THE BC FIRST NATIONS

# ActNow Toolkit 2010





Healthy Communities is supported by:

### **First Nations Health Council**

### National Collaborative Centre for Aboriginal Health

The First Nations Health Council would like to thank the Nutrition and Diabetes Wellness unit of the First Nations and Inuit Health Branch who helped guide the development of this Toolkit. We would also like to acknowledge Healthy Minds and Healthy Bodies (2003) from which our Toolkit was adapted. We truly hope that the First Nations ActNow Toolkit will be useful in supporting healthy eating and physical activity within First Nations communities in British Columbia.

This Toolkit can be used for both community and school programs. Schools are uniquely positioned to have a strong, positive impact on a child's lifestyle, including their health and wellbeing. By providing a holistic curriculum with appropriate lifestyle, nutrition and physical activity content, health and wellness programs can support a child's development. Providing an environment that supports healthy eating and physical activity outside the classroom can reinforce this.

THE BC FIRST NATIONS ACTNOW TOOLKIT WAS CREATED FOR THE PROMOTION OF HEALTH AND WELL-BEING FOR FIRST NATION SCHOOLS AND COMMUNITIES BY THE FIRST NATIONS HEALTH COUNCIL

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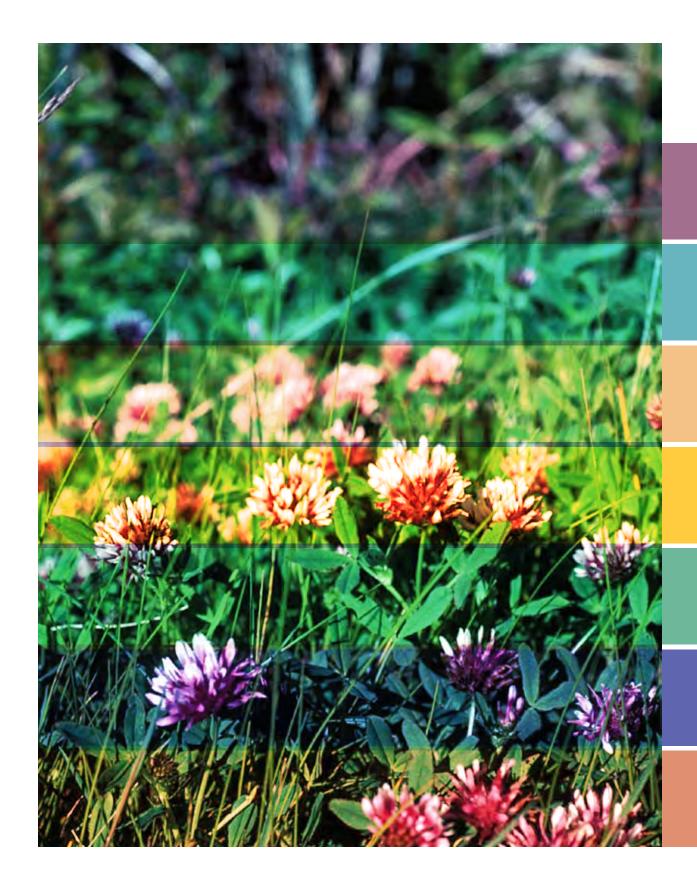
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**INDICATES WEBSITE ADDRESS** 



INDICATES AN IDEA TO PUT INTO ACTION





Introduction

### INTRODUCTION

The First Nations ActNow program is a community-focused chronic disease prevention and health promotion strategy aimed at enabling First Nation peoples to increase control over and improve their health.

The program not only focuses on strengthening the skills and capacity of individuals, but also uses culturally appropriate measures directed towards changing social, environmental, and economic conditions. The FN ActNow program aims to help empower First Nation peoples in British Columbia to increase capacity and control over the determinants of health, thereby improving their individual and family health, and that of our First Nation communities.

The Community Toolkit has been developed as a resource for British Columbia First Nation communities to address these target areas of the FN ActNow strategy. This resource will provide information necessary to implement health and wellness promotion strategies as well as enhance existing programs. For more information, please refer to the First Nation Health Council website at www.fnhc.ca.

#### WHY NOW?

Ask your community if they think the health of our First Nation children is important, and they will undoubtedly answer with a resounding 'yes!" Our children's present and future health and well-being is dependent upon an environment that supports healthy lifestyles. This environment is important at home, in the community, and at school. The First Nations Health Council has developed the *First Nations ActNow Toolkit* to assist and help empower First Nation communities in creating an environment that supports health and well-being.

The *Transformative Change Accord: First Nations Health Plan* (2006) identified some of the actions necessary to help close health gaps over a ten year period from 2007-2017. The plan recommended the integration of a BC First Nations ActNow strategy with First Nations health programs to reduce preventable diseases. need for actions focused on health promotion and disease prevention. Activities such as community health policies, a school-based health promotion program, and the development of a regional campaign to encourage all First Nation communities to adopt widespread

healthy initiatives are just some of the recommendations that can be found in this Toolkit. Leaders, parents, children, schools, healthcare workers, program staff and any other community members can use this Toolkit to take action now towards making a long-term commitment in the health and well-being of First Nation peoples.

### FIRST NATIONS ACTNOW TOOLKIT

In order to truly create a supportive environment for the whole community, the First Nations ActNow Toolkit is equipped with a variety of tools and materials to help promote community development in health and wellness. In addition, the toolkit contains resources to help get your activities started.

# THERE ARE MANY REASONS TO MAKE LIFESTYLE CHANGES FOR YOUR HEALTH AND WELLNESS

BC First Nations have been vocal about the importance of traditional approaches to health and wellbeing. Traditional Medicine uses a holistic model of wellbeing through the integration of emotional, physical, mental, and spiritual aspects of wellness. This model of health is important to communities and for millennium has taught a healthy relationship between food, physical activity, and the environment. This publication acknowledges the importance of health education on traditional medicine and promotes wellness from a holistic approach.

The relationship between good nutrition, the ability to learn, and the prevention of disease and illness are well documented.

Healthy eating helps:

- · Promote growth amongst children
- · Promote intellectual development
- · Prevent obesity and eating disorders
- · Prevent tooth decay
- Prevent diabetes, heart disease, cancer, osteoporosis, and strokes

In addition, physical activity, such as playing sports, riding a bike or walking, promotes healthy development and growth. Physical activity is also important in the prevention of long-term health problems.

Health problems for First Nations people, such as obesity, type II diabetes, and cancer, are increasing. According to the Canadian Diabetes Association, the rates of diabetes among Aboriginal people in Canada are three to five times higher than that of the general Canadian population (2004). In BC, there were 4,839 First Nations people living with diabetes in 2002/2003. This means that 5.2%, or 1 in 19 BC First Nations individuals who were 20 years or older were living with diabetes. BC First Nations people with diabetes are approximately 20 years younger than non-First Nations people with diabetes. At this rate, First Nations peoples living with diabetes can expect a shorter lifespan with more health complications. This can change if people adopt and follow a healthier lifestyle.

Our children are at increased risk for chronic diseases. A significant number of First Nation children (over 50%) and youth (approximately 40%) are considered overweight or obese by current international standards. Although 90% of First Nations youth are active every day, only half are considered "sufficiently active" engaging in 30 minutes of moderate to vigorous activity most days of the week (BC Regional Health Survey 2002/2003).

Traditional teachings, sound nutritional advice and physical activity programs are valuable tools to assist in primary prevention of type II diabetes. Diabetes continues to be a major health concern among First Nations peoples in BC. In fact, many consider it to be an epidemic amongst the First Nation population. Complications of diabetes can include kidney and heart problems, blindness, and amputations of the limbs. Getting diabetes as a child increases the risk of developing these complications at an earlier age and will affect them throughout their adult lives. Research clearly shows that diabetes can not only be delayed but also prevented altogether through healthy lifestyle interventions. A tremendous opportunity rests in the promotion of healthy eating and active living to promote life-long health and prevention of long-term health problems.

### FIRST NATIONS HEALTH AND WELLNESS

The First Nations ActNow Toolkit helps to create an easy to follow health program at the community and school level.

The following principles are an important part of creating healthy communities:

#### **HEALTH AND COMMUNITY SERVICE:**

Form strong partnerships with the whole community to: promote the best possible health outcomes for all children; promote access to needed supports (ex. the grocery store for fruits and vegetables, the band council for efficient community-based programs and information, and the health centre/nursing station for advice and resources); and ensure that the importance of health and wellness is consistently communicated throughout the community.

#### **HEALTHY SCHOOL AND COMMUNITY ENVIRONMENT:**

Create a healthy and supportive environment within the First Nations community and schools. In part, such an environment is fostered by making health and wellness programs and education fun, and by promoting change with positive, non-critical communication.

### **SCHOOL CURRICULUM:**

Making sure that First Nations health is an important aspect within the BC Ministry of Education and the Physical Education/ Health Education curriculum. Such curriculum should include organizedorganized sports and non-organized games / activities, adaptable to a range of physical fitness levels.

### **IDEAS...**

The following table lists a number of core action ideas that could positively impact your community members' health and well-being. While there are many other action ideas that can be implemented, the ones listed below aim to provide a foundation on which other activities and policies can be built. You are encouraged to put into action as many ideas as you can. Each of the ideas is fully described in the section titled "Put It Into Action." See Appendix I for an action plan template to develop a customized program .

### MOVE TO HEALTHY LIVING IDEAS...

### **Healthy Eating**

- · Food Guides
- · Healthy Snack Stand
- · Food at First Nation Events
- · Snack Cupboard
- · Vending Machines
- $\cdot$  Cafeteria and School Meal Programs
- · Healthy Eating Curriculum
- · H2G0!
- · School/Community Fundraising
- $\cdot \, \text{Kids Cooking Club} \\$
- · Five-a-Day
- · Healthy Snack Ideas
- · Newsletter Info Healthy Lunch Ideas
- · Breakfast Program
- · Building Healthy Bones
- · Community Feast
- · Food Cooperatives
- · Community Garden
- · I Love Mother Earth Lunch Program



Ingredients for Success

### **INGREDIENTS FOR SUCCESS**

Everyone in a community has an important role to play in the implementation of core action ideas and promotional activities such as those suggested in the First Nations ActNow Toolkit.

Vital to the success of any health and wellness promotion program, however, are First Nation community members, leaders, local health care workers, parents and teachers. The following lists some ideas and suggestions as to how they can provide leadership and support.

# THE ROLE OF COMMUNITY ORGANIZATIONS AND BAND OFFICE OFFICIALS

A supportive First Nation administration is essential to any healthy school or community program. You can support your school and office staff to help create a healthy school, work or community environment by:

- Letting staff and the community know that you value and support a healthy First Nation community, workplace or school environment.
- Providing guidance and direction for staff, and making them accountable for actively supporting a healthy environment.
- Requiring that all food and beverages available in band offices or schools meet nutritional requirements.
- Seeking alternative sources of revenue for First Nation schools and community programs, thus avoiding the need to raise funds through vending machines, snack bars or chocolate sales.
- Providing basic nutrition and food safety training for food service staff.
- Establishing professional development for teachers, program supervisors and volunteers in the areas of nutrition and physical activity promotion.
- Periodically spend time eating lunch with the students in the school lunchrooms as opposed to eating in the teacher's staff room.

- Informing local media about healthy activities taking place in the school or community so it can be showcased in the media
- Providing parents and children with information about the First Nations ActNow Toolkit and when it will be implemented in their First Nation community.
- Inviting parents to be active participants in promotional activities such as the "Our Family Loves Mother Earth" program.
- · Initiating the Healthy Lunch Newsletter.
- Educating parents and community members about the importance of a healthy environment on one's health and wellness.
- Discussing how these policies will positively affect the health and well-being of children and the community, and any unique cultural considerations or modifications that must be taken into account.
- Providing resources to support an ActNow Committee that plans and promotes healthy eating and physical activity strategies.
- Holding a launch of the First Nations ActNow Toolkit in partnership with community elders and leadership, and inviting parents to come and learn more about why it will be implemented and what it means to them.
- Discuss any challenges or barriers to the implementation of the First Nations ActNow Toolkit initiatives with administrators;
   work with them to address and overcome these issues.

### THE ROLE OF FIRST NATIONS LEADERS

The support of First Nation leaders is also essential for the success of the First Nations ActNow Toolkit. First Nation leaders can support this initiative in the following ways:

- Ratify the First Nations ActNow Toolkit for implementation within your community.
- Gain the support of Chief and Council and have them spread the word to the community, stating that they fully endorse and support this initiative.
- Provide guidance and support to your children and grandchildren so that they understand the importance of working with teachers, parents and other adult role models to make this a success.
- Be a role model. Visit the school or a youth program and have healthy lunches or snacks with the children to show your support.
- Participate in the local launch of the First Nations ActNow Toolkit.
- Share examples of what other communities are doing, such as how they organize their traditional dance group or canoe teams.
   Work with community organizations and volunteers to re-create this in your community (if not presently there).
- Contact organizations that promote healthy living and invite them to your community to present on healthy activities for children, youth and adults.
- Promote mentorship and youth leadership by creating or supporting a local First Nations youth council.

### THE ROLE OF FIRST NATIONS LOCAL HEALTH CARE WORKERS

First Nation health care workers are an important resource to communities and schools throughout the implementation of First Nations ActNow Toolkit policies and promotional activities. Health care workers can do this by:

- Providing support and guidance to parents, school administration, teachers and program staff throughout the implementation of the program.
- Teaching the importance of good nutrition and physical activity in schools, parenting classes, preschool clinics, etc.
- · Emphasizing culturally appropriate foods and practices.
- Participating and assisting with local First Nations ActNow Toolkit planning and implementation meetings.
- Participating in the local launch of the First Nations ActNow Toolkit.
- Setting a great example by shopping for healthy foods and being physically active in your community.
- · Working with the local grocery stores to assist with the promotion of healthy foods.
- Creating and participating in an ActNow committee (e.g. a school based committee, or a community-wide committee).
- · Participating in the development of healthy workplace policies.

### THE ROLE OF PARENTS

Buy-in from parents will be essential to the success of any program that requires a change in their household and child's routine. A supportive environment must include the involvement of parents. Some things that parents can do are:

- Create a monthly budget at home and set aside a certain amount of money just for healthy foods such as fruits and vegetables that everyone enjoys eating.
- Limit the amount of time your children spend watching TV, on the computer, playing video games or texting.
- Register your children and volunteer with local sports teams or with school activities, thus allowing them more time to get exercise. There are also adult focused activities that parents and community members can get involved with as well.
- Join or form a local traditional dance group. You and your child will not only learn more about your culture and history by participating, but you will also get a lot of enjoyable physical activity.
- Teach your children about the traditional use of plants and animals. Make learning fun by taking the children out on the land and showing them these in their natural habitats.

### THE ROLE OF TEACHERS

Children's health and well-being affects how well they do in the classroom. It has been shown that healthy eating can improve problem-solving skills, test scores, and school attendance rates. A hungry or malnourished child cannot function well in the classroom, no matter how good the teacher is!

It is important for children to learn healthy lifestyle habits early in life, and to have these supported and reinforced at school. Children need to be taught about the relationship between a healthy body and mind, and need to be given the opportunity to practice the skills responsible for this relationship to take place.

- Physically active kids are more alert and concentrate better in the classroom.
- · Kids who have eaten breakfast concentrate better and are less likely to be disruptive in class.
- Physical activity and healthy eating can reduce anxiety, stress and depression.
- Physical activity and healthy eating can increase self-esteem and self-confidence.

Here is how you can support a healthy school environment:

- Teach the importance of and practice healthy eating and active living.
- Work with other teachers, food service staff, and community health staff to coordinate nutrition education efforts and to give students consistent messages about healthy eating.
- Focus the lesson on skills -- not just facts. Use food to demonstrate healthy eating when possible, such as snack time, lunch, and sports day.
- · Give students the opportunity to practice what they learn and make the lessons meaningful, hands-on, and fun.

