



snacktivity

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MARKET
U

keeping preschoolers healthy and active

activities for 3 – 5 year olds

Adapted with permission from the Calgary Health Region and Alberta Cancer Board.

introduction

Preschool is a great time for children to develop active, healthy lives. Making active living and healthy eating habits early will lead to a healthier life.

You are important to the children you care for. They spend many hours with you, and learn from you. *Healthy U* wants to support you in creating a healthy environment for the young children you care for.

That's why we've designed the Snacktivity Box. It provides fun and easy activities around physical activity and healthy eating for children aged 3 to 5. Handwashing information and songs are also included. All of the supplies you need for the activities are inside the Box or are common items in your home or child care centre.

Do a snacktivity a day! Make physical activity and healthy eating part of every day for preschool children.

Have fun with it. Make it your own. Add to the Box from activities you make up and find in other resources.

Each activity is divided into the following sections:

- **goal**

The type of physical activity involved or the lesson about healthy eating is described.

- **supplies**

Provided, optional and needed supplies for the activity are listed.

- **how to play**

Simple instructions for each activity are provided.

- **modification**

Some of the games can be changed a little, and made fun for a second time. Also, simple changes can be made to take the activities outside.

- **adaptation**

Do you have other younger or older children? Simple ideas are provided to change some of the activities for other age groups.

your own snacktivity box

inside you will find

- The Snacktivity booklet
 - A booklet with activities to promote physical activity, healthy eating and handwashing. There is also an introduction to each section giving some background information.
- Cards for the activities: Charades, Parade, and The Four Food Groups
- Menu for the Restaurant activity
- *Canada's Physical Activity Guide for Children*
 - This guide talks about the importance of being physically active and the guidelines for children aged 6 to 9. It is not for preschool-aged children, but can be a resource as the children grow older.
- *Canada's Food Guide to Healthy Eating*
 - This shows the Canada Food Guide rainbow and discusses the four food groups. It can be used as a reference for activities in the Healthy Eating section.
- *Food Serving Sizes for 1 to 3 Years and 4 to 5 Years*
 - This handout gives examples of what a serving size is for children 1 to 3 and 4 to 5 years of age. This is a good reference to check how many servings of each food group children under 5 should eat each day. It can be used as a reference for the activities in the Healthy Eating section.
- The Amazing Little Cookbook
- Healthy U Grocery Pad
- Do Bugs Need Drugs? Handwashing poster
- Do Bugs Need Drugs? Handwashing sticker

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introduction to physical activity

Early childhood is a great time for your preschoolers to be active. This is when they enjoy learning to run, jump, climb and play ball. By making time for children to be active, you can encourage them to enjoy physical activity.

what is physical activity?

Physical activity includes:

- Endurance – activities that strengthen the heart and lungs such as running, jumping and swimming
- Flexibility – activities that encourage children to bend, stretch and reach such as gymnastics and dancing
- Strength – activities that build strong muscles and bones such as climbing or swinging across a playground ladder

How much physical activity do preschoolers need?

Throughout every day, preschoolers should get at least 120 minutes of physical activity. This includes:

- 60 minutes of structured physical activity
- AND
- 60 minutes of unstructured physical activity

What is structured physical activity?

- Organized games and activities
- Time to develop movement skills
- A chance to learn to play with others

What is unstructured physical activity?

- Supervised time to play actively (alone or with other children)
- Time where children decide what to do and how to do it
- Indoor or outdoor activity

Adapted from the American National Association for Sport and Physical Education publication **Active start: A statement of physical activity guidelines for children birth to five years, 2002.*

physical activities for preschoolers

As children grow between the ages 3 and 5, their movement skills and abilities develop too. For example, climbing stairs for a 3-year-old is holding the rail and stepping two feet on each stair. Climbing stairs for a 5-year-old is quickly bounding up the stairs. Children grow and develop at different rates and their physical abilities are just as different. It is important to plan activities that fit the different abilities and interests of your preschool children.

for preschool children, physical activity is

- Walking, running and playing Catch Me If You Can
- Throwing a ball and running to get it
- Doing a funky dance to music
- Rolling around on the floor
- Jumping over the cracks on the sidewalk
- Climbing the ladder and going down the slide
- Trying to balance when walking on a curb
- Jumping up and down and back and forth
- Wrestling with Mom or Dad in the living room
- Learning to ride a bike



Get active. In a heartbeat. Try this out – ask children to put their hand over their heart and see if they can feel it beat. Ask them to jump up and down or hop around the room for a few minutes. Then, ask children to check their heartbeat again. Their heartbeat should be easier to feel because they have just put it to work and it is working harder. Activity can help make their heart stronger.

parade day

goal

To build endurance with walking, marching and dancing. To build flexibility with stretching and reaching.

supplies – provided

- Parade Day cards: Drummer, Baton Twirler, Flag Bearer, Clown (two cards), Dancer, Band Leader, Trumpet Player, Flutist, Saxophonist, Juggler, Acrobat

optional

- Music – can be anything that maintains a steady beat. Make your own music by clapping your hands or stomping your feet.
- Instruments – children can use available instruments or use their imagination with toys and household items.

warm-up

Hop. Hop. Stop. (Hop up and down and then stop.)

