



Walk Broc & Roll!

NFVP
Northern Fruit & Vegetable Program

Toolkit



2024

Part of the
Northern Fruit
and Vegetable
Program

Prepared by
Thunder Bay
District Health
Unit

Created 2024
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& Roll!

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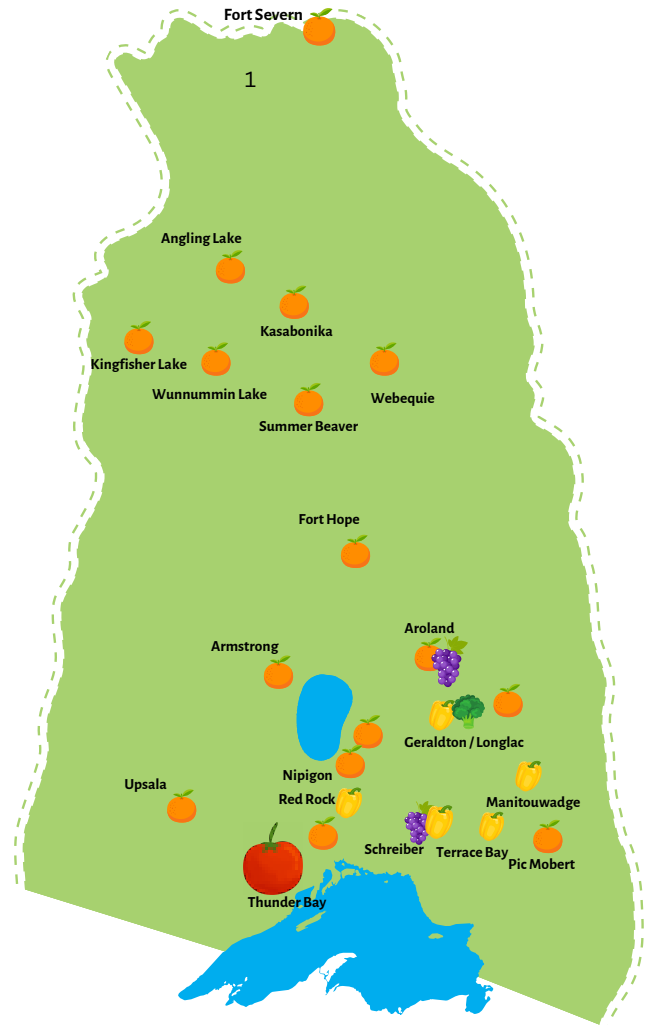
About the

NORTHERN FRUIT AND VEGETABLE PROGRAM

The Northern Fruit and Vegetable Program (NFVP) is a food literacy program that aims to increase consumption and awareness of fruits and vegetables, as well as provide healthy eating and physical activity education resources, to school-aged children from JK to Grade 8 in northern Ontario.

The program delivers one serving of fruit and vegetable to JK - Grade 8 students beginning every January and continuing until the end of June of each school year. Since May 2018, the program continues to serve approximately 14,000 students in over 80 schools from Thunder Bay to Manitowadge to Fort Severn and every elementary school in between. The goal is to support students in building a strong foundation to live a healthy lifestyle through exposure to a variety of fruit and vegetables, food literacy opportunities and promoting active living and physical wellness. Learn more about the NFVP at tbdhu.com/NFVP

Walk, Broc and Roll was created in 2021 by a team of health professionals including physical activity experts, health promoters, dietitians and nutritionists, to be used alongside the NFVP. The program aims to support both the mandated daily physical activity requirements as well as the active living and physical wellness portion of the NFVP. Food Literacy resources are included in the toolkit for teachers to implement in their classrooms with students, and parents to engage in conversations around food with their children, plus tasty recipes! Learn more about the in-school challenge at tbdhu.com/walkbroc.



80+
Participating
Schools



15,000
Students Served
Every Year

The Need for

Daily Physical Activity & Food Literacy

Implementation of the Ministry of Education's Daily Physical Activity (DPA) policy¹ has many challenges from lack of time within the teaching day to incorporate DPA to competing priorities with other subject and curriculum components. The Northern Fruit and Vegetable Program (NFVP) is a food literacy program that strives to increase awareness and consumption of fruits and vegetables, as well as provide healthy eating and physical activity resources to schools in northern Ontario. There is an opportunity to leverage the NFVP to implement a new program that serves a dual purpose of contributing to students' daily physical activity at school while also contributing to the NFVP's food literacy and physical activity objectives.

The TBDHU has identified the need to develop new and innovative ways to support DPA implementation in schools. Promoting physical activity is a key population-level health promotion approach in public health.² Several factors influence the effectiveness of increasing physical activity levels among children and youth. Specifically, physical activity behaviour may be influenced by personal factors, policies at various levels, and the physical environment.³

According to the Ontario Dietitians in Public Health (ODPH), Food Literacy is defined as the "interconnected attributes organized into the categories of food and nutrition knowledge; food skills; self-efficacy and confidence; food decisions; and ecologic (external factors)".⁴ Recent legislation has incorporated food literacy into the school curriculum for Grade 1 through Grade 8 students. Recognizing food literacy as an essential life skill, it is noted that building food skills can contribute positively to food choices and eating behaviours at any age.

Schools are a particularly promising venue for population level physical activity interventions given the amount of influence the school environment has on children early in their lives.⁵ Furthermore, effective interventions need to be multi-component in order to be effective. Multi-component interventions that are school-based, focus on diet and/or physical activity, and include parental involvement are reported to be effective in chronic disease prevention.⁶ Schools are expected to follow the Foundations for a Healthy School, which is the Ministry of Education's approach to implementing the comprehensive school health approach.⁷ This approach is holistic, examines the whole school environment, and includes promoting food literacy and physical activity. Research supports this approach which has been shown to contribute to academic success, physical health, and emotional health over the life course.⁸

WHAT IS

WALK, BROC AND ROLL?