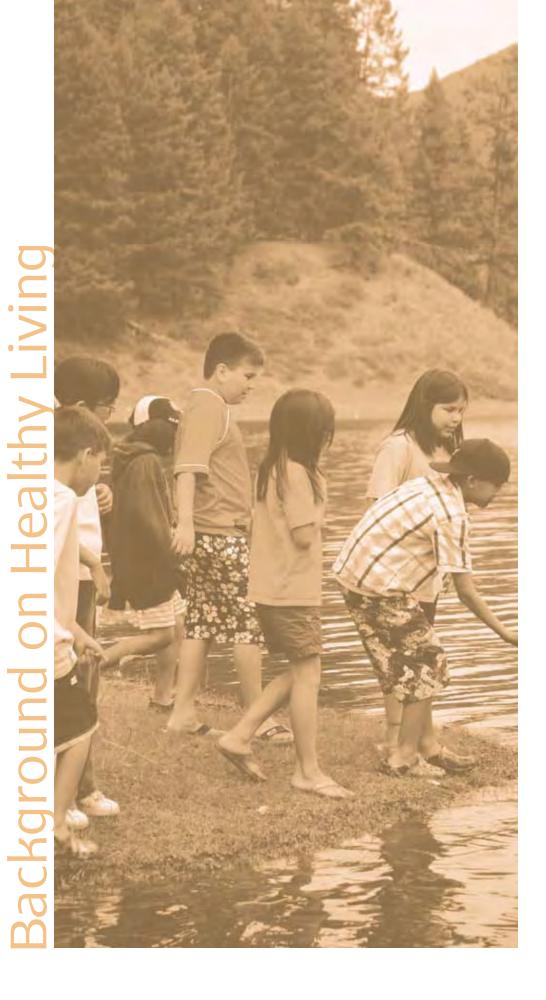
- Be a good role model for students by making healthy food choices at school and participating in school-sponsored physical activity events. Lead by example.
- · Support school meals, community feasts, and encourage students to participate.
- · Eat with your students and set a great example.
- Take advantage of in-service training on nutrition and physical activity.
- Involve families and community organizations in nutrition and physical activity programs.
- · Emphasize culturally appropriate foods and practices.

### THE ROLE OF THE LOCAL GROCERY STORE

First Nations Actnow Toolkit supports getting everyone involved! Work with your local grocery store to make them part of the fun. Some ideas for working with them include:

- Sponsoring or cost-sharing a healthy lunch program or celebration.
- · Sponsoring or cost-sharing the "Fruit-A-Day" activity.
- Emphasizing healthy foods with in-store promotions that support the First Nations ActNow Toolkit e.g. a display of healthy lunch ideas.
- · Advertising in both the store and in the school.
- · Providing samples for a tasting party.
- · Partnering to host a grocery store tour and food label reading workshop.
- · Providing basic dry ingredients for a cooking club.





# BACKGROUND ON HEALTHY LIVING

An integral part of the First Nations approach to health and wellbeing is the acknowledgement of the inter-relationships of the physical, mental, emotional, and spiritual aspects of a being. This balanced approach to wellness guards First Nations against many chronic illnesses currently over-represented in First Nations populations. Lifestyle choices that include healthy eating and physical activity are important in guarding against illness and the impact of these choices start early in childhood.

### **Traditional Medicine**

Going back to our traditional ways of using the land for our own resources is paramount to our strength and healing as a whole. First Nations across Canada are turning towards their own means of independence through self-governance and changing paradigms of thought around such issues as health.

Traditional medicine is a very important part of First Nations health that is frequently overlooked by the health care system. Traditional medicine not only embodies the use of native plants, but it is a whole philosophy and spiritual practice surrounding health and well-being. It takes a holistic approach using natural remedies to address medical conditions. First Nations' knowledge stems from the Elders' understanding of human needs and the use of the Earth's gifts to address these needs. Even though specific practices vary between different tribes, all traditional medicine is based on the understanding that humans are part of nature and health is a matter of balance. Therefore there is respect for the land and all of her offerings as well as the importance of using traditional foods.

The World Health Organization (WHO) defines traditional medicine as the knowledge, skill and practice of holistic health care, recognized and accepted for its role to treat, diagnose and prevent illnesses or maintain well-being. It is based on indigenous theories, teachings, beliefs and experiences, handed down from generation to generation.

Traditional medicine refers to health practices, approaches, knowledge and beliefs incorporating plant, animal and mineral-based medicines, spiritual therapies, manual techniques and exercises.

The importance of traditional medicine as a means of improving the health and quality of life for Aboriginal people is becoming increasingly recognized. Similarities are seen between the modalities of traditional medicine and those of many alternative therapies that are practiced today such as naturopathic medicine.

Many different alternative medical models view health and the body in the same manner as traditional medicine, which follows the same philosophies concerning well-being and care for the body and the environment. For

instance, treating the whole person; body, mind and spirit through health and well-being; the use of plant, animal and mineral based medicines; and, using knowledge and experience handed down from generation to generation to diagnose, and treat various conditions. Many alternative therapies focus on the importance of food in contributing to health and well-being. Alternative therapies can be readily accessed and are available as an alternative to conventional care or in conjunction with conventional care.

Traditional medicine, as well as naturopathic medicine, and other forms of alternative medicines are not currently funded through the provincial or federal government of Canada. For instance, people seeking preventative health measures through a dietician cannot get access unless referred through the hospital. Therefore people seeking nutritional advice through a dietician have to pay out of pocket.

There are some instances where portions of a visit to a practitioner of alternative medicine and laboratory testing will be covered but, as a whole, naturopathic physicians do not bill the government or government funded health organizations. This makes it very challenging for patients to utilize the health care that they prefer. It also makes it very challenging for organizations or clinics to hire traditional healers, naturopathic physicians or other health practitioners. Currently the health system is based on symptom management through prescription drugs and not through preventative management through lifestyle chances.

However, many Canadian government reports and strategies recognize the need and responsibility to support Aboriginal choices of health care, including the integration of more traditional philosophies of health care services.

Holistic health care is an integrative approach, balancing the mind, spirit, and body. Health care needs to be brought around full circle. First Nations traditional medicine emphasizes the basic elements of compassion for others and for the self. There needs to be a shift away from a dependence model, not only in government, but in health care as well, to allow people to take ownership of their health and to be open to a multidisciplinary approach to health. With this mind, change and shift towards ownership, comes the need for availability of alternative options in health care services that parallel similar philosophies of traditional medicine.

### **Eating Well**

Eating Well with Canada's Food Guide First Nations, Inuit and Métis (2007) is a complement to Canada's Food Guide and summarizes the principles of healthy eating while reflecting the traditions and food sources of First Nations, Inuit and Métis. Traditional foods are an excellent source of nutrients and many are low in fat. The promotion of traditional foods in First Nation schools builds on the wisdom of our ancestors, builds pride for traditions and provides an opportunity to address food security and promote healthy eating.

The food guide is designed for people two years of age and older. It highlights the importance of eating a variety of foods from all four food groups to promote:

- · An adequate intake of essential nutrients;
- · For children and teens to grow and be healthy;
- · To promote health;
- To lower the risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.

#### Here are some general recommendations of food should people choose:

- Eat at least one dark green and one orange vegetable each day
- Have vegetables and fruit more often than juice.
- · Make at least half of your grain products whole grain each day.
- Drink 500 ml (2 cups) of milk or fortified milk alternative such as soy milk each day. Choose low fat soy milk or skim, 1% or 2% milk
- Have meat alternatives such as beans, lentils and tofu often.
- Eat at least two food guide servings of fish each week.
- Include a small amount of unsaturated fat each day. (Traditional fats that are liquid at room temperature contain unsaturated fats.)
- · Satisfy your thirst with water.
- Limit foods and drinks that contain a lot of calories, fat, sugar or salt. Limit intakes of alcohol and caffeine as well

- All women who could become pregnant and breastfeeding women need a multivitamin with folic acid every day.
- Women and men over the age of 50 should take a daily vitamir
   D supplement.
- For a strong mind, body and spirit, be active every day.

It is important to emphasize that all foods can be part of healthy eating. Labeling foods as "good" or "bad" may prevent children from developing a positive approach to healthy eating. Healthy eating should be considered the food choices made over time, not the foods chosen at one particular meal or in one particular day.

The food guide also provides specific information for women on how to eat healthily during pregnancy. Information on infant feeding can be found at the following Health Canada website:



http://www.hc-sc.gc.ca/fn-an/nutrition/child-enfant/infant-nourisson/indexeng.php

### **Active Living**

Active living promotes a way of life in which physical activity is a daily component. It is more than sports, recreation and fitness.

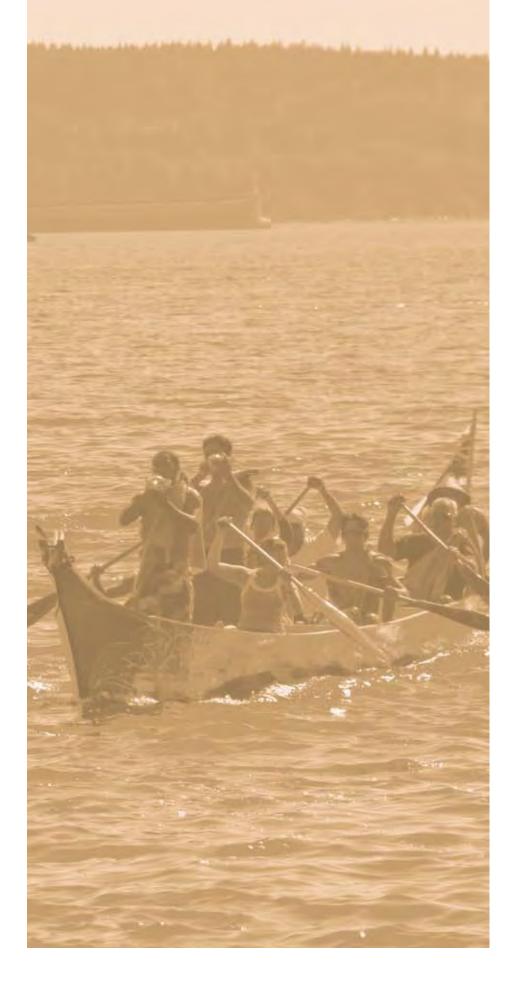
Regular physical activity is important for overall health. Children and youth often enjoy physical activities they can do with their friends (swimming, basketball, soccer, dancing, canoeing and fishing to name a few). These social activities can help provide them with confidence, self-esteem and team building skills.

Children are more likely to develop positive attitudes toward active living when the activities are fun and enjoyable. It is important to promote active living as a life-long endeavor, not as competitive activities that only serve a few in the community. Being physically active is important for people of all ages, shapes and sizes. Some activities within First Nations communities that adults choose to participate in include walking, hiking and gardening.

Unfortunately, many First Nation children and youth are spending more time engaged in sedentary activities, such as watching TV or playing computer games, than in the past. Parents and educators have a role to motivate and provide children with opportunities to be more physically active.

Canada's Physical Activity Guide to Healthy Active Living outlines the benefits of regular physical activity, as well as ways to get active your own way, everyday - for life!

See your BC First Nations ActNow Toolkit for a copy of the Physical Activity Guide.





Getting Started

### **GETTING STARTED**

The following steps are intended to help your First Nation community implement the initiatives outlined in this guide:

### 1. Get together.

Have a meeting to discuss initiatives and events to start turning your community into a 'healthy First Nation community' (or some other name). Gather interested individuals. Be sure to have a wide variety of people involved. Some suggestions are:

- · Parents
- · Teachers
- · School administration
- · Chief and Council
- · Elders
- · Students and Youth Council
- · Cultural Advisors/Traditional Knowledge Keepers
- · Public health nurse
- · Diabetes workers
- · Community health representatives
- · Grocery store manager

Some communities may choose to start their ActNow discussions with a smaller group of people (e.g. just the health care workers, or just the Youth Council). This group can then expand their discussions to include leadership, elders and other community members.

For the best chance of success, whatever approach is taken, plan to partner and work together with all segments of your community. Each ActNow activity can benefit from a wide variety of support (e.g. from First Nations leadership, the health centre or nursing station, school and local grocery store).

### 2. Form a Healthy Community First Nations ActNow Committee.

This group would be responsible for:

- · Planning the healthy initiatives;
- Implementing initiatives (or working with others to implement them); and
- · Monitoring the effectiveness of initiatives.

You may also form sub-committees or working groups that are responsible for individual initiatives. For example, there could be separate sub-committees to address healthy eating, physical fitness, and traditional wellness. These sub-committees would all report to the main committee to ensure cohesive and efficient delivery of initiatives.

### 3. Find out what your First Nation community's needs are.

- · Do a physical activity, health eating and traditional wellness needs assessment.
- Engage in discussions with key stakeholders to find out what their key interests and concerns are (parents, teachers, band council officials, local organizations, etc.).
- · Survey youth to find out what physical, healthy eating and traditional wellness activities they would like to have available at school or in their community.
- · Work with elders to promote traditional practices and foods in the school or community centre.

### 4. Outline what your objectives are.

With your committee, discuss what your main objectives will be. Some ideas include:

- · Promoting traditional sports and practices.
- · Promoting healthy eating at school and community events.
- · Having children and community members participate in community gardens.
- Being able to offer alternatives to sports, recreation and fitness activities that already exist.
- Helping children become active and developing healthy exercise habits.
- · Improving children's equipment and resources.
- Educating the community on how to be physically active at home and at work.
- Teaching the community about the benefits of physical activity, nutrition or traditional wellness.
- Providing programs and/or incentives for physically active community members (ex. creating a healthy snack program for children who participate in after-school sports or recreation programs).

### 5. Develop a plan of action.

For an action plan template, please see Appendix 1. This template can be adapted and customized for your community's program. To help prioritize the actions ideas that you will implement, consider which actions might serve as prerequisites (or the "core") to support additional policies and actions that you may want to implement as part of your First Nations ActNow initiative. Implementing core policies will help provide the foundation for success in your First Nations ActNow initiatives.

Action ideas are fully described in the section "Put It Into Action." The template includes space to customize your First Nations ActNow initiative to the interests and needs of your school and community.

Creating a "Healthy First Nations Action Plan" will help you determine such things as your timeline (what is a realistic time frame to accomplish each step), who will help ensure that your program is implemented, and what exactly your program will be doing. It is recommended that you recruit additional support from partners outside your committee. These may include, but are not limited to:

- · Parents
- · Staff and students
- · Community members
- · Community health staff
- · Local store

Depending on what types of activities you plan on offering, some funds may be required to implement your action plan. Some fundraising ideas are included in the "First Nation Community & School Fundraising" Put It Into Action section. In addition, some funding websites are listed in the Reference section at the end of the Toolkit.

Keep in mind though that being active doesn't need to cost a lot of money. Community swims at the river are free, and it gives people a chance to socialize and have a picnic. Low cost activities include baseball, outdoor adventure, floor hockey, street hockey and basketball.

### 6. Monitor and evaluate your program.

It is important to track the progress of your program and continually evaluate it to see what is or is not working and how you can adapt it to make it run efficiently. Changes can be made based on feedback from both those who provide the program and from those who participate in it. The difficulties, successes and how you achieved these can then be shared with neighboring First Nations, schools and organizations. Sharing "best practice" information with one another may allow one group to avoid making the same mistakes that another had to deal with, and may also help implement successful programs without going through a trial-and-error period.

- · Have your action committee meet regularly (e.g. initially, maybe once every two weeks and then once a month after that).
- Designate a member of each working group to regularly report back to the action committee (a report form found in Appendix III can help with this)
- · Consider your program a living document (instead of it being set in stone, it allows for change when something is not working as effectively as previously thought) and make adjustments as necessary. The "School and Community Self-Evaluation" form found in Appendix III is a useful tool to help with this.



Put it into Action

# **PUT IT INTO ACTION**

The following section outlines how to make healthy eating and physical activity part of your community and school. Each section is identified as either "Move to Healthy Eating" or "Move to Active Living" and describes the activity or initiative as "Ideas for Action..." These ideas are suggestions for activities that can be implemented in your community. Any of the activities can be adapted to address your community's individual needs and interests. Notably, you are encouraged to consider how a cultural component can be incorporated into an activity, and to consider how an activity fits into the broader picture of traditional wellness.