Hop. Hop. Stop.

Run a little. Run a little. (Run in place.)

Sit down PLOP! (Sit down.)

how to play

- Give children roles in the parade by having them pick a card out of a hat or handing them out.
- Let the children practice their roles. Children should use their imagination. Give them the opportunity to create a movement on their own, and then offer suggestions if they need them.
 - Flag bearer – hold a flag nice and high, waving it slightly side to side.
 - Drummer – beat a pretend drum from the side.

- Baton twirler – throw an imaginary baton in the air, twirling, spinning and catching the baton. Dance!
- Juggler – pretend to throw balls up in the air and catch them.
- Marching band – includes trumpet players, trombone players and other musicians. Have them walk single file while playing their instrument.
- Clown – skip around the other children, act goofy, and pretend to shake hands with the crowd.
- Acrobat – spin, jump and roll around.
- Dancers – dance any way the child wants.
- Band leader – lead the parade around the room.
- Start the music and parade around the room. Add clapping, marching or stomping.

alternatives

- Have the parade outside; go around the block or the backyard.
- Get them to go faster, or slow down; try slow motion.
- Have each child introduce themselves to the group with the name of their role in the parade and their action.
- Create instruments or props during craft time.

modifications

Younger children – you can be the leader of the parade. Show a role in the parade, and have the children copy your actions. Show all the different roles. Then allow them to pick their favourite one and start the parade.

Older children – encourage marching to the beat and clapping with the music.

charades

goal

To get the children moving by acting as different animals, actions, objects or people.

supplies – provided

Charades cards

- Animals – rabbit, horse, duck, seal, dog, monkey, frog, snake, cow, pig, bird, elephant, cat, turtle
- Actions – throwing a baseball, playing basketball, bicycling, playing with a hula hoop, flying a kite, skipping
- Objects – car, spinning top, airplane, roller coaster, sprinkler
- People – robot, Santa Claus, nurse, doctor, fireman

It's always fun to pretend. Build time into your day for children to play, explore and make believe. Active minds need active bodies.

how to play

- Have one child pick one of the cards (without looking).
- Provide help or hints on how to act it out if the child is unsure.
- Have the child act out the card (silently).
- If the children are unable to guess the animal/object/person, allow the child to make sounds, but without using words.
- Once the animal/object/person has been guessed, allow another child to be the actor and pick a new card.

cool-down

*I wiggle my fingers, I wiggle my toes.
I wiggle my shoulders, I wiggle my nose.
Now the wiggles are out of me, and I'm
just as still as I can be.*

adaptations

Outdoors – this game can be played outside on a nice day with a wide-open space.

Indoors – after the item on the card has been identified correctly, have all the children act out that animal/object/action/person and give them space to move about the room.

modifications

Younger children – join in the activity by acting out the card with the child. Use only the simple cards included and not the more difficult ones.

Older children – make “animals” the category. Allow the children to decide for themselves which animal they want to act out.

If you have a large group of children, place them in groups of two or three so children get more of an opportunity to be the actor.

happy forest

goal

To have the children stretch tall like trees. Children will also be encouraged to jump, dance and be active.

warm-up/cool-down

Trees

Elm trees stretch and stretch so wide,
(Extend arms out to sides.)

Their limbs reach out on every side.
(Stretch.)

Pine trees stretch and stretch so high,
(Extend arms upward.)

They nearly reach up to the sky.
(Stretch.)

Willows droop and droop so low,
(Arms hang loosely down.)

Their branches sweep the ground below.
(Fingers sweep the floor.)

how to play

- Children stand still and stretch tall as if they were trees.
- One person is the “funny forest keeper” and walks around and tries to make the “tree” children laugh. Encourage the funny forest keeper(s) to jump, dance, sing and be active while being funny. They cannot touch the other children.
- Once a tree laughs, they join the other child and become a funny forest keeper.
- Keep playing until all the trees are laughing.

alternative

Outdoors – this game can easily be played outside in a wide-open space.

modifications

Younger children – join the activity as the first funny forest keeper. This will encourage other children to follow your lead.

Older children – challenge the funny forest keeper to make the trees laugh, just through actions, without any sound.

