose water](#)

Poster: [Making Healthy Eating Choices](#) Ages 6-10 (OPHEA)

D2. Making Healthy Choices

D2.1 Personal Eating Habits

- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- identify **personal eating habits through self-monitoring over time, and set a goal for developing healthier eating habits**, on the basis of the recommendations and guidelines in Canada's Food Guide (e.g., make water their drink of choice; eat plenty of vegetables and fruits; eat meals with others; help with food shopping and meal preparation at home; trap, fish, hunt, harvest, and cultivate food) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]
- * A1.3 Positive Motivation and Perseverance; apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope (e.g., **Active Living**: recognize that mental health is an intrinsic factor that can have an impact on motivation for exertion; **Healthy Living**: show awareness of their food choices and habits and persevere in the practice of choosing healthy alternatives)
- * A1.5 Self-Awareness and Sense of Identity; apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging (e.g., **Active Living**: explain what makes them enjoy their favourite activities, and consider what this tells them about themselves; Movement Competence: identify which skills they perform with the most confidence and which ones are most difficult for them; **Healthy Living**: set a healthy eating goal that meets Canada's Food Guide recommendations and also suits their own and their family's preferences, needs, and circumstances)

- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g., **Healthy Living**: with a classmate, brainstorm ways of avoiding unhealthy behaviours or situations that make them feel uncomfortable, and list healthy alternatives)



Activities:

*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 4 - [Lesson 2, 3, 4 & 6](#)

[Stone Soup](#) - Paint Your Plate Lesson Plan Grades 2 to 4

[Vegetables and Fruit: Are YOU Getting Enough?](#) (Paint your Plate! Lesson Activity)

[Fruit Smoothies](#) (Paint your Plate! Cooking Activity)

[Eat in Colour](#) (MLHU)



Resource:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

Canada's Food Guide [First Nations, Inuit and Metis](#)

[Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

Physical Activity: a link to resources in the appendix on the [24 Hour Movement Guidelines](#)

OPHEA H&PE Curriculum Resources Healthy Living Grade 4 – Healthy Living - Making Healthy

Food Choices Anywhere (All Lessons) 2015

[What's for Lunch? \(Elementary Version\)](#) Provides tips for packing a healthy school lunch.

Video: Feeling Well, Being Well <https://youtu.be/buAVGyEPpAs>

Poster: [Making Healthy Eating Choices](#) Ages 6-10 (OPHEA)

Article: [Facts on Fluids](#) Dietitians of Canada

Teachings from the Land – Food Share <https://foodshare.net/2019/01/23/teachingsfromland/>

D3. Making Connections for Healthy Living

D3.1 Healthier Eating in Various Settings

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being
- **identify ways of promoting healthier eating habits in a variety of settings and situations** (e.g., school, arena, recreation centre, stores, food courts, special events; when camping, having a snack or meal at a friend's house, eating on weekends versus weekdays) [A1.6 Thinking]
- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to

support making connections, analysing, evaluating, problem solving, and decision making (e.g., **Healthy Living**: with a classmate, brainstorm ways of avoiding unhealthy behaviours or situations that make them feel uncomfortable, and list healthy alternatives)



Activities:

*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 4 – Lesson 5, 6

Veggies and Fruit; the preferred (and easy) choice – Paint Your Plate Lesson Plan Grade 4

Home Connections, Community Connections, Classroom Extension Activities (Math, Science, Arts, Language and H&PEA – *Sip Smart Ontario*)

Choosing Healthy Eating and Drinking Options Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 11-14 (OPHEA)

Buy it, Map it When using this activity for Grey and Bruce use the Grey Bruce Eat Local Food and the Bruce Grey Food Asset Map

Eat in Colour (MLHU)

Fruit in my Water (MLHU)



Resources:

OPHEA H&PE Curriculum Resources Healthy Living – Making Healthy Food Choices Anywhere (Lessons 5, 6) 2015

Video: Healthy Eating at School Sporting Events (Ever Active Schools)

Video: Feeling Well, Being Well <https://youtu.be/buAVGyEPpAs>

Video: School Aged Children (9 Videos) Raising our Health Kids

Poster: Making Healthy Eating Choices Ages 6-10 (OPHEA)

Educator Resources:

[Bright Bites](#) – An online program developed by Ontario Dietitians in Public Health (ODPH) includes Health and Physical Education and Science Curriculum based lesson plans for K-8 that incorporates badges that your class or school can work towards. The majority of the listed resources and activities are currently located under the '[Badges](#)' Page - [Paint your Plate](#), [Green Thumb](#).

[Paint Your Plate! Action Guide for Schools](#) (Bright Bites) A guide for educators containing a toolkit of ideas, information and advice on promoting vegetables and fruit in the classroom, school and at home for Grades k-8)

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 5](#)

[Sip Smart Ontario Backgrounder](#) – Grades 3-7 (It is helpful to read or scan specific 'Backgrounders' before starting the lesson plans)

[Sip Smart Ontario Teachers Resource Guide](#) – Grades 3-7 (Bright Bites licensed classroom educational program that helps teach children about sugary drinks and about making healthy drink choices, meets the expectations of the Ontario Ministry of Education's Health and Physical Education Curriculum)

[Sip Smart Ontario Printable Student and Teacher Resources](#) – Grades 3-7 (Resources and Assessment Tools to accompany Sip Smart Lesson plans from the Sip Smart Ontario Teachers Resource Guide)

[Sip Smart Ontario Parent booklet](#) - take home

[Teaching Teachers about Good Food](#) [foodshare.net](#)

French Resources:

[Guide Alimentaire Canadien – Sommaire des lignes directrices et considérations](#)

[OPHEA Comprendre les concepts de santé et établir des liens pour une vie saine 5E Année – \(Lesson 3 ou 8\)](#)

[OPHEA Awareness + Action = Power E Année – \(Lesson 1, 2, 3 ou 7\)](#)

[Unlockfood.ca](#) – faites une recherche par sujet

D2. Making Healthy Choices

D2.1 Nutrition Fact Tables, Food Labels

- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- explain **how to use nutrition fact tables and ingredient lists** on food labels to make informed choices about healthy and safe foods [A1.6 Thinking]
- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g., **Active Living**: make connections between being active and working towards personal fitness goals and overall mental health; **Healthy Living**: describe how the media can influence their food choices)



Activities:

*OPHEA&PE September 2019 NEW Guide Lesson Plans Grade 5 - Lesson 2, 5

What's on a Label? Paint Your Plate! Lesson Plan – Grade 5

Drink Detective, Sugar Sugar, Not just Sugar, Sip Smart, Think before you Drink (*Sip Smart Ontario* - Lesson plans and activities for grades 3- 7

Looking through the Label Lens (*Paint your Plate! Lesson Activity*)

Go for Greens (*Paint your Plate! Cooking Activity*)

Announce It! (MLHU)

Heads Up! (MLHU)



Resources:

Canada's Food Guide - An overview of the new food guide and healthy eating behaviours

Unlockfood.ca – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to School Health.

Food Labels

OPHEA H&PE Curriculum Resources Healthy Living Grade 5 – Healthy Living – Making Healthy Choices (Lesson 3) 2015

Video: Nutrition labeling (5 videos – Dietitians of Canada)

Video: Feeling Well, Being Well <https://youtu.be/buAVGyEPpAs>

Poster: Making Healthy Eating Choices Ages 6-10 (OPHEA)

D3. Making Connections for Healthy Living

D3.1 Media Influences – Food Choices

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- **describe how advertising, food marketing, and media affect food choices** (e.g., TV commercials, product packaging, celebrity endorsements and social media postings, product placements in movies and programs, idealized and unrealistic body images in movies and programs, magazine articles promoting fad diets, loyalty programs), and **explain how these influences can be evaluated to help people make healthier choices** (e.g., by critically examining the reasons for celebrity endorsements or public personas or the plausibility of product claims, checking whether there is information in an advertisement to verify its claims, asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media) [A1.6 Thinking]
- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g., **Active Living**: make connections between being active and working towards personal

fitness goals and overall mental health; Movement Competence: explain the idea of “healthy competition”, what it involves and what it should not involve, and how the presence or absence of those features might affect motivation to participate in physical activity; **Healthy Living**: describe how the media can influence their food choices)



Activities:

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 5 – Making Healthy Choices Lesson 3, 4 & 5](#)

OPHEA H&PE Curriculum Resources Healthy Living Grade 5 – [Awareness + Action = Power \(Lessons 1, 2, 3 or 7\) 2015](#)

[Healthy Eating Scenarios](#) Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 11-14 (OPHEA)

[Factors Influencing Food and Drink Choices](#) Children will examine internal and external influences on their personal food and drink choices Ages 11-14 (OPHEA)

[Who Makes Your Food and Drink Choices?](#) Children will examine the influences of media on personal food and drink choices Ages 11-14 (OPHEA)

[Choosing Healthy Eating and Drinking Options](#) Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 11-14 (OPHEA)

[Taking a Look at Canada's Food Guide](#) Youth will debate the various benefits and possible limitations of Canada's Food Guide Ages 11-14 (OPHEA)

[Grade 4 Language – Comparing Media Texts: Who Says?](#) Aboriginal Education Strategy

[You've Gotta Have a Gimmick - Mediasmarts.ca](#) resources and Lessons

[Amazing Vegetable and Fruit Chase](#) (MLHU)

[Advertising Challenge](#) (MLHU)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

OPHEA H&PE Curriculum Resources Healthy Living Grade 5 – Healthy Living – Making Healthy Choices (Lesson 1, 2 or 3) 2015

Mental Health & Nutrition [Tools for Youth Leaders](#) Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

Marketing [M2k Stop Marketing to Kids \(Heart and Stroke\)](#) - information on legislation to stop marketing to kids

Video: [Too Frank for the Food Industry](#)

Video: [Feeling Well, Being Well](#)

Poster: [Making Healthy Eating Choices](#) Ages 6-10 (OPHEA)

Educator Resources:

[Bright Bites](#) – An online program developed by Ontario Dietitians in Public Health (ODPH) includes Health and Physical Education and Science Curriculum based lesson plans for K-8 that incorporates badges that your class or school can work towards. The majority of the listed resources and activities are currently located under the '[Badges](#)' Page - [Paint your Plate](#), Green Thumb,

[Paint Your Plate! Action Guide for Schools](#) (Bright Bites) A guide for educators containing a toolkit of ideas, information and advice on how to promote vegetables and fruit in the classroom, school and at home for Grades k-8)

[*OPHEA&PE September 2019 NEW Guide Lesson Plans Grade 6](#)

[Sip Smart Ontario Backgrounder](#) – Grades 3-7 (It is helpful to read or scan specific 'Backgrounders' before starting the lesson plans)

[Sip Smart Ontario Teachers Resource Guide](#) – Grades 3-7 (Bright Bites licensed classroom educational program that helps teach children about sugary drinks and about making healthy drink choices, meets the expectations of the Ontario Ministry of Education's Health and Physical Education Curriculum)

[Sip Smart Ontario Printable Student and Teacher Resources](#) – Grades 3-7 (Resources and Assessment Tools to accompany Sip Smart Lesson plans from the Sip Smart Ontario Teachers Resource Guide)

[Sip Smart Ontario Parent booklet](#) - take home

[Teaching Teachers about Good Food](#) foodshare.net

French Resources:

[Guide Alimentaire Canadien – Sommaire des lignes directrices et considérations](#)

[OPHEA Making Healthy Choices 6E Année – \(Lesson 1, 2 ou 3\)](#)

[OPHEA Connections for Healthy Living 6E Année – \(Lesson 4, 5\)](#)

[Unlockfood.ca](#) – faites une recherche par sujet

D2. Making Healthy Choices

D2.1 Influences on Healthy Eating

- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- apply **their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices** (e.g., allergies and sensitivities, likes and dislikes, feelings of stress, dental health, food availability, media influence, cultural influence of family and friends, school food and beverage policies, environmental impact, cost) to **develop personal guidelines for healthier eating** [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.6 Thinking]
- * A1.1 Identification and Management of Emotions; apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others. (e.g., **Healthy Living**: explain how feelings can impact eating

habits and food choices and how a person's awareness of this impact can help them make healthier choices)

- * A1.2 Stress Management and Coping; apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience. (e.g., **Healthy Living**: when preparing to babysit a younger child, explain the strategies they might use to manage any challenging situations that could arise)
- * A1.4 Healthy Relationships; apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. (e.g., **Healthy Living**: show awareness of how best to help others by asking questions and then helping in the way the person prefers; describe how you can let someone know how you feel about them in both verbal and non-verbal ways)
- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making. (e.g., **Healthy Living**: describe what can be done to challenge stereotypes and false assumptions, and to encourage respectful interaction, acceptance of differences, and inclusion of all people in social activities)
- make informed decisions that demonstrate respect for themselves and others and help **to build healthier relationships**, using a variety of living skills (e.g., *personal and interpersonal skills; critical and creative thinking skills; skills based on First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colours or seven grandfathers teachings, or other cultural teachings*) (FNMI)



Activities:

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 6 – Lesson 1, 2, 3 or 5](#)

[Turtle Island Conservation – Curriculum-Based Activities Guide](#) Activity Chapter Nine – Water: Our Business

[Blue Water District School Backgrounder](#) – Timelines of Treaties and Important Dates

