

Indoor



Healthy Bodies. Happy Kids Toolkit

# A Royal Feast

## MATERIALS & SPACE:

- Long pieces of paper for making crowns
- Grocery store flyers, magazines
- Markers, pencils, crayons, stickers (anything used for decorating)
- Scissors, stapler or glue
- Classroom

## GAME:

1. Make a crown template for children.
2. Have children follow the template and draw the outline for their crown.
3. Have them section their crown into 4 sections, each one representing a different food group.
4. Children cut out pictures of some of their favourite foods to glue onto their crown or draw pictures in each of the 4 food group sections of their crowns.
5. Children can then decorate their crowns.
6. Instructor can assist children in stapling or gluing crowns closed.
7. Have a Royal Parade and show off the Kings and Queens tasty crowns!

**MODIFIERS:** N/A



# Active Nutrition Quiz

## MATERIALS & SPACE:

- No materials needed
- 'Question Bank' and 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom or Gym

## GAME:

1. Children spread out in the room, facing the instructor.
2. Instructor leads children in various physical activities that require strength (push-ups, lunges) and endurance (burpees, running on the spot, jumping jacks). Refer to 'Physical Activity & Movement Ideas'.
3. Instructor asks children nutrition questions while they are completing each physical activity. (See 'Question Bank').
4. If child answers correctly, he/she may sit down. If the answer is incorrect, he/she must continue the physical activity.
5. Play continues with new activities and questions until there is only one person left standing.

**MODIFIERS:** For younger children, use less difficult questions and physical activities.



# Alphabet Food

## MATERIALS & SPACE:

- 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom, Hallway or Gym

## GAME:

1. Have children form a circle. Children can sit down.
2. Going around the circle, have each child name a healthy food starting with a letter of the alphabet (in order from A-Z). Each child has only 5 seconds to answer.
3. If a child gets stumped, the class must complete a physical activity (example: jumping jacks, pushups, squats, etc.).

**MODIFIERS:** For more of a challenge, have children follow a beat (e.g. stomping and clapping to a beat or jogging on the spot) while completing the alphabet activity. Give younger children more time to answer or buddy up with an older child and provide hints to help them.



# Alphabet Grocery Race

## MATERIALS & SPACE:

- Cut-outs or drawings of food. Use food cards from 'Food Cards' activity
- Classroom or Hallway

## GAME:

1. Have food cut-outs or drawings scattered throughout the room (simulating a grocery store).
2. Divide children into groups of 4 or 5.
3. Children must find foods/products with names beginning with letters between A-Z to create 1 healthy meal and 1 healthy snack.
4. All 26 letters need not be used, but foods starting with the same letter cannot be used twice.
5. Have children present their meals and snacks to the class and the group with the healthiest or most balanced meal and snack choices (chosen by consensus) may lead a game of 'Simon Says' or a favourite physical activity game.

**MODIFIERS:** For younger children, provide a grocery list of healthy foods to find, and the first group to complete the task wins!



# Are We Related?

## MATERIALS & SPACE:

- Classroom
- 'Physical Activity & Movement Ideas' (from Resources section)

## GAME:

1. The instructor/leader lists several activities on the chalk board (example: hamstring curl, leg lifts, shoulder shrugs, arm raises, ladder climb, etc.).
2. Instructor/leader calls out an activity for the children to do.
3. The instructor/leader makes a statement that can be related or not; the following are examples that ARE related:

- Calcium & bone health
- Calcium & Milk
- Calcium & Yogurt
- Vitamin D & Bones
- Vitamin D & Milk
- Vitamin D & Fish
- Vitamin A & eye sight
- Fast food & poor heart health
- Junk food & Sometimes
- All Food & Moderation
- Vitamin C & Oranges

- Vitamin A & Yams
- Vitamin A & Spinach
- Vitamin A & Carrots
- Protein & Beans
- Protein & Chicken
- Protein & Eggs
- Protein & Tofu
- Fibre & Beans
- Fibre & Whole Grains
- Iron & Red Meat
- Iron & Spinach
- Vitamin E & Nuts

- Vitamin E & Seeds
- B Vitamins & Whole Grain Bread
- Potassium & Bananas
- Candy & Cavities
- Sugar & Junk Food
- Health & Low Sugar
- Health & Low Fat
- Grain Products & Food Group

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4. All the children yell out together, on the count of 3, "Related" or "Not Related."
5. If the group answers correctly the instructor/leader changes the physical activity movement. The children should perform the movement for 30 seconds before the next statement is made by the instructor/leader.

**MODIFIERS:** Ask children to think of statements instead of the instructor/leader providing them.

# At the Drive Thru

(adapted from "I Can Be Healthy Classroom Activities", with permission from Windsor-Essex County Health Unit, Windsor, Ontario)

## MATERIALS & SPACE:

- Chalkboard and chalk, or dry erase board and Markers
- Classroom or Gym
- Nutritional brochures from 5 fast food restaurants (can usually be found online or at the restaurant.)
- 'Physical Activity & Movement Ideas' (from Resources section)

## GAME:

1. Divide children into 4 or 5 groups.
2. Each group is assigned an activity (such as jumping, jogging, grapevine, or jumping jacks), and a nutritional brochure from a fast-food restaurant. Refer to 'Physical Activity & Movement Ideas' for suggestions.
3. The group begins performing their assigned activity while, one by one, each group member reviews the nutritional brochure, runs up to the board and writes one of the healthiest items in the brochure on the board.
4. The next group member cannot run up to the board until the previous team member has returned.
5. When all groups have written their healthy choice on the board, everyone can stop performing their activity and the class may discuss the group's healthy food choices.

**MODIFIERS:** For younger children, use different coloured flags to represent the 4 food groups. For older children assign a food item (instead of a food group). This way children must figure out which food group their food item belongs, and still try to form a "balanced meal" with the other children.



