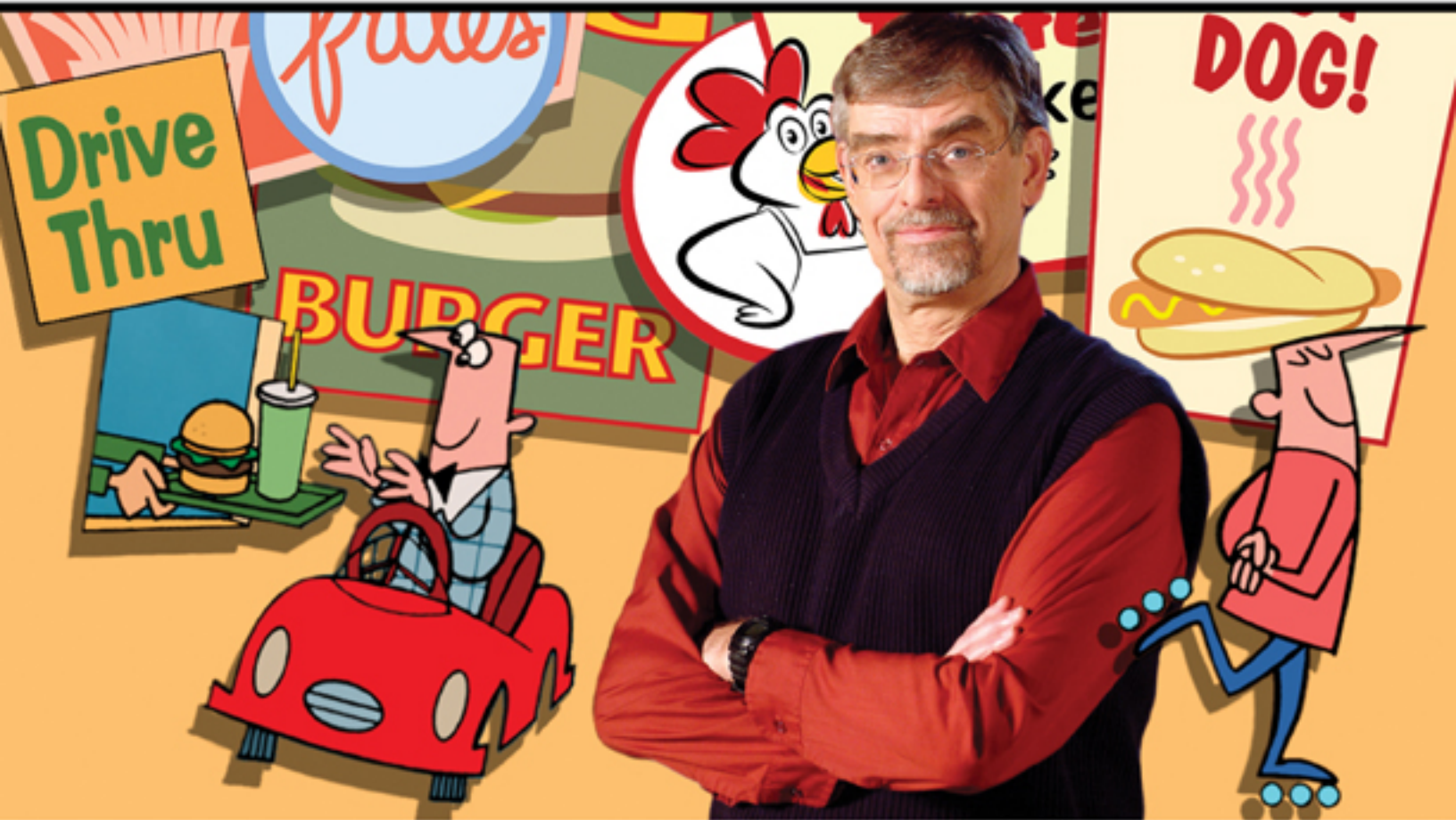


# The Weight of the World



Facing Obesity

Weight of the World School Challenge Facilitator's Guide



## Weight of the World Schools Challenge Facilitator Guide

### Overall Program Goals:

- Discuss health and nutrition with children in a fun and creative style.
- Assist children in learning more about their feelings and introduce healthy coping skills.
- Motivate children to make consciously healthier choices with regards to nutrition and fitness.

### Facilitation Objectives:

- Each class will develop a group project demonstrating the importance of nutrition, fitness and making healthier life choices.
- Each class will be asked to prepare projects to show to their schoolmates and parents.

### Session One

Time allotted: 60 minutes.

Are kids stressed today? - 5 min: The teacher/facilitator asks "what is stress and what is stressful for kids today?" Explain that the group will return to this topic later.

Getting to Know You - 6 min: An activity designed to break the ice and introduce the topic of food in a fun and energetic fashion. The teacher/facilitator asks each student to choose and then state a favorite food item that corresponds with the first letter of his/her first name. Once all of the students have had their turn, the introduction of Lil' Boopie (stuffed animal) may take place.

Introduce Lil' Boopie(stuffed animal) (LB) - 4 min: The teacher/ facilitator picks up LB and talks about him to the students. LB loves lima beans and bananas and he is having a difficult time at school because he feels left out a lot. He also wants to lose a few pounds so that he can run around and play with the other kids without getting tired easily. He would also love to play a sport like some of the other kids at school but he does not know how. Explain that, the group will be able to help him out with some of his concerns by the time we are done today.

Why We Eat - 20 min: An activity designed to have participants explore many of the reasons for eating. This activity touches on nutritional as well as emotional reasons for food consumption. The teacher/facilitator writes the word FOOD on the black board and asks the students why we eat food. This is an appropriate time to review some of the major themes in "The Weight of the World" video. Remind the students to think of project ideas throughout the session.

Responses to probe for:

### Nutritional reasons:

- To be healthy - what types of foods are healthy?
- To grow - what types of foods help us grow? (Introduce proteins and milk products)

- To be strong
- For our brain and mind power - what do we call "brain food"?
- For energy - What kinds of foods give us energy? (Carbohydrates)

#### Emotional and Fun Reasons

- For the taste
- For fun
- To Celebrate
- When we are bored
- While we watch TV
- When we feel emotional: sad, mad, frustrated and lonely.

Write all of the responses on the black board and then ask which reasons are the unhealthy reasons for eating on this list? Circle all of their responses. While the students are giving their responses, de-mystify, paraphrase, and clarify.

Let's Help LB - 15 min: Review his situation and ask for the student's advice. Write all of their responses on the black board. Discuss all relevant issues around each response. Probe for things like:

- He could start making healthier food choices for his health and his energy.
- He could talk to someone he trusts about his feelings.
- He could listen to music and dance in his room.
- He could play outside more for fun (helps with the boredom) and exercise.
- Someone could help him develop a skill in a sport he likes.
- He could get involved in a team sport.

#### Things to remember and some good questions to ask are or probe with:

\* Discuss the benefits of getting involved in a team sport. For example: What will LB get out of playing a team sport? What position could he play right now?

\* Benefits to playing a team sport: Getting exercise, feeling healthier (and therefore happier), relieving stress, having more energy, learning a new skill, feeling happy, making new friends, and feeling proud of one's accomplishments.