[Grade 7 History – Exploring Cultural Differences](#) Aboriginal Education Strategy

[Exploring the influences on Vegetable and fruit intake](#) – *Paint Your Plate* Lesson Plan Grade 6

[Drink Detective](#), [Sugar Sugar](#), [Not just Sugar](#), [Sip Smart](#), [Think before you Drink](#) (*Sip Smart Ontario* - Lesson plans and activities for grades 3- 7)

[Healthy Eating Scenarios](#) Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 11-14 (OPHEA)

[Factors Influencing Food and Drink Choices](#) Children will examine internal and external influences on their personal food and drink choices Ages 11-14 (OPHEA)

[Choosing Healthy Eating and Drinking Options](#) Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 11-14 (OPHEA)

[Who Makes Your Food and Drink Choices?](#) Children will examine the influences of media on personal food and drink choices Ages 11-14 (OPHEA)

[Advertising Challenge](#) (MLHU)

[Announce It!](#) (MLHU)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

Infographic: [Food Affordability in Grey Bruce](#): Local statistics to support the understanding of personal and external factors that affect people's food choices and eating habits

[Proof Canada](#) PROOF is a university based research team studying food insecurity. This is the most up to date report on food insecurity in Canada (2014)

Mental Health & Nutrition [Tools for Youth Leaders](#) Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

[Oral Health](#)

Marketing [M2k stop marketing to kids \(Heart and Stroke\)](#) - information on legislation to stop marketing to kids

OPHEA H&PE Curriculum Resources Healthy Living Grade 6 – Healthy Living – Making Healthy Choices – Lessons 1, 2 or 3) 2015

[Local Statistics: Social determinants of Health](#)

Video: [The Healthy Maze Challenge](#) Ages 11-14 (OPHEA)

Poster: [Healthy Eating Choices](#) Ages 11-14 (OPHEA)

D2.2 Eating Cues and Guidelines

- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- apply their **recognition of internal hunger and thirst cues** and their knowledge of physical factors that influence the desire to eat and drink (e.g., stage of development, growth spurts, level of physical activity, eating larger portions) to develop personal guidelines for healthier eating [A1.1 Emotions, 1.5 Self, 1.6 Thinking]
- * A1.1 Identification and Management of Emotions; apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others. (e.g., **Healthy Living**: explain how feelings can impact eating habits and food choices and how a person's awareness of this impact can help them make healthier choices)
- * A1.5 Self-Awareness and Sense of Identity; apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. (e.g., **Healthy Living**: reflect on how stereotypes affect their self-concept, and identify other factors, including acceptance by others, that influence their sense of themselves)

- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making. (e.g., **Healthy Living**: describe what can be done to challenge stereotypes and false assumptions, and to encourage respectful interaction, acceptance of differences, and inclusion of all people in social activities)



Activities:

*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 6 – [Lesson 2, 3 or 5](#)
[OPHEA H&PE Curriculum Resources Healthy Living Grade 6 – Healthy Living – Connections for Healthy Living \(Lessons 4\)2015](#)

[Drink Detective](#), [Sugar sugar](#), [Not just Sugar](#), [Sip Smart](#), [Think before you Drink](#) (Sip Smart Ontario - Lesson plans and activities for grades 3- 7)

[Healthy Eating Scenarios](#) Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 11-14 (OPHEA)

[Factors Influencing Food and Drink Choices](#) Children will examine internal and external influences on their personal food and drink choices Ages 11-14 (OPHEA)

[Taking a Look at Canada's Food Guide](#) Youth will debate the various benefits and possible limitations of Canada's Food Guide Ages 11-14 (OPHEA)

[Vegetables and Fruit! Read All About 'Em!](#) (*Paint your Plate!* Lesson Activity)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

[Physical Activity Guidelines](#) Ages 5-17 (CSEP) for optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviours, and sufficient sleep each day.

[Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

OPHEA H&PE Curriculum Resources Healthy Living Grade 6 – Healthy Living – Making Healthy Choices – (Lessons 1, 2 or 3) 2015

Video: [The Healthy Maze Challenge](#) Ages 11-14 (OPHEA)

Video: [School Aged Children](#) (9 Videos) Raising our Health Kids

Video: [Healthy beverages – Choose water](#)

Poster: [Healthy Eating Choices](#) Ages 11-14 (OPHEA)

D3. Making Connections for Healthy Living

D3.1 Benefits of Healthy Eating / Active Living

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- **explain how healthy eating and active living work together** to improve a person's overall physical and mental health and well-being (e.g., both provide more energy and contribute to improved self-concept and body image, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them) and **how the benefits of both can be promoted to others** [A1.2 Coping, 1.3 Motivation, 1.5 Self, 1.6 Thinking]
- * A1.2 Stress Management and Coping; apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g., **Healthy Living**: when preparing to babysit a younger child, explain the strategies they might use to manage any challenging situations that could arise)
- * A1.3 Positive Motivation and Perseverance; apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope. (e.g., **Healthy Living**: show understanding of how healthy eating habits contribute to raising energy levels and improving self-image)
- * A1.5 Self-Awareness and Sense of Identity; apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. (e.g., **Healthy Living**: reflect on how stereotypes affect their self-concept, and identify other factors, including acceptance by others, that influence their sense of themselves)
- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making. (e.g., **Healthy Living**: describe what can be done to challenge stereotypes and false assumptions, and to encourage respectful interaction, acceptance of differences, and inclusion of all people in social activities)



Activities:

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 6 – Making Healthy Choices Lesson 1, 3, 4 or 5](#)

OPHEA H&PE Curriculum Resources Healthy Living Grade 6 - [Connections for Healthy Living \(Lessons 4, 5\)](#) 2015

[Factors Influencing Food and Drink Choices](#) Children will examine internal and external influences on their personal food and drink choices Ages 11-14 (OPHEA)

[Vegetables and Fruit! Read All About 'Em!](#) (Paint your Plate! Lesson Activity)

[Salsa and spreads](#) (Paint your Plate! Cooking Activity)

[Buy it, Map it](#) When using this activity for Grey and Bruce use the [Grey Bruce Eat Local Food](#) and the [Bruce Grey Food Asset Map](#)

[Build Your Best Day](#) – Interactive online activity to learn about the Canadian 24-Hour Movement Guidelines

[Eat in Colour](#) (MLHU)

[Heads Up!](#) (MLHU)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

Grey Bruce Health Statistics [Chronic Disease, Mortality – Leading Cause of Death](#)

[Physical Activity Guidelines](#) Ages 5-17 (CSEP) For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviours, and sufficient sleep each day.

[Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

Mental Health & Nutrition [Tools for Youth Leaders](#) Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

OPHEA H&PE Curriculum Resources Healthy Living Grade 6 - Making Healthy Choices (Lessons 1, 2 or 3) 2015

Infographic: [Let's Eat Healthy Canada!](#) (Statistics on healthy eating in Canada)

Video: [The Healthy Maze Challenge](#) Ages 11-14 (OPHEA)

Poster: [Healthy Eating Choices](#) Ages 11-14 (OPHEA)

Grade 7 and 8, Students add to their knowledge of healthy eating practices and deepen their understanding of the relationship between eating patterns and disease, making healthier food choices, and promoting healthy eating to others.

Students will continue to learn about the factors that contribute to healthy development and consider how that information connects to their personal health choices and to the health of others in the world around them. In the intermediate grades, they will focus on making connections between their own health and the physical and mental health and well-being of those around them.

Did you know: that as of Oct 17th, 2019 edible cannabis will be legal in Canada? This may increase the risk of unintentional consumption and possible overdose of edible cannabis products which often come in the form of gummie bears, cookies, candies, suckers, chocolate, brownies and rice crispy squares.

If you suspect a student has ingested edible cannabis products, watch for these symptoms which may not show up until several hours after the unintentional consumption:

- *Difficulty breathing*
- *Drowsiness or excessive sleepiness*
- *Slurred speech*
- *Anxiety, restlessness, changes in mood & behavior*
- *Difficulty walking or sitting up*
- *Loss of balance or coordination*

Call 911 if the child is having breathing difficulties.

Grey Bruce Health Unit: [Cannabis Information for Educators](#)

[Local Statistics: Social determinants of Health](#)

[Additional Activity 1: K-8 Classroom Vegetables and Fruit Paper Craft Virtual Salad](#)

[Additional Activity 2: K-8 Classroom Vegetables and Fruit Busy Box](#)

[Additional Activity 3: K-8 Paint Your Plate! Challenge](#)

Educator Resources:

[Bright Bites](#) – An online program developed by Ontario Dietitians in Public Health (ODPH) includes Health and Physical Education and Science Curriculum based lesson plans for K-8 that incorporates badges that your class or school can work towards. The majority of the listed resources and activities are currently located under the '[Badges](#)' Page - [Paint your Plate](#), Green Thumb,

[Paint Your Plate! Action Guide for Schools](#) (Bright Bites) A guide for educators containing a toolkit of ideas, information and advice on how to promote vegetables and fruit in the classroom, school and at home for Grades k-8)

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 7](#)

[Sip Smart Ontario Backgrounder](#) – Grades 3-7 (It is helpful to read or scan specific 'Backgrounders' before starting the lesson plans)

[Sip Smart Ontario Teachers Resource Guide](#) – Grades 3-7 (Bright Bites licensed classroom educational program that helps teach children about sugary drinks and about making healthy drink choices, meets the expectations of the Ontario Ministry of Education's Health and Physical Education Curriculum)

[Sip Smart Ontario Printable Student and Teacher Resources](#) – Grades 3-7 (Resources and Assessment Tools to accompany Sip Smart Lesson plans from the Sip Smart Ontario Teachers Resource Guide)

[Sip Smart Ontario Parent booklet](#) - take home

[Teaching Teachers about Good Food](#) foodshare.net

French Resources:

[Guide Alimentaire Canadien – Sommaire des lignes directrices et considérations](#)

[OPHEA Faire des choix pour sa santé personnelle 7E Année – \(Lesson 5, 6\)](#)

[OPHEA Facteurs et influences personnels et externes 6E Année – \(Lesson 4, 5\)](#)

[Unlockfood.ca](#) – faites une recherche par sujet

D2. Making Healthy Choices

D2.1 Eating Patterns and Health Problems

- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- demonstrate **the ability to develop healthier eating patterns**, using information about the role that different foods play as **contributing or preventive factors in a variety of health disorders** (e.g., cancer, Type 2 diabetes, cardiovascular disease, obesity, food allergies and anaphylaxis, tooth decay, osteoporosis) [A1.2 Coping, 1.5 Self, 1.6 Thinking]
- * A1.2 Stress Management and Coping; apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience. (e.g., **Healthy Living**: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use)

- * A1.5 Self-Awareness and Sense of Identity; apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. (e.g., **Healthy Living**: describe ways in which they can monitor and stay aware of their own physical, emotional, and mental health)
- * A1.6 Critical and Creative Thinking: apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making. (e.g., **Healthy Living**: explain how someone might have a mental illness but can still be mentally healthy)



Activities:

[*OPHEA&PE September 2019 NEW Guide Lesson Plans Grade 7 - Personal and External Factors and Influences – Lesson 1, 2](#)

OPHEA H&PE Curriculum Resources Healthy Living Grade 7 – Healthy Living – Making Choices for Personal Health (Lessons 5, 6) Body Image 2015

[Drink Detective](#), [Sugar Sugar](#), [Not just Sugar](#), [Sip Smart](#), [Think before you Drink](#) (Sip Smart Ontario - Lesson plans and activities for grades 3- 7)

[Healthy Foods for Healthy Bodies](#) Lesson 4 (What influences your food choices? Pg. 18), Lesson 5 (How can we make healthy food choices? Pg. 22)

[Factors Influencing Food and Drink Choices](#) Children will examine internal and external influences on their personal food and drink choices Ages 11-14 (OPHEA)

[Choosing Healthy Eating and Drinking Options](#) Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 11-14 (OPHEA)

[You are what you Eat](#) (*Paint your Plate!* Lesson Activity)

[Amazing Vegetable and Fruit Chase](#)

[Announce It!](#) (MLHU)

[Eat in Colour](#) (MLHU)

[Fruit in my Water](#) (MLHU)

[Heads Up!](#) (MLHU)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

Grey Bruce Health Statistics [Chronic Disease](#), [Mortality – Leading Cause of Death](#)

[Local Statistics: Social determinants of Health](#)

Mental Health & Nutrition [Tools for Youth Leaders](#) Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

[Healthy Foods for Healthy Bodies](#) – Canadian curriculum based lesson plans and activities Grades 7 and 8

[Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

[Bright Bites – green thumb food](#)

OPHEA H&PE Curriculum Resources Healthy Living Grade 7 – Healthy Living – Personal and External Factors and Influences (All Lessons) 2015

Video: [The Healthy Maze Challenge](#) Ages 11-14 (OPHEA)

Poster: [Healthy Eating Choices](#) Ages 11-14 (OPHEA)

Infographic: [Let's Eat Healthy Canada!](#) (Statistics on healthy eating in Canada)

D2. Substance Use, Addictions, and Related Behaviour

D2.3. explain how preoccupation with body image or athletic performance can contribute to harmful or problematic eating habits and substance use, and demonstrate the ability to make informed choices about caring for their bodies [A1.3 Motivation, 1.5 Self, 1.6 Thinking]

D3. Making Connections for Healthy Living

D3.1 Personal, External Factors in Food Choices

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- demonstrate an understanding of **personal and external factors that affect people's food choices and eating habits** (e.g., personal: likes and dislikes, basic food skills, busy schedules, food allergies or sensitivities, health conditions, personal values, cultural practices or teachings; external: family or household budget, cost of foods, access to clean drinking water, type of food available at home, at school, or in the community), and identify ways of encouraging healthier eating practices [A1.2 Coping, 1.3 Motivation, 1.5 Self, 1.6 Thinking]
- * A1.2 Stress Management and Coping; apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience. (e.g., **Healthy Living**: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use)
- * A1.3 Positive Motivation and Perseverance; apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope. (e.g., **Healthy Living**: persevere in trying to reframe negative judgements about their body in order to achieve body acceptance and to adopt healthy strategies for fitness and overall health and well-being)
- * A1.5 Self-Awareness and Sense of Identity; apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. (e.g., **Healthy Living**: describe ways in which they can monitor and stay aware of their own physical, emotional, and mental health)
- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making.