# Be Heart Smart!

## MATERIALS & SPACE:

- No materials needed
- Classroom or Hallway

## GAME:

1. Children stand at their desks

2. The instructor/leader will discuss the heart:

**Q:** Where is it located?

**A:** Left side of the chest

**Q:** What size is it?

**A:** Size of a fist

**Q:** What is the function?

**A:** Delivers blood to the body

**Q:** What strengthens the heart?

**A:** Jumping, swimming, jogging (children act out activity)

**Q:** What weakens the heart?

**A:** Inactivity, smoking, unhealthy diet

3. The instructor/leader calls out a habit that strengthens or weakens the heart.

4. If the habit strengthens the heart, the children will respond by jumping for 15 seconds.

5. If the habit weakens the heart, the children will respond by squatting for 5 seconds.

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### For instructor/leader:

Examples of heart strengthening activities: riding a bike, walking your dog, dancing with your friends, skating, riding a scooter, shooting baskets, raking leaves, washing the car, taking the stairs, swimming. Examples of heart weakening activities: eating foods too high in fat, sugar or salt, smoking cigarettes, not going outside to play, watching any type of screen for more than 2 hours each day, not eating enough vegetables and fruits, eating too much fast food (or processed foods), not getting 90 minutes of physical activity each day.

**MODIFIERS:** Have children think of heart strengthening and weakening activities.

# Bean Bag Servings

## MATERIALS & SPACE:

- Bean bags or anything that can be tossed or caught (balls of scrap paper)
- Classroom, Hallway or Gym
- 'Physical Activity & Movement Ideas' (from Resources section)

## GAME:

1. Split children into pairs or groups based on how many bean bags you have (each pair or group must have 6 bean bags). Explain that the number of bean bags corresponds to the number of recommended servings of vegetables and fruit children age 9-13 should have each day).
2. Children stand on opposite ends of the room and face each other.
3. Instructor calls out various positions that the bean bags must be thrown from (squatting, lunges, no hands, jump and throw, etc.). See 'Physical Activity & Movement Ideas'.
4. The positions can become increasingly complex depending on your group.
5. Each child takes a turn tossing a bean bag to a teammate on the opposite side until children on both sides have had a turn to toss and catch. When finished, the group sits down.
6. Play continues with new tossing positions. Try to do 6 different tossing positions to reinforce the 6 recommended servings of vegetables and fruits children need every day.

**MODIFIERS:** Can also be a relay race between teams with bean bag or paper ball balanced on various body parts.



# Bowling for Protein!

## MATERIALS & SPACE:

- Each team needs 1 bowling ball and 5 pins:  
Bowling ball = small ball,  
Pins = empty water bottles, pop cans etc.,
- Scrap paper and pens or pencils to keep score
- Classroom, Hallway or Gym

## GAME:

1. Divide children into teams of 4 or 5 people. Number of teams is dependant on equipment available.
2. Set up 'lanes' with 5 pins at the end of each lane and one bowling ball per team.
3. The object of the game is to bowl down the pins in order to get point or 'calories'.
4. Players must try to get as close to 350 calories/points as possible. This is the approximate caloric intake for a serving of salmon. Whoever can get the closest to 350 without going over will have "eaten a healthy serving of protein."
5. Each pin has a different number of calories/points. The two pins on the outside are 5 calories each, the next two in are 10 calories each and the middle pin is 15 calories. If you knock down all the pins you get 100 calories!

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6. The team that comes closest to 350 (the value of a healthy serving of protein), wins.

**MODIFIERS:** This game can be modified to be used for any other type of food, or can be altered to a game of 'curling' with a hockey puck and rings (or chalk outside on the ground) where children slide the hockey puck into rings to get points.

GRADE LEVEL: K-6

# Chef's Special

## MATERIALS & SPACE:

- Long pieces of paper for making bibs
- Scissors, stapler or glue
- Markers, pencils, crayons, stickers (anything used for decorating)
- Star stickers
- Classroom

## GAME:

1. Make a bib template.
2. Have children follow the template and draw the outline for their bib.
3. Have them divide their bib into 4 sections. Explain that each section represents a different food group.
4. Children can draw some of their favourite foods in each of the corresponding food group sections of their bib.
5. Children can then decorate their bibs. The head chef (leader) awards stars for healthy food choices.

**MODIFIERS:** Open a restaurant and ask young chefs to create a theme and healthy menu. Will their restaurant become a 'five star?'



# Cholesterol Pop

(Adapted from I Can Be Healthy Classroom Activities, with permission from Windsor-Essex County Health Unit, Windsor, Ontario)

## MATERIALS & SPACE:

- 3 small pieces of yellow paper and 3 small pieces of white paper per child (approx. the size of a quarter) or same number and colour of bingo chips
- One paper plate per child
- Classroom

## GAME:

1. Children stand at their desks with a paper plate containing 3 white and 3 yellow pieces of paper or bingo chips on it.
2. The paper plate must stay on the desk the entire time.
3. Explain that cholesterol is necessary to build cells and hormones in your body, but too much cholesterol may be harmful and can lead to heart disease.
4. The white chips represent good cholesterol (HDL) while the yellow chips represent bad cholesterol (LDL). The object of this game is to try to have more good cholesterol (white chips) and less bad cholesterol (yellow chips) on the plate.
5. When the instructor signals, children take one bad cholesterol off their plates and place it on someone else's plate while picking up a good cholesterol and bringing it back to their own plate.

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6. They cannot guard their plate or visit the same plate twice.
7. When the instructor signals the end of the round by calling out “HEART ATTACK!” students return to their original spot and assess the amount of good and bad cholesterol they have collected.
8. Instructor can also vary the way students must move around the area such as skipping, hopping on one foot, walking backwards, etc.

**MODIFIERS:** For younger children, have the different colour paper or chips represent healthy and unhealthy foods. For older children, have rounds continue for a longer duration and have multiple rounds.

# Clean Hands, Clean Food!

## MATERIALS & SPACE:

- One paper plate and marker/crayon/pencil per child
- Chalkboard/chalk or a large piece of paper and markers
- Canada's Food Guide
- Classroom or Hallway

## GAME:

1. Instructor/leader will review the food groups using Eating Well with Canada's Food Guide, and the safety of food preparation.
2. Divide children into pairs. Each child receives a paper plate.
3. Write the following poem on a large piece of paper/chalk board:  
**Fruits and veggies, breads and grains, milk and cheese are all fair game.  
Meats and fish, if you wish, to fill up my big ol' dish.  
Top it off with something sweet. Before we eat, our lovely treat,  
let's make sure we are nice and neat.  
Wash our hands with soap and water, owww owww not much hotter.  
30 seconds we scrub and scrub, so we're not getting germs in our grub!**
4. Instructor writes examples of foods found in each food group on the board or paper.

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5. Children work as partners choosing different foods from each food group to draw.
6. Before children draw their food choices on plates, they must pretend to “wash” their hands while repeating the poem. They can do this standing by their desks, clapping hands to the beat of the poem and pretending to wash their hands.