Walk, Broc and Roll (WBR) is a **4-week** physical activity challenge created to support both the mandated daily physical activity requirements as well as the active living and physical wellness portion of the NFVP. The goals of the program are to:

- **Physical Activity Toolkit** created to support students' physical wellness, this toolkit is an easy to follow guide on implementing the challenge in-school, supports the school physical activity environment, and encourages students to learn new and creative ways to move their body
- **Food Literacy resources** are embedded within this toolkit to support students' nutritional knowledge with in-class interactive activities, conversation starters around food, and recipes students can take home to their families.
- facilitate the development of physical literacy (i.e. the knowledge, motivation, competence and confidence) to be active for life.⁹

CHALLENGE DETAILS

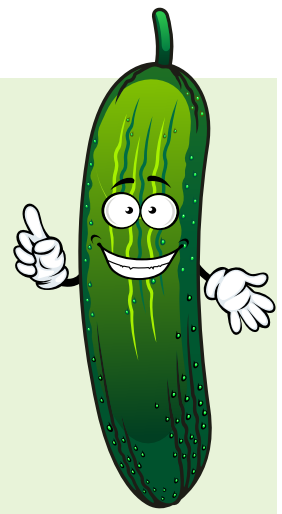
- Participating classes will set a goal of how many daily physical activity (DPA) minutes they want to achieve
- Classes are encouraged to get creative in activities to reach the daily physical activity minutes! See pages 11-16 for ideas
- Track all minutes on the school leaderboard! Gym or recess minutes are not to be added, only minutes reached during instructional time
- **The class with the most minutes within their school will win a prize!** As well, all participating classes will be entered into a regional draw for a chance to win one of three Grand Prizes.

If your class reached their goal, but did not win, still celebrate this win!



THE CHALLENGE

INSTRUCTIONS



The challenge runs from Monday April 22 to Friday April 17!

Use the teacher checklist to help you get organized.

Before the challenge:

- Follow steps on page 7-9 to set a goal and brainstorm creative activities!
- Print page 8 and write your classes goal in the yellow box. Post this inside your classroom!

Daily: how many active minutes did your class achieve today? Write it down on the "Record Your DPA Minutes" Sheet (page 10) to easily keep track!



Leaderboard: The leaderboard will be displayed in your school foyer or hallway wall. The leaderboard can be updated daily, or once a week. Friendly competition can be increased with frequent updates to the leaderboard! Teachers can also ask students to fill in the leaderboard for added student participation!



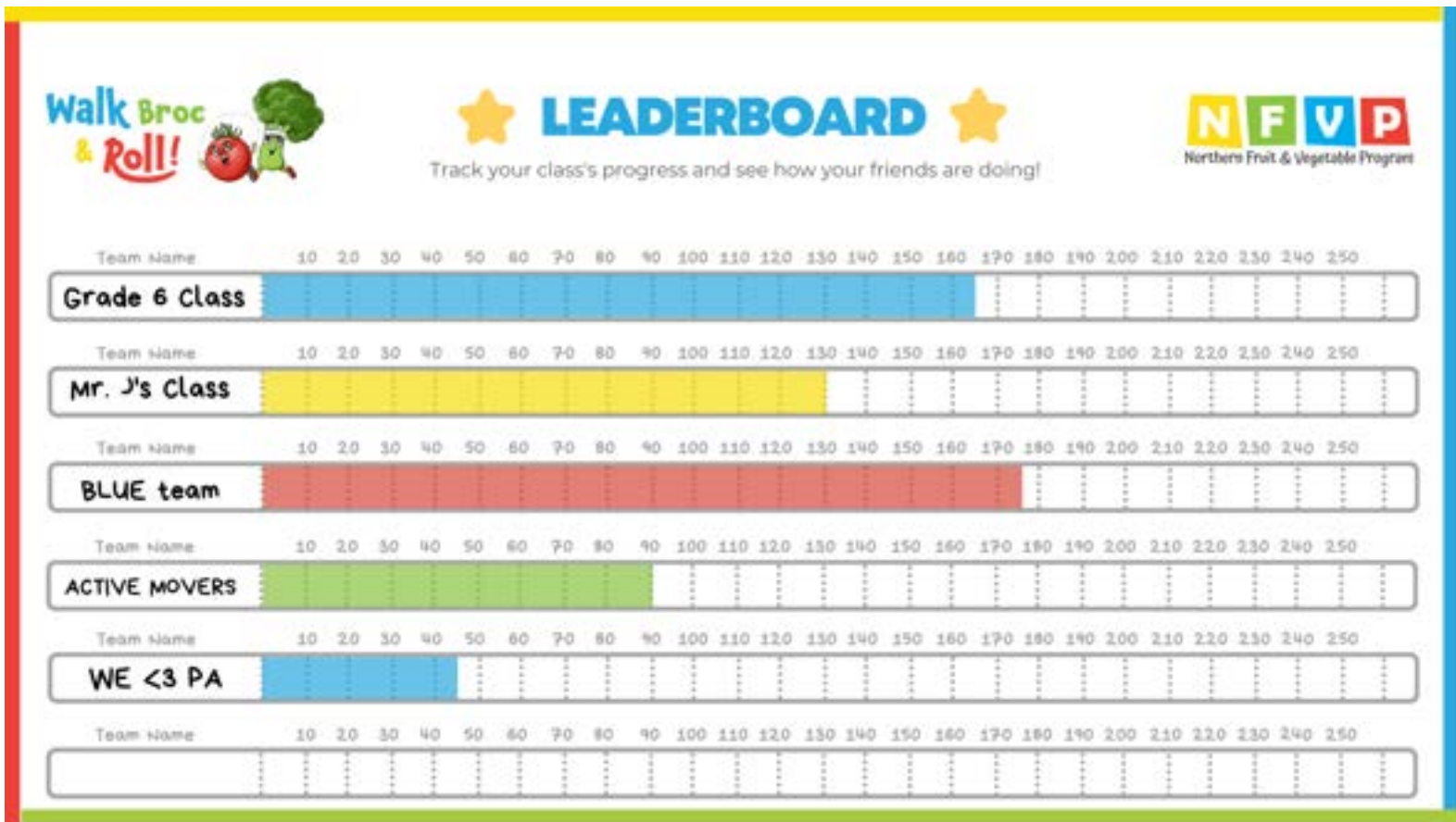
Don't forget to implement the **Food Literacy** activities during class-time or send recipes home with students!

You will receive the following items to implement Walk, Broc and Roll in your school:

- **Physical Activity Toolkit** (this toolkit) with **Food Literacy Resources** (this toolkit) to be implemented in-class with students or sent home. These food literacy resources and activities align with the NFVP.
- **Leaderboard** to post in your school foyer or hallway.
- **Markers** to record progress on the Leaderboard.

School Leaderboard Example

The Leaderboard below is an example of what schools will receive when joining Walk, Broc and Roll. Participating schools will receive a large version of the chart and hang it on a wall where everyone can see each classroom's progress! Leaderboards should be filled out regularly to show the progress of each class 'team,' and to create friendly competition between teams!