(e.g., **Healthy Living**: explain how someone might have a mental illness but can still be mentally healthy)



Activities:

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 7 – Personal and External Factors and Influences - Lesson 2, 3 or 5](#)

[Meal or No Meal](#) – PLAY Bruce Grey Resources

Sustain Ontario [Food Matters Action Kit for Children and Youth](#) Lesson: Preserving Food Knowledge pg. 39

[Healthy Foods for Healthy Bodies](#) Lesson 5 (How can we make healthy food choices? Pg. 22)

[Home Connections, Community Connections, Classroom Extension Activities](#) (Math, Science, Arts, Language and H&PEA –*Sip Smart Ontario*)

[Healthy Eating Scenarios](#) Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 11-14 (OPHEA)

[Factors Influencing Food and Drink Choices](#) Children will examine internal and external influences on their personal food and drink choices Ages 11-14 (OPHEA)

[Choosing Healthy Eating and Drinking Options](#) Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 11-14 (OPHEA)

[Grade 7 History – Exploring Cultural Differences](#) Aboriginal Education Strategy

[You are what you Eat](#) (*Paint your Plate!* Lesson Activity)

[Orange Vegetables](#) (*Paint your Plate!* Cooking Activity)

[Advertising Challenge](#) (MLHU)

[Fruit Fear Factor](#) (MLHU)

[Heads Up!](#) (MLHU)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

[Position Statement on Responses to Food Insecurity \(2015\)](#)

A position statement on food insecurity by registered dietitians working in Public Health Units across Ontario Includes [Infographic](#) depicting problems of food insecurity from Ontario Dietitians in Public Health (ODPH)

Infographic: [Food Affordability in Grey Bruce](#): Local statistics to support the understanding of personal and external factors that affect people's food choices and eating habits

[Proof Canada](#) PROOF is a university based research team studying food insecurity. This is the most up to date report on food insecurity in Canada (2014)

[Local Statistics: Social determinants of Health](#)

[Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

[Aboriginal Perspectives: Teaching and Learning Ideas for elementary and secondary](#) A collection of electronic resources from the Ministry of Education to help elementary and secondary teachers bring Aboriginal perspectives into their classrooms.

Mental Health & Nutrition [Tools for Youth Leaders](#) Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

[Healthy Foods for Healthy Bodies](#) – Canadian curriculum based lesson plans and activities
Grades 7 and 8

Food Allergy Canada – [CPS Guidelines for anaphylaxis in School setting](#) – an online resource that contains posters, information, and training opportunities

[Priority Food Allergens](#) – Health Canada lists certain foods as “priority food allergens”, these foods are associated with 90% of allergic reactions in Canada.

OPHEA H&PE Curriculum Resources Healthy Living Grade 7 – Healthy Living – Personal and External Factors and Influences (All Lessons) 2015

Video: [The Healthy Maze Challenge](#) Ages 11-14 (OPHEA)

Poster: [Healthy Eating Choices](#) Ages 11-14 (OPHEA)

Articles: School Health – [Success Stories](#)

Educator Resources:

[Bright Bites](#) – An online program developed by Ontario Dietitians in Public Health (ODPH) includes Health and Physical Education and Science Curriculum based lesson plans for K-8 that incorporates badges that your class or school can work towards. The majority of the listed resources and activities are currently located under the '[Badges](#)' Page - [Paint your Plate](#), [Green Thumb](#), [Sip Smart](#)

[Paint Your Plate! Action Guide for Schools](#) (Bright Bites) A guide for educators containing a toolkit of ideas, information and advice on how to promote vegetables and fruit in the classroom, school and at home for Grades k-8)

[Teaching Teachers about Good Food](#) foodshare.net

[Healthy Foods for Healthy Bodies](#) – Canadian curriculum based lesson plans and activities
Grades 7 and 8
[Food Literacy](#)

French Resources:

[Guide Alimentaire Canadien – Sommaire des lignes directrices et considérations](#)

[OPHEA Réfléchissez à vos choix alimentaires 8E Année – \(Lesson 1, 2, 3, 5, ou 6\)](#)

[Unlockfood.ca](#) – faites une recherche par sujet

D2. Making Healthy Choices

D2.1 Personal Eating Behaviours

- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- evaluate **personal eating habits and food choices** on the basis of the recommendations in Canada's Food Guide, taking into account behaviours that support healthy eating (e.g., mindful eating, enjoying your food, choosing a variety of healthy foods, awareness of food **marketing, using food labels, making water your drink of choice** more often) [A1.1 Emotions, 1.2 Coping, 1.5 Self, 1.6 Thinking]
- * A1.1 Identification and Management of Emotions; apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others. (e.g., **Healthy Living**: explain how social media can create feelings of stress, and describe strategies that can help maintain balance and perspective)
- * A1.2 Stress Management and Coping; apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience. (e.g., **Healthy Living**: explain when daily healthy habits and coping strategies may not be enough to maintain mental health and when professional help may be required)
- * A1.5 Self-Awareness and Sense of Identity; apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging. (e.g., **Healthy Living**: describe the importance of self-awareness in building an understanding of identity, including gender identity and sexual orientation)

- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making. (e.g., **Healthy Living**: analyse potentially dangerous situations and devise solutions for making them safer)



Activities:

[*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 8 – Mind your Food Choices – All Lessons](#)

[Healthy Foods for Healthy Bodies](#) Lesson 1 (What do we know about food? Pg. 9), Lesson 3 (How does food help you to be active? Pg. 15)

[Factors Influencing Food and Drink Choices](#) Children will examine internal and external influences on their personal food and drink choices Ages 11-14 (OPHEA)

[Choosing Healthy Eating and Drinking Options](#) Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 11-14 (OPHEA)

[Taking a Look at Canada's Food Guide](#) Youth will debate the various benefits and possible limitations of Canada's Food Guide Ages 11-14 (OPHEA)

[Taking the VITALITY Approach!](#) (Paint your Plate Lesson Activity)

[Eat in Colour](#) (MLHU)

[Fruit in my Water](#) (MLHU)

[Heads Up!](#) (MLHU)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

[Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

[Physical Activity](#): a link to resources in the appendix on the [24 Hour Movement Guidelines](#)
OPHEA H&PE Curriculum Resources Healthy Living Grade 8 – Healthy Living – Mind Your Food Choices (Lessons 1, 2, 3, 5 or 6) 2015

[Serving Size/Portions](#)

[Food Safety and Food Handling](#)

Video: [The Healthy Maze Challenge](#) Ages 11-14 (OPHEA)

Poster: [Healthy Eating Choices](#) Ages 11-14 (OPHEA)

D3. Making Connections for Healthy Living

D3.1 Promoting Healthy Eating

- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- *identify strategies for **promoting healthy eating habits and food choices within the school, home, and community** (e.g., implementing school healthy food policies, launching healthy-eating campaigns, choosing healthy food items to sell in fundraising campaigns, getting involved in family meal planning, learning food preparation skills, urging local restaurants to highlight healthy food choices) [A1.6 Thinking]*
- * A1.6 Critical and Creative Thinking; apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making. (e.g., **Healthy Living**: analyse potentially dangerous situations and devise solutions for making them safer)



Activities:

*OPHEAH&PE September 2019 NEW Guide Lesson Plans Grade 8 – Mind Your Food Choices – Lesson 3, 5 or 6

Grade 8 Language – Perspectives in Aboriginal Media Aboriginal Education Strategy

Fundraising, vending machines, special food days, class room celebrations, school Events (Paint your Plate!)

Healthy Foods for Healthy Bodies Lesson 4 (What influences your food choices? Pg. 18), Lesson 5 (How can we make healthy food choices? Pg. 22)

Who Makes Your Food and Drink Choices? Children will examine the influences of media on personal food and drink choices Ages 11-14 (OPHEA)

Making Community Connections Children will examine personal food preferences and explore partnerships available within their community Ages 11-14 (OPHEA)

Factors Influencing Food and Drink Choices Children will examine internal and external influences on their personal food and drink choices Ages 11-14 (OPHEA)

Choosing Healthy Eating and Drinking Options

Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 11-14 (OPHEA)

Advertising Challenge

Buy it, Map it - When using this activity for Grey and Bruce use the Grey Bruce Eat Local Food and the Bruce Grey Food Asset Map

Fruit Fear Factor (MLHU)

Heads Up! (MLHU)

Secondary Vegetable and Fruit School Toolkit (MLHU) Lesson: Fundraising pg. 27, Celebrations and School Wide Events pg. 26, Cafeteria Makeover pg. 30

**Resources:**

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Food Safety and Food Handling](#)

[Tips for Teaching Local Food Literacy in the Classroom](#) (Sustain Ontario)

OPHEA H&PE Curriculum Resources Healthy Living Grade 8 – Healthy Living – Mind Your Food Choices (Lessons 1, 2, 3, 5 or 6)2015

Video: [The Healthy Maze Challenge](#) Ages 11-14 (OPHEA)

Video: [Too Frank for the Food Industry](#) A frank look at food marketing and its affects on consumers

Poster: [Healthy Eating Choices](#) Ages 11-14 (OPHEA)

Infographic: [Opportunities for Local Food and Food Literacy in Child Care and Student Nutrition Programs](#)

Articles: School Health – [Success Stories](#)

Secondary

Grade 9

Living Skills Expectation:

Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Educator Resources:

[Secondary Teacher Resource Guide](#) Ontario School food and Beverage Policy resource designed to assist teaching healthy eating, contains information on policies, social and physical environments, and community partnerships

Mental health & nutrition [Tools for Youth Leaders](#) Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

[Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

[Physical Activity Guidelines](#) Ages 5-17 (CSEP) For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviours, and sufficient sleep each day.

Handout: [Healthy Bodies: Tips for Teens](#)

Video: [The Healthy Maze Challenge](#) Ages 11-14 (OPHEA)

Video: [Healthy beverages – Choose water](#)

Poster: [Healthy Eating Choices](#) Ages 11-14 (OPHEA)

Poster: [Making Healthy Eating a Priority](#) Ages 15-18 (OPHEA)

C1.1, Connection to Holistic Health: Physical, Mental, Emotional, Spiritual - Understanding Health Concepts [PS, CT]

- Demonstrate an understanding of **factors that contribute** to healthy development;
- Explain how **active living and healthy eating contribute to a person's physical health and mental, emotional, and spiritual well-being**, and describe the benefits of a holistic approach to health (e.g., *provides more energy, helps body develop to full physical potential, increases self esteem*)
- *PS 1.1, describe the importance of understanding their personal strengths and values and using this understanding to guide them in making thoughtful decisions about their health
- *PS 1.2, identify supports that are available to help individuals cope with the psychological, social, and physical challenges and related stresses that may come with questioning their gender identity, their sexual orientation, or the way they express their gender by how they choose to act, dress, behave, and interact with others
- *CT 1.5, describe strategies, such as planning in advance, weighing pros and cons, or considering consequences, that they can use to make decisions in a variety of situations: on small daily matters such as getting a ride or walking to school; matters with longer-term impacts such as the selection of courses that lead to a desired career path; or matters related to personal health and safety such as using the Internet and social media, texting, and reacting positively and proactively to peer pressure to smoke, take drugs, or drink alcohol in social situations



Activities:

[Build Your Best Day](#) – Interactive online activity to learn about the Canadian 24-Hour Movement Guidelines

[Healthy Eating Scenarios](#) Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 11-14 (OPHEA)

[Factors Influencing Food and Drink Choices](#) Children will examine internal and external influences on their personal food and drink choices Ages 11-14 (OPHEA)

[Are You The Target?](#) Youths will examine media messaging used by the alcohol and tobacco industries Ages 11-14 (OPHEA)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

C2.1, Healthy Eating Plans – Making Healthy Choices [PS, CT]

- Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- Apply their knowledge of **basic nutrition principles and healthy eating practices** (e.g., *relating food intake to activity level, ensuring their diet includes foods from all food groups in **Canada's Food Guide, using healthy preparation methods***) to develop a healthy eating plan
- *PS 1.1, describe the importance of understanding their personal strengths and values and using this understanding to guide them in making thoughtful decisions about their health)
- *PS 1.2, identify supports that are available to help individuals cope with the psychological, social, and physical challenges and related stresses that may come with questioning their gender identity, their sexual orientation, or the way they express their gender by how they choose to act, dress, behave, and interact with others
- *CT 1.5, describe strategies, such as planning in advance, weighing pros and cons, or considering consequences, that they can use to make decisions in a variety of situations: on small daily matters such as getting a ride or walking to school; matters with longer-term impacts such as the selection of courses that lead to a desired career path; or matters related to personal health and safety such as using the Internet and social media, texting, and reacting positively and proactively to peer pressure to smoke, take drugs, or drink alcohol in social situations



Activities:

[Who Makes Your Food and Drink Choices?](#) Children will examine the influences of media on personal food and drink choices Ages 11-14 (OPHEA)

Healthy Eating Scenarios Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 11-14 (OPHEA)

Taking a Look at Canada's Food Guide

Youths will debate the various benefits and possible limitations of Canada's Food Guide

Are You The Target? Youths will examine media messaging used by the alcohol and tobacco industries Ages 11-14 (OPHEA)



Resources:

Canada's Food Guide - An overview of the new food guide and healthy eating behaviours

Unlockfood.ca – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to School Health.