Monkey see. Monkey do. Children will watch and learn from you.

exploring the enchanted forest

goal

To add physical activity (endurance, strength and flexibility) to story time.

supplies – optional

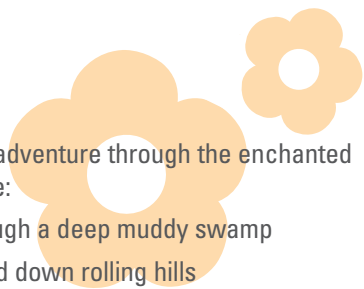
- String, cord or skipping rope
- Duct tape or masking tape
- Blanket
- Boxes and chairs
- Flashlight

warm-up

*Around and about, around and about,
Over and under, and in and out.
Run through the meadow, swim in the sea,
Slide down a mountain, climb up a tree!*

how to play

- Create a play area that is a swamp, hobbit countryside or enchanted forest. Use the supplies you have to help make this scene. For example:
 - Lay out the skipping rope like a log on the ground to walk along
 - Make circles from tape or string to be creeks, lakes or mud puddles
 - Use four chairs covered in a blanket to be a cave
- Pick a starting point for the trip and explain to the children that they will be walking through the area. They should be aware of creek crossings, log bridges, stepping stones and caves.

- 
- Ideas for an adventure through the enchanted forest include:
 - Walk through a deep muddy swamp
 - Run up and down rolling hills
 - Climb a tree, reaching up high for the next branch
 - Roll down a hill
 - Climb a steep mountain
 - Jump over rain puddles
 - Carry your heavy backpack along a hiking trail
 - Skate/swim across the lake
 - Tiptoe through quicksand
 - Crawl under prickly bushes, staying low to the ground

alternative

Outdoors – use real obstacles outside!
Use playground equipment but pretend
that it is an enchanted forest.

modification

Older children – have one child lead around
the obstacles and play Follow the Leader
around the imaginary forest.

Dance like no one's watching. Twist and Shout. Get down. Get funky.
Get active with the kids.

contact colour

goal

To give children a chance to build endurance by moving around for an extended period of time.

supplies – needed

- Coloured pieces of paper

warm-up songs

- **Head and Shoulders** – have children point to body parts while singing.

*Head and shoulders, knees and toes,
Knees and toes, knees and toes.
Head and shoulders, knees and toes,
Eyes, ears, mouth and nose.*

Sing it again with large, over-exaggerated actions.

- **Hokey Pokey** – have children do actions.

*You put your left foot in,
you put your left foot out,
You put your left foot in
and you shake it all about.
You do the Hokey Pokey
and you turn yourself around.
That's what it's all about. (Clap, Clap.)*

Repeat the song with right foot, left hand, right hand, head, arm, etc.

Sing it again with large, over-exaggerated actions.

how to play

- Review colours and body parts with the children. Do this by using the songs *Head and Shoulders* and *Hokey Pokey* and by reviewing the Body Parts and Colours lists below.
- Scatter coloured paper around the room (on the floor, on a chair, high on the wall, etc.).
- Next, pick a colour from the colour list and a body part from the body part list (lists included below). Tell the children your picks, for example, Blue and Elbow.
- Each child will then run to the blue pieces of paper, and put their elbow on the blue paper. Remind children that they can share pieces of paper.
- Repeat with different colours and body parts until the children are ready for a stretch and water break.

alternatives

Outdoors – bring the coloured paper outside and play in an open field, on a playground or in any large space.

To work on balance and muscle endurance, have the children hold the position while everyone sings a song.

modifications

Younger children – focus on the three primary colours: blue, yellow and red.

Older children – expand the list of colours. Write the name of each colour on the coloured paper to help children read the names.

body parts to call out

- Hand
- Head
- Elbow
- Shoulder
- Knee
- Foot
- Big Toe
- Nose
- Back
- Thumb
- Little Finger

colours to call out

- Red
- Orange
- Yellow
- Green
- Blue
- Purple
- Pink



It's nice outside. Red Rover, Red Rover,
the great outdoors is calling you over.

musical blanket

goal

To get children running around and increasing their endurance.

supplies – needed

- Towels, blankets, mats or carpets
- Music

how to play

- Lay blankets, towels, mats or carpets on the floor, across the room.
- Have children dance and run around the room while the music is playing.
- When the music stops, children run and sit on a towel, sharing if necessary.
- Take away the smallest blanket/ towel. Start the music and marching again.

- Stop the music and have children run and sit again.
- Keep removing the smallest blanket/ towel until all children are sharing one.

cool-down

(Add actions to words.)

*My hands upon my head I place
On my shoulders, on my face
On my knees and at my side,
then behind me they will hide.*

*Then I raise them up SO high,
'till they almost reach the sky.*

Swiftly count them – 1, 2, 3. (Bring arms down slowly and place them in lap.)