Teacher Checklist

Use this checklist to help you set up for the challenge and to help you during the challenge.

Before the Challenge Starts

- Review the **Walk Broc and Roll** Toolkit.
- Set a daily goal with your class - how many daily physical activity minutes will you aim for per day? (page 7) Record it on page 8, post the goal page somewhere visible for all.
- Brainstorm activities your class want to do during the challenge to work towards your DPA goal! (page 9)
- The Weekly Tracking Sheet found on page 10 will help you stay on track.

Weeks 1-4 throughout the challenge

- Use the Record Your DPA Minutes sheet and record the DPA minutes for each day.
- Record the class progress on your school leaderboard. Try to do it once every week and have a student help out!

Week 1 of the Challenge

- Refer to your Week 1 Tracking Sheet (page 17) to remind and assist you of the activities you are performing.
- Print off the **Building Food Skills** food literacy page (page 18) and send home with students.

Week 2 of the Challenge

- Refer to your Week 2 Tracking Sheet (page 19) to remind and assist you of the activities you are performing.
- Print off the **Building Balanced Snacks** food literacy pages (pages 20) and discuss with the class. Have the students complete the activity sheet by brainstorming what they would like a balanced snack to be. Students can bring this home too!

What Counts as DPA Minutes?

Daily physical activity minutes can include any physical activities done during instructional time and outside of gym class and recess.



DPA Time



Gym or Recess Time

Week 3 of the Challenge

- Refer to your Week 3 Tracking Sheet (page 22) to remind and assist you of the activities you are performing.
- Print off the **Water is Life** food literacy pages (pages 23) and discuss with the class. Have the students complete the activity sheet.

Week 4 of the Challenge

- Refer to your Week 3 Tracking Sheet (page 25) to remind and assist you of the activities you are performing.
- Print off the **Eating a Rainbow** food literacy pages (pages 26) and discuss with the class. Have the students complete the activity sheet.

Ending the Challenge

- Be sure your class has tracked all the daily physical activity minutes accumulated during the challenge on the leaderboard.
- Your school principal will send a photo of your school's leaderboard to **NFVP Lead** victoria.pullia@tbdhu.com

GOAL SETTING

All participating classes will go through a goal setting session prior to the challenge to determine the daily active minutes the class will aim to achieve.

The recommended DPA [daily physical activity] time is 20 minutes / day.¹⁰

Your goal can be to achieve the recommended 20 minutes, or brainstorm a higher goal for the duration of the challenge!

Goal setting is beneficial in:

- strengthening problem-solving and decision making skills.
- providing direction and clarifying steps to take in order to achieve the goal.
- allowing students to think and dream big which inspires motivation in achieving the goal.



Make Goals SMART!¹¹

- **SPECIFIC:** Is the goal clear? What exactly will you accomplish?
- **MEASURABLE:** Does the goal answer how many, how much, how often? How will you know when you reached your goal?
- **ACHIEVABLE:** Is reaching this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?
- **RELEVANT:** Does this goal mean something to you personally? Why is this goal important to you?
- **TIME-SPECIFIC:** Does this goal have a defined start and completion date? Have you included milestones along the way?

Step One: Set Your Goal!

Gather all participating students in your class and determine how many minutes of DPA you will aim to achieve for the duration of the challenge.

Write down the goal in the box to the right.

Brainstorm a class / team name to add to the Leaderboard!

Print page 8 to post your goal in the classroom!

TIP: Writing goals down makes you 50% more likely to achieve them! Remember specific and challenging goals are more motivating than vague and easier goals.

Our class set a goal of

minutes

of daily physical activity

Class / Team Name:

Blank rounded rectangular box for writing the class or team name.

We set a goal of

Large yellow rounded rectangular frame containing the word **minutes** in blue text.

of daily physical activity!



CREATIVE PHYSICAL ACTIVITES

Now that you have set a goal, the brainstorming session will begin!

Step Two: Brainstorming Session

Make a list of all the favourite activities and a list of additional activities that the class would like to try.

- Separate students into small groups to talk about the activities they are interested in to achieve the goal.
- Have students review the list of activities and circle their favorite ones.
- Bring the students back together as a class and discuss the activities chosen.
- Discuss what the activities would look like and how they might be incorporated into the day.

Write down all the activities that will be attempted during the challenge in the boxes below.

List of Activities for Walk, Broc and Roll

After you have a list of activities, use the weekly activity sheets to plan what activities you will do for that week.

TIP: Telling someone your goal improves the chances of achieving that goal!

RECORD YOUR DPA MINUTES

Use this sheet to keep track of all your daily physical activity minutes and keep track of your progress. Remember to also record your progress on the school **Leaderboard** so that you and your competition can see how everyone is doing!



Leaderboard

Week 1 Minutes

Mon

minutes

Tues

minutes

Wed

minutes

Thurs

minutes

Fri

minutes

Week 2 Minutes

Mon

minutes

Tues

minutes

Wed

minutes

Thurs

minutes

Fri

minutes

Week 3 Minutes

Mon

minutes

Tues

minutes

Wed

minutes

Thurs

minutes

Fri

minutes

Week 4 Minutes

Mon

minutes

Tues

minutes

Wed

minutes

Thurs

minutes

Fri

minutes

PHYSICAL ACTIVITIES

JK - Grade 1

Physical Literacy

Physical literacy is the knowledge, confidence, and motivation to aspire and engage in physical activity throughout an individual's lifetime. Learning the building blocks of movement with competence and confidence will enrich a child's life. Physical literacy also has the potential to improve other aspects of child development, such as school readiness.

Body Movement Activities

Move Like An Animal

Learn about animals but also get the students to move like the animal. For example, get students to move like a kangaroo or swim like a fish.

ABC Body Writing

Practice the ABC's by getting the students to "draw" the letters with their arms and legs. Standing, get the students to draw the alphabet with their right arm then repeat with the left arm. In a seated position get the students to write the alphabet with their leg then switch legs.

Yoga Poses

Have students practice beginner yoga poses. This is a great and simple way to add physical activity and stretching to the day! Simple poses can include but not limited to: tree pose, triangle pose, downward dog, butterfly pose, warrior pose, and child's pose.

Using the Room Activities

True or False

Try incorporating movement into your lesson plan! Have a true or false component to your lesson and set up the room so that one side is true and the other side is false. Ask students true or false questions pertaining to your lesson and have students move from side to side. Add some extra movement by asking the students to hop or crab-walk to each side of the room.