Mental Health & Nutrition Tools for Youth Leaders Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

Physical Activity: a link to resources in the appendix on the 24 Hour Movement Guidelines

How to Raise Kids with Healthy Body Images

When Eating and Weigh are a Concern: A Glimpse at Eating Disorders

Food Preparation and Handling

C3.1, Food and Beverage Choices – Environmental, Social Factors – Making Connections for Healthy Living [IS, CT]

- Demonstrate the ability to **make connections that relate to health and well-being** – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- Analyse the influence of **social and environmental factors** on food and beverage choices (e.g., **financial status, culture, religion, media influence, peer influence, family food traditions, accessibility of different kinds of food, restaurant choices, proximity to where food was produced, environmental impact of food production methods**)
- *IS 1.3, demonstrate, through role play, the ability to reach out with compassion to a friend who seems to be struggling emotionally or the ability to use assertiveness skills to respond to situations or comments that might trigger conflict
- *IS1.4, describe strategies that can help them make healthy and affordable food choices when their friends prefer eating at fast-food restaurants
- *CT1.5, describe strategies, such as planning in advance, weighing pros and cons, or considering consequences, that they can use to make decisions in a variety of situations: on small daily matters such as getting a ride or walking to school; matters with longer-term impacts such as the selection of courses that lead to a desired career path; or matters related to personal health and safety such as using the Internet and social media, texting, and reacting positively and proactively to peer pressure to smoke, take drugs, or drink alcohol in social situations



Activities:

Who Makes Your Food and Drink Choices? Children will examine the influences of media on personal food and drink choices Ages 11-14 (OPHEA)

Making Community Connections Children will examine personal food preferences and explore partnerships available within their community Ages 11-14 (OPHEA)

Healthy Eating Scenarios Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 11-14 (OPHEA)

Are You The Target? Youths will examine media messaging used by the alcohol and tobacco industries Ages 11-14 (OPHEA)



Resources:

Canada's Food Guide - An overview of the new food guide and healthy eating behaviours

Unlockfood.ca – A searchable site nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to School Health.

Position Statement on Responses to Food Insecurity (2015)

A position statement on food insecurity by registered dietitians working in Public Health Units across Ontario Includes Infographic depicting problems of food insecurity from Ontario Dietitians in Public Health (ODPH)

Infographic: Food Affordability in Grey Bruce: Local statistics to support the understanding of personal and external factors that affect people's food choices and eating habits

Proof Canada PROOF is a university based research team studying food insecurity. This is the most up to date report on food insecurity in Canada (2014)

Local Statistics: Social determinants of Health

Mental Health & Nutrition Tools for Youth Leaders Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

FNMIÉAO – First Nations, Metis and Inuit Education Association of Ontario Resources

Aboriginal Perspectives: Teaching and Learning Ideas for elementary and secondary A collection of electronic resources from the Ministry of Education to help elementary and secondary teachers bring Aboriginal perspectives into their classrooms.

In Our Own Words. Authentic First Peoples Content to the K-3 (2012) Teacher resource guide offers teachers information and guidance about how to incorporate authentic First Peoples materials into their instruction and assessment practices – includes lesson plans, curriculum connections, assessment resources and suggested texts. Many of the strategies and unit plans in this guide incorporate the use of grade-appropriate story books and other learning resources identified in Authentic First Peoples Resources for Use in K-7 Classrooms (FNESC, 2012). This guide is available online at www.fnesc.ca.

Teachings from the Land – Food Share <https://foodshare.net/2019/01/23/teachingsfromland/>

Living Skills Expectation:

Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Educator Resources:

[Secondary Teacher Resource Guide](#) Ontario School food and Beverage Policy resource designed to assist teaching healthy eating, contains information on policies, social and physical environments, and community partnerships

[Nutrition and Mental Health Resources](#)

[Physical Activity Guidelines](#) Ages 5-17 (CSEP) For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviours, and sufficient sleep each day.

[Mental Health FAQ](#) (unlockfood.ca)

Mental Health & Nutrition [Tools for Youth Leaders](#) Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

[How to Raise Kids with Healthy Body Images](#)

[When Eating and Weight are a Concern: A Glimpse at Eating Disorders](#)

[Mental Health Page Educator Resources](#)

[National Eating Disorder Information Centre](#)

Handout: [Healthy Bodies: Tips for Teens](#)

Poster: [Making Healthy Eating a Priority](#) Ages 15-18 (OPHEA)

Articles: School Health – [Success Stories](#)

Video: [Your Health, Your Story](#) Ages 15-18 (OPHEA)

Video: [Healthy beverages – Choose water](#)

C2.1, Eating Habits and Choices – Physical and Emotional Factors [PS, CT]

- Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- Explain how their knowledge **of physical and emotional factors** that influence personal eating habits (e.g., level of **physical activity, physical stage of development, hunger and satiety** cues from their bodies, **food allergies and sensitivities, hydration and nutritional needs, body image, peer and family influence, stress**) can be applied to making healthy eating choices
- *PS1.1, describe ways to recognize sources of stress and assess the relative importance of their stressors
- *CT1.5, describe how current dietary trends could influence their food choices, and explain the implications of these choices for healthy development and active living



Activities:

[Build Your Best Day](#) – Interactive online activity to learn about the Canadian 24-Hour Movement Guidelines

[Taking a Look at Canada's Food Guide](#) Youth will debate the various benefits and possible limitations of Canada's Food Guide Ages 15-18 (OPHEA)

[Choosing Healthy Eating and Drinking Options](#) Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 15-18 (OPHEA)

[Healthy Eating Scenarios](#) Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 15-18 (OPHEA)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

[Physical Activity Guidelines](#) Ages 5-17 (CSEP) For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviours, and sufficient sleep each day.

Mental Health & Nutrition [Tools for Youth Leaders](#) Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

[National Eating Disorder Information Centre](#)

[Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

C2.2, Nutritional Implications of Dietary Choices and Trends [PS, CT]

- Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- Assess the **nutritional implications of a variety of dietary choices**, including those reflecting current dietary trends, and explain how they can make personal choices that will provide the nutritional requirements for a healthy, active life
- *PS1.1, describe ways to recognize sources of stress and assess the relative importance of their stressors
- *CT1.5, describe how current dietary trends could influence their food choices, and explain the implications of these choices for healthy development and active living



Activities:

[Build Your Best Day](#) – Interactive online activity to learn about the Canadian 24-Hour Movement Guidelines

[Taking a Look at Canada's Food Guide](#) Youth will debate the various benefits and possible limitations of Canada's Food Guide Ages 15-18 (OPHEA)

[Choosing Healthy Eating and Drinking Options](#) Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 15-18 (OPHEA)

[Healthy Eating Scenarios](#) Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 15-18 (OPHEA)

[Secondary Vegetable and Fruit School Toolkit](#) (MLHU) Lesson: Fruit-Infused Water Tasting Activity pg. 14



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

[Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

Mental Health & Nutrition [Tools for Youth Leaders](#) Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

[Mental Health Page Educator Resources](#)

C3.1, Using Consumer Influence to Promote Healthy Eating [CT]

- Demonstrate the ability to **make connections that relate to health and well-being** – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being
- Demonstrate an understanding of how they, **as consumers, can have an impact on food and beverage choices** at school and in the community (e.g., *promoting availability of healthy choices in restaurant and cafeteria menus and in grocery stores, raising awareness of ethical and environmental considerations related to food choices*)
- *CT1.5, describe how current dietary trends could influence their food choices, and explain the implications of these choices for healthy development and active living



Activities:

[Taking a Look at Canada's Food Guide](#) Youth will debate the various benefits and possible limitations of Canada's Food Guide Ages 15-18 (OPHEA)

[Choosing Healthy Eating and Drinking Options](#) Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 15-18 (OPHEA)

[Healthy Eating Scenarios](#) Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 15-18 (OPHEA)

[Secondary Vegetable and Fruit School Toolkit](#) (MLHU) Lesson: Fundraising pg. 27, Celebrations and School Wide Events pg. 26, Cafeteria Makeover pg. 30

Video: [Too Frank for the Food Industry](#) A frank look at food marketing and its affects on consumers



Resources:

See [Educator Resources](#) above

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

Living Skills Expectation:

Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Educator Resources:

[Secondary Teacher Resource Guide](#) Ontario School food and Beverage Policy resource designed to assist teaching healthy eating, contains information on policies, social and physical environments, and community partnerships

[Physical Activity Guidelines](#) Ages 5-17 (CSEP) for optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviours, and sufficient sleep each day.

Handout: [Healthy Bodies: Tips for Teens](#)

Video: [Your Health, Your Story](#) Ages 15-18 (OPHEA)

Poster: [Making Healthy Eating a Priority](#) Ages 15-18 (OPHEA)

C1.1, Impact of Diseases and Health Conditions on Nutrition Requirements and Food Choices – Understanding Health Concepts

- Demonstrate an understanding of factors that contribute to healthy development;
- Describe the **impact of various diseases and health conditions** (e.g., *Crohn's disease, celiac disease, diabetes, cancer, anemia, allergies and food sensitivities, vitamin deficiency*) on nutrient requirements, food choices, and meal planning



Activities:

[Build Your Best Day](#) – Interactive online activity to learn about the Canadian 24-Hour Movement Guidelines

[Taking a Look at Canada's Food Guide](#) Youth will debate the various benefits and possible limitations of Canada's Food Guide Ages 15-18 (OPHEA)

[Choosing Healthy Eating and Drinking Options](#) Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 15-18 (OPHEA)

[Healthy Eating Scenarios](#) Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 15-18 (OPHEA)



Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

Infographic: [Let's Eat Healthy Canada!](#) (Statistics on healthy eating in Canada)

C3.1 Current Issues Related to Food and/or Nutrition [CT] – Making Connections for Healthy Living

- Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- Identify **current issues that involve food either directly or indirectly** (e.g., issues involving food safety or quality, such as pesticide use, genetic modification of crops, the sale of non-pasteurized milk products; issues involving **food marketing and advertising; environmental issues**, such as climate change, packaging and waste reduction, water pollution, biodiversity, long-range transportation of food; issues involving agricultural practices, such as humane treatment of animals, labour and trading practices), and **explain how healthy eating choices are related to these issues**
- *CT1.5, explain how current issues related to food might influence a person's food choices; identify proactive measures and supports that could assist them in making decisions related to their reproductive, sexual, and overall health



Activities:

[Choosing Healthy Eating and Drinking Options](#) Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 15-18 (OPHEA)

[Healthy Eating Scenarios](#) Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 15-18 (OPHEA)

[Secondary Vegetable and Fruit School Toolkit](#) (MLHU) Lesson: Announce It! Pg. 9, Signature Salads pg. 24, Top Chef pg. 19

Sustain Ontario [Food Matters Action Kit for Children and Youth](#) Lessons: Garbology 201 pg. 46, What to do with food waste pg. 56



Resources:

See [Educator Resources](#) above

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Living Skills Expectation:

Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Educator Resources:

[Secondary Teacher Resource Guide](#) Ontario School food and Beverage Policy resource designed to assist teaching healthy eating, contains information on policies, social and physical environments, and community partnerships

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[Position Statement on Responses to Food Insecurity \(2015\)](#)

A position statement on food insecurity by registered dietitians working in Public Health Units across Ontario Includes [Infographic](#) depicting problems of food insecurity from Ontario Dietitians in Public Health (ODPH)

Infographic: [Food Affordability in Grey Bruce](#): Local statistics to support the understanding of personal and external factors that affect people's food choices and eating habits

[Proof Canada](#) PROOF is a university based research team studying food insecurity. This is the most up to date report on food insecurity in Canada (2014)

[Local Statistics: Social determinants of Health](#)

Mental Health & Nutrition [Tools for Youth Leaders](#) Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

[Indigenous Diabetes Health Circle](#) Collection of health and wellness printable resources, videos and webinars

Handout: [Healthy Bodies: Tips for Teens](#)

Video: [Your Health, Your Story](#) Ages 15-18 (OPHEA)

Poster: [Making Healthy Eating a Priority](#) Ages 15-18 (OPHEA)

C2.1, Making Healthy Eating Decisions in Different Contexts [PS, CT]

