

## HEALTHY BUDDIES™ KEY LEARNINGS

### FOLDER 1

- Early intervention focused on improving healthy living, and starting as early as Kindergarten, helps reduce the incidence of physical and mental health problems appearing later in life.

### FOLDER 2

- Research proves that a classroom buddying model (children teaching other children), a sense of strong peer connectedness and access to resources involving peer teaching, all positively affect children's health and learning.
- Positive buddy relationships are created by teaching students six categories of personal interactions: Inspiration, Body Language, Behaviour, Communication, Helping Your Buddy Learn and Taking Care of Yourself. Students practice the “looks like” and “sounds like” descriptors in each category.
- Reflecting (thinking back on an experience) is a powerful tool for improving learning.

### FOLDER 3

- Healthy living is a combination of three equally important themes:
  1. Moving vigorously, stretching and strengthening your body,
  2. Fueling your body with healthy food,
  3. Feeling good about yourself and your body.

### FOLDER 4

- Ill health is not always the result of unhealthy choices. Rather than forming judgments about the causes of ill health students are encouraged to recognize the benefits of healthy living and be motivated to make healthy choices in all aspects of their lives.

### FOLDER 5

- Refrain from commenting on students' outward appearances and focus on their inner qualities.

- Avoid forming assumptions about people based on their appearance and encourage positive self esteem by highlighting the importance of inner qualities.

### FOLDER 6

- Children will likely be more mindful of what and how much they eat if they understand the healthy reasons why they eat.
- There are 4 physiological reasons for fueling our bodies:
  - staying alive
  - growing
  - obtaining nutrients
  - living with energy.
- There are two healthy social/emotional reasons for eating: enjoying food and eating with family and friends.

### FOLDER 7

- Choose the most nutritious foods available, most of the time, from each of the four food groups.
- Ask yourself: “Is this food a nutritious fuel which will help me stay alive, grow, obtain nutrients to be healthy, live with energy, and be active?”
- Choose water more often than fruit juice which is high in natural sugars.

### FOLDER 8

- Serving sizes and calorie counting are not included in the Healthy Buddies program.
- Balance food intake (energy in), with daily body functions and physical activity (energy out).
  - the series of images from Folder 8 depicting balance of eating and activity on the teeter totter
- How Much Fuel formula:  
Why we eat + How I am feeling + What I am doing  
= How much I will eat

### FOLDER 9

- Children experiencing the fun of moving is the highest priority.

## FOLDER 10

- Encourage students to set a realistic goal; beginning with small steps.
- Goals that are clearly stated, are short-term, and that include a timeline are more likely to be achieved.
- The goal must be meaningful and important to the student.
- Seeking support is helpful to achieving goals.
- Once students have set their goal, speak as if they are already 'living it'.
- Achieving success with small goals empowers children to live a healthy life.

## FOLDERS 12 AND 13

- Through an increased awareness of the sources of influence (family, friends, community and media) and increased awareness of challenges, children may be more mindful in making healthy living choices.

## FOLDER 14

- The term "mistaken messages" refers to comments from friends and family that may be well-intended, but are counter productive for children. Over time these messages may be causal to developing an unhealthy body image.
- Education about mistaken and misleading messages, the potential impact of these messages upon students' thinking, and the spectrum of eating disorders which may result in disease or death, will better equip students to make healthy choices surrounding their own bodies.
- Inform students of available support, both at school and in their community.
- An individual's healthiest body shape and size is a result of moving vigorously every day, eating healthfully, and feeling good about themselves.

## FOLDER 15

- Children are encouraged to accept, trust and be patient with the journey their bodies take from childhood through to adulthood.

- Students are encouraged to accept and respect the size and shape of their body and other children's bodies instead of accepting stereotypes presented by the media or those around them.

## FOLDER 16

- Children presenting appealing activities to children will increase the likelihood of them choosing to participate in physical activities and to have fun moving their bodies.
- More vigorous movement will improve the health of children.

## FOLDER 17

- Be mindful while eating or thinking about eating (using common sense, body wisdom and general body awareness). This awareness leads to healthy eating.

## FOLDER 18

- If students, following a teasing situation, are able to generate positive self-talk (based upon their inner strengths) they will be empowered to manage their feelings of hurt and negativity.

## FOLDER 19

- Stress can be beneficial when balanced by relaxation.
- Learning and practicing relaxation techniques, as well as understanding stress, aids in healthy living.

## FOLDER 20

- Sleep is vital to health and living life to the fullest.