

Folder 1 • Healthy Buddies Needed!

The older and younger classes experience this introductory lesson with their own classroom teachers. Visual presentations highlight concerns about children's health and introduce the idea of children helping children, as they learn about healthy living. Older buddies reflect on why children are effective at helping other children learn and consider the personality qualities that are most desirable in an older buddy; those which will help form positive buddy relationships.

Folder 2 • "Bee-ing" a Better Learning Buddy and Meeting Your Buddy

Intermediate students prepare for their leadership role as learning partners for the younger students. They identify various behaviours; the "looks like" and "sounds like" of productive, effective learning situations between children. Buddies meet each other for the first time to talk about personal attributes or qualities desirable in a learning buddy. Together students create a Buzzing Bee poster covered in the personal qualities valued by the younger buddies. Students colour a poster that highlights them as Healthy Buddies.

Folder 3 • What is Healthy Living?

A visual presentation of healthy living images (moving, healthy fueling and feeling good) is presented, then the teacher leads a class discussion in which students recall images, group the images and generate names for the categories. Students discover that healthy living means more than just exercising or eating well; it is a balance of moving, of healthy eating, and of feeling good about yourself.

Folder 4 • Why is Healthy Living Important?

Students brainstorm the upsides of healthy living and the downsides of unhealthy living. Students choose their own, most meaningful reasons that a healthy life is desirable and identify why an unhealthy life is not desirable. Ideas are recorded on cue cards then displayed in a pocket chart.

Folder 5 • Valuing Ourselves: What Makes Us Glow!

What is truly special about a person cannot be known unless you get to know them on the inside. Using visual aids, discussions and personal reflection, students learn that it is inner qualities not outside appearances that are most important. Students brainstorm an inventory of their glowing inner qualities. 'Glowing on the Inside' silhouettes are displayed to reinforce the importance of valuing a person for their inner self.

Folder 6 • Why Do We Fuel Our Bodies?

Eating is introduced as "fueling". The class reflects on why living and non-living things (dogs, cats, horses, buses, planes, cars)

need fuel. Then they examine why humans need fuel. Older buddies act out charades that illustrate the six healthy reasons for fueling. These are also shown in a poster series. Concepts are reinforced through the Why Do We Eat? Memory Game.

Folder 7 • What Do We Fuel Our Bodies With?

Students learn about the four food groups, "other" foods, combination foods and nutritious choices. They play "Go Fuel Bingo" to practice identifying foods within each of the four groups and to increase their awareness of healthy fuel choices.

Folder 8 • How Much Fuel Do We Need?

Through a sequence of whole class and small group discussions, students learn to be aware of their body's need for fuel, and of balancing their food intake with their energy expended. How much fuel you need is a combination of knowledge about physiological reasons for eating, an awareness of how you are physically feeling, and your activity.. Scenarios are presented and students are asked to choose whether each situation requires "fuel" or "more fuel". Colouring sheets and handouts reinforce the concepts.

Folder 9 • More Moving Merry Go Round!

Students are taught, using posters and activities, three components of physical fitness: Vigorous Movement, Strong Muscles and a Flexible Body. Buddy groups travel around a More Moving Merry Go Round, selecting answers to questions about physical activity.

Folder 10 • Healthy Living Goals

Using a series of posters and handouts, students explore healthy living goals. Footsteps are used to reinforce the importance of taking small steps towards accomplishing a realistic and specific goal. Students record their goal on a small footprint for display. Bookmarks remind students of the goal setting process.

Folder 11 • My Healthy Life!

This lesson summarizes the initial group of healthy living lessons: a healthy life is a balance of three, equally important themes. Students reflect on their favourite ways to move, their favourite fuels and their favourite ways to relax and feel good about themselves. Ideas are recorded on a My Healthy Life activity sheet. A collage of healthy living images is displayed in the shape of a rainbow.