- Demonstrate the ability to **apply health knowledge and living skills** to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

- Demonstrate the ability to make healthy eating decisions that take into account their **personal requirements and resources** (e.g., **nutritional needs, personal likes, ethical and environmental values, budget, time available to shop and cook, access to different kinds of foods**) **in a variety of situations that they may encounter now and in the future** (e.g., camping, living on their own, sharing accommodations) [PS, CT]
- *CT 1.5, describe various ways of responding to harassment and abuse locally and internationally and assess their effectiveness
- *PS1.1, explain how having a good understanding of their personal needs in terms of nutrition, budget, and daily routines can be helpful when planning for healthy eating
- *PS1.2, explain how taking care of themselves by getting adequate sleep, being physically active, and eating well can help them make better decisions about substance use and other personal matters when living on their own



Activities:

[Taking a Look at Canada's Food Guide](#) Youth will debate the various benefits and possible limitations of Canada's Food Guide Ages 15-18 (OPHEA)

[Choosing Healthy Eating and Drinking Options](#) Youths will examine food options available at local fast food restaurants and give one unhealthy meal a healthy make over Ages 15-18 (OPHEA)

[Healthy Eating Scenarios](#) Youth will respond to scenarios relating to the themes of body image and healthy eating choices Ages 15-18 (OPHEA)

[Secondary Vegetable and Fruit School Toolkit](#) (MLHU) Lesson: Games and Activities: Top Chef pg. 19, Fruit Fear Factor pg. 17

[Build Your Best Day](#) – Interactive online activity to learn about the Canadian 24-Hour Movement Guidelines



Resources:

See [Educator Resources](#) above

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

Infographic: [Let's Eat Healthy Canada!](#) (Statistics on healthy eating in Canada)

Physical Activity: a link to resources in the appendix on the [24 Hour Movement Guidelines](#)

C3.1, Personal Circumstances and Healthy Eating [CT]

- Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- **Assess the food requirements and available food choices of people in a variety of life situations** (e.g., the elderly, children, people with chronic diseases, women who are pregnant, families with low income, residents of remote northern communities, urban

residents living in “food deserts” without ready access to fresh and local foods, shift workers, workers in sedentary occupations, individuals training to be elite athletes), and describe the options available to them for maintaining a healthy diet [CT]

- *CT 1.5, describe various ways of responding to harassment and abuse locally and internationally and assess their effectiveness



Activities:

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Grey Bruce Health Statistics [Chronic Disease](#), [Mortality – Leading Cause of Death](#)

Infographic: [Let's Eat Healthy Canada!](#) (Statistics on healthy eating in Canada)

[Physical Activity Guidelines](#) Ages 5-17 (CSEP) For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviours, and sufficient sleep each day.

This course enables students to **examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities**. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

- a. Determinants of health
 - i. Personal
 - ii. Social
 - iii. environmental
 - b. Wellness
 - i. Personal wellness
 - ii. Implementing a Personal Wellness Plan
 - c. Healthy Communities
 - i. Consumer Health
 - ii. Components of Healthy Communities
 - iii. Promoting Healthy Living
- Nutrition and Health Course (university prep course)
 - Nutrition and Health Course (college prep course)
 - Food and Healthy Living (workplace prep course)

Educator Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

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[Secondary Teacher Resource Guide](#) Ontario School food and Beverage Policy resource designed to assist teaching healthy eating, contains information on policies, social and physical environments, and community partnerships

[Position Statement on Responses to Food Insecurity \(2015\)](#)

A position statement on food insecurity by registered dietitians working in Public Health Units across Ontario Includes [Infographic](#) depicting problems of food insecurity from Ontario Dietitians in Public Health (ODPH)

Infographic: [Food Affordability in Grey Bruce](#): Local statistics to support the understanding of personal and external factors that affect people's food choices and eating habits

[Proof Canada](#) PROOF is a university based research team studying food insecurity. This is the most up to date report on food insecurity in Canada (2014)

Grey Bruce Health Statistics [Local Statistics: Social determinants of Health](#)

Handout: [Healthy Bodies: Tips for Teens](#)

Infographic: [Let's Eat Healthy Canada!](#) (Statistics on healthy eating in Canada)

Video: [Your Health, Your Story](#) Ages 15-18 (OPHEA)

Poster: [Making Healthy Eating a Priority](#) Ages 15-18 (OPHEA)



Activities:

[Healthy Eating Scenarios](#) Youth will respond to scenarios relating to the themes of body image and healthy eating choices Ages 15-18 (OPHEA)

[Build Your Best Day](#) – Interactive online activity to learn about the Canadian 24-Hour Movement Guidelines

This course focuses on the study of **human movement and of systems, factors, and principles** involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

- a. Physical Activity and Sport in Society
 - a. Social Change and Current Issues
 - b. Participation – Influences and Benefits
- b. The Basis of Movement
 - a. Anatomy and Physiology
 - b. Human Performance
- c. Biomechanics and Motor Development
 - a. The Mechanics of Movement
 - b. Growth and Motor Development

Educator Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

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Mental Health & Nutrition [Tools for Youth Leaders](#) Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

[Sport Drinks](#)

[Facts on Sport Drinks](#)

[Sports Nutrition: Facts on Hydration](#)

[Dehydration and How much should you drink](#)

Handout: [Healthy Bodies: Tips for Teens](#)

Infographic: [Let's Eat Healthy Canada!](#) (Statistics on healthy eating in Canada)



Activities:

[Healthy Eating Scenarios](#) Youth will respond to scenarios relating to the themes of body image and healthy eating choices Ages 15-18 (OPHEA)

[Build Your Best Day](#) – Interactive online activity to learn about the Canadian 24-Hour Movement Guidelines

This course enables students to explore the benefits **of lifelong participation in active recreation and healthy leisure** and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to **promote the benefits of healthy, active living to others** through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

- a. Leadership
 - a. Leadership styles
 - b. Leadership skills
 - c. Group dynamics and teamwork
- b. Facilitation of Recreation and Leisure
 - a. Promotion of Lifelong Participation
 - b. Event Planning and Coordination
 - c. Safety and Injury Prevention
- c. Mentoring Development
 - a. Mentorship
 - b. Healthy Active Living Plan

Educator Resources:

[Canada's Food Guide](#) - An overview of the new food guide and healthy eating behaviours

[Unlockfood.ca](#) – A searchable site of nutrition topics and subject areas including types of foods, eating patterns and behaviours, chronic disease prevention, food preparation and planning. There is also a section dedicated to [School Health](#).

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[Physical Activity Guidelines](#) Ages 5-17 (CSEP) For optimal health benefits, children and youth (aged 5–17 years) should achieve high levels of physical activity, low levels of sedentary behaviours, and sufficient sleep each day.

Mental Health & Nutrition [Tools for Youth Leaders](#) Ideas and tips that can move the conversation from the negative (weight-focused) to the positive (health focused).

[What's for Lunch? \(Secondary Version\)](#) Provides tips for packing a healthy school lunch.

[Healthy Snacks](#)

Handout: [Healthy Bodies: Tips for Teens](#)

Poster: [Making Healthy Eating a Priority](#) Ages 15-18 (OPHEA)

Infographic: [Let's Eat Healthy Canada!](#) (Statistics on healthy eating in Canada)



Activities:

Healthy Eating Scenarios Youths will respond to scenarios relating to the themes of body image and healthy eating choices Ages 15-18 (OPHEA)

Other Course Opportunities

(Social science, Science, Geography, History, Math, Aboriginal Studies)

Considerations

Revised 2018 Curriculum -

<http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf>

Health and Safety K-8 -

<http://www.edu.gov.on.ca/eng/curriculum/elementary/healthsafetyKto8en.pdf>

Health and Safety - 9-12

<http://www.edu.gov.on.ca/eng/curriculum/secondary/healthandsafety9to12en.pdf>

French Curriculum - <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

Aboriginal/Metis/First Nations Curriculum -

<http://www.edu.gov.on.ca/eng/curriculum/elementary/elementaryFNMI.pdf>

Teachings from the Land - Food Share <https://foodshare.net/2019/01/23/teachingsfromland/>

English Language Learners Resource -

<http://www.edu.gov.on.ca/eng/document/eslstdprograms/guide.pdf>



Additional Resources

Elementary / Secondary Health and Physical Education

<http://www.edugains.ca/newsite/HOME/index.html>

- [Elementary Resources Edugains](#)
- [Secondary Resources Edugains](#)

Catholic Education Resources

Catholic Curriculum Corporation – The Catholic Curriculum Corporation supports teachers in the implementation of the Catholic curriculum with K-12 resources.

Eastern Ontario Catholic Curriculum Cooperative

Institute for Catholic Education

Health Related Video Gallery (Government of Canada)

AgScape As the voice of Agriculture in the Classroom Ontario, AgScape provides factual, balanced, curriculum-linked food literacy programs and resources to Ontario's educators and students. Lesson plans and resources in several subject areas for grades 1 – 12

<http://www2.cforp.ca/> The centre franco-ontarien de ressources pedagogiques: On pense pedagogie

[My Meal Matrix](#) is a FREE, interactive Web-based tool designed to motivate high school students to reflect on and improve their eating habits. Using My Meal Matrix students electronically record their food intake, review their food record assessment based on Canadian recommendations and set and track a relevant goal to improve their eating habits

[Power 2B Me](#) is an innovative cross curricular program that enables intermediate students to eat well! Through engaging in-class activities, food challenge videos, and online technology (including photo-journaling, polls, and food factoids), Grade 7 & 8 students explore personal healthy eating challenges and consider relevant solutions to make better food choices.

[Power to Play!](#) is a superhero-themed program encouraging healthy eating and physical activity for children. Brock Lee and Coco Lait are the superheroes who will lead your K-3 students on fun healthy eating and physical activity adventures so they can have the power to play, think and feel great! Power to Play! has been designed by Registered Dietitians, teachers and students and includes four grade-specific, cross-curricular programs that meet expectations in Health and Physical Education, Language, Mathematics, the Arts, Science and Technology and Social Studies.

[Power to Explore!](#) is a junior-level cross-curricular healthy-living program that gives students the power to explore their personal food and activity choices. Students build awareness and develop skills to improve health.

[Ontario Physical and Health Education Association \(OPHEA\)](#)

OPHEA teaching tools healthy eating: <https://teachingtools.ophea.net/activities/level-up/program-guide/healthy-eating>

[Ontario Association for the Supervision of Physical and Health Education \(OASPHE\)](#)

[Ontario Association for the support of Physical and Health Education](#)

Elementary School food and beverage policy – [Healthy Eating Modules](#) provide an overview of the requirements of the School Food and Beverage Policy, including the Nutrition Standards, information regarding establishing a healthy eating environment and an introduction to teaching healthy eating.

[Link to Learning](#) for links to websites supporting the Ontario curriculum (K-12). Links are available for both students and teachers.

Visit [Curriculum Services Canada](#) for links to approved textbooks across Canada, supplementary classroom resources, and free teacher-developed resources in a variety of subject areas.

[EduGAINS](#) is the portal to resources developed and provided through the Ministry of Education focused on student and teacher learning. There are resources for teachers from K-12. These resources support Mathematics, Literacy, Differentiated Instruction, Assessment and Evaluation, English Language Learners, Financial Literacy, and International Languages (Elementary).

The [OERB](#) offers K-12 resources, created by teachers for teachers, aligned with the Ontario curriculum. Includes units, lesson plans, activities, maps, and interactive learning resources.

[Additional Curriculums](#)

***Simcoe Muskoka Health Unit

<http://www.simcoemuskokahealth.org/HealthUnit/Workplaces/Schools/Educators/Health->

[Curriculum-Elementary/HealthyEating.aspx#a7013ebc-0258-4a96-826f-129d487be823#aef1a1a5-a547-40c0-bc7c-13902c39e29c](https://www.curriculum-ontario.org/curriculum/Elementary/HealthyEating.aspx#a7013ebc-0258-4a96-826f-129d487be823#aef1a1a5-a547-40c0-bc7c-13902c39e29c)

***Middlesex London Health Unit

<https://www.healthunit.com/healthy-schools-teaching-resources#healthy-eating>

***Toronto Public Health: <https://www.toronto.ca/community-people/health-wellness-care/health-programs-advice/physical-activity/rainbow-fun/healthy-eating/>

***Lambton Public Health Unit

<https://lambtonhealth.on.ca/cmsfiles/file/Schools/School-Curriculum-Resources-H-EATING-rev9NOV2015.pdf>

***York Region Health Unit

Healthy Eating and Nutrition Curriculum Support Health Resources

- Elementary Schools <https://www.york.ca/wps/wcm/connect/yorkpublic/6b7b7dd6-b7da-4e5b-b2a9-49499320b701/Nutrition+resources+to+support+the+elementary+school+curriculum.pdf?MOD=AJPERES>
- Secondary Schools <https://www.york.ca/wps/wcm/connect/yorkpublic/b3c630d2-f16c-46fb-ae40-276c3058f349/Nutrition+resources+to+support+the+secondary+school+curriculum.pdf?MOD=AJPERES>

Alberta Health Services Nutrition Activities in any Classroom:

<https://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-nutrition-activities-classroom.pdf#page=75>

Alberta School nutrition – Healthy Eating Lessons:

<https://www.albertahealthservices.ca/nutrition/Page2918.aspx>

Heart and Stroke – [Heart Healthy Lesson Plans K-7](#)

[Bright Bites](#) – An online program developed by Ontario Dietitians in Public Health (ODPH) includes Health and Physical Education and Science Curriculum based lesson plans for K-8 that incorporates badges that your class or school can work towards. <https://brightbites.ca/paint-plate-action-guide-schools/>

Educator Resource: Health Literacy

Health literacy involves the skills needed to get, understand and use information to make good decisions for health. The Canadian Public Health Association's Expert Panel on Health Literacy defines it as the ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course. **Source:** *Irving Rootman and Deborah Gordon-El-Bihbety, A Vision for a Health Literate Canada: Report of the Expert Panel on Health Literacy (Ottawa: Canadian Public Health Association, 2008)*

Educator Resource: Food Literacy

Food literacy includes interconnected attributes organized into the categories of food and nutrition knowledge; food skills; self-efficacy and confidence; food decisions; and ecologic (external) factors.