And see how quiet they can be.

alternatives

Outdoors – use picnic blankets or beach towels, depending on your location. If you don't have music, sing!

Play with different instructions such as: have a partner, hop on one foot or walk backwards.

modification

Older children – encourage them to clap along with the music or to march to the beat.

Take your singing out of the shower. Hit the high notes with a few tunes and get the kids moving to a different beat.

twist, shake and groove

goal

To get the children active with a fun dance.

supplies

- Music with a good beat

how to play

- Make enough room to dance and start the music.
- Be the leader of the dance, and encourage the children to copy you in trying out the following dance moves:
 - Sprinkler – have one arm bent, hand touching the shoulder. The other arm is straight ahead. Have the bent arm swing towards the straight arm, out and in. You're a human sprinkler.
 - Jackhammer – make fists, knuckles up. Put fist side by side at waist level; quickly move fists up and down (small movements).

- Raise the roof – have hands above the head, palms up and pretend to push up and down in time with the music. You can also push the walls (move hands to the sides) and the floor (move hands to knee level and push down).
- Churn the Butter – hold fists close to the chest and then make a large circle.
- Dig a hole – pretend to be holding a shovel, put the shovel in the ground, lift some dirt and throw it over the shoulder, and then wipe your forehead.
- Do the twist – keep your legs together and twist, bending at the knees and hips down to the floor, and back up again.
- The monkey – keep your arms out in front of you with fists. Alternate pumping the arms up and down, keeping them straight, and act like a monkey.

cool-down song

Stretch, Stretch, Stretch Your Arms
(Tune of Row, Row, Row Your Boat)

*Stretch, stretch, stretch your arms,
High above your head.
Stretch so high, reach the sky,
And then we'll stretch again.* (Repeat)

alternative

Take turns having children be the leader of the dance, if they want.

Kids can have their energy zapped easily. Short breaks for water and a little rest will recharge their batteries so they can get back to playing.

pigs fly

goal

To have the children participate in physical activity while pretending to be different animals.

supplies – provided

- List of animals, birds and reptiles

how to play

- Face the group and call out an animal from the list below. For example, “Ducks fly.”
- When the animal/bird/reptile named is one that flies, the children flap their arms. When the animal named doesn’t fly, they do not flap their arms.

- Pick another animal from the list. For example, “Horses fly.” As the leader, you fly to everything. Children should not flap their arms because horses don’t fly.
- This can be a chance to teach children about new animals. You can call out the names of uncommon animals and insects. A lot of the children will not know if they can fly or not.

cool-down

Can you hop like a rabbit?
Can you jump like a frog?
Can you walk like a duck?
Can you run like a dog?
Can you fly like a bird?
Can you swim like a fish?
And be still like a child as still as this?

alternatives

This game can easily be played outside.

Have the children imitate different types of animals. For example, pretend that you are in a jungle and imitate jungle animals, or imitate farm animals or animals that could be pets. See the lists below.

Use the cards from the Charades activity (page 8) and show pictures of different animals.

modifications

Younger children – focus on more common animals.

Older children – encourage them to tell you what animals you might find on a farm or in a jungle. Ask them to use their imagination.

list of animals to use for “pigs fly” activity

Animals that fly

Mammal – bat

Birds – duck, chicken, goose, bluejay, owl, hawk, pelican, condor

Insects – mosquito, bumblebee, butterfly

Animals that might be pets – parrot/bird

Animals that don't fly

Mammals – horse, cow, pig, cat, dog, monkey, elephant, lion, zebra, orangutan, mouse, hamster, rabbit, guinea pig

Birds – ostrich, emu, kiwi, penguin

Reptiles – snake, gecko

Other animals for alternative games

Jungle animals – lion, elephant, giraffe, hippopotamus, zebra

Farm animals – horse, cow, sheep, pig, chicken

Animals that might be pets – dog, cat, rabbit, turtle, hamster

Turn off the TV and channel your energy. Go from a couch potato right into a game of hot potato.

grocery shopping dance-along

goal

To get the children active with a fun dance.

supplies – optional but encouraged

- Music with a good beat and, if possible, one without singing

how to play

- Ask the children if they've ever gone grocery shopping before. Explain that now they are going to grocery shop with music and dancing.
- Make enough room for the children to move around. Start the music.

- Give cues and actions, making a story about going to the grocery store. As the leader, be sure to stay active and encourage lots of movement. Some suggested actions:
 - Drive to the grocery store
 - Get your shopping cart
 - Grab some tomatoes
 - Pick up some bananas
 - Get some eggs; be careful not to break them
 - Lift up a carton of milk; watch, it's heavy
 - Don't forget cereal
 - Reach for a can of beans
 - Unload the cart
 - Pay the cashier
 - Load it into the car
 - Drive home

alternatives

You can use this exercise to introduce *Canada's Food Guide to Healthy Eating* by encouraging the children to pick healthy foods.