Project Ideas - 10 min.

## **Session 2**

Time allotted: 60 minutes.

Introduction and Review - 25 minutes: Review of the major themes discussed in session one relating to the segment "Reasons Why We Eat". In reviewing all of the reasons for eating discussed in the first session, ask the students to list healthy alternatives for eating when they or Little Boopie have experienced a bad day or experience. Probe for responses like:

- \* Talking about your feelings to a parent, guardian, teacher or guidance counselor.
- \* Dancing to some fun or crazy music (letting loose).
- \* When facing challenging situations with a friend, talk it out.
- \* Play outside.
- \* Play a sport.
- \* Express your feelings in a poem or artwork.

The teacher/facilitator reviews all of these alternatives with the participants, and discusses with them the reasons why these alternatives work effectively.

Projects Re-Visited - 30 min: Ask the students to showcase their projects and ideas. Discuss the nutritional benefits to including all of the major food groups in their diets. Possible themes or questions to discuss are:

- What are carbohydrates and what do they do for our bodies?
- Why are carbohydrates so important?
- Is there such a thing as a healthy fat?
- Where do healthy fats come from, and what do they do for our bodies and minds?
- Why is milk so important for us to include in what we eat every day?
- What is protein and why is it so important?
- Why is it important to include fun treats in what we eat?

Closing - 10 min: Review all of the guidelines and deadlines for projects.

# Weight <sup>of</sup> the World Challenge



for schools, libraries,  
community groups, at home

A large graphic of a white notebook page with blue horizontal lines, set against a yellow background. The page is surrounded by illustrations of various fruits: oranges, lemons, a bunch of bananas, grapes, carrots, and pears. On the right side, a cartoon character on roller skates is peeking over the edge of the page. The text on the page reads:

The Weight of the World  
Facing Obesity  
Healthy Eating Tips  
for Parents

Partners



CBCtelevision

CBC radio **ONE**

cbc.ca



CAHPERD ACSEPLD

## KEY MESSAGES ABOUT HEALTHY EATING

Parents play a key role in developing children's eating habits.

Unhealthy eating habits during childhood may interfere with optimal growth and development and contribute to poor eating habits during adolescence and adulthood.

Poor diet and inactivity in childhood have been linked to the worrisome trend in overweight children.

Children's eating patterns evolve within the context of the family – what parents and children eat is highly correlated for most nutrients especially between mothers and children.

Factors in the family that affect children's preferences include food exposure and availability, parental modeling, meal structure and family meals, parenting style and parental attitudes and knowledge about nutrition.

The consumption of vegetables and fruits in the home is closely linked to their availability.

Shared family meals have a positive influence on the quality of the diets of children and youth with higher consumption of vegetables and fruit, milk products and improved nutrient intakes.

Children's food preferences are often guided by taste or liking – preference for specific food items is a strong positive indicator of whether children and youth eat that food.

Taste can lead to poor food choices – for example, dislike for a particular food such as vegetables is one of the three most important predictors of vegetable and fruit intake in children.

Personal preferences for eating fast food or vending machine snacks have been identified as a barrier to healthy eating in adolescence.

The media, particularly television, have an enormous potential influence on healthy eating in children and youth and may in some instances overshadow the influence of the family.

Food advertising promotes more frequent eating of less healthy foods, including high-fat, high-calorie snack and rarely features healthy choices such as vegetables and fruit.

Children are more likely to request, purchase and eat foods that they have seen advertised on television.

Some food and beverage advertising has been shown to contain misleading or incomplete information, which is confusing to children.

The increased availability of fast foods and convenience foods and in bigger portions are associated with a decrease in the quality of diets: they promote a higher intake of foods that are high in fat, sugar and sodium.

## KEY MESSAGES ABOUT OBESITY

Research has shown that children who purchase their lunch at school are more likely to be overweight than those who bring their lunch from home.

Children who eat their evening meal at home with their families at least three or more times a week are less likely to be overweight.

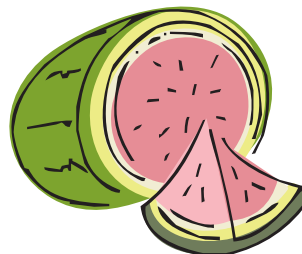
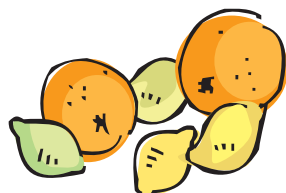
Time spent watching TV, playing video games and using the computer promotes an increased intake of calories as a result of food advertising or eating while watching television.

There is a higher risk of overweight and obesity among Canadian children who engage in more than two hours of screen time per day compared to those who engage in one hour or less.

School programs that discourage carbonated drinks appear to be linked to decreases in the average percentage of overweight and obesity in children.

Breastfeeding can be a protective factor against later childhood obesity.

The International Obesity Task Force identified that parents can play an important role in promoting healthy eating and reducing overweight and obesity by increasing access and consumption of vegetables and fruits, e.g., home gardening projects.



**TOPICS TO DISCUSS  
WITH YOUR CHILDREN**

**ACTIVITIES AT HOME  
GRADES 4 - 6**

**ENERGY BALANCE/INTAKE**

How much food do children need? i.e., define healthy eating based on the Food Guide – food groups, other foods/extras

- 1) Post *Canada's Food Guide to Healthy Eating* in a prominent place in the kitchen  
[www.hc-sc.gc.ca/fn-an/food-guide-aliment/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html)
- 2) Look for items displaying the Heart and Stroke Foundation of Canada's Health Check™ logo when shopping in your local grocery store. Every product that displays the logo has been reviewed by the Foundation's dietitians based on *Canada's Food Guide to Healthy Eating*. Check [www.healthcheck.org](http://www.healthcheck.org) for more information.
- 3) Involve children in meal planning using the Food Guide and including their lunches and snacks – play Dietitians of Canada's Let's make a meal [www.dietitians.ca/](http://www.dietitians.ca/)
- 4) Involve children in food shopping and or discuss food purchased.
- 5) Involve children in meal preparation, including their lunches and snacks.
- 6) Introduce new foods at home.

How much is a serving?  
Portion sizes and 'supersizing', variety

- 1) Discuss and demonstrate serving sizes as outlined in the Food Guide to children using measuring cups and objects.
- 2) Review nutrition labels with children and discuss why these choices were purchased.  
[www.healthyeatingisinstore.ca/](http://www.healthyeatingisinstore.ca/)
- 3) Choose small serving sizes when purchasing food for children at restaurants.
- 4) Plan lunches ahead and package in serving sizes based on the Food Guide.



**TOPICS TO DISCUSS WITH YOUR CHILDREN**

**ACTIVITIES AT HOME**

Why are vegetable and fruit so important?

1) Review recipes for vegetables with children and involve them in choosing different recipes each week. [www.5to10aday.com/](http://www.5to10aday.com/)

2) Have a tasting party of vegetables and fruit from different cultures.

How often should children eat? Healthy meals and snacks

1) Have a parent eat breakfast with the children to act as a role model. [www.breakfastforlearning.ca/](http://www.breakfastforlearning.ca/)

**IMPACT OF SOCIETAL CHANGES**

What changes are happening in the food marketplace? e.g., food advertising, marketing, fast foods, number and types of food products available

1) Watch television with your children during their viewing hour and discuss the ads shown.