**MODIFIERS:** For a group of older children, try to list interesting/ethnically diverse foods for an extra challenge.

# The Easter Bunny's Eggs are Missing!

## MATERIALS & SPACE:

- Cue cards with clues (listed below)
- Eggs or ping pong balls or pictures of eggs
- Classroom or Hallway

## GAME:

1. Create clues that send children on a hunt for the Easter Bunny's missing eggs.
2. Explain that eggs are a good source of dietary protein and belong in the Meat and Alternatives food group.
3. Help re-trace his steps to see where he lost his eggs. Each clue will send children to a new location, ending at the missing eggs.
4. Start in the classroom.

### Clues:

- The Easter Bunny was hungry earlier and got his lunch from his back-pack (leads to where children put bags).
- Once he had his snack of celery and carrots to stock up on yummy vegetables he went to the bathroom (leads to bathroom door).

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- When he was finished, he headed back to see what time it was (leads to clock).
- He realized he had just enough time to finish writing some Easter facts on the chalkboard (leads to chalkboard).
- Once he was done he went back to his desk to get his books to go home (leads to desk).
- Once he was ready to go home he went to the teacher's desk to leave his homework (leads to teacher's desk at front).
- Finally, he left and was on his way home, when he realized....his Easter eggs were missing! (eggs will be somewhere in the hallway or on the way outside).

**MODIFIERS:** Children age 4-6 have a shorter hunt, which stays in classroom only. Adapt clues to suit your setting. Have an Easter egg hunt instead.

# Fitness and Nutrition Combat

## MATERIALS & SPACE:

- Deck of Cards
- 'Question Bank' and 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom

## GAME:

1. This game is based on the card game 'War'. Set up 2 desks in the middle of the room. Divide the deck of cards in half, placing a pile face down on each desk.
2. Split children into 2 groups and have them stand on either side of the room.
3. Ask the first child in each group to go to the desk and flip over a card. The rest of the children jog on the spot.
4. Whoever has the highest card wins and receives 2 points for their team (Ace is the highest card, King, Queen, Jack, etc.)
5. The team with the lower card must answer a nutrition question from the 'Question Bank', and perform a physical activity chosen by the instructor. The number of repetitions is based on the card value (i.e. if the child picked up a 6, they must perform 6 jumping jacks).

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6. If the child answers incorrectly, he/she must then perform double the value on the card. Use a value of '10' for face cards. When the same cards are drawn, it's 'War' and both must answer questions and perform the physical activity.
7. Repeat until all children have had a chance to play. Top scoring team wins!

**MODIFIERS:** Choose more difficult physical activities and nutrition questions for older children.

# Food Cards

## MATERIALS & SPACE:

- Old magazines, grocery store, restaurant or fast food flyers
- Glue
- Classroom
- Scissors
- Cue cards or paper for backing

## GAME:

1. Food Cards are used in many of the games in the Toolkit, so you'll want to save these cards.
2. Provide each child with a pair of scissors, glue, paper and some flyers.
3. Instruct the children to cut out a variety of food pictures and paste them onto the paper backing. Choose healthy and unhealthy foods.
4. If possible, laminate pictures to protect them.

**MODIFIERS:** For older children, have them cut-out more exotic or less well-known foods. This will make future games more challenging for them when food cards are involved.



# Food Fight!

## MATERIALS & SPACE:

- Two different colours of recycled paper (e.g. white and red)
- Classroom, Hallway, or Gym

## GAME:

1. Scrunch pieces of paper into balls. Red balls represent 'apples' and white balls represent 'marshmallows'.
2. Divide children into 2 groups and direct them to stand on opposite ends of the playing area.
3. Place 'marshmallows' in the centre of the playing area.
4. Choose someone on each team to be the "apple-picker" and place equal numbers of 'apples' on each team's side of the playing area.
5. When instructor calls 'Go', children rush to the centre and throw the "marshmallows" on the other team's side.
6. 'Apple-pickers' try to sneak to the other team's side and steal their apples (they may only take one apple at a time).

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7. Members of the opposite team may tag the apple-picker who must drop the apple and return to his/her team's side.
8. Other team members continue to rid their team's side of marshmallows by continuously throwing them back to the other team's side.
9. At the end of the allotted time period, the team with the fewest marshmallows and most apples wins!

**MODIFIERS:** To increase difficulty, add more apple-pickers and more marshmallows.

# Food for Thought

## MATERIALS & SPACE:

- Cut-outs or drawings of different foods. Use food cards from 'Food Cards' activity
- Containers to hold the pictures (12 in total)
- Classroom

## GAME:

1. Explain that to keep healthy, we should follow Canada's Food Guide.
2. Move desks to make room in the centre of the play area.
3. Divide children into four teams.
4. Each team's home base is at a different corner of the room.
5. Each team has three containers at their home base labelled "healthy foods," "food to eat only sometimes," and "not sure"
6. Place the cut-outs or drawings of food in the centre of the room.
7. On the instructor's signal, one person from each team skips or hops on one foot to the pile of food, picks up a single item, and places it in its proper container at home base.
8. The process repeats until all foods have been taken from the middle of the room.
9. Upon completion, each team checks to see if the foods are in the correct containers.

**MODIFIERS:** For younger children, choose easier activities while racing to the centre food pile. For older children, choose more difficult activities (such as the crab walk) while racing to the centre food pile or have a larger pile of food items in order to keep the game going for a longer duration.



# Food Guide Fitness

## MATERIALS & SPACE:

- Pictures of foods from various food groups. Use food cards from 'Food Card' activity
- Classroom or Hallway
- 'Physical Activity & Movement Ideas' (from Resources section)

## GAME:

1. Number children from 1-4. If you have a small group of children, number off 1-3 or 1-2. All the 1's will form a group, all the 2's, etc.
2. Distribute food cards to all groups and explain that their task is to work as a team to sort their cards into the proper food group.
3. Once finished, children perform a number of physical activities corresponding to the number of food cards in the various groups. For example, if four Grain Products were counted, the group must perform 4 jumping jacks (or some other physical activity as chosen by the instructor. See 'Physical Activity & Movement Ideas'.
4. After all groups have completed the physical activities, the children briefly discuss which foods they placed in each category and the importance of eating foods from each of the food groups as well as exercising on a daily basis.

**MODIFIERS:** For a group of older children, try to have pictures of more interesting/ethnically diverse foods for an extra challenge.



