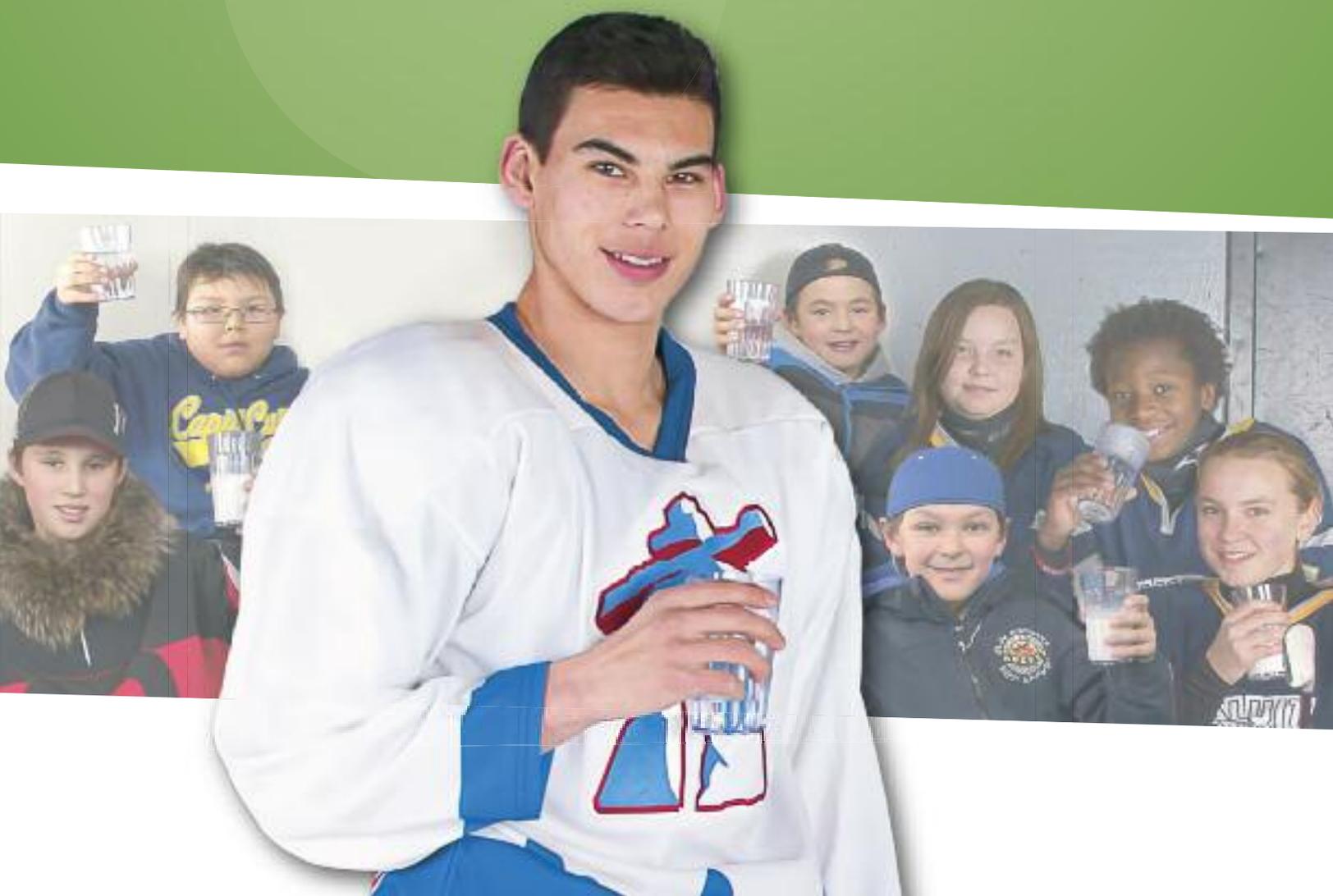


Activity Guide

Drop the Pop!





"I quit drinking pop to become a better hockey player and to be faster on the ice."

Maxwell Shoo



"I drink water because it quenches my thirst more than pop."

Aven Adams



"I drink water because it's healthier."

Taukie Qiatsuk

Welcome to Drop the Pop! This activity guide has lots of activity ideas that you can pick and choose from to customise Drop the Pop!

Why Drop the Pop?

Pop, fruit drinks, slushies, and energy drinks are high in sugar. Fruit drinks are drinks that are not 100% real juice, for example drink crystals.

The sugar in sweet drinks can cause tooth decay. Consuming sugary drinks can also increase the risk of developing obesity and diabetes.

When children have sweet drinks they miss out on the nutrients in milk. Milk helps keep bones and teeth strong.

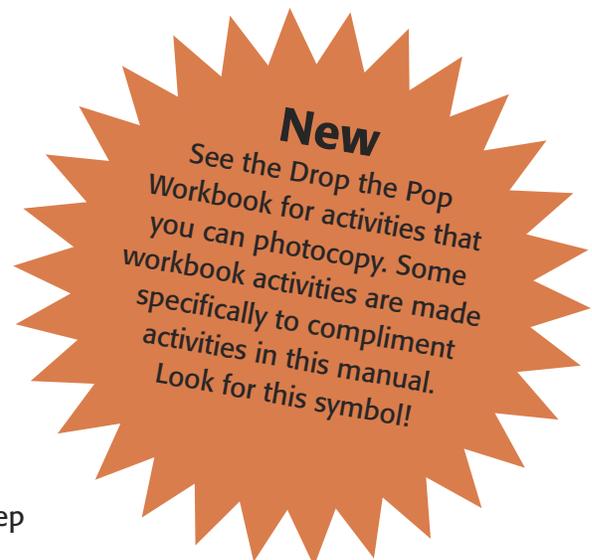
Children should not have sweet drinks in order to keep their teeth strong and their bodies healthy.