2) Review ads and articles in magazines and discuss healthy food choices in the ads.

3) Limit TV viewing.

4) Limit purchases of foods of poor nutritional value that are advertised on television and explain your decisions to your children.

5) Discuss wise food choices at fast food restaurants – request copies of nutrient breakdown of foods at fast food restaurants and review these with your children at home.

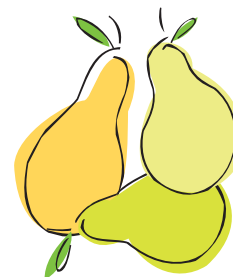
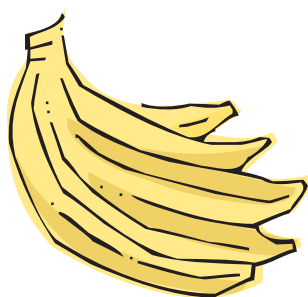
What changes are happening in family circumstances/patterns?

How have these changes had negative impacts on food choices?

What can be done to buffer these changes?

1) Discuss how your family eating patterns and traditions have changed since you were a child, e.g., meal frequency and patterns, eating together as a family, family celebrations; identify foods eaten from different cultures, include sample of favourite recipes.

2) Discuss how changes that have happened in family eating patterns may have influenced eating behaviour in a positive or negative way – ask children to help identify ways to buffer these changes.





**TOPICS TO DISCUSS  
WITH YOUR CHILDREN**

**ACTIVITIES AT HOME**

**WHEN, WHERE AND WHY WE EAT**

What's happening in the home? e.g., family eating patterns, eating out, etc.; eating while watching TV

1) Keep a family diary for a week of when and where family members eat – review the diary as a family and discuss changes that could be made to support everyone in making healthier food choices.

2) Collect sample menus and discuss ways to make healthy choices at restaurants.

What's happening in the school environment? e.g., foods available, nutrition teaching; role of friends/other peers

1) Walk around the neighbourhood and draw a map of the places where the family and children buy food – discuss the pros and cons of the choices available.

2) Discuss healthy lunches – ask children to describe what choices they make from foods available in the school.

What's happening when kids are out and can make own decisions? e.g., at the mall, in the school yard

1) Ask children to describe the foods they have purchased and eaten on their own – compare these foods to choices in the Food Guide.

How do children influence food purchasing of parents? Of peers?

2) Ask children about the food choices they make when they are with their peers and discuss how they are influenced by them and how to make healthier choices.



## RESOURCES

**Breakfast for Learning** at [www.breakfastforlearning.ca/](http://www.breakfastforlearning.ca/)

**Dietitians of Canada – Eat Well, Live Well** at [www.dietitians.ca/child/index.asp](http://www.dietitians.ca/child/index.asp)

**Canadian Cancer Society** at [www.cancer.ca/](http://www.cancer.ca/)

**The Canadian Health Network** at [www.canadian-health-network.ca](http://www.canadian-health-network.ca)

**5 to 10 a Day Campaign** at [www.5to10aday.com/](http://www.5to10aday.com/)

**Health Canada – Food and Nutrition** at [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca); *Canada's Food Guide to Healthy Eating* available from [www.hc-sc.gc.ca/fn-an/food-guide-aliment/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html)  
**1-800-OCANADA**

**Health Check™ program** at [www.healthcheck.org](http://www.healthcheck.org)

**Healthy Eating Is in Store for You** at [www.healthyeatingisinstore.ca/](http://www.healthyeatingisinstore.ca/)

**Heart and Stroke Foundation of Canada** at [www.heartandstroke.ca/](http://www.heartandstroke.ca/)  
**1-888-HSF-INFO**

Your local **public health department, regional health authority** or **community health centre**

Your **provincial/territorial government** web site. Check Food, Nutrition or Healthy Eating



# Weight of the World Challenge

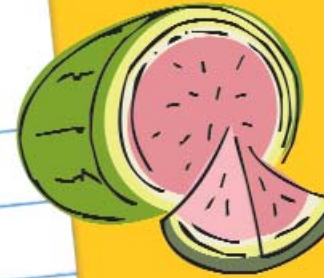
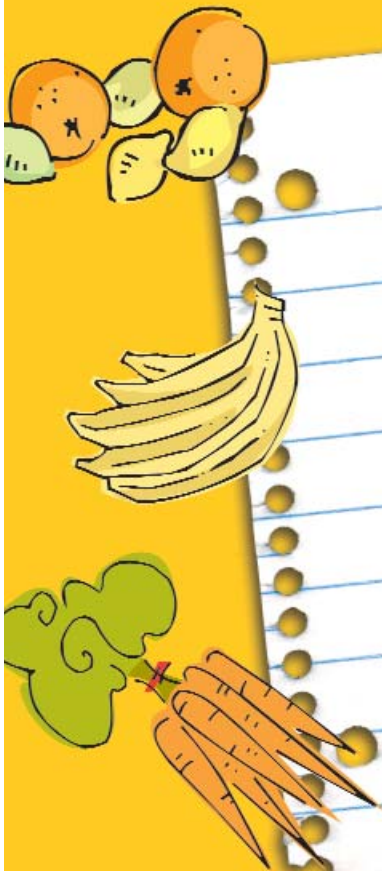


for schools, libraries,  
community groups, at home



The Weight of the World  
Facing Obesity  
Through Physical Activity  
User's Guide

Developed by CAHPERD



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# PHYSICAL ACTIVITY User's Guide

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## INTRODUCING THE WEIGHT OF THE WORLD CHALLENGE

Over the past decade, there has been growing concern in Canada about the decreasing physical activity of children and youth and the corresponding increase in overweight and obesity. At the same time, leading researchers have clearly demonstrated the direct relationship between physical inactivity and leading causes of illness—heart disease, cancer, diabetes, depression and injury. Regular physical activity is crucial to maintaining a healthy weight, preventing obesity, and improving cardiovascular health.

### Research shows that:

15% of Canadians aged 11 to 16 are overweight, and almost 5% are obese (Tremblay and Willms, 2002).

28% of 12- to 14-year-olds and 66% of 15- to 19-year-olds were physically inactive, and only 46% of 5- to 17-year-olds met the energy output requirement for healthy growth and development (CFLRI Physical Activity Monitor, 1999).

Canadian and other researchers have reported a strong relationship between overweight and both physical inactivity and television watching in children and youth (Tremblay and Willms, 2003).

These statistics are staggering! In just 15 years, obesity has doubled for pre-teen girls and tripled for boys. Canadian children and families need to know the health risks associated with obesity and the benefits of a healthy lifestyle.

Interventions are needed to make sure that our children have the chance to develop to their full potential and to gain the skills and habits for being physically active now and for life. Physical activity is vital to everyday life and to the normal growth and development of children and youth. It is as important as healthy eating.

Whether you are an educator, a parent, a medical practitioner, a community volunteer or a concerned citizen – you all have a role to play to help our children to integrate more physical activity into their daily lives.