# Food Guide Twister

## MATERIALS & SPACE:

- Multiple sets of Twisters Game Boards
- Classroom or Hallway

## GAME:

1. Divide children into groups of 4 – 6 depending on how many twister mats you have.
2. Explain that red circles will represent Meat and Alternatives, blue represents Milk and Alternatives, green represents Vegetables and Fruit, and yellow represents Grain Products.
3. To begin the game, have the instructor/leader use one of the provided twister spinning cards.
4. The instructor/leader will first call out right hand, left hand, right food, or left foot, and then an example of a food in the food group that the spinner has landed on.
5. Children attempt to move to the correct circle.
6. The game continues until all group members tumble down.

**MODIFIERS:** For younger children, select more obvious and recognizable foods. For older children, challenge them by naming more difficult or ethnically diverse food items.



# Food Moves

## MATERIALS & SPACE:

- No materials needed
- Classroom, Hallway or Gym

## GAME:

1. Create a space so that the children can all stand up together with some space between them for movement.
2. Explain that when a specific food or food group is called, children must think of a movement or action that represents that food.

*For example:*

Meat and Alternatives: move like an animal,

Vegetables and Fruit: move like you are a plant growing from a seed

Milk and Alternatives: move like a cow (mooing is optional!)

Grain Products: move like wheat blowing in the wind

**MODIFIERS:** With younger children, call out foods and for older children, call food groups.



# Food on the Beach!

## MATERIALS & SPACE:

- Pictures of Foods cut out from old magazines or grocery flyers, six from each food group. Use food cards from 'Food Cards' activity.
- Gym or Hallway

## GAME:

1. Designate each corner of the playing area as one of the four food group 'beaches': Grain Products Beach, Vegetables and Fruit Beach, Meat and Alternatives Beach, Milk and Alternatives Beach.
2. In the center, designate the space as "Healthy Island" and place all of the pictures of food there.
3. Select two children to be "Sharks."
4. Divide the remaining children into four food group teams and tell them to stand at their specific 'beach'.
5. Children on the beach must swim to "Healthy Island" and get food belonging to their food group back to their "beach" without being tagged by a "Shark." Children must swim to "Healthy Island" moving their arms in a swimming motion, and can only take one food item at a time.
6. If a swimmer is not tagged, they place their food item on their beach. If they picked up a food that doesn't fit in their food group they must "swim" back to "Healthy Island" and return it.

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7. If tagged when retrieving food, they must return the food to “Healthy Island.”
8. The game continues for a designated time or until all the food has been successfully taken to the correct beach.

**MODIFIERS:** For older children, choose more ethnically diverse examples of foods from the different food groups to demonstrate variety and cultural uniqueness.

# Guess What? I'm stuck on Healthy Foods!

## MATERIALS & SPACE:

- Paper or Cue Cards & Masking Tape
- Classroom, Hallway, or Gym

## GAME:

1. Label one set of cards with foods. Label another set of cards with corresponding nutrients.

2. Use these examples:

- |                           |                       |                                |
|---------------------------|-----------------------|--------------------------------|
| • Calcium-Milk            | • Vitamin D- Milk     | • Iron-Spinach                 |
| • Calcium-Yogurt          | • Protein-Chicken     | • Vitamin E-Nuts               |
| • Vitamin C-Oranges       | • Protein-Eggs        | • Vitamin E-Seeds              |
| • Vitamin C -Strawberries | • Protein-Tofu        | • B Vitamins-Whole Grain Bread |
| • Vitamin A- Yam          | • Fibre-Beans         | • Potassium-Bananas            |
| • Vitamin A- Carrots      | • Fibre- Whole Grains | • Beta Carotene-Carrots        |
| • Vitamin D-Fish          | • Iron-Red Meat       |                                |

3. Divide the class into two groups. Stick a food or nutrient card onto each child's back without the child seeing what is written on the card.

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4. To find out what is written on the card, children find a partner and ask each other one question. It must be a 'Yes' or 'No' question. For example, "Am I a nutrient?"
5. After receiving an answer, the pair of children move on to ask other children one 'Yes' or 'No' question.
6. Once children guess their designation, they need to pair up with a partner from the same food group.

**MODIFIERS:** N/A

# Help the Leprechaun Find his Pot of Gold!

## MATERIALS & SPACE:

- Cue cards or scrap paper with clues
- Picture of Pot of Gold
- Classroom or Hallway

## GAME:

1. Hide the Pot of Gold.
2. Create clues that lead children to the hidden Pot of Gold.
3. Each clue should send children to a new location where the next clue awaits.

*Clues:* the leprechaun was hungry earlier and had gone to get his lunch from his back-pack (leads to where children put bags). Once he had his snack of celery and carrots to stock up on yummy vegetables he went to the bathroom (leads to bathroom door). Once he was finished there he headed back to see what time it was (leads to clock). He realized he had just enough time to finish writing some St. Patrick's Day facts on the chalkboard (leads to chalkboard). Once he was done he went back to his desk to get his books to go home (leads to desk). Once he was ready to go home he went to the teacher's desk to drop off his homework (leads to teacher's desk at front). Finally, he left and was on his way home when he realized....his Pot of Gold was missing! (Pot of Gold will be somewhere in hallway on way outside).

**MODIFIERS:** For older children, clues can be of greater difficulty or multiple rooms can be used for the scavenger hunt. A classic scavenger hunt, without using a Pot of Gold can be played any time of the year!



# High Fat, Low Fat

## MATERIALS & SPACE:

- Pictures of different foods or meals cut out from grocery store flyers or old magazines (use food cards from 'Food Card' activity)
- 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom or Hallway

## GAME:

1. Scatter the pictures around the playing area face down.
2. Instruct the children that if they turn over a high fat food or meal they must move around in a sluggish way (sliding sideways, crawling slowly on hands and knees, etc.) and if they turn over a low fat food or meal, they must move around quickly (skipping, jumping, twisting, etc.).
3. Children begin to move around the playing area in various ways (see Physical Activity & Movement Ideas).
4. When the instructor/leader says "Go" children pick up a picture closest to them.
5. After looking at the food card they must decide whether or not it is a high or low fat food and perform the activity as determined in step 2.

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6. They should hold their picture above their heads while moving so the instructor/leader can see the picture.
7. On the instructor's signal, children put food pictures face down and continue to move freely through the playing area, picking up a new picture when the instructor indicates.

**MODIFIERS:** For a group of younger children (4-8) choose more obvious low and high fat foods. Challenge older children by picking foods with more hidden fat sources.