Ask the children what items they want to put into their imaginary grocery cart.

Getting kids to grocery shop with you can help to show them healthy foods and build their shopping skills.

introduction to healthy eating

Healthy eating means enjoying a variety of foods every day. Food provides the energy and essential nutrients needed for an active life. Different children need different amounts of food, depending on their age, body size and activity level.

A healthy diet consists of food from the four food groups for preschoolers:*

- Grains: 5 to 12 servings per day
- Vegetables and Fruit: 5 to 10 servings per day
- Milk Products: 2 to 4 servings per day
- Meat and Alternatives: 2 to 3 servings per day

*For age-appropriate serving sizes refer to *Canada's Food Guide to Healthy Eating and Food Serving Sizes for 1 to 3 Years and 4 to 5 Years* (included in the Snackivity Box)

eating skills and changing behaviours

Every meal is a new experience for a child. How food looks, feels, smells and tastes is part of that experience.

For preschoolers, healthy eating is...**

- Being curious about new foods and ways of eating them
- Examining the chicken sandwich before eating it
- Accepting toast only if it is cut in triangles
- Trying only a bite of squash today – maybe more tomorrow
- Drinking milk only if they can pour it into their own glass
- Loving carrots on Tuesday, refusing them on Wednesday
- Insisting the apple be whole – not in slices

- Wanting a peanut butter sandwich for lunch every day of the week
- Gobbling up the cookies they helped prepare when they are fresh from the oven
- Preferring simple foods that they recognize
- Drinking soup out of a coffee mug just like Mom's

**Adapted from Health Canada



introduction to canada's food guide to healthy eating (four activities)

goal

To increase knowledge about *Canada's Food Guide to Healthy Eating*.

To learn the four food groups and what foods belong in each group.

supplies – provided

- The Four Food Groups cards
- *Canada's Food Guide to Healthy Eating*
- *Food Serving Sizes for Children 1 to 3 Years and 4 to 5 Years*

try these activities

- Grain Products – important for energy

Have a Taste Fair where children try different grain products. Examples include bread, pitas, tortillas, rye bread, pumpernickel bread, pretzels and crackers.

- Vegetables and Fruit – important for vitamins and minerals

Have a Show & Tell Your Favourite/Most Unusual Vegetable or Fruit Day. Encourage every child to bring something from home, or to draw their favourite fruit or vegetable.

- Milk Products – important for bones and teeth

Have a Milk and Cookies Day. This will be an exciting activity for the children, and will also create a great learning environment. Invite parents to participate in the session, and consider distributing *Canada's Food Guide to Healthy Eating* to every child to take home.

- Meat and Alternatives – important for muscles and growing up strong

Egg on a Spoon Relay. Find an object that is round, for example, a small ball, and have the children place the ball on a spoon, and balance it while they walk back and forth across the play area. Make a relay.

Here are some discussion questions for each food group.

- Introduce each food group with its food cards
 - Where does it fit in the Food Groups rainbow?
- How many servings of this food group do you need each day?
- Let's make a list of foods in this group
- What are your favourite foods in this group? Why?
- Pick examples from your list of foods in the group and ask:
 - What colour is this food?
 - What does it feel like?
 - What does it smell like?
 - What does it taste like?

Instead of pop or juice, give chocolate milk a try. It's a smart choice for the ultimate sweet tooth.



create a collage

goal

To increase the children's knowledge of *Canada's Food Guide to Healthy Eating*. To teach children the number of daily servings in each food group.

supplies – provided

- The Four Food Groups cards
- *Canada's Food Guide to Healthy Eating*
- *Food Servings Sizes for Children 1 to 3 Years and 4 to 5 Years*

supplies – needed

- Piece of paper for every child
- Tape or glue
- Pictures of food cut out from flyers or magazines
- Crayons, markers or coloured pencils

how to play

- Show the children the *Canada's Food Guide to Healthy Eating* rainbow. The bigger the piece of the rainbow, the more of those foods you should eat every day.
- Have every child colour a big rainbow, the same as the one in the Food Guide.
- Show some of the food cards, and talk about where they go on the rainbow.
- Give every child a picture of a food item from the flyers or magazines. Help them to decide where their picture fits in the rainbow.
- Let the children paste or glue the flyer and magazine photos into their rainbow, and make a collage.

alternatives

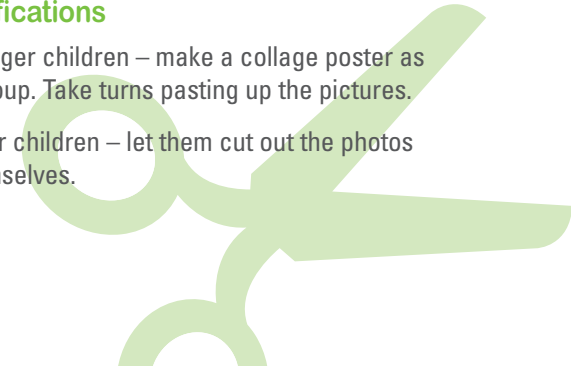
Create four collages, one for each food group.