The Weight of the World: Facing Obesity through Physical Activity User's Guide was developed by the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) to accompany the program package. The resource addresses issues specific to physical activity/inactivity and the relationship to the health and well-being of Canadian children and youth. It provides guidelines and advice on how to help children and youth to increase their physical activity at home, at school and in the community. The material also provides links to more resources. The ultimate goal is to help our kids to be the best they can be.



## DID YOU KNOW?

You don't have to participate in vigorous physical activity to improve health. Even moderate physical activity, such as a brisk walk, on most, if not all days of the week will help improve your health (Health Canada, 2002).

Physical education classes provide some children with their only opportunity to engage in moderate to vigorous physical activity (Sallis & McKenzie, 1991, in McKenzie, Feldman, Woods, Romero, Dahlstrom, Stone, Strikmiller, Williston & Harsha, 1995).

Only 20% of Canadian children receive daily physical education; 41% receive one to two days per week, while 10% receive no physical education at all. These percentages worsen as students advance through secondary grades. (Time to Move, CAHPERD, 2005)

Physical activity reduces stress, strengthens the heart and lungs, increases energy levels, helps to maintain and achieve a healthy body weight and improves overall outlook on life (Health Canada, 2002).

For boys, the most common enablers to participating in physical activity are playing outside with friends, doing things spontaneously and participating in physical education classes at school (Canadian Diabetes Association, 2002).

For girls, the most common enablers to participating in physical activity are having facilities close to home, friends to play with and physical education classes at school (Canadian Diabetes Association, 2002).

A recent study conducted at the University of Saskatchewan found that 48% of youth in Grades 7 - 12 reported that their family strongly influenced their activity patterns (Spink et al., 2005).

The majority of Canadians do not accumulate the one hour of daily physical activity required by Canada's Physical Activity Guide to Healthy Living (CFLRI, 2004).

Obesity rates among children and adults have increased substantially during the past 25 years (Canadian Community Health Survey, 2004).

More than half of Canadian teenagers are sedentary and accumulate the equivalent of less than one hour of walking a day (CFLRI 2002 Physical Activity Monitor).

In 2000, 57% of Canadian children and youth aged 5 to 17 were not sufficiently active to meet international guidelines for optimal growth and development (Craig, Cameron, Storm, Russell, & Beaulieu, 2001).

The way our society is structured makes it difficult for many people to integrate healthy eating and daily physical activity into their lives. In many cases, community planning and the layout of suburbs have reduced opportunities to integrate physical activity into daily life, such as walking to the store, to school or for informal recreation and sports. (Heart and Stroke Foundation of Canada, 2003)

Overweight children could be three to five times more likely to suffer a heart attack or stroke before they reach 65 (Heart and Stroke Foundation of Canada and the Canadian Cardiovascular Society, 2004).



## FOR TEACHERS

Hardly a week goes by when we are not reminded that the current and future health of our children is at risk due to inadequate physical activity. In fact, physical inactivity is the biggest public health problem of the 21st century (Humbert, 2005).

Quite often schools are looked at in terms of the responsibility they have in reversing these alarming trends. While schools are not the only institutions that are responsible for this issue, educators are ideally suited to provide children with the knowledge, skills and opportunities to be more physically active. After all, schools reach every child, and children spend a good part of their days at school.

### Quality Physical Education Programs

Quality, school-based physical education programs that are available to every child from K-12 will help children to develop “physical literacy” – the critical and fundamental knowledge and skills that children need to be physically active now and for life.

All children and youth deserve access to Quality Daily Physical Education (QDPE) programs. In fact UNESCO declared this as a basic human right (1978).

QDPE is a well-planned and varied physical education program taught by qualified and enthusiastic teachers on a daily basis throughout the school year. A QDPE program includes:

- daily curricular instruction for a minimum of 30 minutes
- interscholastic sport programs
- intramural activities where all students can participate
- school-wide events

The QDPE Report Card below is a checklist for school administrators, teachers and parents to help them assess the quality of the physical education programs at their school. Many schools in Canada have used this Report Card as a first step to improving their programs.

### THE SCHOOL QDPE REPORT CARD DOES YOUR CHILD'S SCHOOL MAKE THE GRADE?

	YES	NO
Does the school provide a minimum of 150 minutes of physical education class instruction and activity per week per student?	<input type="checkbox"/>	<input type="checkbox"/>
Are physical education lessons well planned, incorporating a wide range of activities?	<input type="checkbox"/>	<input type="checkbox"/>
Does the physical education program encourage participation of all students in each class, regardless of ability?	<input type="checkbox"/>	<input type="checkbox"/>
Is there an emphasis on enjoyment, safety, success, fair play, self-fulfillment and personal health?	<input type="checkbox"/>	<input type="checkbox"/>
Are physical education lessons and activities appropriate for the age and stage of development of each student?	<input type="checkbox"/>	<input type="checkbox"/>
Do physical education lessons and activities include opportunities to enhance cardiovascular systems, muscular strength, endurance and flexibility?	<input type="checkbox"/>	<input type="checkbox"/>
Does the physical education program provide opportunities for all students to participate in school intramural activities and student leadership opportunities?	<input type="checkbox"/>	<input type="checkbox"/>
Are the teachers responsible for teaching physical education qualified to teach the subject?	<input type="checkbox"/>	<input type="checkbox"/>
Are the teachers responsible for teaching physical education positive role models for students?	<input type="checkbox"/>	<input type="checkbox"/>
Does your child look forward to physical education classes and intramural activities?	<input type="checkbox"/>	<input type="checkbox"/>

## ENHANCING PHYSICAL ACTIVITY OPPORTUNITIES AT SCHOOL

### Teacher Tips

Ensure Quality Physical Education Programs are in place for all children from K-12.

Provide a range of intramural opportunities for all children at your school. Plan activities for before school, lunch hours, after school, or on designated special days.

Plan cross-curricular opportunities to increase physical activity at school. For example, in English class students can write about a recent physical activity event; in math, students can participate in special physical activities and then calculate the number of steps, average heart beats, and so on; in geography class, students can track their physical activity progress, translate the activity into kilometres and track their progress around the world; science class can introduce notions of kinetics, gravity, and so on.

Use physical activity events to recognize different cultures and ethnicities present at your school. Incorporate and promote activities (e.g., cricket) from various cultures to enhance the enjoyment and participation of all students, plan multicultural dance activities, etc.

Plan fundraising activities that include physical activity, such as the Heart and Stroke Foundation's Jump-Rope-for-Heart ([www.jumpropeforheart.ca](http://www.jumpropeforheart.ca)) program, dance-a-thons, etc.

Invite local athletes or community experts to come to your school to teach a sport or physical activity, such as karate, self-defence, Pilates, field hockey, etc.

Recognize the importance of participation for all. Ensure people with physical disabilities are included in all activities. Adapt programs as necessary. Go a step further and integrate a sport that is played by people with disabilities into the school, such as goal ball, wheelchair basketball, etc.

Organize spontaneous activities during recess or lunch hours and encourage all kids to join in.

Plan special physical activity celebration days, such as school challenges, school Olympics, pep rallies, etc. Join up for one of CAHPERD's national school challenges ([www.cahperd.ca](http://www.cahperd.ca)).

Assign physical activity/physical education homework to encourage children to be physically active at home.