# High Five for a Healthy Snack!

## MATERIALS & SPACE:

- Chalkboard
- Classroom or Hallway

## GAME:

1. With the children's help, write down the names of snacks that are good to eat together (e.g. peanut butter & whole wheat bread, tortilla chips and hummus). Ensure you have the same number of paired foods as you have pairs of children.
2. Divide children into pairs and assign each child a food. Separate each pair so one half of the pair is on one side of the room while the other half is on the opposite side of the room. Pairs shouldn't be directly opposite one another.
3. When the instructor indicates, children must run, hop or skip to the center of the room to meet up with their partner, give him/her a 'High Five', return to the start position and sit cross-legged on the floor.
4. The pair that finishes first wins.

**MODIFIERS:** N/A



# Holiday Relay Races

## MATERIALS & SPACE:

- Buckets, waste paper baskets, any other type of containers
- Small soft balls or scrap paper balled up
- Classroom, Hallway or Gym

## GAME:

1. Have containers at one end of the playing area.
2. Children line up at the other end of the playing area in teams and must run the ball/object to the bucket, drop it in, and run back to their team before the next member can go.
3. The object of this game is to be the first team to place all of their balls in the bucket.
4. Adapt the relay race to various holidays:
  - For Halloween, pretend the containers are pumpkins. Have teams of 10, and explain it takes only 10 children each bringing a “candy bar” (the ball or object) to the pumpkin to acquire an entire day’s worth of calories. Candy bars are high in sugar, fat and calories and low in healthy nutrients. Explain that our bodies need nutritious foods from the four food groups to stay healthy- not just calories.
  - For Easter, pretend the containers are bunny rabbits. Have teams of 5 and explain it takes only 5 chocolate bunnies to acquire an entire day’s worth of calories.

## MODIFIERS:

Have children hold the ball between knees or under chin while racing to the bucket.



# Hot Potato Latke!

## MATERIALS & SPACE:

- Sweet potato (any type of ball or crumpled paper)
- Music
- Classroom or Hallway

## GAME:

1. Children stand in a circle and are told that ball or paper is a hot potato latke full of yummy vitamins.
2. Instructor starts music – or a Hanukkah song can be sung – and children pass around the hot potato latke.
3. When the music stops, whoever is holding the potato is out and leaves the circle.
4. The last child without the potato wins.

**MODIFIERS:** This game can be played without a Hanukkah theme, as the original game of hot potato.



# Hot Potato

## MATERIALS & SPACE:

- 4 small balls of different colour (or use 4 round objects, or crumple up 4 different coloured pieces of paper)
- Music
- 'Question Bank' and 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom or Hallway

## GAME:

1. Have the children form a circle in the middle of the room.
2. Give the 4 different coloured balls to the children and have them call out names and toss the balls to different people in the circle.
3. Play music as the ball is being tossed around.
4. Stop the music after a certain period of time.
5. When the music stops, the children holding the balls must answer a question about nutrition or do a physical activity depending on the colour of their ball. Example:
  - Yellow ball: jumping jacks or push-ups or burpees, etc.
  - Blue ball: run around the room or laps or running on the spot, etc.

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- Green ball: answer a food related question (see 'Question Bank').
- Pink ball: answer a food related question (see 'Question Bank')

6. Repeat until desired.

**MODIFIERS:** For younger children, ask simpler and easy to understand questions, and for older children, ask more dif cult questions that will challenge their thinking.

# I want a WHAT?

## MATERIALS & SPACE:

- No materials needed
- Classroom, Hallway or Gym

## GAME:

1. Instructor begins by saying "I want to eat an Apple!"
2. The class responds by saying "You want a WHAT?"
3. The instructor then responds by saying "I want an Apple!" then demonstrates an action that mimics eating an apple.
4. The class imitates this action until the instructor chooses a different food (i.e. "I want Spaghetti" or "I want a watermelon").
5. Repeat and let children take turns choosing food items and mimicking the action.

**MODIFIERS:** Game can also be played by calling out physical activities and mimicking them. For example, "I want to be a dancer!" "You want to be a WHAT?"



# Junk the Junk Food!

## MATERIALS & SPACE:

- Cut-outs of food from magazines, flyers, etc. Use food cards from 'Food Card' activity
- Pieces of paper
- Glue
- Classroom or Hallway

## GAME:

1. Use food cards. Make sure you have both healthy and unhealthy foods. If not, start by having children cut out pictures of different kinds of foods from old grocery store flyers or magazines and glue them to one side of scrap paper.
2. The instructor scatters cards with pictures of food face down all over the room.
3. Instructor calls out a movement that children must do as they approach the food cards. See Physical Activity & Movement Ideas for suggestions.
4. If a student turns over a healthy food card they may continue to find another card.
5. If a student turns over an unhealthy food card, they must hold a squat for 15 seconds before "junking" the unhealthy food in a designated "junk pile" at the side of the play area.
6. Once all the pictures are off the floor, celebrate for "junking the junk food!"

**MODIFIERS:** For younger children, select more obvious healthy or unhealthy foods. For older children, use foods that might be more difficult to determine whether they are healthy or not. Also, for older children, have them hold a squat for a longer duration.



# Make Me a Meal

## MATERIALS & SPACE:

- Pictures of food from each food group (use food cards from ' Food Card' activity) for breakfast, lunch, and dinner
- Paper or plastic grocery bags
- Paper and markers
- Copy of Canada's Food Guide
- Classroom or Hallway

## GAME:

1. Set up stations in all four corners of the playing area with a sign for each food group.
2. Divide children into pairs, and assign each pair a meal category (i.e. breakfast, lunch, dinner), a paper or plastic grocery bag and paper and marker.
3. The pair will take their paper bag and hop or skip to each station and pick 2 foods (1 each) from each food group for the meal they are planning.
4. Pairs then write out their menu for the class, using Canada's Food Guide as a tool, if necessary.
5. After the brief presentation, each group will demonstrate a physical activity or movement.

**MODIFIERS:** For a group of older children choose pictures of more interesting/ethnically diverse foods for an extra challenge and choose more difficult movements. See 'Physical Activity & Movement Ideas' for suggestions.