[Food Literacy, Food Security, and Local Food Procurement in Ontario's Schools](#). Education Backgrounder. Sustain Ontario 2013

[Food Literacy: A Framework for Healthy Eating](#)

[Food Literacy: A Framework for Healthy Eating - Print version](#)

[Webinar - Applying a Food Literacy Framework to Healthy Eating Programing in Public Health](#)

[Food literacy video](#)

Clear Language Power Point and Notes:

[Notes for Clear language PP](#)

[Clear language Food literacy power point](#)

[FoodLiteracy.ca](#)

[Food Literacy Research and Reports](#)

[Food Literacy and School Years Nutrition](#) – NEC Infographic

Educators Resource: *NEW* Canada's Food Guide

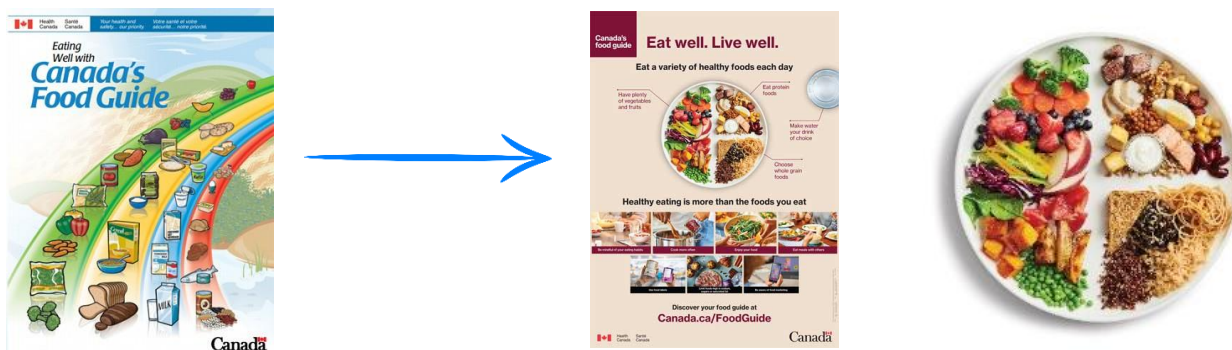
Video: [The new Canada's food guide](#)

The first phase of the newly revised Canada Food Guide was released in January of 2019. The revision is a multi-year project that is part of Government of Canada's [Healthy Eating Strategy](#).

Canada's food guide is an important resource in helping students learn about healthy eating. It is an important part of the Ontario Health and Physical Education Curriculum (OHPEC). The revised OHPEC doesn't not include information on the NEW Canada Food Guidelines. This summary provides educators with the information on the recent changes to the food guide and what they mean to educators. This new guide focuses more on "how to eat" than "how much to eat." It emphasizes that "healthy eating is more than the foods you eat."

Food Groups

A plate has replaced the familiar image of the rainbow, but despite this new look many of the messages are similar to the previous version with key messages emphasize eating protein foods, having plenty of vegetables and fruits, choosing whole grain foods and making water the drink of choice.



Protein

- "Food group" has been established as a new food group and combines foods from the meat and alternatives and the milk and alternatives food groups. *Protein Foods* include nuts, seeds, tofu, legumes, meat, milk products, eggs, and fish. Protein, is a *macronutrient*, not a "food", and macronutrients are an abstract and more challenging concept to learn - especially for young children - that is not introduced in the curriculum until Grade 4.



Grains, vegetables and fruits

- The other two plate sections () are easily understood by students as “food groups” because they are focused on whole foods that are categorized based, in part, on how they grow and where they come from

Tip: Avoid getting into the concept of protein with your students until at least the junior grades. In primary grades or younger, focus instead on learning about the [foods that are in the protein group](#) - eggs; meats (including wild game) and poultry; nuts and seeds; fish and shellfish; dairy products; beans, peas and lentils; and soy products. Students can explore where these (and all) foods come from and how they are grown - which helps to build children’s overall [food literacy](#). (NRC)

- **Water** is the drink of choice, though plain milk and unsweetened plant-based beverages are still considered healthy choices. Health Canada recommends water as the beverage of choice to support health and promote hydrations without adding calories to the diet. Water makes up about 60-70 percent of the human body, the largest single component of the human body. Water is essential for metabolic and digestive functions such as digesting food, carrying nutrients, removing waste, cushioning organs and maintaining fluid and electrolyte levels. Water is found in the food we eat and the beverages we drink every day.
 - [Sport nutrition: Facts on sports supplements](#)
 - [Sports nutrition: Facts on sports drinks](#)
 - [Sports nutrition: Facts on vitamins and minerals](#)
 - [Sport nutrition: Facts on carbohydrate, fat and protein](#)

Portions and ‘serving sizes’

- Prescriptive food “**serving sizes**” has been removed; instead the guide uses the plate method to show how much of each food group should be included in our diets. You’ll notice that serving sizes and number of servings of foods per day for different life stages are absent as well. Instead, the new Food Guide plate focuses on proportions of types of foods. Specifically, the plate visual shows:

- ½ plate of vegetables and fruits
- ¼ plate of protein
- ¼ plate of whole grains

“Serving sizes”, however, are commonly referred to in the current Ontario healthy eating learning, starting in grade four.



Toolkit: Food Portions [Toolkit](#) (Unlockfood.ca DC 2015) (refers to former food guide food groups)

- Video: [Size up your food portions](#)
- Handout: [Handy Guide to Serving Sizes](#)

Tip: In the meantime, if you do teach grades four and up, for those expectations that focus on serving sizes and amounts, you can continue to use the 2007 version of the Food Guide. You could also re-focus away from servings sizes and instead have students reflect on what a potential plate or bowl (lunch or dinner) looks like in their family and the types of foods they enjoy from the three groupings seen on the plate. (NRC)

About the New guide

The new guide recommends healthy food choices, healthy behaviours, and supportive nutrition environments. **The “variety” message is alive and well!**

Health Canada recommends that we should “*Eat a variety of healthy foods each day*”. The variety message is an important foundational concept - due to the fact that every day our bodies need 52 different nutrients for optimal growth and health. However, younger children may have more difficulty interpreting more abstract terms like “variety” and the idea that specific foods are “healthy” (and that others are “unhealthy”) can be ambiguous and may inadvertently lead to children feeling judged or shamed for their food choices and policing of meals and snacks in schools and classrooms which could lead to a negative relationship with food. Even children in grades 3-6 had difficulty in describing and using labels and terms such as ‘low fat’ or ‘low sugar’ when identifying foods in those categories. A more positive approach is to focus on messages that are developmentally appropriate and to talk about overall healthy eating patterns.

Patterns of eating that include animal-based foods should emphasize more plant-based foods, and promote animal-based foods that are lower in saturated fat, such as lean red meat including wild game, lower fat milk, lower fat yogurts, lower fat kefir, and cheeses lower in fat and sodium.



Tip: You can emphasize the importance of “variety” by supporting students in enjoying eating, exploring new foods, and choosing nutrient-rich foods (and “other” foods in moderation) that they like. This will help them to have a positive relationship with food and eating and to get the nutrients and energy they need to grow, learn, and do all the things they like to do. (NRC)

This new version is a mobile-friendly website: food-guide.canada.ca. The updated guide is available in both English and French. You can download and print off your own colour copies or you can [order directly from Health Canada](#).

Health Canada has released the new [Food Guide in 26 languages](#) (17 multicultural and 9 Indigenous languages)

The key messages from the new guide are:

Make it a habit to eat a variety of healthy foods each day:

Eat plenty of vegetables and fruits, whole grain foods and protein foods. Choose protein foods that come from plants (like beans and nuts) more often.

- Limit highly processed foods. If you choose these foods, eat them less often and in small amounts. Doing this will limit foods high in sodium, sugars or saturated fat
- Make water your drink of choice
- Use food labels
- Be aware that food marketing can influence your choices
- Healthy eating is more than the foods you eat. It is also about where, when, why and how you eat.
- Be mindful of your eating habits
- Cook more often
- Enjoy your food
- Eat meals with others



As more resources become available, we will be linking to them on our [Health Unit website](#)



First Nations, Inuit and Métis Peoples

The new Canada's food guide has been developed to be relevant to all Canadians, as well as be inclusive of Indigenous Peoples. As part of the revision process, Health Canada worked with First Nations, Inuit and Metis to support the development of healthy eating tools for Indigenous Peoples.

The [Canada's Food Guide for First Nations, Inuit and Métis](#) can still be used as a trusted source of information along with the new 2019 Canada's Food Guide on healthy eating to support Indigenous Peoples until new tools are available. It can be difficult for Aboriginal people to meet basic food needs. In small, isolated and remote communities, food costs can be 4x more expensive than in the city.

Article: [Traditional Food for Aboriginal People](#)

Educator Resources: Food Labels

Food labels provide information to make informed choices about foods and drinks at the grocery store and at home. They help to:

- compare and choose products more easily
- know what ingredients a food product contains
- choose products with a little or a lot of specific nutrients

In 2017 until 2021, [changes on food labels](#) are being made based on feedback from Canadians and stakeholders. These changes help to:

- know what's in the food
- make healthier food choices

Using food labels

Different types of information may be available on food packages. This information can help make informed choices about healthy and safe foods.

Nutrition Facts Table:

Provides information on serving size, calories, certain nutrients and %daily values (% DV).

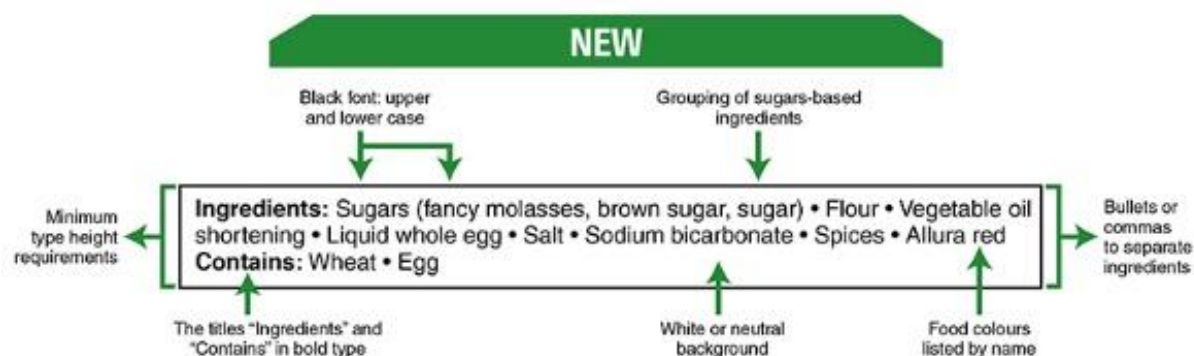
The % DV can be used as a guide to show you if the serving of stated size has a little or a lot of a nutrient.

- 5% DV or less is a little
- 15% DV or more is a lot

**A % daily value has been included for total sugars to help you compare the sugars content of different foods and identify sugary foods that should be limited, such as those with a sugars daily value of 15% or more

ORIGINAL		NEW	
Nutrition Facts Valeur nutritive Per 250 mL / par 250 mL		Nutrition Facts Valeur nutritive Per 1 cup (250 mL) pour 1 tasse (250 mL)	Serving size stands out more and is more similar on similar foods
Amount / Teneur	% Daily Value / % valeur quotidienne	Calories 110	Calories is larger and stands out more with bold line below
Calories / Calories 110			Daily Values updated
Fat / Lipides 0 g	0 %	Fat / Lipides 0 g	
Saturated / saturés 0 g	0 %	Saturated / saturés 0 g	
+ Trans / trans 0 g	0 %	+ Trans / trans 0 g	
Cholesterol / Cholestérol 0 mg		Carbohydrate / Glucides 26 g	
Sodium / Sodium 0 mg	0 %	Fibre / Fibres 0 g	
Carbohydrate / Glucides 26 g	9 %	Sugars / Sucres 22 g	New % Daily Value for total sugars
Fibre / Fibres 0 g	0 %	Protein / Protéines 2 g	
Sugars / Sucres 22 g		Cholesterol / Cholestérol 0 mg	
Protein / Protéines 2 g		Sodium 0 mg	
Vitamin A / Vitamine A	0 %	Potassium 450 mg	
Vitamin C / Vitamine C	120 %	Calcium 30 mg	
Calcium / Calcium	2 %	Iron / Fer 0 mg	Updated list of minerals of public health concern
Iron / Fer	0 %		
		New % Daily Value footnote	
		*5% or less is a little, 15% or more is a lot	
		*5% ou moins c'est peu, 15% ou plus c'est beaucoup	

Ingredient list: lists all of the ingredients in a food product by weight. The list starts with the ingredient that weighs the most and ends with the ingredient that weighs the least.