For further assistance with your healthy First Nation community program, contact:

#### **Hearts at School**

Events, brochures, and promotion Healthy Heart Society 260 - 1401 West 8th Avenue Vancouver, BC V6H 1C9

Phone: 604-742-1772 Toll Free: 888-742-1772 Fax: 604-742-1773

Email: cnorth@healthyheart.bc.ca



http://www.heartbc.ca/heartsatschool.html

OR

### **ActNow BC**

Tips for Family, Youth, Adults, Pregnancy, Physically Challenged, and Seniors Email: actnow@gov.bc.ca



http://www.actnowbc.gov.bc.ca/

As this program evolves, additional support, training or incentives will be announced within your community.



Food Guides provide a visual representation of healthy foods and help to reinforce healthy eating. There are several food guides to choose from. Some emphasize traditional foods like meat, fish and berries, while others include both traditional foods and store bought foods. The dietary guidance for Canada's Food Guide was changed in 2007, so be sure to check the recommended number of servings with the most up-to-date information.

Eating Healthy with Canada's Food Guide — First Nations, Inuit and Métis is a recently introduced food guide that features both traditional foods and store bought foods. It speaks to some of the unique nutritional needs or traditional foods for First Nations people.



### http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php

Develop Your Own Community Food Guide — Develop a food guide that is specific to your community. You can include the traditional and locally grown/accessed foods that are available in your area. One idea is to start by using the online tool that allows you to create your own personal food guide (www. myfoodguide.com) as a framework for the development of a food guide that is specific to your community.

### STEPS TO CREATE A COMMUNITY FOOD GUIDE:

- Create a community food guide committee comprised of local elders, school representatives, volunteers and youth representatives.
- Create a list of local foods that are accessible in your community and discuss the barriers that community members face in eating traditional and healthy foods.
- Create a list of local/traditional foods by season and collectively decide on healthy alternatives to these when the foods are not in season.
- Include foods that are reasonably priced and also foods that are gathered for the community (fishing, hunting and gathering foods).
- Have youth committee members design posters and food guides that are youth friendly for schools and youth centers.

- Brainstorm ideas for food guides for different age groups (elders, adults, youth and children).
- If there are certain health problems that are common in the community such as diabetes or heart disease, make specific posters that provide people with information on how to reduce sugar intake or how to choose foods low in fat.
- Assign members of the committee to distribute and post food guide materials in different locations around the community make it a fun activity.
- Plan a community gathering to launch the food guide materials and ensure community members are aware of the food guide project.
- Some members of the community may not be able to leave their homes or may not be able to attend the launch for various reasons. If feasible, distribute food guides door-to-door to each member of the community.

- Place copies of food guides/posters in visible places within your school such as:
  - o Cafeteria
  - o Breakfast/Lunch room
  - o Classrooms
  - o Hallways near vending machines
- Place copies of food guides/posters in visible places within your community such as:
  - o Band office lunch/coffee room
  - Any public/community-utilized kitchen including halls, adult education buildings, health buildings, daycares, youth centers, fitness centers, preschools
  - o Local grocery/community store



Some schools and offices raise money by selling a variety of drinks and snacks. Often potato chips, chocolate bars and soft drinks are sold. Appealing healthy-food choices should be made available at all times. Research has shown that by making healthy snack choices available, people will eat healthier throughout the day.

Offer healthy food and drink choices at your snack stand.

### STEPS TO CREATE A HEALTHY SNACK STAND (FOR SCHOOLS)

- Create a healthy snack stand group comprised of several staff volunteers
- Assign each volunteer a task including shopping for the food or ensuring that the snack stand is stocked with the recommended foods, scheduling and recruiting of student volunteers
- Keep in mind when shopping whether or not your school has refrigeration. If not make sure you purchase foods that do not require refrigeration.
- Get the students involved by offering certain incentives for volunteering to work at the snack stand one lunch hour or recess per week
- Offer different healthy food choices each week to keep things interesting
- Parent volunteers can also be used to run the snack stand one day per week if teachers and staff are lacking time

### **RESOURCES:**

For healthy snack/food suggestions, please see Appendix V

This idea is easily adaptable for the workplace as well by creating a healthy 'snack for purchase' basket.

# **Community Voice**

The All-Native Basketball
Tournament in Prince
Rupert has a long history
of bringing together
family and communities
from all over the province.
Every February, families
travel to Prince Rupert
for a week-long event.
The tournament promotes
physical activity, healthy
food choices, and an event
that is drug and alcohol



Communities often have gatherings or feasts to celebrate various aspects of life, whether it is a wedding, retirement, Aboriginal day or graduation. You are almost certain to find some kind of large food spread at these events to feed all those in attendance. These events provide a great opportunity to introduce healthy food choices to the community and schools. It provides an opportunity for those in attendance to sample foods (usually for free), as opposed to having to go out and buy it (if they like what they eat, they can then go out and buy it for themselves).

### STEPS TO HAVING HEALTHY FOOD AT COMMUNITY & **SCHOOL EVENTS**

- Hold a gathering of event planners from local schools and the community to discuss what types of foods are typically provided at these events, and what healthy options you can implement.
- Share strategies and recipes for healthy food to be served at these events.
- Discuss the benefits of offering healthier choices and ways of communicating this with those who attend your event.
- Create a shared recipe book filled with healthy recipes using local food choices and affordable choices.
- Discuss options that may get children physically active at these events (work up an appetite).

### **RESOURCES:**

For healthy snack/food suggestions, please see Appendix V Get more ideas and information on school nutrition at:



http://www.knowledgenetwork.ca/makingithappen/index2.html





Bake Better Bites – Recipes and Tips For Healthier Baked Goods http://www.bchealthyliving.ca/files/file/BakeBetterBites.pdf

Note: This policy refers to events that involve the entire school. However, efforts should also be made to influence foods served in individual classroom celebrations as well.



National Aboriginal Day is an excellent opportunity to serve traditional and healthy foods, and to community members on

Fry bread has become known as a "traditional isn't as healthy as the bannock. We have asked serve backed bannock at





Children may come to school without having eaten breakfast or may not have brought a lunch. A hungry child often has trouble concentrating on their school work or becomes disruptive in class. If there is no breakfast program at your school, a healthy snack cupboard should be used to provide these students with breakfast. As with any food program, it should be available to all children regardless of their financial situation, ensuring the program does not become stigmatized.

### STEPS TO CREATE A SNACK CUPBOARD PROGRAM:

- Hold a meeting with all teachers and staff to create a plan for the snack cupboard program this program will ensure that a cupboard of healthy snacks is available at the school for children who come to school without breakfast or lunch.
- Allocate resources to purchase the food and stock the cupboards.
- Have each teacher create a designated cupboard or spot within the classroom that is accessible to the teacher only.
- Staff can organize a donation program by holding a community meeting or distributing fliers around the community detailing the program and what non-perishable foods are needed for the program.
- A donation box can be set up at the local grocery store for community members to donate foods needed for the snack cupboard program.
- Discuss the program with students and send home a notice to their parents describing the program.
- Stock the cupboards with healthy snacks and make sure to check the expiry dates periodically, as even 'non-perishable' foods can go stale or rancid.

## **Community Voice:**

Last year, one teacher created an emergency snack cupboard. Whenever a child arrives hungry, a teacher makes sure the kids get to go and choose a morning snack from the cupboard or fridge. Children can also exchange junk food for healthier foods available in the school cupboard.

#### **RESOURCES:**

For healthy snack ideas, please see some of the food choice suggestions listed in Appendix V



Vending machines are sources of money for many schools or community gymnasiums. Unfortunately they often only contain chips, chocolate bars and soft drinks (pop as well as juice beverages). These foods are low in nutritional value and high in sugar and salt. Vending machines should also carry appealing healthy choices.

### STEPS TO PROVIDE HEALTHY CHOICES IN VENDING MACHINES:

- Hold a meeting with community stakeholders involved in the stocking of local vending machines.
- Discuss the benefits of providing healthier snacks in vending machines and assess where the vending machines are in your community.
- Create a list of possible healthy products that could be sold in vending machines consult the ActNow Vending Machine Guidelines or consult with a dietician to provide a list of healthy products.
- Assess the cost and create a new plan for purchasing these products in bulk and for stocking the machines the current vending machine contract/agreement may need to be changed.
- Hold a meeting with parents at the local schools or send out information on the changes to get their support.
- Implement the program by changing all vending machines to provide nutritious alternatives.

### **RESOURCES:**

For healthy vending machine ideas/suggestions, please refer to the list found in Appendix V



School Vending Machines – Steps to Meeting the Guidelines http://www.bced.gov.bc.ca/health/vending\_machines.pdf



Schools with cafeterias or meal programs are in a position to not only provide food to students but also to reinforce healthy eating messages through visual promotional materials such as posters and tent cards on tables.

The school cafeteria or lunchroom should display Canada's Food Guide – First Nations, Inuit and Métis and/or a locally developed community food quide.

### STEPS TO DEVELOP A SCHOOL MEAL PROGRAM:

- If the community has created a community food guide, then this guide should be displayed in school cafeterias; if not, display the Canadian Food Guide.
- Hold a contest amongst students to use art and design skills to create posters, flyers and handouts promoting the healthy eating messages from the community health plan. Draw prizes can be handed out, or maybe a school wide vote can be held for the best designs.
- Engaging with the students and having them create the promotional materials may help get them excited about the community health plan. It may also serve to help give them the feeling of ownership over the initiatives taking place in the school.
- School staff can organize a skit for each classroom to hold during lunch hour in the cafeteria each skit has to present some ideas about healthy eating, and the benefits of providing healthy foods at school.
- School staff should ensure that the cafeteria food being provided is following the recommendations of the community health plan or the Canada Food Guide suggestions.

The school menu should support the healthy eating messages in Canada's Food Guide including offering a variety of nutritious food choices such as vegetables and fruits, grain choices that are whole grain and lower fat options for milk and meats:

- · Whole grain bread and cereal choices
- · Lower-fat snack choices
- · Vegetables and fruits prepared with little or no fat
- · Lower-fat milk choices/ lower sugar milk alternate choices
- · Lean meats and meat alternatives

# **Community Voice:**

One teacher wondered why the kids were not eating the meals provided at lunch so she sat down with them for a few meals to understand what some of the problems might be. A major barrier was the acceptability and quality of the food. Like the children, she could not stomach her meal. The food handling was a primary culprit. Hot foods were becoming cold and cold foods were not held to the right temperature. Some foods that should have been held separately were placed together. For example, celery sticks and chicken nuggets were arriving in the same plastic bag. The kids didn't want to eat cold chicken nuggets and celery sticks covered in batter. Sitting down with children and eating what they eat has multiple purposes. Teachers are socializing with children, reinforcing the value of sitting together and checking whether the food being offered is safe, nutritious, adequate and acceptable.



Children often become thirsty throughout the day and require re-hydration. Unfortunately, many children choose soft drinks or juice over plain water. This may be partly due to poor water quality in some communities. Research shows that the brain needs lots of water when it is actively learning.

### STEPS TO PUT H2O GO INTO ACTION:

- Create a cupboard or cooler to store bottles of water in the classroom.
  - · As with the snack cupboard program, bottles of water can also be collected by donation throughout the community
  - · It would be ideal to have a water cooler in each classroom where students can re-fill their individual water bottles. These large water jugs can be re-filled at the local grocery store or be replaced and handled by a water company.
- Send out a notice to parents encouraging them to send their kids to school with a reusable water bottle.
- Emphasize the benefits of drinking water in class throughout the day.
- Create a chart in the classroom with stickers where children can monitor their daily water intake.
- The class can have a set of labeled drinking glasses for each student that are washed daily in hot soapy water.

### **RESOURCES:**

This idea is equally applicable and adaptable at the workplace, after school programs, and community gatherings. Refilling individual water bottles is also discussed as part of the "I Love Mother Earth Program".



Children should consume 1/3 of their daily calories at breakfast. Eating breakfast can also improve concentration and learning. However, some children come to school without having eaten breakfast. Schools that have a breakfast program should ensure that they are serving healthy food choices.

#### STEPS FOR PUTTING A BREAKFAST PROGRAM INTO ACTION

- If your school has a breakfast program already underway, then ensure that the food available is healthy and that high fiber, whole grains, whole fruits or vegetables are offered.
- 2 Student volunteers from the local high school can be hired to help run the breakfast program and can serve as mentors for the younger children in terms of healthy eating.
- The high school student volunteers can be given extra credit or some incentive for working with the breakfast program.
- If there is already a working group at the school creating newsletters on healthy snacks and healthy lunches, incorporate healthy breakfasts into the newsletters If your school does not have this working group in place, please refer to the previous activities "Healthy Lunch Ideas" and "Healthy Snack Ideas."

### **RESOURCES:**

### Suggestions:

- If your school would like to start a breakfast program, check out the following link to the Directorate of Agencies For School Health for more information (including grant opportunities) http://www.dashbc.org
- Recruit parent volunteers for your breakfast program or use local work placement programs.
- Save foods like toaster pastries, highly sweetened cereals, frozen waffles, bacon and breakfast sausages for special occasions.

# **Community Voice**

Breakfast is equally important for adults to ensure that they can concentrate at work. Staff might consider including a potluck style breakfast as part of their morning staff meetings, or they might ensure that there are breakfast type foods available in a snack-for-purchase basket (e.g. granola bars or meal replacement bars, fresh fruit).





Many organizations, communities, and schools raise funds through activities such as door-to-door sales. While children learn about healthy eating in their school classrooms, often what they sell is not healthy food (e.g. chocolate, candy). First Nation schools should keep messages about healthy eating consistent with practice. Alternative goods should be offered for fundraising.

### STEPS TO PROVIDE HEALTHY FUNDRAISING ALTERNATIVES:

- School or office staff meets with parent representatives and community representatives to determine which products will be useful for community members to purchase and which products will be affordable.
- Discuss current contract or purchasing options for these products.
- Approach local vendors/grocery stores about the idea of providing products at a discounted rate for fundraising
- Organizers can seek out locally made products to sell (helping support local industries/businesses).
- Products sold should be things that are useful for community members or things that they would normally purchase otherwise (this will likely increase the success of fundraising efforts).

### **RESOURCES:**

Research other possible fundraising ideas in your school community.

### Alternative door-to-door fundraising ideas:

- · School supplies
- · School T-shirts
- · Greeting cards
- · Fabric lunch bags or tote bags
- Flowers or bulbs for Easter or Mother's Day
- Household items (aluminum foil, garbage bags, plastic wrap, gift paper)
- Recipe books (containing healthy recipes donated by parents and community members)

- · Cheese
- · Citrus fruit
- · Vegetables
- · Other bulk food
- Spices
- · Seeds
- · Bulbs
- · Potted plants

### **Alternative Activity Based fundraising ideas:**

- · Walk-a-dog-a-thon
- · Community challenges (e.g. Biggest Loser contest
- · Loonie auctions with health promoting gift baskets and a nutritious dinner.

### **Alternative Raffle Item suggestions:**

- · Barbeques
- · Bike and helmet
- · Boxes containing healthy food
- · Swim passes
- Enrolment to a sports or fitness program
- · Treadmill
- · Sports equipment

- · Cooking kit
- · Healthy foods gift
  - baskets
- Good Food Box membership fee
- · Shares in a
  - community garden

Healthy Fundraising For Schools – A Practical Guide For Parents and Educators



 $http://www.dashbc.org/upload/Healthy\%20 Fundraising\%20 For\%20 Schools.\\ pdf$ 



A fun and effective way to promote good nutrition with children is through a children's cooking club. This hands-on program helps build skills in the areas of healthy eating, food safety, food enjoyment as well as literacy, math and gross motor skills.