# Make Your Way around the Food Guide

## MATERIALS & SPACE:

- Four markers (scrap paper) representing each of the 4 food groups in Canada's Food Guide
- Classroom or Hallway

## GAME:

1. Write the name of each food group on a different marker.
2. Place each marker at a corner of the playing area.
3. Have children form a line and begin walking around the classroom.
4. When children pass a marker (food group) they perform various activities:
  - Vegetables and Fruit : Hop on two feet
  - Grain Products: Use a sliding side-step
  - Milk and Alternatives: Crawl on all fours
  - Meat and Alternatives: Run backwards
5. Have children call out a food that belongs to the food group they are passing by (must be different from the food called out by the child in front).
6. Once children have passed all markers, run around the play area three times.

**MODIFIERS:** For younger children, place markers closer together or have the children go around the play area once or twice.



# Maple Tree, Maple Tree, Syrup! (similar to Duck, Duck, Goose)

## MATERIALS & SPACE:

- No materials needed
- Classroom, Hallway or Gym

## GAME:

1. Children sit in a circle and one child is chosen to be “It”.
2. This child walks around the outside of the circle, tapping each child's head lightly saying “Maple Tree” and continues until one child is chosen to race by saying “Syrup!”
3. Both children run in opposite directions around the circle back to the empty seat and the child who reaches the seat first, sits down while the child left standing begins the game again.

**MODIFIERS:** For older children, make the circle larger by having children spread out. Also, for a nutritional theme the wording can be changed. (For example – Grain, grain, grain, protein!). Ask all children to close their eyes and place a ball or other object behind someone's back. The race begins when the ball is discovered.



# Meal Snatch

## MATERIALS & SPACE:

- 4 different colours of paper to differentiate 4 food groups
- Crayons or markers
- Classroom

## GAME:

1. Divide children into 4 teams and assign each team a food group.
2. Each team has a desk or designated area in a corner of the room.
3. Place each team's coloured pieces of paper on their desk.
4. When instructor signals, first member from each team runs to another team, snatches a coloured piece of paper and brings it back to their team.
5. Once each team member has had a chance to snatch a different food group item, the group must create a balanced meal by writing down or drawing specific foods on each of their different coloured pieces of paper.

**MODIFIERS:** Game can be played in a gym or field to increase distance children need to run in order to grab a food group from each team. Use different movements such as hopping on one foot, skipping, grapevine run, etc. See 'Physical Activity & Movement Ideas' for suggestions. For younger children, decrease the distance needed to run. Use index cards with food items instead of drawing the items.



# Meals on the Fly

## MATERIALS & SPACE:

- food cards from “Food Cards” activity
- Gym or Classroom

## GAME:

1. Use Food Cards and spread them, face up, in the middle of the room.
2. Split children into 4 groups and assign each group to a corner of the room.
3. When instructor indicates, a child from each of the 4 groups runs to the centre of the room and takes a Food Card.
4. When he or she returns to the group, another child takes a turn and play continues until all children have had a turn and all Food Cards are picked up.
5. Instructor gives the groups 30 seconds to prepare 2 balanced meals from the food items they have picked up.
6. Groups can share their healthy meals with the entire class.

**MODIFIERS:** If there aren't enough Food Cards to make 2 balanced meals, ask children what they would include to make their meal balanced and healthy.



# Musical Chairs with a Food Group Twist

## MATERIALS & SPACE:

- Music
- Chairs
- Food cards from 'Food Card' activity or drawings of food
- Classroom

## GAME:

1. Have children cut out food items or draw food items (see 'Food Card' activity).
2. Arrange chairs in a circle facing outward with one less chair than the number of children playing the game.
3. Scatter food pictures in the area around the chairs.
4. When the music begins, children must walk, run, skip, crab walk, or spin around the chairs until the music stops.
5. When the music stops, everyone must collect a food from each food group before sitting down.
6. The player who is left standing is eliminated from the game.
7. This continues until there are only 2 children left and 1 chair.

**MODIFIERS:** For younger children, instead of finding foods in each food group, have them pick up only healthy foods before being able to find a seat.



# “Name THAT Food” Charades

## **MATERIALS & SPACE:**

- Pictures of foods for each group ( use food cards from 'Food Card' activity)
- Canada's Food Guide
- Classroom or Hallway

## **GAME:**

1. Divide children into four different groups.
2. Distribute food cards to each group being careful that groups don't see each other's cards.
3. The object of the game is for teams to get points for correctly guessing the other teams' food items.
4. Choose which team starts by playing 'rock, paper, scissors'. The first player begins by acting out one of their team's food cards.
5. The team that guesses the food item correctly gets 10 points and the next turn.
6. The game continues until all players have had a turn and all the food items have been identified.
7. Team with the highest number of points wins!

**MODIFIERS:** For a group of older children, have pictures of more interesting/ethnically diverse foods for an extra challenge.



# Name that Fruit and Vegetable

## MATERIALS & SPACE:

- Canada's Food Guide
- Classroom or Hallway
- 'Physical Activity & Movement Ideas' (from Resources section)

## GAME:

1. Have children spread out in the classroom or hallway so that they have room to perform various activities.
2. Explain that children age 9-13 require 6 servings of vegetables and fruit every day for optimum health.
3. Children begin performing a physical activity such as running on the spot, jumping jacks, etc. (see 'Physical Activity & Movement Ideas' for suggestions).
4. Every few seconds call upon different children to give you examples of a vegetable. Continue until you have reached 6.
5. Choose a different activity and repeat in the same fashion asking children to name a fruit.
6. See how many different vegetables and fruit children can name.

**MODIFIERS:** For younger children (4-8) have them call out five fruits and 5 vegetables. Substitute other food groups.



# Pass it on – UNO Style

## MATERIALS & SPACE:

- Music CD & stereo
- Deck of UNO cards
- 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom or Hallway

## GAME:

1. Hand out one UNO card to each child.
2. Inform the children that the blue cards represents Milk and Alternatives, red cards represents Meat and Alternatives, yellow cards represents Grains Products, and green cards represents Vegetables and Fruit.
3. When the music begins, children move around the space (dance, hop, run, etc.)
4. When the music stops, children perform an activity that corresponds to the colour of their card for 10-15 seconds. Blue: Jump to the sky, Yellow: Twist, Green: 'swim' motion, Red: Squats. See 'Physical Activity & Movement Ideas' for other suggestions.
5. When the instructor says, "Pass it on", the child will pass his/her card to the person on their right.
6. The music resumes and the children continue to move around until the music stops. They must now perform the physical activity that corresponds to the new UNO card they've received.

**MODIFIERS:** For older children, select more challenging activities such as hopping side to side keeping both feet together, running on the spot, pushups etc.