Folder 12 • Challenges to Living a Healthy Life

Everyone faces obstacles to living a healthy life. Students learn about four sources of influence that may present challenges (friends, family, community, and the media). Intermediate students use pictures, photos, and illustrations to create a Challenges to Living a Healthy Life collage that is presented to

the younger buddies in the following week (there is no buddy lesson this week). They also prepare presentation notes that help explain the sources of influence and challenges to live a healthy life

Healthy Fuel Faces!

Younger students do not take part in a buddy lesson this week but participate in an extension of the "Go Fuel" theme. Students cut out images of healthy fuels from magazines and grocery flyers. They use these pictures to create a collage of healthy fuels in the shape of a face.

Folder 13 • Responding to Challenges in Living a Healthy Life

Older buddies finalize, then share their collages using presentation notes. Students reflect on challenges identified and shift their focus to promoting healthy living through positive, action-based statements. These statements are included in black outline posters which are used as colouring pages for the younger buddies. Younger students share their Fuel Face Collages.

Folder 14 • Living Out of Balance

Intermediate students watch a DVD presentation that raises awareness of behaviours which are out of balance with a healthy life; including the spectrum of disordered eating.

Go Feel Good Memories

Younger students do not participate in the Living Out of Balance lesson. Instead, they brainstorm and reflect on past positive memories/experiences. Students create a picture to represent one of their memories and the art is displayed as a class collage of Feel Good memories.

Folder 15 • Understanding & Accepting Your Body's Growth and Changes

Students reflect on differences in body shapes and sizes and on the changes to the human body occurring between childhood and adulthood. Older buddies deliver a simple presentation to the younger buddies (using a DVD and cue cards) that encourages patience and trust in their growth and development. They also reinforce the importance of kindness towards others as they grow. The primary message is "If you move vigorously every day, eat healthfully, and feel good about yourself then your body will be its healthiest size and shape".

Folder 16 • How Do You Love to Move?

Older buddies create paragraphs about how they most love to move their bodies, why they enjoy this form of movement, and how it benefits them physically. Intermediate students record their paragraph on a cue card then, using visual aids, present to their younger buddies! Younger buddies identify activities they enjoy and how these activities address the three components of fitness.

Folder 17 • How to Eat for Health!

Healthy eating behaviours are introduced using cue card, then students role-play healthy and unhealthy eating habits. Younger students complete a colouring page that illustrates these eating choices. Once students become more aware of behaviours surrounding eating they are empowered to make healthier choices about fueling their bodies.

Folder 18 • Tease-Proofing & Encouraging

Students learn about teasing, tease-proofing and encouraging. Students learn and practice five tease-proofing techniques and are taught the importance of keeping a positive attitude when someone tries to hurt your feelings. Intermediate students teach these concepts to their younger buddies through skits presented using stuffed animals.

Folder 19 • Are You Stressed? Relax!

Using information provided on cue cards, students learn about stress and relaxation, and stress and relaxation may feel like. They brainstorm places, sounds and activities they find relaxing. Stressful activities and relaxing places /activities are represented visually on colour posters. Students experience the relaxation techniques of breathing and progressive muscle relaxation.

Folder 20 • Remember to Relax and Sleep!

The focus on relaxation continues with the introduction of two more relaxation techniques: positive visualization and positive self-talk. The importance of sleep is emphasized along with suggestions for having restful sleep. Students are taught to be aware of whether their bodies are relaxed or stressed by privately answering questions about their state. Relaxing places or activities are represented visually for students on colour posters. Students are reminded of ten ways to keep their bodies healthfully rested and relaxed.

Folder 21 • Healthy Living Celebration!

This lesson provides older and younger buddies an opportunity to reflect on and share what they consider most valuable and most enjoyable from their year as Healthy Buddies! Intermediate students create and share a final presentation celebrating one of their highlights from the Healthy Buddies program. The intermediate students help their buddies fill in questionnaires, then create a celebration poster.