#### STEPS TO CREATE A KIDS COOKING CLUB

Note\* Cooking club supervisors should have their Food Safe certificate

- Find a facilitator to run the group as well as an activity worker to assist the facilitator in recruiting families and implementing the program.
- Recruit elders that can offer traditional recipes and work directly with children and families to incorporate traditional knowledge into the program (ex. showing different ways to fillet a fish or cut up meat).
- Create a working group to help set up your program curriculum including nutrition knowledge, goals for skill development, group facilitation skills, teaching skills, child and parent learning goals, and recipes and cooking activities to be completed on various topics. Recipes can be kept in a binder for future uses.
- Allocate adequate funding for supplies or solicit donations from local partners.
- Recruit families and community volunteers to participate in the program.
- Facilitator oversees stocking (supplies and food), planning the cooking activities for each session, along with set-up and clean up.
- Create an evaluation sheet for parents to fill out after the workshop this will allow facilitators and volunteers to gauge what parents/kids enjoyed and did not enjoy about the program.
- Take this feedback into account and make changes to the program accordingly.

Things that are required include:

- A facilitator (parent, volunteer, community leader, teacher or health worker)
- A kitchen with preparation area, cupboards, stove and oven and refrigerator.
- · Food and drinks
- A cooking program to follow. There are several options available:
  - o Kids in the Kitchen http://www.youville.ca/english/links.html
  - Food Fun for Kids
     http://www.communitykitchens.ca/ckfinder/userfiles/files/pdfs/CFFF\_Overview.pdf
  - o Food Skills For Families Aboriginal Canadian Diabetes Association
- Food Safe Training First Nations Inuit Health Environmental Health Services
- Food Safety Resources www.fightbac.org



# **Community Voice:**

In our youth centre, we initiated a cooking club and incorporated working with an Elder (program facilitator) as well encouraging literacy. Kids had hands on experience in the kitchen that empowered them in kitchen safety and in making healthy choices. Involving youth can mean lasting accomplishments. At Planet Youth in Prince Rupert, youth and elders worked together to build a smokehouse this past summer. Youth involvement is ongoing in ensuring that the smokehouse is kept in good working order.





Most Canadians, including Aboriginal people, do not eat enough servings of fruits and vegetables per day to promote optimal health (Canadian Community Health Survey, 2004). One way to increase servings in this food group is to offer all children a piece of fruit every day at school.

Goal: Set up a program in your school that offers children the opportunity to work towards the minimum 5 servings of veggies and fruits a day by offering a vegetable or fruit as snack each school day. If you already have a breakfast or lunch program, you can make sure that a veggie or fruit is part of the daily menu, or offer the veggie or fruit as a snack at another time of day.

### STEPS TO CREATE A FIVE-A-DAY PROGRAM:

- Create a working group in coordination with the breakfast or lunch program-working group.
- Include teachers and parent representatives in this group.
- Brainstorm ideas that will encourage children to eat 5 servings of fruits and vegetables examples include creating token programs in the classroom for kids to keep track of their servings, having students make their own token system to follow at home, or incorporating assignments and projects into the curriculum that raise awareness about why eating 5 servings is healthy.
- Send home handouts to parents encouraging them to follow the 5-serving program as well and to send their children to school with fruits and vegetables for lunches.

- Working group can help arrange a possible donation program for local sources to donate fruits and veggies to the classrooms (work with your local grocery store to provide a regular supply of fruit and vegetables). Another option would be considering growing your own fruits and vegetables. A community project may include building a greenhouse for the school so the children can grow and harvest their own fruits and vegetables.
- Choose local fruits and vegetables and in-season produce to keep costs down. If fresh fruit is unavailable for part of the year, canned fruits with no sugar added or frozen vegetables might be a feasible option.
- The working group can arrange for the local school to apply to participate in the ActNow BC School Fruit and Vegetable program

   See Link Below.

Refer to the Fight Bac website: www.fightbac.org for information on safe handling of produce.

ActNow BC – School Fruit & Vegetable Snack Program:



http://www.aitc.ca/bc/snacks/

(BC Agriculture in the Classroom Foundation).



Children in kindergarten or the early years may be bringing snacks to school from home. The school may also provide these snacks. Young children receive a significant portion of their calories and nutrients from snacks, so every effort should be made to ensure these 'mini-meals' are as nutritious as possible.

### STEPS TO PROMOTE HEALTHY SNACK IDEAS:

- Create a working group with teachers, parents and community representatives.
- Brainstorm ideas for newsletter topics that promote healthy snacks you could include pictures of the labels of products that have been designated as healthy snacks for parents to give their children.
- Create designated snack times in each classroom throughout the day
- Incorporate learning activities into the curriculum on the importance of healthy snacking
- Include activities in the curriculum that teach the children about the food groups and how to read nutrition labels and determine what is healthy and what is not.
- Create newsletters to send home with students that encourage parents to send healthy snacks. Include information on nutrition labels and food groups along with informing parents about what their children are being taught in school around healthy snacking.
- Be sure to include lower priced items in the suggested snacks or provide alternative suggestions that can be utilized by lower income or struggling families

### **RESOURCES:**

For more complete snack ideas, please refer to Appendix V



Children may consume 1/3 of their daily calories at lunch. A recent health and nutrition survey reported that of people who identify as Aboriginal, one-third of total caloric intake comes from low-nutrient, high-fat, high-sugar and high-salt convenience foods described as 'other' foods in Canada's Food Guide. The most common food in this category is sweetened beverages. Providing parents and caregivers with guidelines for healthy lunches can improve the quality of food brought to our First Nations schools.

### STEPS TO ENCOURAGING HEALTHY LUNCH IDEAS:

- Along with the previously mentioned healthy snack group, incorporate suggestions for healthy lunches as well.
- Brainstorm ideas for newsletters to be sent out to parents several times throughout the year that outline healthy school lunch suggestions.
- Encourage local foods or lower priced foods that are available at local stores.
- Provide information in the newsletters on the importance of eating foods from all four-food groups.
- Offer incentives for parents to utilize this information or create fun activities that will get parents and children engaged.
- You could create theme lunch days or a family lunch day where parents can come and eat a healthy lunch with their children.
- Create a token system where children get tokens for each food group that is included in their lunch, make sure there is some alternate food items available in the classroom for children whose parents may not want to participate so they do not feel left out of the class activity.
- Plan a school or class field trip to a farm or to the grocery store to learn about healthy foods and the food groups.

### **RESOURCES:**

For suggestions from the four food groups, please refer to Appendix V

## **Community Voice**

This idea is equally applicable in the work place, and for events such as elders' luncheons. Staff members may encourage each other to bring healthy lunches to work. A policy might also be considered where offices "close" over the lunch hour to ensure that staff take the time to eat a proper meal.



## **BONES!**

Calcium is essential for bone growth and may also have a role in the prevention of obesity. However, many children do not get enough calcium in their diet. Providing calcium-rich foods/drinks at school is a great way to increase calcium intake. Offering calcium-rich drinks in your school can also cut down on intake of other beverages that do not contribute to good health, such as soft drinks. Milk, soy milk, rice milk, orange juice, and other calcium enriched drinks are a good source of calcium. However for many First Nation students, milk and/or other dairy products may not be tolerated well. It is important to meet daily requirements of Calcium and Vitamin D.

Many foods have adequate amounts of Calcium and Vitamin D that are not dairy products such as sardines, salmon, fortified oatmeal and other cereals, green leafy vegetables, soy products, and legumes.

### STEPS TO ENCOURAGING INCREASED CALCIUM INTAKE:

- Community agencies, elders, school representatives can come together to create a plan to encourage increased calcium intake in the community and within schools.
- Determine which calcium sources are widely available and affordable within the community.
- Create a community newsletter that is distributed several times a year.
- The newsletters can be tailored to different age groups and can provide information on the importance of calcium intake and the long-term benefits of calcium.
- Copies of labels from high calcium products available in local stores can make it easy for community members to know what to buy when they go to the store.
- Provide food suggestions that are a mix of milk products as well as products for those who are lactose intolerant.

You can create community information sessions for various groups within the community. For example, an information session for parents can be set up to teach them about the importance of calcium intake for their children or a group for older women can be formed to teach them about osteoporosis and how calcium intake can help combat it. A health practitioner, nutritionist or public health nurse can administer these sessions.

### **RESOURCES:**

Calcium rich foods should also be incorporated into elders luncheons and other community events.

Food Allergies - milk allergies and lactose intolerance



http://www.hc-sc.gc.ca/fn-an/securit/allerg/fa-aa/allergen\_milk-lait-eng.ph

This website looks at signs and symptoms of milk allergies, sources of milk derivatives and provides more resources on this topic.

National Digestive Diseases Information Clearinghouse (NDDIC). This website gives information on lactose intolerance and non-dairy alternatives high in Calcium.



http://digestive.niddk.nih.gov/ddiseases/pubs/lactoseintolerance/index.htm

# **Community Voice:**

Some children cannot tolerate milk so one teacher experimented with yogurt and found that most kids really enjoy this food for a snack...so now yogurt is a healthy morning snack for children



## **Community Voice:**

"During community feasts, we should only let those with food safe certificates help prepare the food for all the people." This will help eliminate concerns regarding how the food is stored, handled, and prepared.

- 2009 Honour Your Health Challenge participant Healthy eating and the social aspects of food can be reinforced through planning and participation in a community feast.

- Have a community feast at your school, community hall or other gathering place featuring traditional foods and other healthy food choices. See 'Food at First Nation School Events' for ideas.
- Ask your community elders to assist with teaching about traditional food. They can explain how they trap, hunt, fish, and harvest things like berries, roots, and seaweeds.

### STEPS TO PLANNING A COMMUNITY FEAST:

- A group of volunteers should be brought together to help organize and plan the feast. The feast might occur at the local school, community hall or other gathering place.
- If at the high school, recruit student volunteers to help with planning the feast. This is a great way to get youth involved in community activities and traditional practices.
- Talk to music teachers, dance teachers or drama teachers and have the art classes plan activities or performances for the day of the feast.
- Find an appropriate location for the feast and determine where the food will come from food could be donated from a local grocery store or students could fundraise for the food.
- Engage elders in the planning of the feast and get their input on food choices or ways to incorporate traditional knowledge and traditional foods.

# **Community Voice:**

Elders luncheons or other elders gatherings can also be a very good place for youth and others to hear elders talk about traditional foods and gathering methods.

- Find volunteer guest speakers to talk about healthy eating and local options at the feast ensure that all foods provided at the feast are healthy options.
- Provide reading materials or healthy eating newsletters at the feast.
- Ensure that all community members receive invitations to the feast and make sure you advertise well and get the word out.
- Tickets could be sold to attend the feast for a small price or a donation box could be set up in order to help raise money to cover the costs.

LifeCycles: Cultivating Communities.

This website provides information on Indigenous Food Sovereignty in the Greater Victoria area. Feasting for Change is a multi-organization partnership directed by a collaborative working group that LifeCycles sits on. Feasting for Change supports traditional food feasts in First Nation communities within the CRD area.



http://www.lifecyclesproject.ca/initiatives/food\_sovereignty.php

# **Community Voice:**

We would like to develop a community based certificate program that teaches people how to prepare healthy, traditional foods for community foots.



Many families are getting by on a very limited income. In fact, according to a national survey, more than one-third of First Nations households report experiencing some level of food insecurity. Food cooperatives or food buying clubs can provide an affordable option that helps family's access healthy food. Food buying clubs can include all healthy foods; however the following description pertains to a project that focuses specifically on vegetables and fruits.

#### THE GOOD FOOD BOX

The Good Food Box is a community-based program designed to ensure that families in the community have access to high-quality fruits and vegetables. There are many models, but all of

them operate on the same basic principles:

- No barriers to participation (people who get the box are customers, not clients)
- · A strong commitment to local, in-season food
- · High-quality fruits and vegetables, not seconds
- Food is purchased as much as possible directly from local farmers as a way of supporting local business

The idea of the Good Food Box was brought to Toronto from Belo Horizonte, Brazil. TheToronto model continues to be the main reference for the program. For more information, see theToronto Food Share website: www.foodshare.net/goodfoodbox01.htm

# **Community Voice:**

Do you see food grown in your area going to waste? Ask local farmers if you can send in a group of people to harvest produce that the farmer cannot pick. The produce is perfectly good to eat, and may otherwise go to waste.

Many communities in British Columbia have adopted the Toronto model, which uses a central warehouse and distribution points around the city. The model is used in both an urban and rural setting; some with fewer than 25 boxes a month and some with several hundred. Many of the programs depend on volunteers to order, sort, pack, and in some cases, deliver the boxes. Many also find it essential to have some employed staff to help keep the program (and volunteers) running efficiently. Some programs have partnered with food banks to help with administration and warehousing while others have connected with public health or private foundations to help provide staffing.

### **RESOURCES:**

A very comprehensive manual is also available from the Toronto Food Share. A more concise "get started" guide is also available. For more information, contact the FNHC Nutritionist or visit this weblink:



http://www.goodfoodbox.com/resource/files/BC\_handbook.pdf

TOOLS: BC Good Food Box Guide

# **Community Voice:**

In our community, we do food demonstrations and provide recipes/ideas that use the food that comes in the good food box or bag. These demonstrations can be incorporated into a Community Kitchen program or Kids Cooking Club.



Healthy eating includes an understanding of where food comes from and how it grows. A community garden provides all community members with an opportunity to learn basic horticulture. It also teaches community members that many delicious and nutritious foods come from the ground — not packages. Gardening with children is an excellent way to get them to try new foods. Children are much more willing to try new foods when they are involved with growing them. A wide exposure to healthy foods helps lay the foundation for lifelong healthy eating.

### STEPS TO CREATING A COMMUNITY GARDEN:

- Determine whether you want the community garden to be a school project and located on school grounds or whether it will be a community garden that is located within the community and utilized by all community members.
- Choose appropriate individuals to form a planning committee based on the chosen location for the garden (if on school grounds, contact school administrators in addition to other community members and elders).
- Belders are valuable in this planning process. Their knowledge can help assist with choosing what traditional plants will grow during particular times of the year along with choosing the best location for the garden.
- The planning committee will be responsible for determining the location of the garden along with organizing other logistics (garden volunteers, plant varieties, funding, etc.).
- Local garden stores or general stores can be approached for donations of plants or supplies to the project, or a fundraiser can be held to raise money for the garden supplies.
- Be sure that the plant varieties chosen are compatible with your climate. Look into growth patterns for traditional plants within your region.

- Involve community members in the fundraising process, as well as the land preparation, planting, weeding, watering and harvesting of the garden. An incentive program might want to be considered to help attract active participation in the project. Garden time can be translated into credit for a course or class project or a food or activity voucher.
- Design a schedule and assign specific responsibilities within the garden for each community garden member. Alternate these responsibilities over time.
- Social responsibility can be taught through the use of providing food for others in the school or for those members in the community who may be in need of fruits and vegetables. It is also an idea that foods grown in the garden be sold at local markets to raise funds for school or community trips or equipment.
- Environmental responsibilities and lessons can be taught through the use of a compost system in the garden.

For more information on how to start a garden, contact:



Evergreen Learning Grounds - supports classrooms in bringing nature to their schools http://www.evergreen.ca/en/lg/lg.html

Vancouver Urban Agriculture - provides resources around community and school gardens as well as a medicinal uses



http://vancouverurbanagriculture.ca/home.html

Vancouver Parks Community Gardens



http://www.city.vancouver.bc.ca/parks/parks/comgardn.htm



City Farmers - listing of Community gardens in Vancouver and the Lower Mainland http://www.cityfarmer.org/vanccomgard83.html



Society Promoting Environmental Conservation through food security programs http://www.spec.bc.ca/project/focusarea.php?focusID=9



BC Ministry of Agriculture and Lands - site looks at building First Nations agricultural capacity.



http://www.al.gov.bc.ca/Agriculture Plan/4 fn agcapacity.html

## **Community Voice:**

One community had a gardening contest. A community worker tilled who wanted to get in community worker also helped families without experience by showing/ gardens were made and they were judged. A was held where all the food was enjoyed and the preserved foods were



## **PROGRAM**

Convenience foods with lots of packaging are making up more and more of our meals and snacks. Often these foods are high in fat, sugar and salt, making them less nutritious choices. Also, the packaging ends up in the garbage dump, without being re-used. Sending your children to school with homemade snacks and lunches in reusable packages contributes to making children healthy and strong, all the while helping to save our environment.