The following table provides examples of the sugars % daily value for some common food items.

Less than 15% daily value of sugars

- Milk (13%)
- Plain yogurt (12%)
- Canned fruit in water (10%)
- Unsweetened frozen fruit (6%)
- Unsweetened oat cereal (1%)
- Mineral water (0%)

More than 15% daily value of sugars

- Chocolate milk (26%)
- Flavoured yogurt (31%)
- Canned fruit in light syrup (21%)
- Fruit juice (25%)
- Frosted oat cereal (18%)
- Soft drink (39%)

Health Canada, 2019

Listing of ingredients

Sugars-based ingredients have been grouped in brackets in descending order by weight after the name '**sugars**' to help you:

- see that sugars have been added to the food
- quickly find the sources of sugars added to your food
- understand how much sugars are added to the food compared to other ingredients

Sugars can include:

- white sugar, beet sugar, raw sugar or brown sugar
- agave syrup, honey, maple syrup, barley malt extract or fancy molasses
- fructose, glucose, glucose-fructose (also known as high fructose corn syrup), maltose, sucrose or dextrose
- fruit juice concentrates and purée concentrates that are added to replace sugars in foods

Serving Size: Reflect an amount that Canadians typically eat in one sitting. These serving sizes are now based on a regulated amount to make it more consistent, easier to compare and to know how many calories and nutrients are being consumed.

Video: [Start with Serving Size](#)

Nutrition claims: includes nutrient content claims and health claims. All foods with a claim must meet certain criteria but some foods may not have a claim even though they meet the criteria.

Food allergen labelling: provides information to help you avoid specific food allergens or sensitivities.

Date labelling: provides information on how long your unopened food product will last and the safety of certain products. The most common types of dates are "best-before", "packaged on" and "expiration" dates.

Educator Resources: Beverages

Foods and beverages that undermine healthy eating

Canadians get 23% of their calories from the foods and beverages that are not part of the four food groups (Garriguet, 2004). Foods and beverages that are high in calories, fat, sugar and/or salt (sodium) and low in nutrients are considered foods to limit.

Examples of foods and beverages to limit: Alcohol Fruit flavoured drinks Soft drinks Sports drinks Energy drinks sweetened hot or cold drinks

Portion sizes of foods to limit have increased considerably over the years, contributing to excessive caloric intake. This is why it's important to be aware of portion sizes when selecting foods and beverages and to listen to the body's hunger and satiety cues. Adults and children are encouraged to choose foods and beverages that are nutrient dense more often. By choosing foods from the three food groups we ensure that we are consuming nutrient dense foods and beverages.

Water

Canada's Food Guide recommends drinking water to satisfy thirst. Water maintains normal body functions and prevents dehydration. Fortunately, in most areas of the province, municipal tap water is safe to drink. In rural areas, many people use well water that needs to be tested regularly by the homeowner. This service is free from your local health unit.

Indigenous Peoples who live in remote, isolated, and northern communities may face limited access and availability of safe drinking water. Drinking Water Advisories (DWAs) are issued when water is deemed potentially unsafe. The advisories are based on water quality test results and most often occur in small, remote and isolated communities.

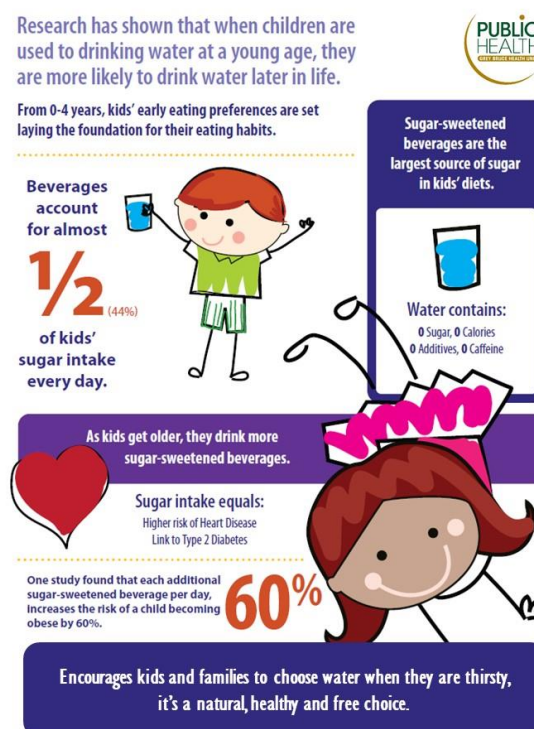
Milk

Canada's Food Guide now incorporates milk products under the group 'Protein'. Fortified soy beverage can be used as an alternative to milk. Chocolate milk is a healthy choice, as it contains the same nutrients as white milk and the same amount of sugar as unsweetened 100% orange juice.

Sports Drinks

When playing sports, drinking beforehand will help prevent dehydration, muscle cramps and getting tired too quickly. Water is the best fluid to drink before playing a sport.

- Drink at least 1 to 2 cups (250 to 500 mL) of fluid up to 4 hours before exercise. Water is usually your best choice.
- Drink another ½ to 1½ cups (125 to 375 mL) of fluid about 2 hours before playing a sport if you have not produced any urine or if your urine is still dark yellow.



Poster: All about Water

- **Drinks like energy drinks, pop or fruit juice are very high in sugar. Your body cannot absorb them very well when you play sports. Water or a sports drink is the best choice while playing sports**

Sports drinks are beverages made of water, sugars, small amounts of minerals like sodium and potassium and sometimes other ingredients. They are made with specific amounts of sodium and sugar to make it easy for your body to absorb. Sports drinks may help improve how well you perform a sport by replacing the nutrients that are lost in your muscles.

If you are sweating a lot for more than 45 minutes, a [sports drink](#) may be better than water. A sports drink will help to replace the sodium lost in sweat and keep you hydrated.

- Sip on a sport drink every 10 to 15 minutes
- If you are a heavier athlete or are playing sports very intensely, you may need to drink more sports drink

Drink more fluids (water or sports drink) if:

- You sweat a lot
- You are wearing heavy sports equipment like in hockey or football
- The environment or the weather is very hot and/or humid

Dehydration

Not drinking enough fluids before, during or after playing a sport, may cause dehydration and may affect performance.

Life stage	Aim for (cups)*
Infants	
0-6 months	3 (from breastmilk or formula)
7-12 months	2.5 (from breastmilk, formula, water or fluid milk)
Young Children	
1-3 years old	3.5
4-8 years old	5
Older children	
9-13 year old girls	6.5
9-13 year old boys	7
Women	
14-18 year old	7
19 years and older	9
Pregnant	9
Breastfeeding	12.5
Men	
14-18 years old	10.5
19 years and older	12

The chart to the left is a guide to how much fluid to have each day. The total fluid intake can include water as well as milk, coffee, tea and juice. Coffee and tea are not dehydrating. *1 cup = 250 mL

The amount of fluids needed depends on age, gender and level of physical activity. More fluids may be needed to stay hydrated in hot weather and when physically active.

You may be dehydrated even if you don't have any of the signs so it is important to drink [fluids](#) often even before you feel thirsty.

Educator Resources: Oral Disease

[Health Canada. Report on the findings of the oral health component of the Canadian Health Measures Survey, 2007–2009 \[Internet\]. Ottawa: Health Canada; 2010](#)

Oral diseases, such as dental decay, share common nutrition-related risk factors with some of the leading chronic diseases in Canada such as diabetes and cardiovascular disease. Dental decay affects 57% of Canadian children aged 6 to 11 years and 96% of Canadian adults over their lifetime. Each year in Canada, children aged 1 to 5 are put under anesthesia to perform dental surgery operations to treat dental decay, with a disproportionate representation of Indigenous children. In 2015, total expenditures for dental services in Canada were estimated at \$13.6 billion. Source: [Canada's Dietary Guidelines for Health Professionals and Policy makers 2018 \(p.4\)](#)

[Health Canada](#) Children can get a **cavity** (tooth decay) as soon as their first tooth arrives. If a child develops tooth decay before the age of 6, this is called **Early Childhood Tooth Decay** (ECTD). It is also known as Early Childhood Caries (ECC).

ECTD is a severe form of tooth decay that can affect baby teeth, especially the upper front teeth. Tooth decay is the most common, yet preventable, childhood chronic disease in Canada and around the world.

ECTD is caused by food and liquid left in the mouth from feeding, including:

- milk
- juice
- breast milk
- drinks other than plain water
- dried fruit

The sugars found in food and drinks combine with the bacteria in plaque to create an acid that damages the enamel of a tooth. The longer and more often food and drinks are left in the mouth, the greater chance of developing tooth decay. Dried fruit is sticky and often adheres to teeth contributing to tooth decay. If dried fruit is consumed, it should only be consumed with meals.

Untreated tooth decay can lead to pain and infection. It can affect your child's sleep, as well as learning, speaking and eating abilities. Tooth decay can require treatment by surgery under general anaesthesia.

Treatment of dental problems is the leading cause of day surgery (under general anaesthesia) in Canada among children under the age of 5. It occurs more than ear tube placement and tonsil removal.

Preventing tooth decay

Preventing tooth decay in child is very important. Children should be taken to an oral health professional by age 1, or within 6 months of their first tooth coming in.

Oral health professional may suggest applying fluoride varnish to a child's teeth to help prevent tooth decay. Fluoride varnish is a tinted liquid resin containing fluoride that is applied to all visible enamel surfaces of the teeth.

After permanent teeth (adult teeth) begin to appear, an oral health professional may suggest having sealants applied. A sealant is a clear or tinted plastic covering put on the chewing surfaces of some teeth.

A sealant acts like a barrier and keeps food from getting stuck in the grooves and pits. This will help to keep teeth free from cavities. Sealants can be applied to permanent teeth as soon as they come into the mouth.

At home, you can help prevent tooth decay by establishing good oral health habits early.

Checking for Early Childhood Tooth Decay

Parents can check a child's mouth for ECTD by lifting the lip and checking their child's teeth.

An oral health professional should be seen immediately if any:

- stained grooves or changes to the front teeth
- white, chalky or brown stains on your child's teeth, especially near the gums

Early treatment can prevent the problem from getting worse and help maintain good oral health.

For more information, watch [a video on the "Lift the Lip" technique](#).

How to clean your child's mouth: 3 to 6 years old

When children can write (not print) their name, they are able to brush their teeth by themselves. It's hard for children to hold and move a toothbrush well enough to reach all teeth and areas of their mouth. Parents can help children to brush their teeth by:

- brushing their child's teeth, tongue and gums for 2 minutes, twice a day. It is especially important to brush before bedtime
- making it part of their daily routine to brush together, so children can learn to brush their teeth by watching someone
- using only a small amount (small green pea-sized or 5mm maximum) of fluoridated toothpaste
- teaching their child to spit out the excess toothpaste
- not rinsing the mouth with water after brushing so that the fluoride in toothpaste continues to protect the teeth
- flossing their child's teeth every day once they grow closer and are touching. Do this until your child develops the ability to floss on their own (usually around 9 years old)

For more information and tips about your child's oral health, consult [oral health tip sheet](#).

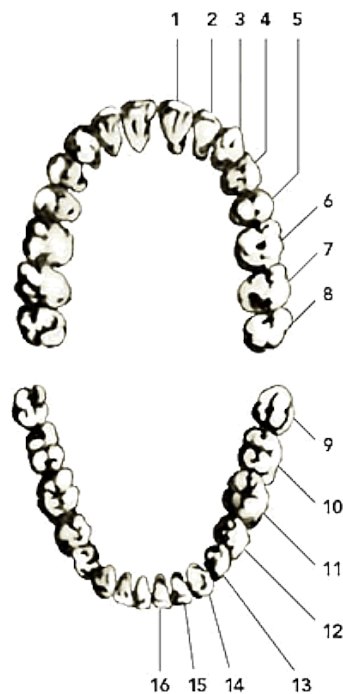
[Free Dental Programs](#): Children and youth (from birth until 17 years of age) residing in Grey Bruce who are in need of dental services may be eligible for the following programs: [Healthy Smiles Program](#)

When adult teeth should come in

A child's permanent teeth (adult teeth) will usually start to come in around 6 years of age. The 20 primary teeth are fully replaced by 28 permanent teeth between the ages of 6 and 13. The wisdom teeth (third molars) usually grow in later on, by the age of 21.

However, wisdom teeth can sometimes remain below the gums. These are described as "impacted". Consult an oral health professional about the eruption of primary and adult teeth.

Every child is different. Some children will get their permanent teeth earlier or later than usual.