Get the collages laminated so they can be used as placemats.

modifications

Younger children – make a collage poster as a group. Take turns pasting up the pictures.

Older children – let them cut out the photos themselves.



Get the juicy details about healthy drinks. Kids love juice, but it is important to limit the amount they have to 1/2 to 1 cup per day. Stick with the juice that is 100% real fruit juice. It's a healthier option than fruit beverages or drinks.

design a placemat

goal

Children will learn which food groups their favourite foods belong to.

supplies – provided

- *Canada's Food Guide to Healthy Eating*
- *Food Servings Sizes for Children 1 to 3 Years and 4 to 5 Years*

supplies – needed

- Paper
- Crayons
- Markers

how to play

- Have each child draw a picture of their favourite meal, for example, macaroni and cheese.
- Discuss which food group their favourite meal belongs in.
 - Macaroni and cheese contains grain products and milk products
 - Why do we eat grain products?
 - How many servings per day?
 - Why do we eat milk products?
 - How many servings per day?
- Encourage children to include all four food groups in their meal. For example, add a glass of milk or some apples for dessert
- If possible, laminate the pictures so they can be used as placemats. If lamination is not possible, put the placements in plastic page protectors

alternatives

Make the placemats from flyer or magazine cut-outs instead of colouring.

Have the children make four placemats each, one for each food group. Or, divide the placemat into four quadrants so there is room to draw the favourite foods in each group.

Use this opportunity to teach table manners and handwashing (see page 29).

It can take a child 10 – 15 tries before they warm up to a new food. Introducing kids to a new food over and over again can help break the ice.

restaurant

goal

Children practice the skills needed to choose healthy foods when eating out.

supplies – provided

- Menu

supplies – optional

- Glue
- Pictures of food cut out from flyers or magazines
- Crayons, markers or coloured pencils
- Paper plate or toy plate
- Disposable cup or toy cup
- Napkins
- Toy cutlery

how to play

- Create a make-believe restaurant in the play area.
- Decide who will be the server and who will be the customer.
- Use the menu provided. Have the children order their meals.
- Encourage the children to choose meals with all four food groups included.
- Help children set up a play kitchen and restaurant area with play food or pictures of food.
- Have the children take turns being the server and customer. Start with the breakfast menu and then switch and order lunch; switch again and order dinner.

alternative

Have the children create their own menus using pictures from flyers and magazines or by drawing and colouring them.

Use this opportunity to teach table manners and handwashing (see page 29).

Helping hands create healthy habits. Let your “young chef” help prepare meals and snacks.

build yourself a healthy lunch

goal

Children learn the foods that belong in each food group, while learning how to make a nutritious lunch.

supplies – provided

- The Four Food Groups cards

supplies – optional

- Paper
- Crayons
- Brown paper bags

what to do

- Have the food picture cards out on a table for children to select.
- Give each child a brown paper bag. Explain to the children that they are going to make themselves a delicious and nutritious lunch.
- Have each child select a picture of a food and put it in their lunch bag. Encourage children to select at least three out of four food groups.

alternative

Have children pretend they are going grocery shopping. Encourage them to pick out a variety of foods from the The Four Food Groups cards.

modification

Younger children – pre-fill each child’s lunch bag with a few food picture cards, and ask what foods and food groups they have in their lunch. If there are food groups missing, have the child pick out a food from the missing food group.

Find the foods that fit into *Canada’s Food Guide to Healthy Eating*. Create meals that include at least three of the four food groups. Mix and match to build a balanced meal.

give me five!

goal

Children learn that we need to eat at least five items from the Vegetables and Fruit group every day.

supplies – provided

- The Four Food Group cards

supplies – needed

- Construction paper
- Crayons
- Pencils

how to play

- Ask children where vegetables and fruits come from.
 - Some grow on trees (oranges, apples, bananas)
 - Some grow in the ground (potatoes, beets, carrots)
 - Some grow on vines or plants (peas, corn, melons)
- Ask children to show you with their fingers the minimum number of Vegetables and Fruit servings needed each day. (Raise five fingers and asked them to say aloud how many fingers.)
- Show the food picture cards of vegetables and fruit (or use the real thing). Ask questions such as:
 - What is this food?