Drawing Wall

Put up some craft paper horizontally and make a long drawing or creative wall and have students stand up while drawing or colouring. Get students to move around the wall after a few minutes!

Dance or Game - Based Activities

Sing or Show Active Songs

Have students sing a song that encourages them to follow along and perform the actions [ex. The Hokie Pokie, Head, Shoulder, Knees and Toes, If you're happy and you know it].

Simon Says...!

Play a game that asks the students to follow along and perform the requested movements.



Tree Pose

- Shift weight into one foot
- place other foot to ankle or shin
- Bring arms to chest or above the head
- Hold, release and do the same for other side



Triangle Pose

- Start from star pose - feet wide apart and arms to the side
- Keeping arms straight, bend to the side from the waist
- Alternate sides



Downward Dog

- Start by kneeling on all fours
- Take a deep breath in and lift your knees off the floor
- Relax your head and look at your kneecaps



Warrior II Pose

- Stretch and straighten arms
- Knee over ankle
- Strong legs



Child's Pose

- Start on hands and knees
- Move hips to heels
- Stretch arms in front of body



Butterfly Pose

- Sitting, feet together and knees out to the sides
- Pose can be held while flapping legs like a butterfly

PHYSICAL ACTIVITIES

JK - Grade 1

Duration

Exercises and stretches can be done by time or by sets and reps.

Time:

Have students perform the action for a certain amount of time before moving onto the next action.

Example: Hop on the spot for 20 seconds.

Sets + Reps:

Have students perform the action for a specific amount of reps before moving onto the next action.

Example: Hop on the spot
2 sets of 15 hops = 30 hops in total

Breaks

Remember to allow time for rest and water breaks! Have students have their water bottles close by. Here is an example:

Jogging on the spot - 30 seconds

Ski hops - 15 / side

Rest - 30 seconds

High Knee Jacks - 2 sets of 15

Hopping on the spot - 30 seconds

Rest + water break - 1 minute

Crossover toe touches - 15 on each foot

Be sure to take quick little rests between sets as well! Rest 15-30 seconds between sets.

Simple Exercises / Stretches

Try some exercises after prolonged sitting or inactivity or in the morning when class starts. Use the weekly activity sheets to plan out the activities you wish to complete for each week.

Hopping on the Spot

Standing with feet close together and arms slightly bent in front of chest. Ask student to hop like a bunny in one spot.

Duration:

30 seconds or 2 sets of 15 hops

Crossover Toe Touches

Standing with feet shoulder-width apart ask students bend at the waist and touch their toes with the opposite hand. Right hand to left toe and switch.

Duration:

30 seconds or 15 toe touches / foot

Seated Hamstring Stretch

In a seated position with legs extended and together. Point toes upwards and reach forward trying to touch the toes. Hold, then release and return back to start position.

Duration:

3 sets and 10 seconds / stretch

Jogging on the Spot

Bend your elbows 90 degrees. Raise one arm up and lift the opposite foot at the same time. Quickly hop from one foot to the other and swing one arm back while the other one is forward. Repeat!

Duration:

30 seconds

High Step March

Standing with leg slightly apart, ask students to march on the spot. The forward leg should be kept straight with toes pointing up.

Duration:

30 seconds

One Foot Balance

In a standing position, ask students to balance on one leg. Arms can be out to the side for added balance. Bring foot back down and switch feet.

Duration:

30 seconds

Frog Jumps

Start from a crouched down position, hands in front and on touching the floor and on the toes of the feet. Ask students to hop up and down.

Duration:

30 seconds

Body Circles

Draw circles with the body. Start from the top and work down and one limb at a time. Ask students to make big circles that slowly get smaller.

Duration:

30 seconds

Seated Overhead Stretch

Sitting cross-legged with back straight. Raise an arm to the side and over the head and back to resting position. Alternate arms.

Duration:

30 seconds or 2 sets of 20 stretches

PHYSICAL ACTIVITIES

Grade 2 - 5

Physical Literacy

Increasing physical literacy has the potential to increase physical activity and decrease sedentary behaviour, and therefore reduce the risk of chronic diseases and improve health outcomes. Conversely, failing to learn fundamental movement skills may result in decreased confidence, value and motivation to participate in physical activity leading to attrition from physical active pursuits in favor of more sedentary behaviour.

Body Movement Activities

Use Videos

Show a dance, exercise, stretching or yoga video and have students follow along. Have a few different videos that you like and rotate through them.

You can assess the class energy levels. Try a dance or exercise video if they are feeling tired or lacking energy, or try a stretching or yoga video if they need to calm down a bit!

Using the Room Activities

Learning Stations

Set up the room to have different learning or activity stations. Split up the class into small groups and have each group start at different station. Stations can be one subject or a mix of different subjects. Have each group spend a few minutes at each station before getting them to rotate to the next station. Here is an example:

Station 1 -
Complete math questions while marching on the spot

Station 2 -
Read lesson content while doing some static stretches

Station 3 -
Do 20 jumping jumps 3 times

Station 4 -
Answer questions relating to lesson content

Dance or Game - Based Activities

Math Movements

Have a list of movements that you wish the students to perform during this game. Tell the students that the number of times the students performs the movement depends on the answer to the math question. For example:

Say $7 + 13 + 5$ is the number of jumping jacks you will do. Have the group answer the math equation out loud and have them perform the movement.

$$7 + 13 + 5 = ?$$

Jumping Jacks

$$5 \times 5 - 10 = ?$$

Jumping Jacks

Tip: Have the equation and the activity on the smartboard so the equation is visible. Make it more advanced by not showing the equation.

Take the Lesson Outside of the Classroom

Learning Walk / Outside learning

Take the students on a nature walk but use it as an opportunity to teach them about safety or nature. Walking can be simply around the school property. Create a list of things that you want to students to find while outside!

Scavenger Hunt

Create a list of things that you want to students to find. You can make this lesson math or science focused. Have students find things on the list and then have a brief lesson on that item found. Or have students find a certain number of things and report back.

Feeling creative?
Try creating a BINGO card of items for the students to find!

PHYSICAL ACTIVITIES

Grade 2 - 5

Duration

Exercises and stretches can be done by time or by sets and reps.

Time:

Have students perform the action for a certain amount of time before moving onto the next action.

Example: Jumping Jacks for 20 seconds.