## ASSESSING AND GOAL SETTING

### How active am I every day?

Physical activity is an important part of everyday life. It helps build strong bones and strengthens muscles. It helps us have a strong and healthy heart, and maintain a healthy weight. It's also a great way to make new friends!

Add a sticker or a check mark every time you are active each day. To be healthy, try to get at least three stickers or check marks every day!

My name is \_\_\_\_\_

What activity did I do?	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
I walked or rode my bike to school.							
I walked or rode my bike to a friend's house, to the store or to a recreation centre.							
I played outside.							
I played a game such as baseball, volleyball or hopscotch.							
I had a sports practice like dance, karate or swimming.							
I took the stairs instead of the elevator.							
I raked the leaves, shovelled the snow or helped take in the groceries.							
I went for a walk with my family.							
I did other active things.							
My weekly total:							

Taken from H.E.A.R.T

H.E.A.R.T. (Health Education Assessment Reward and Tracking tool) is a practical guide that helps students to track and reward healthy living behaviours, describes the health benefits of regular vigorous physical activity, and suggests appropriate activities that could be incorporated into the daily lives of children. H.E.A.R.T. is designed to educate, assess and reward the aspects of fitness and lifestyle as they relate to children's health. For more information, visit [www.excelway.ca](http://www.excelway.ca)

## PHYSICAL ACTIVITY CHALLENGES

Challenge yourself to be active every day! Consider some of these ideas:

### Teachers challenge students

Super Teachers vs. Super Students

All come dressed in superhero costumes. Set up several different challenges between the teachers and students. For example: tug-o-war, blind volleyball, etc.

### Class challenges

Classes challenge one another to special tasks or “superhero” event(s). For example: superhero skipping – determine the highest number of skips achieved by the class collectively or by individuals.

### Fitness challenges

Superhero Track Meet. Planet Long Jump – Arrange signs with the planets' names in the proper order from the sun, beside the long jump pit. Students run and take their jump and see how many planets they can jump over. Mark the distance jumped according to the closest planet. Planet Heave – Pretend the medicine balls are planets. Heave the ball using two hands between the legs, and measure the distance of the heave with measuring tape. Mercury Dash – Do 50-metre pair dashes. Leaping High Buildings in Several Bounds – Set bar at appropriate height for age level. Arbitrarily indicate the numbers of successful jumps needed to scale a ten-storey building, e.g., 15 jumps at 80 cm = 10 storeys.

### Students versus parents

Create challenge cards that direct parents/guardians to perform physical activities, e.g., 20 sit-ups, a brisk walk around the schoolyard, counting steps with pedometers, etc. Students versus local police, firefighters, service clubs, professional/semi-professional athletes, e.g., tug-of-war.



## MORE IDEAS – THEME DAYS AND SPECIAL EVENTS

Why not initiate a theme day, or a week of special events that focus on daily physical activity.

Throughout the year, use theme days to add fun and encourage activity!

- Work as a team. Get fellow teachers and/or parent volunteers to help plan the special event.
- Host an assembly that will motivate kids to prepare for the upcoming event and get them excited about the special event that day.
- Invite parents and special guests to take part.
- Encourage students to wear a specific colour(s) on the day of the event.
- Hold a parade.
- Stage an opening ceremony and ribbon-cutting ceremony.
- Videotape/photograph your events and show them at parent/teacher evenings or to students during a lunch hour.
- Prepare a PowerPoint presentation and present it to the students during an assembly.
- Make a collage of photos displaying activities or events that the students participate in over the year.
- Play music to motivate students and teachers.

## FOR FAMILIES

Being physically active with your family is a fun and healthy way to spend quality time together.

Children and youth, just like adults, need to be active to be healthy. Individuals that accumulate 30 minutes of moderate-intensity activity over the course of each day will experience better health.

To help you and your family make active living part of your daily lives, consider the following tips:

**As a parent, you can help set a good example for your children by being active.**

<b>KEEP IT SIMPLE:</b> Choose activities that  You enjoy You have easy access to Are not expensive Require little or no equipment Can fit into your daily routine Do not require a lot of preparation	<b>SET GOALS THAT ARE:</b> Personal and family oriented Realistic Of interest to the whole family
<b>KEEP RECORDS BY:</b> Using a personal/family diary Tracking activities	<b>AVOID BOREDOM:</b> Try to participate in a variety of activities Have fun!

## GREAT WAYS FOR FAMILIES TO GET ACTIVE!

Active living provides a healthy and enjoyable way to use leisure time, to improve family interactions, to enjoy the outdoors and to maintain cultural traditions. Families who participate in physical activities together can create family traditions and memories while developing a healthy active lifestyle. Here are some great ways to help you and your families get started:

1. Try a new or different activity each week.
2. Participate in community programs (consult your local recreation department).
3. Build a skating rink in the backyard.
4. Take turns walking the kids to school or camp by creating a "walking school bus" with members of your family, friends and neighbours.
5. Walk, wheel or cycle on short trips or family outings.
6. Host a neighbourhood social event, such as a barbecue or winter carnival. Include a variety of enjoyable physical activities.
7. Organize a family birdwatch hike or picnic.
8. Plan a nature scavenger hunt. Invite other families and friends to join in the fun. This activity can be fun in winter too!
9. Visit your local library and borrow books on games from around the world. Try games that you have never played before.
10. Develop a list of physical activities and place them in a jar. Plan to meet regularly during the week and on weekends to try out a different activity from the jar.
11. Make a goal to avoid taking escalators or elevators and to reduce the amount of TV and video games.
12. Make the most of what winter has to offer. Toboggan or ski or build a snowman.

## ACCESSING COMMUNITY FACILITIES – THESE PROGRAMS ARE THERE FOR YOU!

Find out what opportunities are available for you and your family in your own community.

- Obtain a calendar of events from the local parks and recreation department. Ask about walking/biking paths and other facilities.
- Contact the local YM/YWCA, private fitness clubs, Scouts Canada and Girl Guides of Canada.
- Find out what courses/activities are available through your local school board.
- Inquire at your provincial health organizations, and local health unit/regional office.
- Ask your school and/or physical education teacher.
- Ask a neighbour or a friend.



## FAMILY FUN ACTIVITY LIST

**Day 1:** Put on your running shoes and start a neighbourhood "walking snowball"! Get your family together, walk to your closest neighbours and invite them to join you on a walk. Continue in this fashion and see how many families you can get out walking at one time.

**Day 2:** Explore a new street in your neighbourhood. Then go home and chart it on a map in relation to your house. Pick a new street every weekend until you have a map of the whole community.

**Day 3:** Everyone pitch-in day! Help your family members work in the garden and yard. Wash the car or clean the bikes together. Eat your lunch outside – go for a picnic.

**Day 4:** After your homework is done, gather the family together for a game of soccer, play catch or flying-disc football in your backyard or at the local park.

**Day 5:** Go for a family bike ride – don't forget your helmets! Include everyone by renting tandem bikes and cycling in tandem with a visually impaired rider and by choosing to cycle on paths wide enough to accommodate wheelchairs, bikes and tricycles!

**Day 6:** Tonight before bed, do some stretching as a family. Make sure everyone feels loose and relaxed before they call it a night.

**Day 7:** Host a neighbourhood gymnastics exhibition. See if family members can do as many somersaults as you can! Invent some new moves and make sure everyone can participate.