- Has anyone tried this food?
- What is your favourite fruit?
- What is your favourite vegetable?
- Pass out construction paper. Have the children trace their hand with a pencil to make a food tree (they may need assistance)
- In each branch have the children write or draw one of their favourite fruits or vegetables.

alternatives

Paste photos of vegetables and fruit found in flyers and magazines on the hand.

Make a big chart. Each time a child eats a vegetable or a fruit, they add one sticker to the chart.

Make healthy foods fun. Dips and sauces can help kids enjoy eating their veggies.

food themes

goal

To increase the children's knowledge of the diversity of food in the world, and to help them realize that food is related to many things, including culture, religion, special events, holidays and celebrations.

how to play

- Read a story, sing a song, show a picture or other prop (e.g. chopsticks, bannock or something that is common in another culture) or simply have a discussion about an event, holiday or celebration. This may take some advance preparation (a couple of days or weeks ahead). You may want to get some help from the parents if you are planning to focus on certain ethnic dishes. Get the children involved as much as possible. In turn, they can ask their parents to help. It is always nice to share a part of your culture with others.

Suggestions for themes

January

- New Year's Day (January 1)
- Chinese New Year (or early February)

February

- Valentine's Day
- Mardi Gras
- Flag Day (Mexico)
- Lantern Festival (Taiwan)

March

- St. Patrick's Day
- The Doll Festival (Japan)
- Spring Equinox

April

- Easter
- Passover (Jewish)

May

- Planting a vegetable garden
- Mother's Day
- Cinco de Mayo (Mexico, May 5)

June

- Summer fruits
- Father's Day
- National Aboriginal Day (June 21)
- Summer Solstice

July

- Food we barbeque
- Food we eat when camping
- Canada Day (July 1)

August

- Birthdays (perhaps celebrate everyone's birthday together)



September

- Autumn harvest
- Grandparents' Day
- Autumnal Equinox

October

- Thanksgiving
- Halloween (October 31)
- Ramadan (Muslim)
- Diwali (Buddhist, Hindu) (October/November)

November

- Foods from different cultures
- All Saint's Day (November 1)
- Remembrance Day (November 11)

December

- Christmas
- Hanukkah (Jewish)
- Winter Solstice

Use your imagination or ideas from the children. Find out what their ethnic backgrounds are, and go from there.

See next page for a sample Halloween theme.

Why choose 2% milk? Serving 2% milk to children aged 3 to 5 will help their body get the right type of fat it needs to keep healthy.

pumpkin, pumpkin, pumpkin (halloween theme)

goal

To combine the theme of Halloween with healthy eating and increase children's knowledge of fruits and vegetables.

warm up

*Bend and stretch, reach for the stars,
There goes Jupiter, here comes Mars.
Bend and stretch, reach for the sky,
Stand on tippy toes, oh so high.*

how to play

- Ask the children what things are associated with Halloween, and make a list.
- Examples include pumpkins, costumes, candy, witches, ghosts, candied apples, the colours orange and black.

- Activities you can do with a pumpkin
 - Discussion
 - Why do we eat vegetables and fruit? (For vitamins and minerals.)
 - What other vegetables and fruit are orange? (Carrots, oranges, peaches, sweet potato.)
 - What other vegetables and fruit start with the letter "p"? (Pineapple, peach, plum, pickle, papaya, pomegranate, potato.)
 - Draw a pumpkin or jack-o-lantern.
 - Talk about cooking with pumpkins. You can make pumpkin pie, eat pumpkin seeds (when they're cooked) or have pumpkin pancakes.

alternative

Bring the children into the kitchen and make a recipe with pumpkin. Make pumpkin pancakes or muffins.



When teaching children to make healthier food choices, teach them to drink milk with meals and water to quench thirst.

introduction to handwashing

Germ is everywhere. Washing your hands is the easiest way to stop germs from spreading. Think about all the things you've touched today that are touched by others, from handrails to doorknobs. Washing your hands at least five times a day reduces your risk of getting a cold, the flu and other infections.