Sets + Reps:

Have students perform the action for a specific amount of reps before moving onto the next action.

Example: Jumping Jacks
2 sets of 15 hops = 30 jumping jacks in total

Breaks

Remember to allow time for rest and water breaks! Have students have their water bottles close by. Here is an example:

Jumping Jacks - 30 seconds
Mountain Climber - 15 / side

Rest - 30 seconds

High Knee Jacks - 2 sets of 15
Quick Feet - 30 seconds

Rest + water break

Be sure to take quick little rests between sets as well! Rest 15-30 seconds between sets.

Simple Exercises / Stretches

Try some exercises after prolonged sitting or inactivity.

Jumping Jacks

Standing with legs together and arms down to the side. Students jump with arms swinging out and above the head and the legs move outwards. Jump back to starting position.

Duration:

30 seconds or 3 sets of 20

Ski Hops

Legs together, slightly bent and arms slightly bent forward. Ask students to pretend they are skiing downhill by hopping side to side while pretending to hold ski poles.

Duration:

30 seconds or 2 sets of 10 per side

High Knee Jacks

Standing with legs close together and hands above the head. Bring one knee to chest and have both hands lower to touch the raised leg. Return to starting position and switch legs.

Duration:

30 seconds or 2 sets of 10 per side

Mountain Climbers

Start in a push up position and ask students to bring a knee towards their chest and then back down and switching legs.

Duration:

20 seconds x 2 sets

High Straight Leg Kicks

In a standing position, students kick / extend a straight leg in front of them and the opposite hand tries to touch the foot of the extended leg.

Duration:

30 seconds or 3 sets of 10 per leg

Quick Feet

Athletic stance with knees slightly bent and arms bent in front of chest. Stay light on the toes and make quick stutter steps as quick as you can.

Duration:

20 seconds x 3 sets

Seated Core Twist

In a seated position with the upper body leaning back and legs extended with a bend. Hands together and swing hands side to side.

Duration:

30 seconds or 2 sets of 10 per side

Tricep Stretches

Standing upright extend an arm across your chest. Use the other arm and gently pull on the extended arm until you feel the stretch in the tricep.

Duration:

10 seconds per stretch

Cross-legged Hamstring Stretch

Stand with legs crossed. Slowly bend at the waist and reach your arms to your feet. Hold and release.

Duration:

30 seconds

PHYSICAL ACTIVITIES

Grade 6 - 8

Physical Literacy

Evidence indicates that executive function (i.e., the processes that help children and adults to focus, plan, remember, and multi-task) and social and emotional development can be enhanced through physical literacy, specifically in the areas of attentiveness, peer relationships, confidence, persistence, and creativity.

Using the Room Activities

Gallery Learning

Write down information, facts or questions on flip chart paper and tape them on the walls around the room. Divide the class into small groups and have each group move around the room reading or answering questions. Have groups spend a certain amount of time before moving to the next station. You can even add some movement stations to get the heart rate up!

Multiple Choice

Assign the four corners of the room A, B, C, D. Have the class stand in the middle of the room and ask multiple choice question. Students will then walk over to the corner where they believe is the correct answer. Before every question, get the students to go back to the middle of the room. Add some extra movements by asking the students to high-knees to the corners.

Brainstorm and Variations

Remember to use the activities that were identified in the brainstorming session that the students would like to try during this challenge!

You can even change it up a bit by introducing variations of that stretch or exercise (how to make it easier or harder) or have students think of a different stretch or exercise that works the same body parts.

Dance or Game - Based Activities

Learn a Dance

Have the class learn a dance routine to a song! Spend a few minutes every day learning the dance steps and build on the steps slowly.

Pick a Movement

Get an inflatable soccer ball and write down some movements on the ball with a permanent marker. Have students in a circle and randomly toss the ball around the circle. The person that catches the ball will read out the movement for the class to do in a circle. [ex. right thumb on jumping jacks - class does jumping jacks for 15 seconds - then the ball gets tossed again!]



Body Movement Activities

Get Trendy!

Split up your class into small groups and task each group to create a physical activity or dance trend!

Encourage routines that move the whole body to slightly elevate the heart rate.

Students can get creative by using a catchy song and move to the beat!

Student Leaders

Have the students in their class lead some exercises or stretches! Divide the class into small groups of 3-5 and have each group design a exercise or stretching routine.

Students will learn proper technique, how to explain the position, and the benefits of the action. Ask one group a day to teach the routine to the class.



PHYSICAL ACTIVITIES

Grade 6 - 8

Duration

Exercises and stretches can be done by time or by sets and reps.

Time:

Have students perform the action for a certain amount of time before moving onto the next action.

Example: Desk Planks - 20 seconds.

Sets + Reps:

Have students perform the action for a specific amount of reps before moving onto the next action.

Example: Gate stretches
2 sets of 10 per leg or complete 30 seconds

Breaks

Remember to allow time for rest and water breaks! Have students have their water bottles close by. Here is an example:

Knee hug to lunge - 2 sets of 10

Desk push ups - 2 sets of 8

Rest - 30 seconds

Squats - 2 sets of 10

Hamstring sweeps - 30 seconds

Rest + water break

Be sure to take quick little rests between sets as well! Rest 15-30 seconds between sets.

Simple Exercises / Stretches

Try some exercises after prolonged sitting or inactivity.

Squats

Standing with legs shoulder-width apart and arms pointing forward for balance. Slowly bend knees and move into a seated position. Knees should not pass the toes. Return to standing.

Duration:

2 sets of 10

Lunges

Standing with legs hip-width apart step forward with one leg and lower hips until both knees are bend at about 90 degrees. Push back into starting position.

Duration:

30 seconds or 2 sets of 10

Desk Push Ups

Arms are extended at the edge of the desk and move feet away from you in a plank position. Lower yourself towards desk to a comfortable position and push yourself back up.

Duration:

2 sets of 8 push ups

Make sure desks are secured to the ground!

Tricep Dips

Stand facing away from chair, place palm of hands at edge of chair. Legs together and extended away from the chair. Bend arms so that elbow bends and body dips down. Push up with arms to return to starting position.

Duration:

20 seconds or 3 sets of 8 dips

Knee Hug to Lunge

While standing, bring one knee up to the chest and hug the knee. Hold for 5 seconds. When releasing the knee, the student will instantly go into a lunge position. Switch legs and repeat.

Duration:

2 sets of 10 (5 per leg)

Desk Planks

Arms are extended at the edge of the desk and move feet away from you in a plank position. Hold that position for a length of time and get out of position to a standing position. Repeat.