### STEPS TO CREATING AN 'I LOVE MOTHER EARTH PROGRAM':

- School administration, including teachers, can come together to create a component of the curriculum that will teach children the importance of the environment and its connection between a healthy mind and body. These lessons can be incorporated into classes such as earth sciences, biology or general sciences.
- An elder can come into the classroom and talk to the children about the importance of the land and the cultural importance of having respect for it. Teachers can ask if the elder has any traditional stories that also teach this lesson.
- Teachers can plan field trips that expose the class to different aspects of the environment. For example, field trips might include the aquarium, a local river or even a walk through a forest or park.
- Lessons can include learning about ways that each child can make an impact in their environment encourage children to eat snacks that are brought from home in reusable packaging.
- Teachers can plan a field trip to a local dump to show children where their garbage goes once they are finished with it encourage children to discuss reducing wastes with parents.
- Teachers can create a newsletter to send home to parents that encourages them to send snacks and lunches in reusable packaging.

### Examples:

- · Square plastic sandwich containers
- · Reusable drinking boxes
- · Thermal bottles for cold or hot drinks (stainless steel containers)
- · Small plastic containers for yogurt or pudding
- Other plastic containers for items such as cheese cubes, vegetables, crackers or fruit pieces
- · Cloth or nylon lunch bag with Velcro closure
- Cooler lunch bags (reusable packaging will save parents money in the long run)
- Keep track of the number of times children bring a 'litter less' lunch or snack. Possibly provide a reward system to them and families within the community who have adhered to the "I Love Mother Earth" program.

Where feasible, the broader community can also set an example by emphasizing the use of washable dishes for community dinners, and washable mugs in office coffee rooms.

Sierra Club BC has educational programs for school aged students as well as high school students:



http://www.sierraclub.bc.ca/education

This website is a resource page of various links for "School Food and Nutrition" links.



Turtle Island Environmental Resources

http://tiers.environmentaldefence.ca/

This website helps build capacity to achieve best environmental practices in First Nations communities.

# **Community Voice:**

Start a school/community composting program. The compost can later be used in the school/community garden.



Cooking at home is often healthier and more economical than eating out or buying packaged foods. However, many people need some guidance on healthy cooking, or are intimidated about tackling complicated or new recipes on their own. Community kitchens offer a supportive and informative environment in which people gather and cook a meal, which can then be taken back to individuals' homes, or eaten together as a group.

### STEPS TO CREATING A COMMUNITY KITCHEN:

- Determine if there is kitchen space that can accommodate the Community Kitchen (e.g. within a school, community hall). Ideally, the kitchen would have preparation space, several ovens and clean up space. However, any space can be creatively used.
- Advertise the concept of a community kitchen within your community. Sample posters can be found at: http://www.communitykitchens.ca/main/?en&CKToolkit#Advertising.
- Hold an introductory meeting to determine the level of interest in the community. Prepare some material to discuss with the group to explain how the kitchen could work, and what the benefits are. If there is a sufficient level of interest, set out an initial plan that addresses: Any permissions required (e.g. use of community facilities:
  - Kitchen requirements (e.g. dishes, utensils, pots if these are not available at a community facility, participants might have their own that can be shared communally);
  - When you will cook, what you will cook, and who is interested in each task (e.g. shopping);
  - Finances how will meals be paid for, what is the budget for each meal;
  - · How meals will be distributed and divided; and
  - · Who has Food Safe, or how a Food Safe course can be delivered in the community.
  - A checklist for your planning meeting can be found at: http:// www.communitykitchens.ca/main/?resourceSearch&file=Checklist.pdf





- Hold a meal planning session to select recipes, develop a shopping list and assign responsibilities. Consider involving elders to provide guidance and information about traditional foods and preparation methods.
- Shop for your ingredients. An educational component can be included to teach participants about shopping on a budget and choosing healthier alternatives.
- Set up your kitchen to accommodate the group's needs based on the recipes selected.
- Assign roles for each participant and cook your meal.
- Review your outcome recipe selection, budget, location, participation and discuss any improvements that need to be made for the next session.

Fresh Choice Kitchen is a website providing resources on starting up and funding your own community kitchen.



Start up: http://www.communitykitchens.ca/main/?en&ProjectServices



**Funding:** http://www.communitykitchens.ca/main/?GettingFunding#OtherFundingSources

Food Skills for Families – A Canadian Diabetes Association program which offers a free, six-session cooking program that comes to your community kitchen.



http://www.communitykitchens.ca/main/?en&FSFF

604-732-1331 ext. 248

barinder.chauhan@diabetes.bc.ca

## **Community Voice:**

We used our community kitchen to teach new moms how to make their own baby food.

The community kitchen has been used to support our traditional foodgathering program.
Education has been provided on how to properly can, pickle, freeze, smoke and dry foods so they can be enjoyed year round.

A popular request has been to teach people how to make healthy, easy, low-cost, 30-minute meals.

In additional to Food Safe, courses should be offered on how to use a commercial kitchen.



# **GATHERING**

Traditional foods are locally accessible and part of many people's accustomed diets. Increasing traditional foods as part of the regular diet can connect First Nations people back to the land and their culture, and can have the benefit of being healthier (e.g. unprocessed, organic) and less expensive.

### STEPS TO GATHERING TRADITIONAL FOODS:

- Talk with elders and document which foods were part of the traditional diet, where they can be harvested in the territory, what time of year each food is harvested, and what the proper methods of harvesting are.
- Determine if there are any regulatory restrictions (e.g. harvest openings, licensing, catch limits) that need to be followed.
- Host a meeting with community members to determine how many people are interested in accessing traditional food. Discuss options for food gathering. For example, berry picking could be a communal, family event. Or, members that are already hunting or fishing could increase their catch to share within a few families. Or, one large gathering effort could be coordinated that supplies the whole community.
- Consider incorporating an educational component into the gathering activities e.g. teaching the traditional names for resources, sharing traditional ecological knowledge, and discussing sustainable harvesting practices. Elders can be involved in this process.
- Plan ahead for any processing and preservation of foods that are gathered (e.g. smoking, drying, freezing, canning). This component can be incorporated with other core action ideas such as the Kid's Cooking Club and Community Kitchen. A celebration could also be held with some of the food served at a community feast.

# **Community Voice:**

Traditional food gathering was done for sustenance, but it was also our form of exercise.



### PHYSICAL ACTIVITY

It is important that the physical activity programs aim to empower First Nations people of all ages, abilities, and genders to be regularly active. This will help contribute to the development of holistic health and assist in the prevention of disease within our communities. There are a variety of resources included in this Community Toolkit that may assist you and your community in being more active.

Canada's Physical Activity Guide to Healthy Active Living outlines the benefits of physical activity, how much is required, and how to get started. Physical activity can be reinforced and encouraged through the use of the Physical Activity Guide and accompanying poster for all ages.

- Give adults, youth, and children copies of the Physical Activity Guide to take home.
- Place copies of the Physical Activity Guide poster in prominent places such as:
- · Band office
- Recreation centre
- · Grocery store
- Health centre/nursing station
- · Work lunchroom

- · Daycare
- · Gymnasium
- · School cafeteria
- School breakfast or lunchroom
- · Classrooms
- Hallways near vending machines
- Additional guides and posters can be ordered from Canada's Physical Activity Guides at no charge.

#### **RESOURCES:**

Order by phone: 1-888-334-9769 or see the following websites:



http://www.phac-aspc.gc.ca/pau-uap/paguide/index.html

Canadian Physical Activity Guide for Older Adults Canadian Physical Activity Guide for Children

Canadian Physical Activity Guide for Youth

Your First Nations ActNow Community Toolkit includes copies of the Physical Activity Guide.

**CORE POLICY** 

## **Community Voice**

Change physical activity guides and posters to include traditional language and faces from the community on the posters. Have posters with photographs of "local" mentors or role models in their community or area. Have posters in Native language when applicable.



Many First Nation children are not physically active enough to support optimal growth and development. Encouraging walking during school promotes physical activity while building the skills in students to be life-long walkers. Walking programs can also provide an opportunity for teachings about traditional locations within the community to take place. Walking is a exercise that requires no infrastructure and very little equipment (shoes and weather appropriate clothes). Therefore, it is an excellent form of exercise for everyone in the community.

### STEPS TO IMPLEMENTING A WALKING PROGRAM:

- Encourage the staff and students to leave work or school for 15 minutes and take "energy breaks" (walks in the community).
- Fundraise or seek donations from the community or from local organizations to help purchase pedometers.
- Individually, or in teams, create a competition for everyone to participate in. Ideas include seeing who can walk 10,000 steps for the most consecutive days or mapping out a far off destination and tracking your kilometers each day as you walk towards it (ex. Find the distance to Calgary or some other city and track your progress). Smaller incentive prizes can be drawn weekly or biweekly as well.
- Have the participants encourage their family members to join in the walking.
- Teach participants about proper walking gear, including high visibility gear.
- Ensure that younger children have adult supervision during their walks plan specific routes for the walking breaks.

- Create a collective goal for the entire school or for your workplace

   for example track how many steps or miles are walked each
  month or year etc. Try making a collective goal such as walking the
  distance from the BC Coast to the Rockies. Reward participants at
  the end of the year to celebrate how far everyone has walked.
- One activity could be to have a walking goal on Terry Fox Day and have a collective goal of walking the distance that Terry Fox ran across Canada. Kids can go through the community and get donations for their walking that will further support more walking programs at the school.

The WalkBC website offers tools to assist communities in planning and organizing a walk program or event, including the opportunity to connect with other walkers from around the province.



http://walkbc.ca/

The Sport Medicine Council for BC, a professional not-for-profit society comprised of sport medical and paramedical practitioners in British Columbia, promotes leadership, public awareness and education in the areas of sport medicine, sport science and sport training. Their program, Walk This Way, assists beginning walkers to get active and to work their way up to walking 30 minutes three times a week.



http://www.sportmedbc.com/



## **CURRICULUM**

BC Ministry of Education has a very well developed physical education curriculum for all grades and great information on physical activity initiatives.

The curriculum contains an excellent physical activity component and is designed to support schools.

- Schools should implement the provincial curriculum as part of an overall strategy to improve student's overall health and wellness.
- Kindergarten to grade 7 curriculum is available at: http://www.bced.gov.bc.ca/irp/program\_delivery/pek7.htm
- Grade 11 and 12's curriculum is available at: http://www.bced.gov.bc.ca/irp/pe11\_12/peintaim.htm

The BC Ministry of Education Physical Activity Initiative was implemented to support schools in providing 30 minutes of daily physical activity for kindergarten students up to Grade 9. Students in Grades 10 to 12 are supposed to perform an average of 150 minutes a week of daily physical activity as part of their graduation requirements. For more information, please see the following:



Phone: (250) 387-5638

Email: DailyPhysicalActivity@gov.bc.ca

http://www.bced.gov.bc.ca/dpa/

# **Community Voice:**

Include in curriculum community walking trails that incorporates medicine trails and medicine gathering places. It would promote health and traditional knowledge.

Create Spring Science Camps that involves canoeing, hiking, camping, ethnobotany, harvesting traditional foods, cooking, big brother and big sisters roles, elders and youth connection. This especially works for "kids at risk."





Playing traditional First Nations games may increase physical activity levels in children who do not typically play sporting games. It will also provide other opportunities and experiences for those children already engaged in sports. We also promote creating activities that children can do with their families. Learning about traditional games can also add to children's knowledge of local culture, instill a sense of pride, and help ensure these traditions are passed on to future generations.

#### STEPS TO IMPLEMENTING TRADITIONAL GAMES:

- Create a traditional games working group that includes elders and community members that are involved in community activities.
- Create a list of traditional games and their detailed explanations and rules so that others can interpret and learn how to play.
- Organize training sessions where elders teach physical education teachers and intramural leaders how to play these traditional games.
- Incorporate these games into the physical education curriculum or intramural activities.
- If you are already playing traditional games at your school, arrange for a competition with another school playing similar games.
- Make the competitions into a community event that other community members can participate in. Invite the local elders to come and participate or cheer on the teams.
- Some examples include handball, snake, and bone or stick games.

### **Community Voice:**

We use to get our physical activity from the things that we needed to do everyday such as chopping firewood, gathering berries and stripping cedar. Returning to some of our traditional ways is one way to get people more active.

# COMMUNITY WALKING TRAIL

Building a community-walking trail not only increases opportunities to be physically active, but can help pull a community together both at the creation stage and once the trail is complete. It also allows for intergenerational physical activity — grandparents, parents, kids and others can all use the trail together.

#### STEPS TO CREATING A COMMUNITY WALKING TRAIL:

- Establish a committee in your community to champion the walking trail. Representation in the committee should come from a variety of areas, some of which may include elders and community members, band office staff, Chief and Council, school staff or government officials.
- The committee should come up with a plan to obtain funding. This may come from a variety of sources, including BC Recreation and Parks, local businesses and governments (local, provincial, federal).
- Consult with elders and community members regarding the trails location and route. Plan for the trail to be a tour through some areas of traditional importance this will allow the trail to be an educational experience for everyone in the community.
- Approach local agencies that have interest in health promotion and possibly form partnerships with them. Local heart disease prevention programs (ex. Heart and Stroke) or diabetes prevention programs can be a valuable resource.
- Recruit volunteers that have the skills and physical ability to work on building the trail. Summer students or volunteers may help with the maintenance of the trail in the future (trimming back overgrown bush, etc.).
- Once the trail route is planned build the trail and people will walk.
- Have elders and children work together to create signs for the trail signs can point to traditional landmarks, traditional plants, and if possible, can feature the traditional language of the area.

#### **RESOURCES:**

Hearts in Motion™ Walking Club – A program encouraging people to participate in regular physical activity by walking.

Heart and Stroke Foundation of BC & Yukon

Toll Free: 1-888-473-4636 ext. 364

Email: ttang@hsf.bc.ca



http://www.heartandstroke.bc.ca/site/c.kpIPKXOyFmG/b.3757991/k.C97D/Hearts\_in\_Motion8482\_Walking\_Clubs.htm

BC Recreation and Parks Association (BCRPA)

#101 - 4664 Lougheed Hwy.

Burnaby, BC V5C 5T5 Phone: 604-629-0965

Fax: 604-629-2651

http://www.bcrpa.bc.ca

BC Healthy Living Alliance initiatives:

Walk BC

Lindsay Richardson, Coordinator

Email: lrichardson@bcrpa.bc.ca



http://www.bchealthyliving.ca/node/105



Everybody Active http://www.bchealthyliving.ca/node/106







Built Environment and Active Transportation Initiative



http://www.bchealthyliving.ca/node/108

#### **Community Voice:**

Include signs of traditional plants or landmarks on community walking trails to support traditional knowledge. Activity stations should also be included. The signs should include a picture and the Native name for the plant or landmark.



Research shows that fewer children walk to school than ever before. This may be because of time constraints, parents working outside the home, distance from school, or safety issues. Regardless, this is contributing to the all-time high physical inactivity levels of kids. A 'Walking School Bus' can help get kids more active by making a daily walk to and from school apart of their everyday routine. It also strengthens the community by getting parents/caregivers, students and community members working together for a common good.

A 'Walking School Bus' is a small group of students who are accompanied by one or more adults on their walk to and from school. Typically, the students who live farthest away will start with the adult/supervisor and work their way towards the school, picking up students as they go.

#### STEPS TO START A WALKING SCHOOL BUS PROGRAM:

(Adapted from the City of Chicago Walking School Bus Program, 2000).