**Day 8:** Feeling better yet? Celebrate with a family excursion to the local park. Challenge everyone to try all the equipment!

**Day 9:** Grab your bikes, and a friend, and go on a neighbourhood treasure hunt. Put your treasure list together with a family member before you head out.

**Day 10:** Make nature and the environment a family affair! Plan a trip to a nearby provincial park, go birdwatching together or conduct your very own plant study.

## RESOURCES

### FREE DOWNLOADS

#### PA GUIDES FOR CHILDREN AND YOUTH

*Canada's Physical Activity Guides for Children and Youth* recommend increasing physical activity by at least 30 minutes a day to start. This can be done in short 5- to 10-minute bouts, adding to a total of 30 minutes. At the same time, decrease sedentary activities (watching TV, working on the computer, playing video games) by 30 minutes. These guides recommend building up to at least 90 minutes of physical activity a day over five months.

**Canada's Physical Activity Guides** are available at [www.paguide.com](http://www.paguide.com). Teacher guides, children's magazines, and other great tools are available at this site.

#### SCHOOL PHYSICAL ACTIVITY RESOURCES

##### **Program Delivery Assessment Tool**

This tool outlines the conditions and criteria of a quality physical education program. Schools should review these conditions and plan strategies to ensure that all criteria are being met. The assessment tool is available to download for free.

##### **"Time to Move – Keep the Physical in Education"**

This new brochure from CAHPERD and Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) consists of evidence-based statistics that support the critical need and importance of physical education for Canadian children and youth.

##### **"What is the Relationship between Physical Education and Physical Activity?"**

This brochure was developed by CAHPERD to define physical education and physical activity, to identify the link between quality physical education programs and quality physical activity opportunities, and to establish the role of principals and school administrators, teachers, parents, and students in ensuring that all children have the chance to participate in physical education programs.

##### **"Physical Education and Intramurals Clipboard"**

The CAHPERD publication features popular teaching tips with lesson plans and activity ideas. The Clipboard is published in two different themes: Quality School Health and Physical Education and Intramurals.

##### **Physical and Health Education Journal**

Published quarterly, this journal is CAHPERD's signature periodical, offering leading-edge articles for professionals.

The above publications are free to download at [www.cahperd.ca](http://www.cahperd.ca)

#### HEART AND STROKE FOUNDATION

##### **Resources for Teachers**

Incorporate physical activity into your lesson plan. Make learning fun with posters, activities and other tools to educate and stimulate your students by helping them enjoy learning while staying active.

##### **Resources for Teachers – Heart Healthy Kids Physical Activity Handbook**

This program was created to help elementary teachers incorporate physical activity into their daily classroom schedule.

**Fun and fitness the name of the game!** Traditional recess games, whether played at school or at home, combine fun and fitness – two key factors in keeping kids active every day!

##### **Back to School Bus**

Information on physical activity.

##### **Ready, Set, GO**

Start your children on a lifetime of active living.

All of the above are at [www.heartandstroke.ca](http://www.heartandstroke.ca)



## RESOURCES

CAHPERD (Canadian Association for Health, Physical Education, Recreation and Dance)

[www.cahperd.ca](http://www.cahperd.ca)

Heart and Stroke Foundation [www.heartandstroke.ca](http://www.heartandstroke.ca)

Active Healthy Kids Canada [www.activehealthykids.ca/](http://www.activehealthykids.ca/)

Active Living Alliance for Canadians with a Disability [www.ala.ca](http://www.ala.ca)

Boys and Girls Clubs of Canada [www.bgccan.com](http://www.bgccan.com)

Canadian College of Family Physicians [www.cfpc.ca](http://www.cfpc.ca)

Canadian Council of University Physical Education & Kinesiology Administrators (CCUPEKA) [www.ccupeka.ca](http://www.ccupeka.ca)

Canadian Diabetes Association [www.diabetes.ca](http://www.diabetes.ca)

Canadian Fitness and Lifestyle Research Institute (CFLRI) [www.cflri.ca](http://www.cflri.ca)

*Canada's Food Guide to Healthy Eating*

[www.hc-sc.gc.ca/hpfb-dgpsa/onppbppn/food\\_guide\\_rainbow\\_e.html](http://www.hc-sc.gc.ca/hpfb-dgpsa/onppbppn/food_guide_rainbow_e.html)

Canadian Institute of Child Health (CICH) [www.cich.ca](http://www.cich.ca)

Canadian Paediatric Society [www.cps.ca](http://www.cps.ca)

Canadian Parks and Recreation Association [www.cpra.ca](http://www.cpra.ca)

Canada's Physical Activity Guide for Children and Youth [www.healthcanada.ca/paguide](http://www.healthcanada.ca/paguide)

Canadian School Boards Association

Canadian Society for Exercise Physiology (CSEP) [www.csep.ca](http://www.csep.ca)

Canadian Teachers' Federation [www.ctf-fce.ca](http://www.ctf-fce.ca)

Coalition of Active Living [www.activeliving.ca/](http://www.activeliving.ca/)

Concerned Children's Advertisers [www.cca-kids.ca](http://www.cca-kids.ca)

Go For Green [www.goforgreen.ca](http://www.goforgreen.ca)

Health Canada [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca) 1-800-OCANADA

Voices and Choices: Planning for School Health [www.healthcanada.ca/voicesandchoices](http://www.healthcanada.ca/voicesandchoices)

World Health Organization [www.who.int/en/](http://www.who.int/en/)

YMCA/YWCA [www.ymca.ca](http://www.ymca.ca)

## ALBERTA

Health and Physical Education Council (HPEC) [www.hpec.ab.ca](http://www.hpec.ab.ca)

Schools Come Alive [www.schoolscomealive.org](http://www.schoolscomealive.org)

EverActive Schools [www.everactive.org](http://www.everactive.org)

## BRITISH COLUMBIA

PE BC (Physical Education British Columbia) [www.bctf.ca/pepsa](http://www.bctf.ca/pepsa)

Action Schools BC [www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)

HeartSmart Kids™ programs from the Heart and Stroke Foundation of British Columbia and Yukon are curriculum based; they focus on encouraging children to make heart-healthy lifestyle choices in a fun, challenging and engaging way within the main areas of heart fact, nutrition, active living and being smoke-free.