Duration:

3 sets of 10 seconds / plank

Hamstring Sweeps

Standing, extend one leg forward with heel on group and toes point up. Slightly bend the other leg while arms sweep/perform a back and forth motion beside the extended leg. Stand up and switch legs.

Duration:

2 sets of 10 sweeps / leg

Gate Stretches

Standing, lift a knee so that the thigh is parallel to the ground. Rotate that leg outwards, then bring knee back to the front and lower the leg. Alternate legs.

Duration:

30 seconds or 2 sets of 10 (5 per leg)

Reaching Quad Stretch

While standing, extend a straight leg forward with toes up. Try to reach the toe with both hands. Return to starting position and switch legs.

Duration:

30 seconds or 2 sets of 15

WEEK 1 TRACKING SHEET



Use these sheets to help you plan out the physical activities that you will do each week. Write down the activity and circle the days that you will do that activity.

In the notes section, write down anything that helps you to perform that activity, such as instructions, time or duration, reps and sets.

Activity: _____

Day: M T W TH F

Notes:

Activity: _____

Day: M T W TH F

Notes:

Activity: _____

Day: M T W TH F

Notes:

Activity: _____ To do on these days: M T W TH F

Notes:

Activity: _____ To do on these days: M T W TH F

Notes:

BUILDING FOOD SKILLS

Conversations about food skills are encouraged during **Walk, Broc and Roll**. Knowing how to cook and prepare food is an important life skill that can be started at any age. Here are a few of the benefits for children:

- Cooking with family members allows for sharing of family traditions and recipes.
- Builds reading and math skills.
- Develops fine motor skills.
- **Increases exposure to new foods.**
- Builds pride and a sense of accomplishment.
- Cooking with family or friends offers an opportunity to bond and chat while completing daily tasks.

Encourage children to help around the kitchen and prepare meals at home!

Younger children can:

- Assemble simple meals with pre-prepared foods.
- Use simple kitchen equipment with supervision, like a grater or microwave.
- Slice or chop soft foods like fruits, cheese, softer vegetables or tofu.
- Crack and whisk eggs.
- Measure and stir ingredients.

Older children can:

- Use a knife to cut up fruits, veggies, cheese, cooked meats, breads, etc.
- Follow a simple recipe with guidance, like mashed potatoes or French toast.
- Use more advanced kitchen equipment, like a blender or can opener.
- Prepare foods using the stove with supervision, like omelets, muffins, soup or quesadillas.

Egg Muffins



Here's a great recipe to try with kids of any age! Change it up by using whatever veggies you have on hand, different varieties of cheese or experimenting with fresh or dried herbs!

Before you start, demonstrate how to crack an egg and identify the 3 parts of an egg together – the shell, the white and the yolk. Allow your child to try cracking the eggs on their own! Be prepared to fish out some shells with a fork, clean finger or a larger piece of shell!

Ingredients

- 8 eggs
- 1/4 tsp salt
- 1/2 cup milk
- 1/4 tsp pepper
- 1 cup shredded cheese, any variety
- 1 cup mixed diced fillings - peppers, mushrooms, tomato, green onion, broccoli

Directions

1. Preheat the oven to 375F.
2. Grease a muffin tin with cooking oil spray, or use parchment paper cups if you have them.
3. Whisk eggs, milk, salt and pepper in a large bowl.
4. Stir in cheese and fillings.
5. Pour mixture into muffin cups, dividing equally.
6. Bake until eggs are set, about 15 minutes.
7. Let cool for a few minutes, then remove from pan to cool a few minutes more before serving (you may have to run a knife around the edge of each cup).

Questions about food literacy? Contact Registered Dietitian, Karling Draper at karling.draper@tbdhu.com.

WEEK 2 TRACKING SHEET

Activity: _____

Day: M T W TH F

Notes:

Activity: _____

Day: M T W TH F

Notes:

Activity: _____

Day: M T W TH F

Notes:

Activity: _____ To do on these days: M T W TH F

Notes:

Activity: _____ To do on these days: M T W TH F

Notes:



BUILDING BALANCED SNACKS

As part of **Walk, Broc and Roll**, conversations about building balanced snacks are the next food literacy focus! Children and youth require more energy and nutrients to meet their needs for growth, learning and activity. The fact that they have smaller stomachs means they often need snacks throughout the day to help them get what their bodies need. Snacks should have as much nutritional value as possible. Try to use whole foods more often and limit highly processed foods. Snacks lower in added sugar help keep teeth healthy too.

Aim for balance when planning a snack! Snacks should consist of:
at least 1 fruit or vegetable + at least 1 protein or whole grain [or both]

Here are some examples:



Whole grain crackers with cheese + cucumber slices



Egg Muffins (recipe from Week 1)



Strawberries + yogurt

Pizza Roll-Ups

Stuck in a snack rut? Try this easy recipe with your kids, or post it on the fridge for older students to make when they get home from school. Change up the flavour with different vegetable pizza toppings!

Directions

1. Place the tortilla on a microwaveable plate.
2. Spread the pizza sauce around on the tortilla.
3. Cover with spinach and sprinkle cheese on top.
4. Microwave on high for 30 seconds, until the cheese is mostly melted.
5. Roll the tortilla up and let cool before eating.

Ingredients

- 1 whole wheat tortilla
- 2 tbsp pizza sauce
- 10-12 spinach leaves
- ¼ cup shredded mozzarella cheese

Involve Students!

Have your child help you brainstorm a list of balanced snack ideas they would like to eat. Younger students might like to draw them or cut out pictures from flyers, while older students can practice their spelling by writing it out! Use the printable activity sheet on the next page.

Tips for parents: Students can bring home this list and parents can refer to this list when planning their groceries! It can also be a good list to refer to when packing school lunches.

Questions about food literacy? Contact Registered Dietitian, Karling Draper at karling.draper@tbdhu.com.

Printable Activity Sheet: Building Balanced Snacks

Create a list of balanced snacks that you like to eat or would like to try. Refer to this page when planning your next grocery list.