- Create a walking school bus working group (these are the people who will "get the bus rolling")
- Members of the working group should include parents/caregivers, students, the school principal, teachers and other members of the community.
- Recruit walking school bus "drivers" these could be parents, teachers or volunteers from the community.
- Send newsletters home to parents and get the word out in your community the newsletters should let parents know that you are starting a walking school bus and need their help escorting groups of children to school and that volunteers are needed.
- Organize the walking school bus drivers and create a schedule among the drivers; determine who can walk with the students and when.

- Create a list of back up drivers in the case that the regular drivers cannot take part on a given day. Make sure the list of back up drivers phone numbers are handed out to each member of the walking school bus working group.
- For your School Bus route, choose a course that is safe for children. Routes should have sidewalks or contain adequate space on the sides of the roads so that they will be clear of car traffic.

  Also, it is a good idea to choose streets that will be cleared if it does snow in that area.
- Consult with parents and caregivers when planning the routes.

  Choose central locations that are convenient for children to be dropped off at by their parents. When possible, arrange for the bus to walk by most children's homes in order to pick them up.
- Arrange a system for parents to notify the walking school bus program when their children are ill or will not require a pick up in the morning.
- Allocate donations for winter wear for children who do not have adequate warm clothes and footwear to go walking in.
- Notify the other community members about the bus program and about the routes that have been established this will ensure that community members drive by these routes with caution and will possibly encourage more participation.

#### **RESOURCES:**

Note that adults can implement this idea too. Where possible, consider walking to work, or to meetings, or to run errands.

### **Community Voice:**

School Walking Program: use pedometers as an aid, and create a pedometer challenge for children and family.

# **ALL-AROUND ACTIVE** (Encouraging Non-Sport Kids to be Active)

Many children, particularly those who are less active, do not have a positive attitude toward physical activity. Often these students are not interested in organized sports, which can be the main physical activity opportunities in many schools. Offering activities other than sports may increase activity levels in these students as well as developing a more positive attitude towards activity.

- · Some physical activity ideas other than organized sports include:
- · Dancing
- Archery
- · Walking or learn run
- · Tai chi
- · Hiking/nature club
- · Canoeing
- · Tree planting
- · Creek bed building
- · Developing an 'All-Around Active' program can help students, particularly those who are less active, develop a positive attitude toward physical activity. These activities can help ensure successful participation in a wide range of physical activities. This type of program stresses personal development over performance, with a general emphasis on skill development.

### **Community Voice:**

**Community Voice:** 

need to cost a lot of

money. Community

swims at the river are

a chance to socialize and

outdoor adventure, floor

hockey, street hockey and

have a picnic. Low cost

Organize a pumpkin walk and every child gets a pumpkin at the end of the for every lap walked and make something with the beads at the end of a season of walking

#### **RESOURCES:**

· Walk or Ride to Cure Diabetes Juvenile Diabetes Research Foundation 6450 Roberts St. Suite 150 Burnaby, BC V5G 4E1

Tel: 604-320-1937 / 1-877-320-1933 V3C 3G7

Fax: 604-320-1938 e-mail: vncr@jdrf.ca http://www.jdrf.ca/index. cfm?fuseaction=home.

CD40-B66ACCDA7C1FD0AE

· Terry Fox Run

**Provincial Office** 

Tel: 604 464-2666 Fax: 604 464-2664

The Terry Fox Foundation

2669 Shaughnessy Street

Port Coquitlam, British Columbia

Toll Free: 1 888 836-9786 e-mail: bcyukon@terryfoxrun.org viewpage&page\_id=0C43D050-DEF5- http://www.terryfoxrun.org/english/ terry%20fox%20run/default.asp?s=1





In First Nation communities, long winters can be a barrier to outdoor physical activity. Building snow sculptures as an individual activity or part of a winter festival will get both kids and adults outdoors being active and having fun.

### STEPS TO INCOPORATE SNOW SCULPTURES INTO THE WINTER ACTIVITIES:

- Snow sculptures can be incorporated as a part of the festivities in a community winter festival.
- Ask local artists to create art in the snow for display at community events.
- If there are local artists that are willing to volunteer, have them teach groups of children at the local school how to create snow sculptures.
- If the school has extra funding the artists can be paid to teach classes on snow sculpture each winter.
- Schools can have competitions between classes or between schools in the community. Prizes can be awarded for the best or most creative sculpture.
- Encourage the use of traditional symbols for the snow sculptures such as canoes, bears and drums.
- Involve elders in the winter festival activities elders can serve as judges for the snow sculpture competitions at the schools which makes for a great intergenerational project that the whole community can get involved in.

### **Community Voice:**

Make snow totem poles and incorporate activity with learning (ex. how to build a fire, healthy warm food, etc.). Mittens may be an affordable and useful prize idea.

# SUMMER ACTIVE / WINTER ACTIVE

#### **Community Voice:**

For Winter Active, try snowshoe baseball, snow sculptures, snowshoe races, or smoosh race (4 people on 2x4s, people tied up and need to walk together). Include dogsledding and sleigh rides where possible. Have family activities that include curling, crosscountry skiing or skating.

For Summer Active, organize a bus for the kids to go to the lake to get them out of the house away from video games and do a hike around the lake. Also encourage them to try new things like volleyball, bocce, and other fun group games.

Many First Nation children are not active enough for optimal growth and development. Inactivity is linked to heart disease, obesity, high blood pressure, type 2 diabetes, osteoporosis, stroke, depression and some cancers. Regular physical activity reduces the risk of these diseases while at the same time, improves health and wellness, strengthens muscles and bones and increases energy. Health Canada's Summer Active and Winter Active programs are fun and have easy ways to help students, staff and community members get active!

#### STEPS TO IMPLEMENTING SUMMER ACTIVE/WINTER ACTIVE:

- Organize a committee to plan, implement and oversee winter active and summer active programs in your community. A designated leader will either volunteer or be appointed by the committee to pull the programs together.
- Use the Health Canada materials and decide what will work in your community and make a plan.
- Decide what recommendations will work the best in your community keep weather and recreation resources in mind.
- Some winter activities are suggested below first do an inventory of the resources that can be used in your community. If your community has a swimming pool, arena or skating pond, plan activities or sporting events that will utilize these resources. Even if your community only has trails for walking, then you can create walking, running or hiking groups for adults and children.

#### **RESOURCES:**

For more information on Summer Active and Winter Active, or to receive your action kit, contact:

Health Canada, Summer Active

First Nations, Inuit, and Métis healthy living tips

http://www.summeractive.ca/en/resources/aboriginal.aspx

BC Office Mr. Robin Shantz, BCRPA Communications Coordinator

101 – 4664 Lougheed Hwy Burnaby, BC V5C 5T5

Phone: 604-629-0965 ext. 42 Fax: 604-624-2651

Email: rshantz@bcrpa.bc.ca or Sharon.Meredith@bcrpa.bc.ca



- Treat the medicines and the healers with respect. The medicines are powerful and should be respected and honored at all times, from the time of harvest, through preparation, and during ingestion of the medicines.
- · Incorporate more traditional foods into the diet: a focus on whole foods and not processed foods. The sacredness of the land is important to respect as we rely on the land to provide nutrition through gardens, fishing, hunting, trapping and gathering.
- Traditional healers aid the body in its own healing process by not just covering symptoms but getting to the cause of symptoms.
- · Language is integrally linked to indigenous knowledge and practices.
- Traditional approaches to healing are a life long process as we learn how to take good care of our body, mind, heart, and spirit. Lifestyle changes are needed for personal, cultural, and spiritual healing.
- The understanding that relationships with and connections between family members, within communities, and with the physical environment all affect health.
- · Renewal of spirituality.
- · Restoring the wisdom of traditional teachings, practices, and medicines that promote balanced health.
- Despite the help and teachings we receive from traditional healers, the responsibility of our wellbeing is our own.



Children are influenced by many people around them, particularly older teens and adults. Children who witness these people smoking maybe influenced by them and start smoking themselves.

Ritchie and Reading (2004) performed a study that showcased the positive role that involvement in physical activity played in building resiliency among Aboriginal youth. Based on the data from the 1996 First Nations and Inuit Regional Health Survey, smoking initiation occurred as early as age 5 and peaked at age 16. This was parallel to when children started with sports and peaked as athletes.

#### STEPS TO IMPLEMENTING RESPECTFUL USES OF TOBACCO:

- · Have your school adopt a policy where teachers and staff, if permitted, smoke outside the school, and do so where children cannot see them.
- · Teach children about the traditional use of tobacco.

#### **RESOURCES:**

This youth friendly website has a lot of tobacco information, cessation resources, teacher resources, and Aboriginal specific materials.



http://www.tobaccofacts.org/

Centre of Addiction and Mental Health provides many educational resources available in PDF on tobacco, alcohol and other drugs.



http://www.camh.net/index.html

Centre for Addictions Research of BC provides tobacco toolkits for teachers (K-12). ActNow products are also available (either order or download).



http://www.carbc.ca/



BC Lung Association has many resources on tobacco cessation.

http://bc.quitnet.com/

Health Canada- Quit 4 Life: Break the Habit. A website tailored for youth and tobacco cessation.



http://www.quit4life.com/





References

#### **REFERENCES**

#### **Traditional Medicine Websites**

#### 1) World Health Organization



http://www.who.int/mediacentre/factsheets/fs134/en/

WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends.

#### 2) Prometra: The Association for the Promotion of Traditional Medicines.



www.prometra.org

An international organization for the preservation and restoration of the ancient arts of traditional medicine

## 3) National Center of Complimentary and Alternative Medicine, NCCAM http://nccam.nih.gov/news/camsurvey fs1.htm



NCCAM's mission is to explore complementary and alternative healing practices in the context of rigorous science, train CAM researchers, and disseminate authoritative information to the public and professionals.

## 4) Report of the Royal Commission on Aboriginal Peoples: Traditional Health and Healing



http://www.ainc-inac.gc.ca/ch/rcap/sg/sim3\_e.html

A Health Canada document on policy changes to better the life of Aboriginal peoples of Canada

#### 5) Health resource links around the world:



http://www.nativeweb.org/resources/health\_elder\_resources/

Resources for Indigenous Cultures around the World

6) Native Science: What is Traditional Knowledge?

http://www.nativescience.org/html/traditional\_knowledge.html
Information on traditional teachings, food, and local systems from the Arctic.

### **Traditional Healing Toolkits and Documents**

1) Sacred Ways of Life - Traditional knowledge. Prepared by Crowshoe Consulting INC.



 $http://www.naho.ca/first nations/english/documents/FNC-Traditional Knowledge Toolkit-Eng\_000.pdf$ 

Traditional knowledge community toolkit.

2) Traditional Medicine in Contemporary Contexts: Protecting and Respecting Indigenous Knowledge and Medicine. Prepared by Dr. Dawn Martin Hill.



http://www.naho.ca/english/pdf/research\_tradition.pdf

An in depth document discussing Traditional Medicine and its role in society today.

3) Handbook and Resource Guide to the Convention on Biological Diversity.



http://www.naho.ca/publications/biodiversityGuide.pdf

4) An Overview of Traditional Knowledge and Medicine And Public Health



http://www.naho.ca/publications/tkOverviewPublicHealth.pdf



5) Aboriginal Healing and Wellness Strategy.

http://www.ahwsontario.ca/publications/Traditional%20Healing%20 Guidelines\_2004.pdf

Detailed report on Draft Guidelines for Traditional Healing Programs, February 2002.



6) CIHR Guidelines for Health Research Involving Aboriginal People.

http://www.cihr-irsc.gc.ca/e/documents/ethics\_aboriginal\_guidelines\_e.pdf Guidelines prepared by the ethics office of the Canadian Institute of Health Research. Assists researchers and institutes to carry out ethically and culturally competent research involving Aboriginal peoples.

### **Funding Websites**

Funding sources are included throughout the ActNow activities. These sources have been compiled together here for easy reference. In addition, some additional, general sources of funding are also included.

#### **GENERAL SOURCES**

Charity Village — links to online databases and directories of funding agencies and foundations



http://www.charityvillage.com/cv/ires/fund.asp

City of Vancouver — links to external granting agencies who fund, or have funded, projects and initiatives with a social planning dimension



http://vancouver.ca/commsvcs/socialplanning/grants/extgrants.htm

#### **Canadian Directory to Foundations and Corporations**

This book is often available in the Reference Section of your public library or some public libraries may subscribe to the online version so you can search on their computers.

Healthy Fundraising For Schools — A Practical Guide For Parents and Educators



http://www.dashbc.org/upload/Healthy%20Fundraising%20For%20Schools.pdf

#### **BC Healthy Communities**

Phone: 250-356-0892 Toll free: 1-888-356-0892

Email: bchc@bchealthycommunities.ca.



http://www.bchealthycommunities.ca/Content/Resources/Index.asp

#### **HEALTHY EATING SOURCES**



#### Fresh Choice Kitchen – funding your own community kitchen

http://www.communitykitchens.ca/main/?GettingFunding#OtherFundingSources



#### **Aboriginal Agricultural Initiative**

http://www.iafbc.ca/funding\_available/programs/AAI/aai.htm

#### **PHYSICAL FITNESS SOURCES**

#### **ProMOTION Plus, Programs and Services, Awards, Grants, and Library**

227 – 3820 Cessna Drive Richmond, BC V7B 0A2 Phone: 604-333-3475 Toll Free: 1-877-55-PROMO

Fax: 604-333-3450

Email: info@promotionplus.org

#### http://www.promotionplus.org/content/home.asp

#### Kid Sport, Grants for 6-18 years old

Contact: Pete Quevillon Phone: 604-333-3430

Email: Pete.Quevillon@sport.bc.ca



http://sport.bc.ca/programs/kidSportBC/



#### **Everybody Gets to Play, economic support**

http://www.bcrpa.bc.ca/recreation\_parks/everybody\_gets\_to\_play/information\_overview.htm



#### 2010 Legacies Now Local Sport Program Development Fund

http://www.2010legaciesnow.com/local\_sport\_development\_fund/

#### **Nutrition Resource Websites**

#### PRENATAL NUTRITION

#### **Canada Prenatal Nutrition Program**



http://www.phac-aspc.gc.ca/dca-dea/programs-mes/cpnp\_main-eng.php

#### **FOOD GUIDES**



Eating Well with Canada's Food Guide – First Nations, Inuit and Métis;

http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php www.myfoodguide.com

This online tool allows you to create your own personal food guide. It includes your choice of store, grown or traditional foods. You can also use this as a framework for the development of your own community food guide.

#### **SCHOOL NUTRITION**



Making it Happen: Healthy Eating At School

http://www.knowledgenetwork.ca/makingithappen/index2.html



**ActNow BC – School Fruit & Vegetable Snack Program:** 



(BC Agriculture in the Classroom Foundation).

If your school would like to start a breakfast program, check out the Directorate of Agencies For School Health for more information, including grant opportunities: http://www.dashbc.org



#### Check out the "Brand Name Foods List" to see if your choice is a CHOOSE **MOST choice:**



http://www.brandnamefoodlist.ca/default.aspx



#### **Actions Schools BC:**

http://www.actionschoolsbc.ca/Images/Top%20Menu/FoodFit.pdf

#### Menu Planning:



http://www.mealsmatter.org/

#### **COOKING PROGRAMS**



#### Kids in the Kitchen

http://www.youville.ca/english/links.html

Food Skills For Families Aboriginal – Canadian Diabetes Association

#### **FOOD SAFETY**

Food Safe Training – First Nations Inuit Health Environmental Health Services



Food Safety Resources -

www.fightbac.org

#### **FOOD SECURITY**

Toronto Food Share website: Information on Good Food Box Programs, Community Kitchens and other practical food security initiatives:



www.foodshare.net/goodfoodbox01.htm

#### **BC Food Systems Network**



http://www.fooddemocracy.org



**Aboriginal Agricultural Initiative** 

 $http://www.iafbc.ca/funding\_available/programs/AAI/aai.htm$ 

Fresh Choice Kitchens — Information on how to start a community kitchen, including getting started, how to find a kitchen near you, recipes etc.



www.communitykitchens.ca

#### **TRADITIONAL FOODS**





http://www.mcgill.ca/cine/

#### **HEALTHY EATING AND SPECIAL DIET INFO**



Dial A Dietitian – Free Nutrition Info Just a Call Away

(1-800-667-3438) www.dialadietitian.org

Dietitians of Canada Consumer Resources – Eat Well Live Well:



www.eatwelllivewell.ca

Healthy Eating is In Store – Take the virtual grocery tour to learn more about reading food labels



www.healthyeatingisinstore.ca

### **Physical Activity Websites**

#### FIRST NATIONS PHYSICAL ACTIVITY RESOURCES

#### International

North American Indigenous Games Cowichan 2008



http://www.cowichan2008.com/

#### **National**

Aboriginal Sport Circle of Canada Roundpoint Building RR 3 Akwesasne Mohawk Territory Cornwall Island, ON K6H 5R7

Tel (613) 938-1176 Fax (613) 938-9181

Satellite Office 275 MacLaren Street Ottawa, ON K2P 0L9

Tel (613) 236-9624



http://www.aboriginalsportcircle.ca/main/about.html

Email: executivedirector@aboriginalsportcircle.ca

Information on athlete support, coach development, programs and camps.