# Physically Active Jeopardy

## MATERIALS & SPACE:

- Chalk board for writing questions
- 'Question Bank' and 'Physical Activity & Movement Ideas' (from Resources section)
- Scrap paper to cover up questions
- Tape to secure scrap paper
- Classroom

## GAME:

1. Write nutrition questions on chalkboard and cover questions with scrap paper.
2. Divide the class into two groups.
3. Choose which team goes first by playing "rock, paper, scissors."
4. Team must choose a category (food group) and instructor must ask a related nutrition question.
5. Before a team is allowed to answer they must complete a physical activity such as 10 sit-ups or 15 jumping jacks. See 'Physical Activity & Movement Ideas'
6. If they give the incorrect answer, the other team is able to attempt the question.
7. Team with most correct answers wins.

**MODIFIERS:** If a chalkboard is unavailable, instructors can write questions on the back of scrap paper and tape the paper to the wall. Level of difficulty should be based on age of children



# Race to Make a Healthy Meal

## MATERIALS & SPACE:

- Chalkboard & chalk, OR dry erase board & dry erase markers
- 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom or Hallway

## GAME:

1. Divide children into small groups.
2. The instructor/leader calls out different parts that make up the overall nutrition of a meal (example: protein, vegetables, snack, beverage, grain product, etc).
3. Children must run to the chalkboard and write down a corresponding food.
4. Children still waiting in line do a physical activity (such as jumping, squatting, knee lifts) until their teammate runs back from the chalkboard.
5. The instructor/leader then calls out another component of a meal, and the next child in line runs to the chalkboard to write down a corresponding food.
6. The first group to have a complete meal written on the board and all of their members back in line wins!
7. The winning team gets to pick a physical activity for everyone to do for 1 minute and the game begins again.

**MODIFIERS:** N/A



# Scavenger Hunt

## MATERIALS & SPACE:

- Cut-outs from 'Food Card' activity or drawings of various foods. Use cards that depict unhealthy food choices as well as healthy foods
- 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom

## GAME:

1. Review healthy and unhealthy foods with children.
2. Instructor hides healthy and unhealthy food pictures around the classroom.
3. Foods are rated on nutrition quality:
  - 0 points = Large serving of unhealthy food (Bag of potato chips, or bag of cookies)
  - 1 point = Food that is OK to eat sometimes (A cookie, a piece of cake, candy)
  - 2 points = Healthy Food
4. Students must perform various movements (running, walking backwards, crab walking, walking on all fours, hopping on one foot, etc.) around the room to find the hidden food pictures.
5. The student with the highest score at the end of the scavenger hunt can lead a physical activity or game for the class to do (Simon Says) or will hide the pictures for the next round of the scavenger hunt.

**MODIFIERS:** Students have to find foods from all food groups and there is no point system. The first student to find a food item from each food group wins.



# Smart Choices

## MATERIALS & SPACE:

- Paper
- Crayons
- Classroom

## GAME:

1. Instructor gives children several examples of healthy and unhealthy foods (e.g. ice cream versus frozen yogurt or potato chips versus vegetable crackers).
2. Ask children to draw a picture of one of their favourite healthy snacks.
3. After finishing their drawing, ask children to find someone with a food item from the same food group.
4. Once children have paired up, they must decide which food group(s) their snack belongs to and if they can think of ways to make their snack even healthier.

**MODIFIERS:** For younger children, make food choices more obvious. For older children, make food choices less obvious and include a physical activity while finding a partner. (For example, children can crab walk to find their partner.)



# True or False Health Quiz

## MATERIALS & SPACE:

- 'Question Bank', 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom or Hallway

## GAME:

1. Children stand by their desks, or around the instructor/leader. The instructor/leader calls out a series of true or false statements (see 'Question Bank').
2. The children respond to each of these statements by sitting at their desks or floor if the answer is false or standing and running in place if the answer is true. See 'Physical Activity & Movement Ideas' for suggestions.
3. The instructor can provide a brief explanation as to why each statement was true or false, if desired.
4. Continue asking true or false questions.

**MODIFIERS:** Have children make larger movements for true or false statements such as jog in place for true statements and squatting low for false statements



# The Calorie Challenge

## MATERIALS & SPACE:

- Pictures of similar foods, but can be spoken verbally if pictures are not available
- 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom or Hallway

## GAME:

1. Explain that food provides us with calories, which is what gives us energy. We need energy from food to grow and be healthy. When we take in more than we need, we gain weight and this can lead to becoming overweight or obese (more than half of Canadians are overweight or obese).
2. The object of the game will be for the class to determine which of two items has more calories. If the children believe the first item has more calories, they must jump up and down 10 times. If they believe the second item has more calories, they must do 10 jumping jacks. See 'Physical Activity & Movement Ideas' for other suggestions.
3. The game begins with the instructor/leader naming two food items.
4. Children guess which food is higher in calories, and demonstrate this according to the instructions in step #2.
5. Provide the correct answer and continue the game for as many rounds as desired.

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Examples (higher calorie item is *italicized*):

- Caesar Salad Vs. Greek Salad
- Breaded Fish Vs. Grilled Fish
- French Fries Vs. Baked Potato
- Fried Egg Vs. Poached Egg
- Double Cheeseburger Vs. Grilled Chicken Sandwich
- Chocolate Covered Granola Bar Vs. Plain Granola Bar
- Tomato Soup Vs. Creamy Soup
- Steamed Carrots vs. Carrots in Butter and Brown Sugar
- Apple dipped in caramel vs. pear
- Frosted cereal vs Oatmeal

**MODIFIERS:** For younger children, choose food items with obvious differences in calories, while for older groups select more closely related items.

# The Dukes of Health Hazards

## MATERIALS & SPACE:

- Piece of paper at each station with questions
- Ball or other object to be passed between players
- 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom

## GAME:

1. Create the following stations with unhealthy themes. Choose physical activities from 'Physical Activity & Movement Ideas' (from Resources section)

*Station 1: Too much salt*

- Ex-Complete 10-15 jumping jacks
- Ex-Q: Too much salt can lead to what health problem? (A: heart disease, dehydration)
- Ex-Q: Too much salt is bad for what organ? (A: the heart)

*Station 2: Saturated/ Trans fats*

- Ex- Perform "over + under" twice. Children stand in a line and alternate passing the ball over their heads and between their legs to the child behind them. The child at the end of the line runs to the front and starts over again).