wash your hands

- Before meals
- After using the toilet or helping children use the toilet
- After changing diapers
- After blowing your nose or wiping a child's nose
- After playing with shared toys
- After handling garbage
- After sneezing or coughing

children should wash their hands

- Before meals or helping with food preparation
- After using the toilet
- After blowing their nose, sneezing or coughing
- After playing with shared toys
- After playing outside
- After playing with or petting animals

how to wash your hands

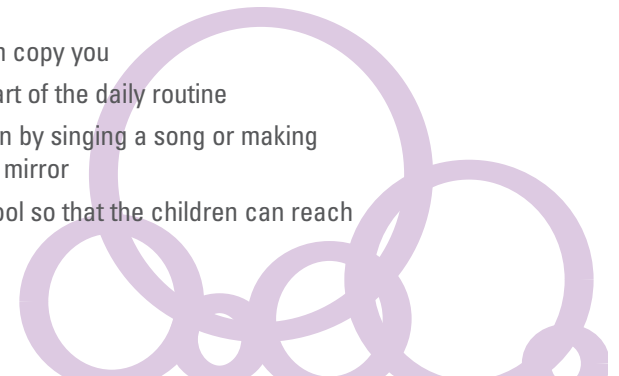
- Use soap and water. Washing with water alone does not get rid of germs.
- Wet your hands.
- Apply soap.
- Rub your hands together for at least 20 seconds or the time it takes to sing *Twinkle, Twinkle, Little Star*.

- Rinse your hands for 10 seconds.
- Dry your hands with a clean or disposable towel.

encourage your children to wash their hands by

- Having soap in every washroom and in the kitchen
- Having regular soap – antibacterial soap promotes bacterial resistance
- Having clean or disposable towels to dry hands
- Having them copy you
- Making it part of the daily routine
- Making it fun by singing a song or making faces in the mirror
- Having a stool so that the children can reach the sink

No soap and water handy? Alcohol hand rubs are also great for keeping your hands clean.



handwashing songs

Encourage the children to sing one of these songs to ensure they are washing for 20 seconds.

- Twinkle, Twinkle, Little Star
*Twinkle, twinkle, little star,
Look how clean my two hands are.
Soap and water, wash and scrub,
Get those germs off rub-a-dub.
Twinkle, twinkle, little star,
Look how clean my two hands are.*
- Wash Your Hands
(Tune of *London Bridge is Falling Down*)
*Wash your hands and clean them well,
Clean them well, clean them well.
Wash your hands and clean them well,
Until the germs are gone.*

- Wash, Wash, Wash Your hands
(Tune of *Row, Row, Row Your Boat*)

*Wash, wash, wash, your hands,
Play our handy game.
Rub and scrub, scrub and rub,
Germs go down the drain. Hey!*

*Wash, wash, wash your hands,
Play our handy game.
Rub and scrub, scrub and rub,
Dirt goes, down the drain. Hey!*

- You can also use the children's favourite song, even if it's not about handwashing, for example, the ABC song.

Use regular soap instead of the antibacterial kind. Antibacterial soap promotes bacterial resistance.

online resources

resources included in the box online

Snacktivity

www.healthyalberta.com/snacktivity

Canada's Food Guide to Healthy Eating

www.hc-sc.gc.ca/fn-an/food-guide-aliment/fg_rainbow-arc_en_ciel_ga_e.html

Canada's Physical Activity Guide for Children and Youth

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

Food Serving Sizes for Children 1 to 3 Years and 4 to 5 Years

www.health.gov.ab.ca/public/nutrition/pdf/NT0051_FoodServing.pdf

The Amazing Little Cookbook

www.healthyalberta.com/cookbook.asp

Do Bugs Need Drugs?

www.dobugsneeddrugs.org/

other online resources

Healthy U

www.healthyalberta.com

Alberta Health & Wellness

www.health.gov.ab.ca

Alberta Barley Commission

www.albertabarley.com/

Alberta Beef Producers

www.albertabeef.org/

Alberta Centre for Active Living

www.centre4activeliving.ca

Alberta Chicken Producers

www.chicken.ab.ca/

Alberta Egg Producers

www.eggs.ab.ca/

Alberta Healthy Living Network

www.health-in-action.org/ahln

Alberta Milk

www.albertamilk.com/

Be Fit for Life

www.provincialfitnessunit.ca/bffl.php

Canadian Health Network

www.canadian-health-network.ca/

Canadian Paediatric Society

www.cps.ca

Dietitians of Canada

www.dietitians.ca/

Food Allergy Network

www.foodallergy.org/

Health Canada

www.hc-sc.gc.ca/

Healthy Eating and Active Living For Your 1 to 5 Year Old

www.health.gov.ab.ca/public/nutrition/pdf/NT0048_1to5.pdf

Public Health Agency of Canada

www.phac-aspc.gc.ca/

acknowledgements

Thank you to the following Alberta and Canadian partners for your insightful contributions to the Snackivity Box:

- Calgary Health Region
- Alberta Cancer Board
- Health Canada
- Do Bugs Need Drugs?

All of the warm-up and cool-down activities in the Physical Activity section are from *Hip Hop Happy! Adventures in Physical Activity for 3-5 Year Olds*. Serious Fun Enterprises, 1994.

Alberta