[www.heartandstroke.ca/Page.asp?PageID=1613&ContentID=16587&ContentTypeID=1](http://www.heartandstroke.ca/Page.asp?PageID=1613&ContentID=16587&ContentTypeID=1)

## MANITOBA

MPETA (Manitoba Physical Education Teachers Association) [www.mpeta.ca](http://www.mpeta.ca)

Manitoba in Motion [www.manitobainmotion.ca](http://www.manitobainmotion.ca)

## NEW BRUNSWICK

Sport New Brunswick [www.sport.nb.ca](http://www.sport.nb.ca)

Recreation NB [www.recreationnb.ca](http://www.recreationnb.ca)

## NEWFOUNDLAND

Newfoundland and Labrador Physical Literacy Network [www.nlpln.com](http://www.nlpln.com)

## NOVA SCOTIA

Recreation Nova Scotia [www.recreationns.ns.ca](http://www.recreationns.ns.ca)

Active Kids Nova Scotia [www.activekidsns.ca](http://www.activekidsns.ca)

Teachers Association of Physical and Health Educators <http://local.nstu.ca/web/taphe>

## ONTARIO

OPHEA (Ontario Physical and Health Education Association) [www.ophea.net](http://www.ophea.net)

Ontario Healthy Schools Coalition [www.opha.on.ca/ohsc/index.html](http://www.opha.on.ca/ohsc/index.html)

## PEI

PEI Active Living Alliance [www.peiactiveliving.com](http://www.peiactiveliving.com)

## QUÉBEC

FEEPEQ (Fédération des éducateurs et éducatrices physique enseignants du Québec)

[www.feepeq.com](http://www.feepeq.com)

## SASKATCHEWAN

SPEA (Saskatchewan Physical Education Association) [www.speaonline.ca](http://www.speaonline.ca)

Saskatchewan in Motion [www.saskatchewaninmotion.ca](http://www.saskatchewaninmotion.ca)

Saskatchewan Parks and Recreation [www.spra.sk.ca](http://www.spra.sk.ca)



# Weight of the World Challenge



for schools, libraries,  
community groups, at home



A large graphic of a white notebook page with blue horizontal lines, set against a yellow background. The page is surrounded by illustrations of various fruits: oranges, lemons, a bunch of bananas, grapes, carrots, and pears. On the right side, a cartoon character with a long nose, wearing a red shirt and blue pants, is roller skating. The text on the page reads: "The Weight of the World Facing Obesity Healthy Eating Tips for Teachers".

Partners



CBCtelevision

CBC radio ONE

cbc.ca



CAHPERD ACSEPLD



## BACKGROUND FACTS ABOUT HEALTHY EATING

Healthy eating is important at all stages of life and development.

Children's needs change as they grow and develop.

Choosing foods carefully ensures that we get all the vitamins and minerals we need to fuel our bodies for the activities we do.

Schools are ideal settings to establish and promote healthy eating in children and youth.

Both children and parents say that school has an important influence on what children eat.

The school environment influences healthy eating in children and youth through foods that are available, nutrition policies, school nutrition and health curricula and teacher and peer modeling.

Nutrition education in schools is more likely to be effective in an environment that limits exposure to non-nutritive foods and increases availability of healthy food choices.

Adopting food policies that promote healthy food choices at school (e.g., approved menus for school meals and student stores, guidelines for bag lunches, and healthier choices for fundraising) likely have a moderate to high impact on children's eating practices.

School nutrition programs are a key source of information about healthy eating.

Food available in schools as snacks and lunches can reinforce nutrition and healthy eating messages in classrooms.

Peer pressure influences children of all ages and is particularly strong in the early teen years.

Key nutrition concerns about Canadian children's eating habits are their low vegetable and fruit intake and high intakes of candy, chocolate bars and soft drinks.

Vegetable and fruit intake among Canadian adults increases with income level. One third (36%) of adults in the highest income level eat 5 or more vegetables and fruits compared to:

31% of upper-middle income

28% of middle income

22% of lower-middle income

24% of lowest income

Bans and/or restrictions on soft drink availability in schools are being implemented in the United States and Canada.

## BACKGROUND FACTS ABOUT HEALTHY WEIGHT AND OBESITY

Our weight is determined by what type of foods we choose, how much we eat and how active we are.

In 2004, about one quarter of children and youth (2 to 17 years of age) in Canada were overweight/obese. The rate of "overweight/obesity" varies across the country from 22% to 36%:

Newfoundland = 36%

New Brunswick = 34%

Nova Scotia = 32%

PEI = 30%

Quebec = 23%

Ontario = 28%

Manitoba = 31%

Saskatchewan = 29%

Alberta = 22%

British Columbia = 26%

[Note: there are no figures available for the Territories.]

The International Obesity Task Force found that schools can play an important role in promoting healthy eating and reducing overweight and obesity by:

improving the quality of foods available in schools, e.g., introducing nutrition standards for school meals

encouraging choice of healthy foods, e.g., introducing reward schemes for choice of healthy foods

empowering students to prepare healthy meals, e.g., provide classes in practical food preparation and cooking

Students from schools participating in a coordinated program with recommendations for school-based healthy eating programs exhibit significantly lower rates of overweight and obesity, have healthier diets, and report more physical activities than students from schools without nutrition programs.

School-based programs to discourage carbonated drink consumption among children appear to be linked to decreases in the average percentage of overweight and obesity in children.

## TOPICS TO ADDRESS

## ACTIVITIES IN THE CLASSROOM

GRADES 4 - 6

### ENERGY BALANCE/INTAKE

How much food do children need? i.e., define healthy eating based on the Food Guide – food groups, other foods/extras

1) Use *Canada's Food Guide to Healthy Eating* to discuss the four food groups and examples of foods that are part of each group:

- Grain Products
- Vegetables and Fruit
- Milk Products
- Meat and Alternatives

Discuss the role of other foods.

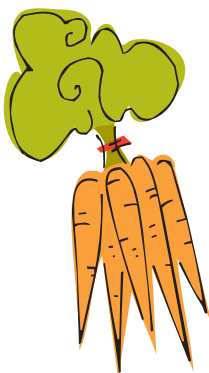
[[www.hc-sc.gc.ca/fn-an/food-guide-aliment/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html)]

2) Have children suggest to their parents that they use the Heart and Stroke Foundation of Canada's Health Check™ program as a guide when shopping in their local grocery store. They can be assured that every product in the program has been reviewed by the Foundation's dietitians based on *Canada's Food Guide to Healthy Eating*. Check the Health Check™ web site at [www.healthcheck.org](http://www.healthcheck.org) for more information. They can also start to look for the Health Check™ logo on restaurant menus later in 2006.

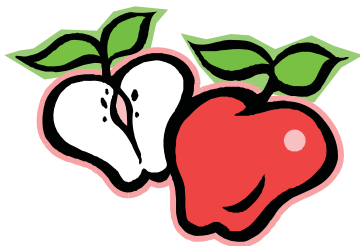
3) Prepare one flip chart page for each food group and one for other foods. Have children identify their favourite foods from each food group and from other foods and record these on the appropriate page. Discuss foods from different cultures that are identified.

4) Have children write down what they ate the previous day and as a group exercise take a few examples and classify where the foods fit into the food groups.

5) Have other children take their list home and complete the classification exercise with their parents.