#### FIRST NATIONS CLUBS, EVENTS, LEAGUES, AND PROGRAMS

#### **First Nations Athletes and Reading**

Bridge Through Sport Program

**UBC Community Affairs** 

Ryanne James

Tel: 604.822.4755 Cell: 604-317-7842

Email: Ryanne.james@ubc.ca

http://www.communityaffairs.ubc.ca/bts/readingclub.html

#### **First Nations Basketball**

All-Native Basketball Tournament

Prince Rupert, BC

Email: ant@citytel.net

http://www.allnativetournament.ca/?page=home

#### **First Nations Canoeing**

Seabird Festival

War canoe races

All Native Soccer Tournament

All Native Ball Hockey

Seabird Island Indian Band

2895 Chowat Road, Agassiz,

British Columbia VOM 1A0

Phone: 604-796-2177 Fax: 604-796-3729

Email: angiechapman@seabirdisland.ca

http://www.seabirdisland.ca/community/eventsponsor.html



#### **FIRST NATIONS GOLF**

#### **Musqueam Golf Course and Learning Academy**

3904 West 51 Ave.

Vancouver, BC V6N 3W1 Phone: 604-266-2334 Fax: 604-266-2334



Email: info@musqueamgolf.com http://www.musqueamgolf.com

#### Nk'Mip Canyon Golf Course

37041-71st St., PO Box 1949,

Oliver, BC VOH 1TO

Toll-free: 1-800-656-5755 Phone: (250) 498-2880



http://www.nkmipcanyon.com/

#### **Skaha Meadows Golf Course**

Mail: # 113 - 437 Martin Street

Box # 202

Penticton, British Columbia, V2A 5L1

Phone: 250-492-7274



Email: golf@skahameadowsgolf.com http://www.skahameadowsgolf.com/

#### **Sonora Dunes Golf Course**

1300 Rancher Creek Road Osoyoos, BC VOH 1V6

Phone: 250-495-4653



Email: info@sonoradunes.com http://www.sonoradunes.com/

#### Tsawwassen Golf & Country Club

1595 - 52nd Street, British Columbia

V4M 2Z4

Phone: 604-943-2288 Fax: 604-943-6117 Pro Shop: 604-943-3911

Email: info@tsawwassengolf.ca http://www.tsawwassengolf.ca/



#### **First Nations Hockey**

Seabird Festival

War canoe races

All Native Soccer Tournament

All Native Ball Hockey

Seabird Island Indian Band

2895 Chowat Road, Agassiz,

British Columbia VOM 1A0

Phone: 604-796-2177

Fax: 604-796-3729



Email: angiechapman@seabirdisland.ca

http://www.seabirdisland.ca/community/eventsponsor.html

#### **First Nations Walking and Running**

Honour Your Health Challenge

Contact: Denise Lecoy Phone: 250-216-4576

Fax: 250-276-4707



Email: Denise.Lecoy@gov.bc.ca www.honouringourhealth.ca



UBC Team - Aboriginal Runners, Cyclists, and Hikers

http://www.facebook.com/grohttp://www.tsawwassengolf.ca/

up.php?gid=5878994369

#### **First Nations Snowboarding**

First Nation Snowboard Team

Aaron Marchant FNST Founder / Operations Manager

Direct: 604-982-8632 Fax: 604-980-4523

Toll Free: 1-877-628-2288

Email: aaron\_marchant@squamish.net

# http://www.fnriders.com/ First Nations Soccer

Namgis First Nation Soccer Tournament

National Aboriginal Day June Sports

Father's Day (Annual)

Alert Bay, B.C.

Phone: 250-974-5556

Email: donalds@namgis.bc.ca



http://june-sports-08.yikesite.com/

Seabird Festival

War canoe races

All Native Soccer Tournament

All Native Ball Hockey

Seabird Island Indian Band

2895 Chowat Road, Agassiz,

British Columbia VOM 1A0

Phone: 604-796-2177 Fax: 604-796-3729

Email: angiechapman@seabirdisland.ca



http://www.seabirdisland.ca/community/eventsponsor.html

**UBC** and Musqueam Soccer Tournament

For tournament details: UBC Community Affairs

Ryanne James

Tel: 604-822-4755 Cell: 604-317-7842

Email: Ryanne.james@ubc.ca



http://www.public affairs.ubc.ca/media/releases/2005/mr-05-086.html

#### **COMMUNITY SPORTS AND RECREATION PROGRAMS**

#### **BC Association of Aboriginal Friendship Centres**

#200 - 506 Fort Street Victoria BC V8W 1E6

Phone: (250) 388-5522 Fax: (250) 388-5502

There are 24 Aboriginal B.C. Friendship Centres in B.C. listed below and each centre's contact information can be found on the following website:



http://www.bcaafc.com/content/view/15/278/

#### **BC Programs with First Nations Involvement and Valuable Resources**

#### 2010 Legacies Now

Aboriginal Sport Development



http://www.2010legaciesnow.com/250/

Game Plan BC, Athlete Support



http://www.2010legaciesnow.com/game\_plan\_bc/

Spirit of BC Week



http://www.spiritofbc.com/

Action Schools BC, utilized in over 70 BC First Nation Schools

### http://www.actionschoolsbc.ca/content/home.asp

#### **ActNow BC**

Tips for Family, Youth, Adults, Pregnancy, Physically Challenged, and Seniors Email: actnow@gov.bc.ca



http://www.actnowbc.gov.bc.ca/



Activator Widget, challenge yourself or another community in physical activities http://www.healthycommunity.ca/ActNow/Default.aspx

#### **Arthritis Society, Joints in Motion**

British Columbia and Yukon Division Office

#200 - 1645 West 7th Avenue

Vancouver, BC. V6J 1S4 Phone: 604-714-5550 Fax: 604-714-5555

Vancouver Island: Trish Duncan

Email: tduncan@bc.arthritis.ca or 250-519-4001

Vancouver and Lower Mainland inquires, please contact: Emily Shandruk

Email: eshandruk@bc.arthritis.ca or 604-714-5569

Toll free: 1-866-414-7766



 $http://www.arthritis.ca/local\%20 programs/bcyukon/JIM/default.asp?s{=}1$ 

#### BC Association of Kinesiologists. Find a Kinesiologist in your Area

102 - 211 Columbia Street Vancouver BC V6A 2R5 Phone: 604-601-5100

Fax: 604-681-4545 Email: office@bcak.bc.ca



http://www.bcak.bc.ca/findakinesiologist.php

#### **BC Healthy Communities**

Library, Funding, Toolkits, and other resources

Phone: 250-356-0892 Toll free: 1-888-356-0892

Email: bchc@bchealthycommunities.ca.



http://www.bchealthycommunities.ca/Content/Resources/Index.asp

#### **BC** Health Living Alliance

Fifteen initiatives implemented by members of the alliance under four major strategies: Physical Activity, Healthy Eating, Tobacco Reduction, and Community Capacity.



http://www.bchealthyliving.ca/

#### **BC** Recreation and Parks Association (BCRPA)

#101 - 4664 Lougheed Hwy.

Burnaby, BC V5C 5T5

Phone: 604-629-0965 Fax: 604-629-2651 http://www.bcrpa.bc.ca



#### **BC** Healthy Living Alliance initiatives:

Walk BC, Lindsay Richardson, Coordinator

Email: lrichardson@bcrpa.bc.ca

http://www.bchealthyliving.ca/node/105

**Everybody Active** 



http://www.bchealthyliving.ca/node/106

Community Based Awareness Initiative



http://www.bchealthyliving.ca/node/107

Built Environment and Active Transportation Initiative http://www.bchealthyliving.ca/node/108



Fitness Programs

Aquatic, aerobics, and pilates fitness, weight training and personal training, and osteofit

Fitness Leader Registration Courses (incl. Distance), Workshops, Conferences, and Events



http://www.bcrpa.bc.ca/fitness\_program/registration/fitness\_specialties/fitness\_leader.htm

#### **Active Communities**

The initiative mobilizes and collaborates with communities, local governments, First Nations and partner organizations to promote healthy lifestyle choices, increase accessibility to physical activities and build supportive community environments. There are currently over 26 Aboriginal communities registered.



Email: activecommunities@bcrpa.bc.ca http://www.activecommunities.bc.ca/wp/

#### Other Active Communities resources:

Active Workplace, Workbooks Active Aging, Literature review Active Transportation, Action plan

http://www.activecommunities.bc.ca/wp/programs-tools/program-opportunities/other-program/

High Five, Quality assurance for programs aimed at children 6-12. The Aboriginal Supplement can be found at: http://www.bcrpa.bc.ca/recreation\_parks/recreation/high\_fiv



 $http://www.bcrpa.bc.ca/recreation\_parks/recreation/high\_five/documents/Aboriginal.pdf\\$ 

Everybody Gets to Play, economic support



http://www.bcrpa.bc.ca/recreation\_parks/everybody\_gets\_to\_play/information\_overview.htm



http://www.bcrpa.bc.ca/recreation\_parks/parks/playground\_safety.htm



Walking Programs, pedometer handbooks, and guides http://www.bcrpa.bc.ca/walking/default.htm



http://www.bcrpa.bc.ca/recreation\_parks/recreation/women\_leader.htm



Youth Workers

http://www.bcrpa.bc.ca/youth/default.htm

## Canadian Association for the Advancement of Women and Sport and Physical Activity

N202 - 801 King Edward Avenue

Ottawa, ON, Canada

K1N 6N5

Phone: 613-562-5667 Fax: 613-562-5668

http://www.caaws.ca/e/about/contact\_us.cfm

Mothers in Motion

http://www.caaws.ca/mothersinmotion/home\_e.html

Physical Activity for Women aged 55 to 70 http://www.caaws.ca/women55plus/index.cfm

Active and Free of tobacco

http://www.caaws.ca/activeandfree/e/index.cfm

Girls at Play

http://www.caaws.ca/girlsatplay/

Active Strategy

http://www.caaws.ca/active/eng/

On the Move

Email: snmillar@caaws.ca

http://www.caaws.ca/onthemove/e/index.htm

#### **Canadian Fitness and Lifestyle Research Institute**

201-185 Somerset Street West

Ottawa, Ontario K2P 0J2

Contact: Christine Cameron Email: ccameron@cflri.ca

http://www.cflri.ca/eng/about/structure.php

Canadian Sport For Life, Useful information on Physical Literacy.

http://www.ltad.ca/content/home.asp

#### The Coaches Association of BC

#200 - 3820 Cessna Drive Richmond, BC V7B 0A2

Phone: 604-333-3600 Fax: 604-333-3450

Email: info@coaches.bc.ca



http://www.coaches.bc.ca/about/contactus.html

#### **Coaching Association of Canada**

141 Laurier Avenue West, Suite 300

Ottawa, Ontario K1P 5J3 Phone: 613- 235-5000 Fax: 613-235-9500

Email: coach@coach.ca

Information on coach training and certification http://www.coach.ca/eng/certification/index.cfm

#### Get Active Now Canada, enabling individuals with disabilities

213-120 Ottawa Street North Kitchener, Ontario N2H 3K5

Fax: (519) 568-8924 Phone: 1-800-311-9565

Email: infocanada@getactivenow.ca



http://canada.getactivenow.ca/who\_org.asp

#### **Health Canada, Summer Active**



First Nations, Inuit, and Métis healthy living tips

http://www.summeractive.ca/en/resources/aboriginal.aspx

BC Office

Mr. Robin Shantz, BCRPA Communications Coordinator 101 – 4664 Lougheed Hwy Burnaby, BC V5C 5T5

Phone: 604-629-0965 ext. 42

Fax: 604-624-2651

Email: rshantz@bcrpa.bc.ca or Sharon.Meredith@bcrpa.bc.ca

#### Hearts in Motion™ Walking Club – A program encouraging people to participate in regular physical activity by walking.

Heart and Stroke Foundation of BC & Yukon

Toll Free: 1-888-473-4636 ext. 364

Email: ttang@hsf.bc.ca

http://www.heartandstroke.bc.ca/site/c.kpIPKXOyFmG/b.3757991/k.C97D/ Hearts\_in\_Motion8482\_Walking\_Clubs.htm

#### **Healthy Hearts Society**

Events, brochures, and promotion

260 - 1401 West 8th Avenue

Vancouver, BC V6H 1C9 Phone: 604-742-1772 Toll Free: 888-742-1772

Fax: 604-742-1773

Email: cnorth@healthyheart.bc.ca

Hearts at School

Video, events, and manual

http://www.heartbc.ca/heartsatschool.html

Hearts at Work

Video, events, and manual

www.heartbc.ca/heartsatwork

#### **HeartSmart Fitness Wheel**

Heart and Stroke Foundation Tips to become physically active

Toll Free: 1-888-473-4636

www.heartandstroke.ca

#### Kid Sport, Grants for 6-18 years old

Contact: Pete Quevillon Phone: 604-333-3430

Email: Pete.Quevillon@sport.bc.ca

http://sport.bc.ca/programs/kidSportBC/





#### **ProMOTION Plus, Programs and Services, Awards, Grants, and Library**

227 – 3820 Cessna Drive Richmond, BC V7B 0A2 Phone: 604-333-3475

Toll Free: 1-877-55-PROMO

Fax: 604-333-3450

Email: info@promotionplus.org



Social Planning and Research Council of British Columbia

http://www.promotionplus.org/content/home.asp

Everybody's Welcome, Understanding Social Inclusion

201 - 221 East 10th Avenue, Vancouver, BC, Canada V5T 4V3

Contact: Jim Sands Phone: (604) 718-7733 Fax: (604) 736-8697 Email: jsands@sparc.bc.ca



http://www.sparc.bc.ca/everybodys\_welcome



#### Sports BC, 64 BC Sport organizations

http://www.sport.bc.ca/aboutSportBC/membershipInfo/

#### **Sport Med BC**

1325 Keith Road

North Vancouver, BC V7J 1J3

General Enquiries: (604) 903-3880

SportMed RunWalk Clinics: (604) 903-3883

SportMed Safety: (604) 903-3884 SportMed Nutrition: (604) 903-3888 SportMed Performance (604) 903-3881

Toll Free in BC: 1-888-755-3375

Fax: (604) 929-3877

Email: info@sportmedbc.com

Nordic Walking http://www.sportmedbc.com/nordicwalk.php

Run Walk Programs, Honor Your Health Challenge http://www.sportmedbc.com/hyhChallenge.php



#### References



#### **Aboriginal Diabetes Initiative: Active Living Fact Sheet**

http://www.hc-sc.gc.ca/fniah-spnia/alt\_formats/fnihb-dgspni/pdf/pubs/diabete/2002\_fs-fr\_5-eng.pdf

#### **Active Community 2010 Tool Kits**



Sports, Fitness and Recreation programs

http://www.active2010.ca/toolkit/en/default.asp

#### **Active Living at Work**

http://www.phac-aspc.gc.ca/pau-uap/fitness/work/started\_manage\_e.html

#### ActNow BC

http://www.actnowbc.gov.bc.ca/





http://www.actnowbc.ca/EN/everyone/physical\_activity\_guidelines:\_f.i.t.t./

Physical Activity Safety and Injury Prevention



http://www.actnowbc.ca/EN/everyone/physical\_activity:\_safety\_and\_injury\_prevention/