**A balanced snack should consist of:
at least 1 fruit or vegetable + at least 1 protein or whole grain [or both]**

Snack One:

fruit / vegetable	+	protein / whole grain
-------------------	---	-----------------------

Snack Two:

fruit / vegetable	+	protein / whole grain
-------------------	---	-----------------------

Snack Three:

fruit / vegetable	+	protein / whole grain
-------------------	---	-----------------------

Snack Four:

fruit / vegetable	+	protein / whole grain
-------------------	---	-----------------------

Snack Five:

fruit / vegetable	+	protein / whole grain
-------------------	---	-----------------------

Is there a snack recipe that you would like to try? Write down the ingredients needed here:

Recipe _____
Ingredients needed:

Recipe _____
Ingredients needed:

For more information on snacking, as well as some simple ideas, visit TBDHU.com/SnackingSmart.

WEEK 3 TRACKING SHEET



Use these sheets to help you plan out the physical activities that you will do each week. Write down the activity and circle the days that you will do that activity.

In the notes section, write down anything that helps you to perform that activity, such as instructions, time or duration, reps and sets.

Activity: _____

Day: M T W TH F

Notes:

Activity: _____

Day: M T W TH F

Notes:

Activity: _____

Day: M T W TH F

Notes:

Activity: _____ To do on these days: M T W TH F

Notes:

Activity: _____ To do on these days: M T W TH F

Notes:

FOOD LITERACY RESOURCE THREE

WATER IS LIFE



This week, as part of the NFVP's **Walk, Broc and Roll**, focus conversations on the importance of water for our bodies and the earth!

Why is it so important to take care of water? Because **water is life!** Traditionally, water has been considered the first medicine as it is what we are carried in, and is a vital substance that helps us survive and thrive.

All living beings need water to survive. However, only 3% of the water on Earth is fresh water (the rest is salt water that we cannot easily use). Fresh water is mostly found as ice at the poles, but is also in glaciers, rivers and lakes. Water is an essential nutrient, meaning we can't make it but need to consume it to keep our bodies working properly. Drinking water with meals and regularly throughout the day is a great way to stay hydrated, and to feel energetic and alert.

Unfortunately, sugary drinks are readily available, are relatively inexpensive and are highly promoted. Most sugary drinks provide little to no nutrition and can take the place of healthier choices, like water and milk.

As well, not every community always has access to clean and safe drinking water. We need to protect our waterways, manage water resources in a sustainable way, and maintain our connection to water.

Drinking Water Activities

Talk about the role of water & the importance of protecting it. Here are some ideas to help:

- Borrow some water stories from the library or search for online versions.
- Brainstorm ways your family can reduce the amount of water you use.
- Visit a favourite water spot, or discover a new one, and enjoy some time in nature there. Have a picnic, go for a hike, take a boat ride, canoe, kayak, paddleboard, or go for a swim (if it's safe). Consider cleaning up any garbage you may find.
- Do a mini-science experiment to demonstrate water filtration. National Geographic Kids has a version that can found here:

kids.nationalgeographic.com/books/article/water-wonders

Encourage water as their drink of choice. Here are some ideas to help:

- Send a reusable water bottle to school so they can sip throughout the day.
- Save sweetened drinks, like juice or pop, for every once in a while.
- Look at labels on different drinks and compare the amount of sugar. Measure out a few amounts to see how much sugar is in one bottle. Hint: 4 grams = 1 teaspoon
- Get creative and design your own flavoured water using natural ingredients like lemons, limes, cucumbers, berries, mint, etc. **Some of these ingredients contain natural acids that can impact the health of teeth, so brush your teet 20 minutes after consuming these drinks is a good idea!**

Questions about food literacy? Contact Registered Dietitian, Karling Draper at karling.draper@tbdhu.com.

Take Home Activity Sheet: Water is Life!

All living beings need water to survive. However, only 3% of the water on Earth is fresh water (the rest is salt water that we cannot easily use). Water is an essential nutrient, meaning we can't make it but need to consume it to keep our bodies working properly.

ACTIVITY ONE

Brainstorm some natural ways you can add flavour to your water. Think of some fruit that you like that could be added to your water for flavour!



I want to add _____ to my water.

I want to add _____ to my water.

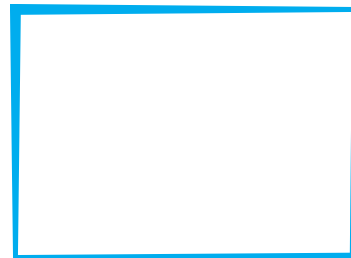
I want to add _____ to my water.

Keep in mind that some fruits contain natural acids that can impact the health of teeth, so brushing 20 minutes after enjoying these drinks is a good idea!



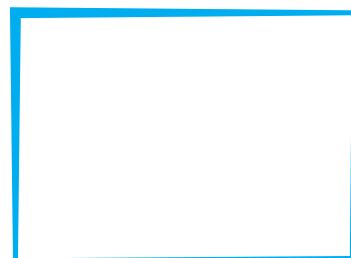
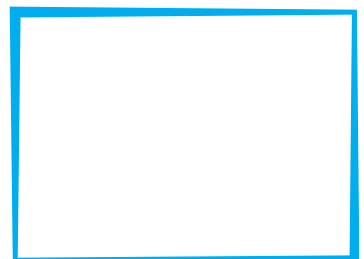
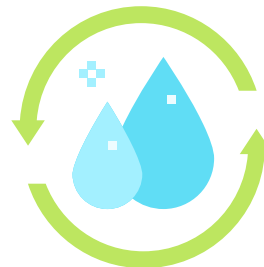
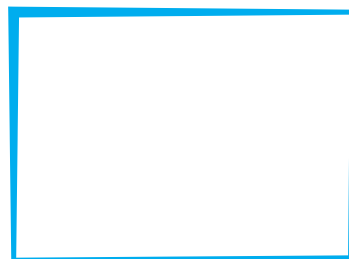
REDUCING WATER USE

We need to protect our waterways, manage water resources in a sustainable way, and maintain our connection to water. Traditionally, water has been considered the first medicine as it is what we are carried in, and is a vital substance that helps us survive and thrive.



ACTIVITY TWO

Brainstorm some ideas on how you and your family can reduce the amount of water used on a daily basis.