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- Ex-Q: What types of foods will you find these fats in? (A: processed foods, butter, red meat, etc.)

#### Station 3: Excessive calorie intake

- Ex- Children jog on the spot for 30 seconds.
- Ex-Q: What is the standard number of calories for an average person each day? (A: 2000)

#### Station 4: Lack of physical activity

- Ex- Children sit while answering questions
- Ex-Q: List 5 reasons why physical activity is good for you
- Ex-Q: List 5 ways to get physical activity
- Ex-Q: How much physical activity should we get each day? (A: 90 min)

2. Divide class into 4 teams.
3. Each team moves through stations and completes the physical activity task and the question(s) together.
4. The first team to complete all stations wins!

**MODIFIERS:** For younger children, each station may represent a food group and children complete the physical activity as well as name three examples of food belonging to that food group.

# Tic Tac Toe

## MATERIALS & SPACE:

- Chalkboard, chalk
- Pair of cue cards for each pair of children, one with a “U” and one with an “H”
- ‘Question Bank’ (from Resources section)
- Classroom

## GAME:

1. Divide children into teams of four.
2. The instructor/leader draws a tic-tac-toe grid on the board for every group of four. The objective is to win a game of tic-tac-toe on the board.
3. The instructor/leader identifies two children in each group of four as X's and the other two children as O's. Each pair gets an “H” (healthy) and a “U” (unhealthy) card.
4. The instructor/leader makes a statement about habits (healthy or unhealthy) directed towards the X's in each group (see ‘Question Bank’).
5. Children respond by holding up either an “H” or “U.”
6. Teacher identifies groups who answered correctly and allows them to put their symbol on the grid.
7. Teacher then directs the next question to the O's, and the game continues.

**MODIFIERS:** Use true or false questions. Ensure questions are age appropriate for younger children.



# True or False Simon Says

## MATERIALS & SPACE:

- No materials needed
- 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom or Hallway

## GAME:

1. Select a child or have the instructor play the role of "Simon," who will stand in front of the rest of the group.
2. "Simon" will say, "Simon says..." and follow with an activity suggestion (see 'Physical Activity & Movement Ideas') such as:
  - "If orange juice is healthier than soda, skip around in a circle"
  - "If whole wheat bread is healthier than white bread, do five jumping jacks"
  - "If stretching is a good stress management technique, reach for your toes"
3. If the answer is true, children complete the suggested activity. If the answer is false, they stand still.

**MODIFIERS:** For younger children, choose easier questions. Make the actions more difficult and of longer duration to challenge older children. More difficult questions may also be asked



# Truth... or Consequences!

## **MATERIALS & SPACE:**

- Chairs for each child in the class
- 'Question Bank' (from Resources section)
- Classroom

## **GAME:**

1. Position chairs in a circle facing outward, with children surrounding the chairs.
2. Make sure there is always one less chair than the number of children playing.
3. The children begin walking/skipping/jumping around the chairs as the instructor calls out questions such as:
  - a. Bananas are a source of potassium (True)
  - b. The only way to get vitamin C is from oranges (False)
  - c. Fibre aids in digestion (True)
4. When a false statement is made, children must find a seat.
5. If a student sits down when a true statement is made, they are eliminated.
6. Repeat until only one student is left

**MODIFIERS:** For older children, eliminated players can perform a physical activity such as jumping jacks or scissor strides while the game continues



# What a Dish!

## MATERIALS & SPACE:

- Paper plates and markers, crayons, coloured pencils
- 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom or Hallway

## GAME:

1. The instructor/leader calls out a physical activity (e.g. jumping jacks, jogging, playing air guitar, marching, twisting, knee lifts, playing air drums). See 'Physical Activity & Movement Ideas' for more suggestions.
2. The children do the activity for 15 seconds or until the instructor/leader calls out a meal or a snack (e.g. breakfast, mid-morning snack, healthier fast food choices).
3. The children stop the physical activity and work together in small groups to brainstorm and draw pictures of a balanced meal/snack on their paper plate.
4. When the groups have finished, the instructor/leader asks each group to show their plates and what healthy foods they chose.
5. The next round continues with the instructor/leader calling out another physical activity followed by a different meal or snack. Children must choose different foods for each meal or snack.

**MODIFIERS:** You can use paper and pencils and ask children to write out names of food items instead of drawing them.



# What's for Dinner?

(adapted from I Can Be Healthy Classroom Activities, with permission from Windsor-Essex County Health Unit, Windsor, Ontario)

## MATERIALS & SPACE:

- One paper plate per student
- Crayons, markers
- Classroom

## GAME:

1. Instructor passes one plate out to each child.
2. Children draw a healthy meal on their plate.
3. Children then brainstorm physical activities they can perform incorporating their plates, such as:
  - Jogging in place, while passing their plates from hand to hand above their heads
  - Holding plate with both hands and moving it from their toes to above their heads
  - Swimming underwater using plate as a fin
  - Jumping jacks while alternating plate from hand to hand
4. Have children return to their desks and discuss healthy food choices and portion sizes.

**MODIFIERS:** For younger children, use less difficult physical activities and shorter durations. For older children, increase complexity and duration of physical activities.



# What's in My Food?

(adapted from I Can Be Healthy Classroom Activities, with permission from Windsor-Essex County Health Unit, Windsor, Ontario.)

## MATERIALS & SPACE:

- Chalkboard and chalk
- 'Physical Activity & Movement Ideas' (from Resources section)
- Classroom

## GAME:

1. Divide children into 4 teams.
2. Instructor writes the name of a nutrient found in food on the chalkboard, one at time:
  - Protein (e.g. types of meats, beans, fish)
  - Fat (e.g. beef, nuts, olive oil)
  - Fibre (e.g. fruits, vegetables, whole grains)
  - Vitamin C (e.g. orange juice, lemon, lime, kiwi)
  - Vitamin A (e.g. carrots, spinach, sweet potato)
  - Calcium (e.g. milk, yogurt, cheese)
  - Iron (e.g. meats, fortified breakfast cereal)
3. Children are given 30 seconds to come up with three foods that are a source of the nutrient listed.
4. When the instructor signals, one child from each of the 4 teams runs to the board to record his/her team's food choices.
5. While their team member is writing down the answers, other team members are completing a physical activity such as jumping jacks, stride jumps, sit-ups, etc. (See 'Physical Activity & Movement Ideas'.)
6. The first team to write three correct foods under the nutrient heading wins.