Permanent Teeth

Upper	When teeth "come in"
1 - Central Incisors	7-8 yrs.
2 - Lateral Incisors	8-9 yrs.
3 - Canine(cuspids)	11-12 yrs.
4 - First Bicuspids	10-11 yrs.
5 - Second Bicuspids	10-12 yrs.
6 - First Molars	6-7 yrs.
7 - Second Molars	12-13 yrs.
8 - Third Molars	17-21 yrs.
Lower	
9 - Third Molars	17-21 yrs.
10 - Second Molars	11-13 yrs.
11 - First Molars	6-7 yrs.
12 - Second Bicuspids	11-12 yrs.
13 - First Bicuspids	10-12 yrs.
14 - Canines(cuspids)	9-10 yrs.
15 - Lateral Incisors	7-8 yrs.
16 - Central Incisors	6-7 yrs.

Adult teeth

The image to the right shows the age ranges when children usually get their permanent teeth.

Educator Resource: Food Safety

The proper preparation and safe handling of food should be promoted to avoid risk of food-borne illness. The [General food safety tips](#) discuss best practices for food safety such as safe food handling, storing, cooking, barbecuing and reheating.

[General Food Safety Information – allergy and health hazard alerts](#)

[GBHU - Food Safety Fact Sheets](#)

[Safe Food Handling / Food Safety Certification Course](#)

To safely harvest, store, and prepare traditional food, it is important to follow the traditional ways and consult with knowledgeable elders. [Food Safety for First Nations People of Canada: A Manual for Healthy Practices](#) discusses best practices in traditional First Nations food harvesting and preparation.

Food Skills and Food Waste

Not all food that is produced is consumed. The annual value of lost and wasted food in Canada is roughly \$31 billion. Almost half of all food waste takes place at the household level. Potential reasons why households waste food include: poor planning before shopping; impulse shopping; cooking, preparing or serving too much at meals. Improving food skills may make it easier for Canadians to reduce household food waste. For example, developing skills related to meal planning, storing perishable foods properly, and using up leftovers may help minimize waste. [Grey Bruce Health Unit Surplus Food and Food Waste](#) section has a list of links, resources and information on surplus food and food waste.

Wasted food also puts pressure on the environment, using land, soil, and water to produce food that is not eaten. For more information visit Canada's Food Guide section on [environmental impact of food](#).

Educator Resources: Cultural Preferences and Traditions

Cultural preferences and food traditions

Nutritious foods can reflect cultural preferences and food traditions.

Part of the enjoyment of eating is choosing nutritious foods that reflect the cultures and traditions we come from. The cultural make-up of Canada is rich, with over 250 different ethnic origins identified on the Canadian Census. Canada's rich diversity is represented in a variety of traditions, cultures and lifestyles. Canadians can expand their repertoire of nutritious foods as they explore recipes and cooking methods from their own cultural backgrounds and the cultural backgrounds of others.

Eating with others can bring enjoyment to healthy eating and can foster connections between generations and cultures.

Healthy eating is about more than just eating certain types and amounts of food. In all cultures, food is an integral part of social interactions and celebrations. Eating together can help to reinforce positive eating habits. This is especially true for children, who learn from behaviour modelled by parents and caregivers. Eating together may also encourage children and adolescents to take part in cooking and food preparation. Preparing and eating food in the company of others is an opportunity for people of all ages to learn about food and share food cultures.

Traditional food improves diet quality among Indigenous Peoples.

The intake of traditional food among Indigenous Peoples, even in limited amounts, has been shown to improve diet quality. These foods may be trapped, fished, hunted, harvested, or cultivated. Traditional food—and the way they are obtained—are intrinsically linked to culture, identity, way of life, and thus overall health. Traditional food varies across the country because Indigenous Peoples historically consumed what was available locally. Some traditional foods are commonly consumed across a number of regions. Some examples are large and small land mammals (moose, deer, elk, hare/rabbit, and caribou),

- sea mammals (seal and whale),
- fish (coastline fish such as salmon, cod and arctic char; lake fish such as trout, walleye, whitefish and northern pike),
- shellfish along the coastlines,
- birds (ducks, geese, and to a lesser extent grouse),
- berries (blueberry, strawberry, raspberry, Saskatoon berry and many others),
- vegetables (corn, squash, fiddleheads, and mushrooms),
- beans,
- nuts (hazelnut), and
- other wild plants (wild rice and Labrador tea).

Research has generally found that traditional food is safe to eat, though regional environmental risks should be considered. Through research and monitoring, the [Northern Contaminants Program](#) works to reduce—and, wherever possible, eliminate—contaminants in traditionally harvested foods, while providing information to make informed decisions about local food use. Refer to local, provincial or territorial governments for up-to-date information, including consumption advisories about locally harvested food. The [First Nations Food, Nutrition and Environment Study](#) provides additional data on traditional food consumption and contaminants.

Educator Resource: Guidelines for Prevention of Eating Disorders

Ontario Community Outreach Program for Eating Disorders (OCOPED)

Current research indicates that teaching students about eating disorders is ineffective in changing their eating attitudes and behaviours. Moreover, this approach may be harmful since some students might learn to glamorize disturbed eating behaviours. **Instead schools are encouraged to adopt school-wide approaches that encompass:**

- (a) Sensitivity training to educators and parents that raise their awareness about the role they play in influencing children's (and youth's) body image and how they can learn to recognize and act on incidences of weight discrimination,
- (b) Media literacy and life skills curriculum for both male and female students,
- (c) School policies that address weight-based teasing, and among other things
- (d) Opportunities for physical activity for all children regardless of their size or shape.

Ideas for Educators Public/Elementary Schools - (NEDIC)

- Have students write an essay, short story or poem on the theme of "Celebrating Our Natural Sizes" or other self-acceptance topic.
- Have students in art classes draw pictures of what this slogan or theme means to them, and display them within the school. If you want to make it a contest, solicit prizes from local merchants or clubs.
- Have students bring in magazines and make collages about the cultural pressures to be thin and/or misleading diet ads.
- Family studies and health classes can focus on "healthy lifestyles" (this has been found to increase anxiety about food and eating - too many 'shoulds', etc. The classes can also talk about coping skills, self-esteem, healthy exercise, the problems with restrictive eating, marketing commodities, etc.
- Numerous classes provide an appropriate setting for discussing the cultural context that contributes to the development of eating disorders - students should be encouraged to think seriously about their own relationships to these factors: cultural obsession with thinness, sex-role stereotyping, dieting, the biology of hunger, self-esteem, developmental stresses of adolescence, and positive and negative coping strategies.
- Our [Information Resources](#) section features a list of books and videos that are appropriate for different age groups. The school library may wish to obtain these books and display them, along with additional information on eating disorders (where age appropriate), non-dieting, weight acceptance, etc.
- NEDIC is compiling a list of individuals interested in speaking to classes on eating disorders. We can't guarantee that we will know of people in your community, but call us for suggestions.
- NEDIC may be available to do public speaking engagements depending on the location.
- Present lessons from age appropriate resources, e.g., From Every Body is a Somebody or other manuals (see [Information Resources](#)).
- Organize an eating disorder prevention workshop for teachers to incorporate prevention strategies into their curriculum.

Note: There is research to show that it can be harmful to teach about eating disorders to younger students as they may take away incorrect messages and learn unhealthy behaviours. Please consult NEDIC or an expert in your local area on what are age appropriate information and activities.

Ideas for Administrators - NEDIC

Administrators are in a unique position to effect change in our communities. Below are several suggestions to help turn the tide of eating disorders:

Suggestions:

Organize staff development sessions for teachers and administrators. Encourage teachers to examine their own attitudes toward physical appearance and their own body image. Highlight the importance of being role models for their students. This does not mean being "perfect". It does mean being willing to explore and resolve difficult issues. Equip teachers with practical skills to deal with self-esteem and body image issues. Invite local agencies and/or community health organizations to lead training sessions in your school. Contact Us to connect with organizations that can lead training sessions in your school.

Organize a parent information session to teach parents how their attitudes affect their children's body image. Involve parents in developing policy and curriculum. Equip parents with ideas on how to deal with self-esteem, body image issues, and problem food and weight behaviours in their children.

Establish an effective school-wide policy on teasing and bullying. Ensure that you include physical appearance in your anti-bullying and anti-discrimination policies. Involve parents, students, teachers and school administrators in developing this policy.

Introduce Peer Mediation Programs or Anti-Bullying programs in your school. Consider a peer support program between senior and junior students to help younger students feel less afraid, stressed and isolated. Older students will feel greater self-esteem and learn leadership and problem-solving skills.

Develop a classroom behaviour agreement with your students. Ask them each to sign the agreement, and display the terms of agreement in a place where they can all see it. Commit to respecting each other's point of view, listening, respecting differences and challenging stereotypes.

Develop a school health program where students receive consistent positive messages about healthy eating attitudes and behaviours and healthy body image. Focus on health and well-being, not physical appearance. Respect the wide range of ethnic foods eaten. Involve teachers, administrators, families, community leaders and students when you develop this program. Make sure the school staff agree to treat students' bodies respectfully and do not make comments about students' body shapes and size.

Work with the library. Give your librarian a list of resources that are appropriate for different age groups - you can find a list of helpful books, magazines and videos in [Information Resources](#). Ask your school library and local libraries to stop subscribing to fashion magazines. Encourage them to order magazines that promote healthier images. Examples are [New Moon](#), for girls between the ages of 9 and 14, and [Shameless](#) for older teens.

Involve food services at your school. Encourage your school to provide a variety of nutritious foods to children in the cafeteria, at school activities and at fundraising events. Support every effort to promote healthy eating.

Learn to recognize the signs of someone at risk. [The BodyWise handbook](#) is an excellent, free resource for school personnel, teachers, nurses, coaches, and other educators. The handbook includes tips for identifying disordered eating, and suggestions for integrating eating disorder prevention into existing curricula and initiating school-wide activities to promote healthy eating and prevent weight preoccupation.

Teach children critical-thinking skills to help them identify and resist cultural messages that could promote negative body image. Teachers can integrate media literacy lessons into many subjects, such as social sciences, literature, history and health. For more information see [Information Resources](#) and [Beyond Images](#).

With your students, examine the images in your school. Look at posters, books, magazines or even activities that promote stereotypical representations of the ideal beautiful or healthy body.

Provide children with alternative images of healthy bodies. For example, showcase pictures of athletes of all different sizes and shapes, including athletes who are differently abled. Put the pictures under the title "Healthy bodies come in all shapes and sizes." Normalise and celebrate diversity by having a range of pictures around the school. Check out our Resources for appropriate posters, or go to your local art gallery.

Educator Resource: Physical Activity

Regular moderate-to-vigorous physical activity by children and youth contributes to their physical (e.g., adiposity, skeletal health, cardiorespiratory fitness) and mental health consistent with international physical activity guidelines ([PHO, 2016](#)).

In 2017, a group of international leading researchers from Canada and around the world including the Public Health Agency of Canada and the Canadian Society for Exercise Physiology developed the world's first evidence-based 24-Hour Movement Guidelines for the Early Years (ages 0-4 years) and [5-17 year olds](#). The [Canadian 24-Hour Movement Guidelines for the Early Years](#) (ages 0-4 years): An Integration of Physical Activity, Sedentary Behaviour and Sleep outline how much young children need to move, sleep and sit each day.

The new guidelines combine physical activity and sedentary behaviour guidelines and include sleep, highlighting the important interrelationship between all three behaviours. As young children grow and develop they need to work toward high levels of physical activity, low levels of sedentary behaviour and sufficient sleep each day to be healthy. The recommendations on the daily time for 5-17 year olds devote to moderate to vigorous physical activity, recreational screen time, and sleep. The guidelines are an accumulation of at least 60 minutes per day of moderate-to-vigorous physical activity, no more than 2 hours per day of recreational screen time, and 9 to 11 hours/night of uninterrupted sleep for those aged 10 to 13 years or 8 to 10 hours/night for those aged 14 to 17 years. A [study](#) estimated that the proportion of Canadians aged 10 to 17 years that met the recommendations within the *Canadian 24-hour Movement Guidelines for Children and Youth*

- Only 3% met all three of the key recommendations for moderate-to-vigorous physical activity, screen time, and sleep contained in the guidelines.
- More children and youth met recommendations for sleep duration (66%) than for moderate-to-vigorous physical activity (35%) and screen time (8%).

In 2005, as part of the Healthy Schools strategy, the Ministry of Education implemented the [Daily Physical Activity Policy \(PPM 138\)](#) in elementary schools. The strategy supporting the physical activity guidelines required school boards to 'ensure that all elementary students, including students with special needs, have a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time'. Teachers and school-based structured opportunities for physical activity can contribute to the recommended 60 minutes of moderate to vigorous physical activity per day, playing an important role in helping young children to move, sleep, and sit the right amounts each day.

[Physical Activity tips for Children 5-11 years](#)

[Physical Activity Tips for Youth 12-17 years](#)

[24 Hour Movement Guidelines 0-4 years](#)

[24 Hour Movement Guidelines 5-17](#)

[24 Hour Movement Guidelines 18-64](#)

Outline recommended balance of physical activity, high-quality sedentary behaviour and sufficient sleep for healthy growth and development. (CSEP)

[Grey Bruce Physical Activity Statistics](#)

Poster: [Move. Sit. Sleep](#)

Fact Sheet: [Guidelines for Early Years](#)

Handout: [Screen Time and Tantrums](#)

ParticipACTION – www.buildyourbestday.com Fun interactive web based learning about the Physical Activity Guidelines and resource of ideas for games and activities.

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