WEEK 4 TRACKING SHEET

Activity: _____

Day: M T W TH F

Notes:

Activity: _____

Day: M T W TH F

Notes:

Activity: _____

Day: M T W TH F

Notes:

Activity: _____ To do on these days: M T W TH F

Notes:

Activity: _____ To do on these days: M T W TH F

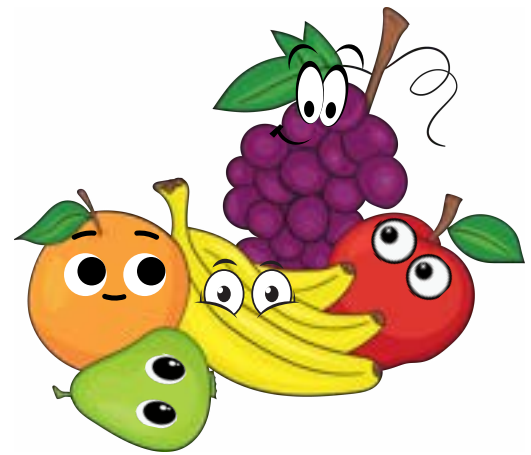
Notes:



EATING A RAINBOW

It's the last week of **Walk, Broc and Roll!** Focus this week's conversations on the different varieties of fruit and vegetables!

Have you ever noticed that vegetables and fruits come in all colours of the rainbow? Each colour group has a different combination of vitamins, minerals and other helpful properties that help our bodies in different ways. Some support our eyes to see well, some help our brains learn and think, some support our muscles and bones to be strong, and some help us use energy so we can have fun and play!



When we eat a rainbow, we get all those bright colours into our bodies and give ourselves all of that goodness! Remember that produce doesn't always have to be fresh - frozen, canned and dried count too! Fruits and veggies also don't just have nice colours, but interesting shapes, textures, patterns, tastes and smells too!

Rainbow Eating Activities

Encourage curiosity and discovering varieties of colourful produce using these ideas:



PARENTS

Draw a **RAINBOW** shape and brainstorm different vegetables and fruits for each colour. Write the words, draw a picture, cut out photos from flyers, or sort produce you already have at home!



PARENTS

Take your child to the store or market to help you choose some colourful produce to try, as you are able. Talk about which foods can grow in Northern Ontario, and which may have come from elsewhere!



TEACHERS

Use the "Plant Parts We Eat" activity on the next page to identify all the different parts of a plant we consume. Think about more than just produce! Hint: think about grains, legumes and seeds too!



Invite your child into the kitchen to help prepare meals, snacks and school lunches. Younger students love to tear lettuce, chop soft fruit, mix ingredients and serve and arrange food on plates. Older students can follow simple recipes and use kitchen equipment with supervision. As you prepare meals and eat together, talk about and explore foods using all the senses - smells, textures, sounds, colours, shapes, tastes etc.

Questions about food literacy? Contact Registered Dietitian, Karling Draper at karling.draper@tbdhu.com.

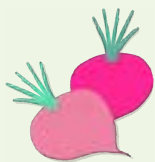
Printable Activity Sheet: Plant Parts We Eat

The objective of this activity is to figure out which part of the plant each of these foods come from. Use the list of foods below and write the food in the plant part column where you think it belongs.

A	Bell Pepper	Corn	H	M	Q	T
Apple	Broccoli	Cucumbers	Herbs	N	Quinoa	Tomato
Artichoke	C	D	I	Nasturtium	R	Turnips
Asparagus	Cabbage	Daikon	J	Nuts	Radishes	U
Avocado	Carrots	E	Jicama (tuber)	O	Rice	V
B	Cauliflower	Eggplant	K	Onion (bulb)	Rutabaga	Violets
Banana	Celery	F	Kohlrabi	P	S	W
Beans	Chard	G	L	Parsnips	Spinach	Wheat
Beets	Chocolate	Garlic (bulb)	Lettuce	Potato (tuber)	Strawberry	X, Y, Z
				Peas	Squash	

Plant Parts: Where does the food go?

Roots



Stem



Leaf



Flower



Fruit



Seed



Plant Parts We Eat: Definitions

Plant Part	Function	Example
ROOTS	Pull water and other nutrients from the soil Hydrotropism - Roots grow toward water	Parsnip
STEM	Moves water and other nutrients from the roots to the rest of the plant Phototropism - The stem grows toward light	Kohlrabi
LEAF	Produces food Photosynthesis - The leaves use water, air and sunlight to make food that the plant needs	Mint
FLOWER	Makes the plant's seeds	Artichoke
FRUIT	Protects the plant's seeds Any food with seeds inside	Bell Pepper
SEED	Protected inside the fruit Contains a plant that it grows into	Rice

Plant Parts We Eat: Answer Key

Roots	Stem	Leaf	Flower	Fruit	Seed
Beets	Asparagus	Cabbage	Artichoke	Apple	Beans
Carrots	Celery	Chard	Broccoli	Avocado	Chocolate
Daikon	Jicama	Garlic	Cauliflower	Banana	Corn
Parsnips	Kohlrabi	Herbs	Nasturtium	Bell Pepper	Nuts
Radishes	Potato	Lettuce	Violets	Cucumbers	Peas
Rutabaga		Onion		Eggplant	Quinoa
Turnips		Spinach		Squash	Rice
				Strawberry	Wheat
				Tomato	

Curriculum Connections

Walk, Broc and Roll was created to be a cross curricular program, implemented in grades JK – Grade 8. The activities, learning goals and student engagement reach multiple components of learning outlined in the Ontario Ministry of Education essential learning steps. The following strands of the Health and Physical Education (2019) and Science and Technology (2022) skills and knowledge are achievable through Walk, Broc and Roll:

Health and Physical Education, 2019

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
A1.1, 2, 6	A1.1, 2, 5, 6	A1.1, 2, 5, 6	A1.1, 2, 5, 6	A1.1, 2, 5, 6	A1.1, 2, 5, 6
B1.1	B1.1	B1.1	B1.1	B2.1	B1.1
B2.1	B2.1	B1.3	B1.2	B2.4	B1.3
C1.1	B2.4	B2.1	B2.1		B2.1
D1.1	C1.1	B2.4	B2.4		B2.4
D1.5	C1.2	D1.1	D1.1		D3.1
D2.5	D2.2	D2.1			
	D2.4				

Science and Technology, 2022

Grade 7	Grade 8	Grade 1	Grade 2	Grade 4	Grade 7
A1.1, 2, 5, 6	A1.1, 2, 5, 6	B1.2	E1.1	E1.3	B1.3
B1.1	B1.1	B2.2	E1.2	E1.2	Grade 8
B2.1	B2.1	B2.3	E2.5	E2.5	E1.2
B2.4	B2.4	B2.5	Grade 3	Grade 5	
	D3.1	C2.2	B1.3	B1.3	
		C2.3	B2.2	E1.3	
				E2.5	

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Walk Broc & Roll!

Contact Us!

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