TOPICS TO ADDRESS	ACTIVITIES IN THE CLASSROOM
<p>How much is a serving? i.e., identify recommended serving sizes and address increasing portion sizes and 'supersizing'</p>	<ol style="list-style-type: none"> <li>1) Ask children to bring in empty food packages/containers of their favourite foods. Have children classify these foods into the food groups and other foods and have them compare the serving sizes on the food label with those recommended in the Food Guide.</li> <li>2) Bring in empty containers from fast food restaurants and demonstrate serving sizes using measuring cups and food models.</li> </ol>
<p>Why are vegetables and fruit so important?</p>	<ol style="list-style-type: none"> <li>1) Have a tasting party of vegetables and fruit from different cultures.</li> <li>2) Have children bring in a favourite family recipe for vegetables and/or fruit.</li> <li>3) For more ideas go to the 5 to 10 a Day campaign web site <a href="http://www.5to10aday.com/">www.5to10aday.com/</a></li> </ol>
<p>How often should children eat? [healthy meals and snacks]</p>	<ol style="list-style-type: none"> <li>1) See Dietitians of Canada "Key Messages and Strategies for Promoting Healthy Eating and Physical Activity in School Age Years" <a href="http://www.dietitians.ca/">www.dietitians.ca/</a></li> <li>2) Ask children to describe what they ate for breakfast. To discuss the importance of breakfast see <a href="http://www.breakfastforlearning.ca/">www.breakfastforlearning.ca/</a></li> <li>3) Play Dietitians of Canada – Let's make a meal <a href="http://www.dietitians.ca/">www.dietitians.ca/</a></li> <li>4) Have a tasting party of healthy snacks.</li> <li>5) Have children look for snack products displaying the Heart and Stroke Foundation of Canada's Health Check™ logo. They can be assured that every product has been reviewed by the Foundation's dietitians based on <i>Canada's Food Guide to Healthy Eating</i>. Check out <a href="http://www.healthcheck.org">www.healthcheck.org</a> for more information.</li> <li>6) Have children bring in packages/containers of snack foods and discuss the nutrition labels – for tools check out <a href="http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/education/index_e.html">www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/education/index_e.html</a></li> </ol>



## TOPICS TO ADDRESS

## ACTIVITIES IN THE CLASSROOM

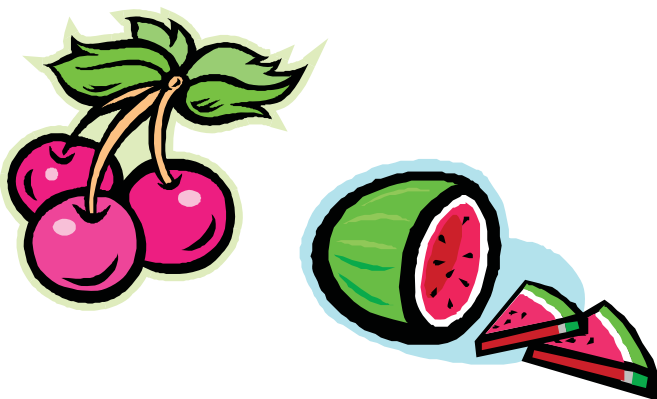
### IMPACT OF SOCIETAL CHANGES

What changes are happening in the food marketplace? e.g., discuss food advertising, marketing, fast foods, number and types of food products available

- 1) Record a sample of television commercials aired during children's viewing hours and discuss the content with children.
- 2) Ask children to identify their favourite TV commercial. Have a discussion about whether they influence their parents to buy certain food products or eat at certain restaurants based on ads they see on television.
- 3) The Heart and Stroke Foundation of Canada's Health Check™ program grew by 33% in 2005 and now has over 600 products participating in the program. Companies are reformulating and launching healthy new products that taste great. Look for products displaying the Health Check™ logo and see how easy it is to combine healthy choices with great taste. Check out the Health Check™ web site at [www.healthcheck.org](http://www.healthcheck.org) for more information.

What are the family food behaviours, customs and patterns? How have these changes impacted negatively on food choices? What can be done to buffer these changes?

- 1) Have the children do a portfolio about family eating patterns and traditions, e.g., meal frequency and patterns, eating together as a family, family celebrations; identify foods eaten from different cultures, include sample of favourite recipes.
- 2) Discuss how changes had a negative impact in family patterns and may have influenced eating behaviour in a positive or negative way. Ask children to identify ways to buffer these changes.



## TOPICS TO ADDRESS

## ACTIVITIES IN THE CLASSROOM

### WHEN, WHERE AND WHY WE EAT

What happens in the home? e.g., discuss meals at home vs eating out; eating as a single activity vs eating while watching TV.

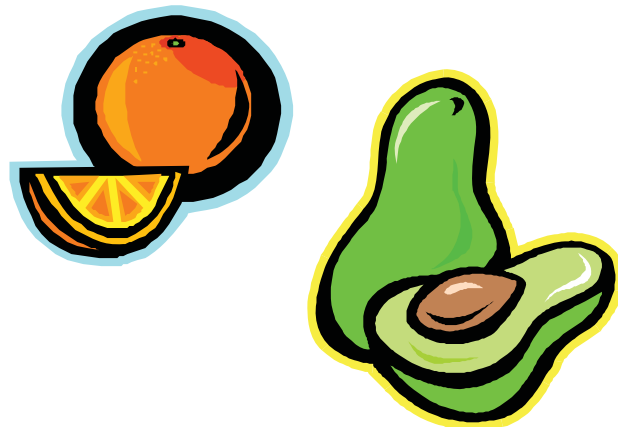
- 1) Use the children's food portfolio [see above] to discuss differences in eating patterns.
- 2) Discuss the importance of family meals and focusing on eating as an activity.
- 3) Collect sample menus and discuss ways to make healthy choices at restaurants.

What happens in the school environment? e.g., foods available, nutrition teaching; what role do friends/other peers play?

- 1) Walk around the school neighbourhood and draw a map of the places where children buy food. Discuss the pros and cons of the choices available.
- 2) Discuss healthy lunches. Ask children to describe what they bring for lunch and/or what choices they make from foods available in the school.

What happens when kids are out and can make own decisions? At the mall, in the school yard. Discuss how children influence food purchases made by their parents.

- 1) Ask children to describe the foods they have purchased and eaten on their own. Compare these foods to choices in the food guide.
- 2) Suggest kids look for products displaying the Heart and Stroke Foundation of Canada's Health Check™ logo to ensure they meet strict nutrition standards based on Canada's Food Guide to Healthy Eating.
- 3) Ask children to describe the requests they make of their parents and discuss the pros and cons of their choices and influences.



## RESOURCES

**Breakfast for Learning** at [www.breakfastforlearning.ca/](http://www.breakfastforlearning.ca/)

### **Dietitians of Canada –**

Eat Well, Live Well at [www.dietitians.ca/child/index.asp](http://www.dietitians.ca/child/index.asp)

Find a dietitian at [www.dietitians.ca/ASP/find\\_dietitian/findadietitian.asp](http://www.dietitians.ca/ASP/find_dietitian/findadietitian.asp)

**Canadian Cancer Society** at [www.cancer.ca/](http://www.cancer.ca/)

**The Canadian Health Network** at [www.canadian-health-network.ca](http://www.canadian-health-network.ca)

**5 to 10 a Day Campaign** at [www.5to10aday.com/](http://www.5to10aday.com/)

### **Health Canada**

Food and Nutrition at [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca); *Canada's Food Guide to Healthy Eating* available from [www.hc-sc.gc.ca/fn-an/food-guide-aliment/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html) or **1-800-OCANADA**

Tips and tools on food and nutrition labelling at [www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/education/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/education/index_e.html)

**Health Check™ program** at [www.healthcheck.org](http://www.healthcheck.org)

**Heart and Stroke Foundation of Canada** at [www.heartandstroke.ca/](http://www.heartandstroke.ca/) or **1-888-HSF-INFO**

Your **local public health department, regional health authority or community health centre**

Your **provincial/territorial government** web site, check Food, Nutrition, or Healthy Eating