Physical Activities for Families



http://www.actnowbc.ca/EN/families/physical\_activity\_for\_families/

**SMART Goal Setting** 



http://www.actnowbc.ca/EN/everyone/s.m.a.r.t.\_goal\_setting/

Endurance, Flexibility and Strength



 $http://www.actnowbc.ca/EN/everyone/endurance,\_flexibility\_and\_strength/$ 





http://www.actnowbc.ca/EN/healthy\_workplaces/heart\_rate\_calculator/



Warming Up and Cooling Down Tips http://www.actnowbc.ca/EN/everyone/warming\_up\_and\_cooling\_down/

Exercising During Pregnancy

Physically Challenged



 $http://www.actnowbc.ca/EN/pregnant\_women/exercise\_during\_pregnancy/$ 



http://www.actnowbc.ca/EN/physically\_challenged/physically\_challenged,\_physically\_active/



#### **Body Mass Index, Health Canada**

http://www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/guide-ld-adult/bmi\_chart\_java-graph\_imc\_java-eng.php

#### Canada's Physical Activity Guides, no charge

Order by phone: 1-888-334-9769

http://www.phac-aspc.gc.ca/pau-uap/paguide/index.html

Canadian Physical Activity Guide for Older Adults

Canadian Physical Activity Guide for Children

Canadian Physical Activity Guide for Youth

Canadian Society for Exercise Physiology



#### **Fitness Publications**

http://www.csep.ca/main.cfm?cid=574&nid=508



#### **Diabetes Medicine Bag**

http://www.diabetesmedicinebag.com/



#### **Diabetes: Physically Active**

http://www.phac-aspc.gc.ca/ccdpc-cpcmc/diabetes-diabete/english/prevention/activity.html

# National Indian and Inuit Community Health Representatives Organization Come Meet the Challenge



http://www.niichro.com/2004/pdf/cmc-eng-binder.pdf



### Physical Activity Readiness Questionnaire (PAR-Q) http://www.csep.ca/main.cfm?cid=574&nid=5110

Physical Activity Readiness Questionnaire with medical examination



(PARmed-X)

http://www.csep.ca/communities/c574/files/hidden/pdfs/parmedx.pdf

#### Physical Activity Readiness Questionnaire with medical examination for Pregnancy



http://www.csep.ca/communities/c574/files/hidden/pdfs/parmed-xpreg.pdf



#### **Prenatal Nutrition**

http://www.hc-sc.gc.ca/fn-an/nutrition/prenatal/index-eng.php



#### Silken's Active Kids, Play Resources

http://www.silkensactivekids.ca/Content/ThingsThatHelp/Main.asp?langid=1

#### Social Planning and Research Council of British Columbia

Building Bridge Together, A workbook for series of intercultural dialogue between Aboriginal and non-Aboriginal peoples

201 - 221 East 10th Avenue,

Vancouver, BC, Canada V5T 4V3

Contact: Jim Sands

Phone: (604) 718-7733 Fax: (604) 736-8697

Email: jsands@sparc.bc.ca



http://www.sparc.bc.ca/everybodys\_welcome



#### SportMed BC Library

http://www.sportmedbc.com/libraryOverview.php





Appendix

### **APPENDIX I - HEALTHY LIVING ACTION PLAN**

Healthy Living Action Plan: For schools and communities

List the First Nations ActNow Toolkit policies and activities that will be part of your health and wellness program. Identify which policies and activities are "core", or prerequisites to support additional policies and activities. .

POLICY / ACTIVITY	TIMEFRAME	WHO IS TAKING THE	PARTNERS
POLICY / ACTIVITY	TIMEFRAME	LEAD	PARTNERS
1. Healthy Snack		LEAD	
Stand			
2. Food at First			
Nation School			
Events			
3. Vending Machines			
4. Cafeteria			
5. Healthy Eating			
Curriculum			
6. School/Community			
Fundraising			
7. Healthy Lunch			
Newsletter			
8. Snack Suggestions			
9. Physical Activity			
Curriculum			
10. All-Around Active			
11. No Smoking in			
Student View			
Other policies/			
activities for our			
school:			

Additional categories may be added to the action plan, including:

- Budget (total cash and in-kind support required)
- Budget sources (e.g. core funding, fundraising, funding applications)
- · Performance measures
  - o Indicators of success e.g. # of youth participating, % decrease in new cases of diabetes
  - o Targets to reach for each indicator e.g. 100 youth by the end of the year, 25% decrease in new cases of diabetes within 5 years.

## **APPENDIX II - HEALTHY EATING REPORT CARD**

Healthy Eating Report Card: For schools, after school programs and community events (e.g. feasts, elders luncheons)

1	Have policies or guidelines been established about the types of food that are made available? If yes, is the policy followed?  Yes / No (please circle)  Comments:
2	Is milk available for youth?
	Yes / No (please circle)
	Comments:
3	Are other beverages available? If yes, what types of beverages?
	Yes/ No (please circle)
	Comments:
4	Are snacks available? If yes, what types of snack foods?
	Yes/ No (please circle)
	Comments:
5	Does your First Nation School have hot lunch or fun lunch days? If yes,
	how often and what types of foods are served?
	Yes/ No (please circle)
	Comments:
6	Is food used for fundraising? If yes, what types of foods are sold?
	Yes/ No (please circle)
	Comments:

7	Does your First Nation School provide guidance for lunches or snacks brought to school?  Yes/ No (please circle)  Comments:
8	Is food provided by the school for children who come without breakfast or lunch? Is this a regular program or offered on an 'emergency' basis only?  Yes/ No (please circle)  Comments
9	Does your First Nation School or after school program have physical activity policies or guidelines? If yes, is the policy followed?  Yes/ No (please circle)  Comments:
10	Are there planned programs for youth to be physically active outside of Phys. Ed. Class (e.g. intramural sports)?  Yes / No (please circle)  Comments:
11	Has your First Nation School or after school program implemented any non-sport physical activities for youth (e.g. walking club)?  Yes/ No (please circle)  Comments:
12	Are there planned programs for adults or elders to be physically active?  Yes / No (please circle)  Comments:
Oth	ner problems or concerns:

## APPENDIX III — SCHOOL AND COMMUNITY SELF-EVALUATION

First Nations ActNow Toolkit School and Community Self-Evaluation

At the end of the school or fiscal year (or periodically throughout the year), the "First Nations ActNow Committee" should complete this self-evaluation form.

ACTIVITY	START/END DATE	STRENGTHS	WEAKNESSES	STATUS (where is it at? should it be continued?)

### APPENDIX IV - FOOD SAFETY GUIDELINES

### FOOD SAFETY GUIDELINES FOR FIRST NATION SCHOOL AND COMMUNITY FOOD PROGRAMS

The following are guidelines on food handling and safety that will help ensure foods offered at school and community events are safe to eat.

The types of foods that that can be stored, prepared and served safety will depend on the facilities that is available.

#### **DRY FOODS STORAGE**

Pre-packaged, non-hazardous foods such as breads, cereals, peanut butter, cookies and crackers should be stored in a dry clean area at least six (6) inches above floor level. Keep these foods covered or in a container with a tight fitting lid.

#### **REFRIGERATION STORAGE**

Refrigeration space must be provided for the storage of foods containing eggs, milk or meat.

Foods should be kept at 5 degrees Celsius (41 degrees Fahrenheit) or lower. A thermometer should be kept in refrigerators.

#### HAND WASHING FACILITIES

A sink designated for hand washing to ensure hands are washed before handling foods and after any chance of re-contamination (e.g. sneezing or coughing, touching a door handle).

Provide the following for hand washing: hot and cold running water, soap in a dispenser, paper towels in a dispenser. Post signs reminding everyone to wash hands. Always encourage children to wash their hands after using the toilet and before eating.

### **Manual Dishwashing**

All utensils and dishes must be washed and sanitized using the three sink method:

- · WASH with detergent and hot water
- · RINSE with clean water
- · SANITIZE in a chlorine solution (i.e. use 4 ml or 1 teaspoon of household chlorine bleach per litre of water), and
- · AIR DRY

A minimum of two sinks is required for this method. A plastic dish basin may be used as a replacement for the third sink. If single-use utensils are used, e.g. plastic cutlery, they should NOT be re-used.

Mechanical dishwashing is acceptable using either a commercial dishwasher or a domestic dishwasher with a chlorine detergent. Surfaces such as cutting boards and counters must also be washed, rinsed and sanitized if it becomes in contact with food.

#### **COOKING, COOLING AND REHEATING**

Foods must be obtained from an approved source. All further preparation must be done on the school premised following these temperature guidelines:

- · Prepare foods as close to serving time as possible
- · Cook hazardous foods thoroughly
- · Cool foods quickly using ice baths or shallow pans
- · Keep cold foods COLD at 5∞C (41∞F) or lower
- Reheat foods quickly to 74∞C (165∞F) using a stove, electric pan or microwave oven
- · Keep hot foods HOT at 60°C (140°F) or greater.

Microwave ovens may be used for reheating provided the entire portion of the food meets the required temperature. For example, pre-cooked hot dogs and soups may be heated in a microwave oven. Stirring can help to ensure a uniform temperature.

A probe thermometer can be used to verify temperatures provided it is sanitized in a bleach and water solution prior to probing food.

Keep all chemicals locked in a separate cupboard out of reach of children.

If you have any questions, contact your Regional Health Authority. For a list, go to:



#### http://www.foodsafe.ca/FSHealthAuthorities.htm

Food Protection Services & British Columbia Centre for Disease Control

Food Safety Contact Health Canada

Lynn Willcott Food Safety Contacts Workplace

Food Safety Specialist Health and Public Safety

lynn.wilcott@bccdc.ca Programme
Phone: 604-660-5364 Shawn Parhar

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Central District Ian McLean

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# **APPENDIX V** – Healthy Snack **Suggestions**

The following is a list compiled of healthy snacks/foods that can be utilized in the Healthy Foods/Nutritional Information section found in the Toolkit. Decisions on what foods to serve/offer are up to those implementing the healthy snack ideas. These are merely meant to serve as a guide and provide some healthy choice options.

- Hamburger soup or salmon chowder with whole wheat bannock
- Pizza (crust: whole wheat; toppings: low-fat mozzarella cheese; lean meats such as ham, chicken, turkey, vegetables and pineapple)
- Homemade macaroni and cheese
- Homemade chili & whole wheat bun
- Submarine sandwiches using lean meats (roast beef, moose, deer, chicken, turkey, fish) or cheese and vegetables
- Wraps (whole wheat tortilla shells with tuna, salmon, lean meats, vegetables and cheese)
- Bean and cheese burritos made with whole wheat tortilla and low-fat cheese
- Homemade lasagna
- Hamburgers served on whole wheat buns
- veggie hot dogs and burgers
- Sliced fresh or dried apples in a bag
- Milk or fortified soy beverage
- Chocolate milk or fortified flavored soy beverage
- 100% Fruit Juice popsicles
- Frozen yogurt tubes
- Cheese strings
- Muffins (whole wheat with fruit & nuts) with cheese
- 100% pure fruit juice
- Diluted or sparkling fruit juice (avoid products containing artificial sweeteners)
- Chocolate milk or soy beverage (fortified with Vitamin D and Calcium)
- Pretzels
- Trail mixes Nut/seed bars and mixes (with nuts/seeds as first

ingredients and no candy or chocolate)

- Popcorn (air popped or microwave with no trans fats)
- Instant soups with beans or lentils as first ingredient
- Cheese and cracker packs
- Fresh fruit
- Single serving cans of fruit without added sugar
- Fresh vegetable sticks cut up with dip made from low-fat ingredients such as yogurt
- Energy bars with whole grain or veggie/fruit base

#### **Healthy Snack Cupboard ideas**

- Packages of cheese with crackers
- Tetra-pack 100% pure fruit juices
- Tetra-pack milk, chocolate milk or fortified soy-beverage
- Single serving fruit cans without added sugar
- Breadsticks, whole wheat crackers, rice cakes
- Nut butter (e.g., peanut, almond or cashew) \*may not be allowed in some schools due to food allergies
- Trail mixes, nut and seed mixes
- Granola/Oatmeal bars
- Cereal, nut and dried fruit trail mix (using low sugar, higher fibre breakfast cereals)
- Dried deer meat/salmon if accessible
- \* Check out the "Brand Name Foods List" to see if your choice is a CHOOSE MOST choice:



#### **Vending Machine ideas:**

- Bottled water
- 100% pure fruit juice in 250 300 ml serving sizes
- Sparkling fruit juice
- Pretzels
- Breakfast bars
- Low-fat snack crackers
- Trail Mix

- Peanut butter and cracker packs (peanut butter is not allowed in some schools due to food allergies)
- Cheese and cracker snack packs
- Nuts (nuts are not allowed in some schools due to food allergies)
- Seeds pumpkin, sunflower
- Sesame snaps

#### Some complete snack ideas/suggestions:

- Baked whole wheat bannock with cheese or nut butter
- Apple slices with cheese cubes
- Vegetable juice and whole grain crackers
- Oatmeal muffin with juice
- Blueberry baked, whole wheat bannock with sliced cheese
- Low sugar cereal with yogurt
- Celery with cheese and raisins
- Orange wedges and animal crackers
- Banana loaf and milk/soy milk
- Whole grain crackers and cheese
- Pita chips with salsa
- Fruit salad with yogurt
- Raw veggies with low fat dip
- Peanut butter cookies and milk
- Mini stuffed pita pocket sandwich
- Chocolate milk and a bran muffin
- Mixed dry fruit, low sugar cereal and nuts
- Fresh fruit and granola bar
- Cold pizza slice
- Sunflower seeds sprinkled on a fruit cup
- Cheese and grapes
- Banana dipped in yogurt and rolled in crushed cereal
- Blender smoothies (banana, yogurt, juice, other fruit mixed up)
- Whole grain toast with apple sauce and cinnamon
- Cottage cheese mixed with pineapple
- Oatmeal raisin cookies and milk/soy milk
- Pumpkin muffin and yogurt

#### **HEALTHY MENU SUGGESTIONS FROM ALL FOUR FOOD GROUPS**

Vegetables, Berries and Fruits	Whole Grains	Calcium Containing Foods	Meat and Alternatives
- Fresh Vegetables - Frozen Vegetables - Fresh Fruit - Frozen Fruit - Canned fruit with no added sugar - 100% pure fruit juice - Vegetable juice - Vegetable soup	- Low sugar cereals - Baked whole wheat bannock - Whole wheat — bagels, pita bread, English muffins, buns, breads, tortillas - Whole grain crackers - Corn bread - Rice cakes - Noodles or pasta - Barley - Rice	- Calcium fortified soy or rice beverage - 1%, 2% or skim milk Homemade chocolate milk - Cottage cheese - Yogurt - Cheese - Milk-based soups - Homemade pudding - Almonds - Canned evaporated low fat milk	- Wild meat (moose, deer, elk) - Fish - Chicken, Turkey - Lean meat (beef, pork, lamb) - Canned fish (packed in water) - Eggs - Ham - Beans - Nut butters (almond, cashew, peanut) - Veggie or turkey bologna, salami or hotdogs - Tofu

#### **COMPLETE LUNCH IDEAS**

Hamburger Soup Baked Whole Wheat Bannock Piece of fresh fruit Milk/soy/rice beverage	Sliced moose meat Whole wheat bun Apple slices Pickles Milk/soy/rice beverage
Pizza with vegetables and lean meat Homemade pudding Water	Macaroni & Cheese Vegetable sticks Yogurt Water
Vegetable Soup Cheese Whole grain crackers Canned fruit in juice Water	Nut butter and banana sandwich on whole wheat bread Milk/Soy/Rice Beverage Vegetable Sticks Yogurt



FIRST NATIONS HEALTH COUNCIL