Encourage your students to:

- Make water their main drink!
- Drink milk for strong teeth and healthy bones!

Need more copies?

The Activity Guide and Workbook can be downloaded from www.livehealthy.gov.nu.ca.





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Building Nunavut Together
Munavutluqatigingia
Bâtir le Nunavut ensemble

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Department of Health
Munaqhiliqiyitkut
Ministère de la Santé

Drop the Pop Week Letter to Parents

Dear Parents and Care Givers,

Students at our school are participating in the Nunavut-wide “Drop the Pop” campaign for the week of _____.

Students will learn about nutrition and making healthy drink choices.

They will try to not drink pop for 5 days. If students usually drink more than one pop per day, they might find that they have some physical and emotional symptoms when they stop drinking the pop. Your student may need more rest, more patience and understanding to achieve their goal to avoid pop.

Water and milk are the best choices for kids and adults alike.

Instead of pop, kids can drink:

- Water
- Milk
- Chocolate milk
- Yogurt drinks
- 100% real juice (NOT Kool-Aid, fruit punch, or other drinks that are not 100% juice)

Thank you for supporting Drop the Pop week!

Sincerely,

Drop the Pop Challenge

Class Score Sheet

Teacher instructions: Photocopy this sheet for use with your class. Checkmark the days that students do not drink pop. Please give the completed sheet to your school Drop the Pop Coordinator.

School Name: _____

Teacher's Name: _____

Grade: _____

Name of Student	Day 1	Day 2	Day 3	Day 4	Day 5	Total Points
Example: Annie Kunuk	✓	✓		✓	✓	4
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						

Total Number Points: _____

Total Number Students: _____

Suggested Activities

Activity Drop the Pop Challenge

Challenge level:	Easy to Difficult
Objective:	Students give up pop for the school week
Materials:	Drop the Pop Challenge Class Score Sheet (see page 3)

Encourage students to participate in the Drop the Pop Challenge by not drinking pop or other sweet beverages for five school days. Post a photocopy of the Drop the Pop Challenge Class Score Sheet (see page 3) in your classroom. Students can use this form to track their progress. For healthy teeth and bodies, encourage your students to make water their main drink and to have milk every day. At the end of the Drop the Pop Challenge celebrate your students' success with special activities or prizes!

Activity Games

Challenge level:	Easy to Difficult
Objective:	Students participate in physical activities
Materials:	Games materials, water to drink, healthy snacks (for example country food, crackers, cheese, fruit and yogurt)

Play games during evenings, lunches, or assemblies to encourage physical activity for healthy living. Remind students that when playing games, water is the best choice to satisfy thirst. Sports drinks are sweetened and should only be consumed when playing intense activities, like hockey. Energy drinks should not be consumed when playing sports as they are too high in sugar and caffeine. After the games are done, serve healthy snacks and drinks.



Suggested Elementary School Games

Gym Games

What Time is it Mr. Wolf

There are two safe zones, one at each end of the gym. One student is Mr. Wolf and stands in a safe zone with his or her back turned to the students standing in the other safe zone. The students call out in unison, "What time is it Mr. Wolf?" Mr. Wolf will reply a time and the students move forward that many steps. For example, if Mr. Wolf replies, "4 o'clock!" the students take four steps toward him. When Mr. Wolf thinks the students are getting close to him, he replies, "Dinner time," turns around and chases the other students with the goal of tagging one before they run into one of the safe zones. If a student is tagged, they are the new Mr. Wolf.

Four Corners

Each corner of the gym is assigned a number from 1 to 4. The counter sits in the center of the gym and counts to ten with their eyes closed. While the counter is counting, the other students run between corners and must be in a corner by the time the counter has reached 10. Then the counter calls out a corner number (1 to 4) and then opens their eyes. The students in that corner are out of the game. This is repeated until there is one student left who becomes the new counter.

Basketball Dribbling Drill Relay

Divide students into two teams. Each team should line up at the same end of the gym. Give a basketball to the student at the front of each line. At the start signal, have students dribble the ball to the center line of the gym and back to their team. The student then gives the ball to the next person in the team who repeats the dribbling drill. The first team to complete the drill wins!

Volleyball Bump, Set, Spike!

Divide students into pairs and give each pair a volleyball. For each team, have student one bump the ball to student two. Student two then spikes the ball back to student one. Or for younger students, have each pair volley the ball back and forth.

Outdoor Games

Sliding

Take students outside for some fun sliding in the snow.

Obstacle Course

Have an obstacle race on the playground. You can use playground equipment as obstacles to scale or as obstacles to run around.



... Suggested Elementary School Games Continued

Run Your Own Way Relay

Group students into teams of 5. Mark a start and a finish line in the snow. Beginning at the start line each student should run in their own way and in a way that is different from their teammates. For example, if the first student runs sideways the next student could hop on one foot. Have each student run back to the start line and tag the next student before they can run. The first team to have all its members back to the start line wins.

Snowman Building Race

Group students into teams. Challenge each team to build a snow man as quickly as possible. The first team to finish their snow man wins.

Activity

Challenge level:

Objective:

Health Fair

Easy to Medium

Students and community members learn basic health information about a variety of topics

Have a health fair at school. Invite health professionals, for example, community health representatives, dietitians, nurses, and dental care providers to set up information booths and speak about healthy alternatives to pop. Invite Elders to speak to students about how people stayed healthy in the past and how to be healthy today. Or, have students prepare their own information booths on different health topics. For example, healthy eating, physical activity, and smoking cessation. Invite students, families and community members to attend.

Suggested Middle and High School Games

Minute to Win It Games

Minute to Win It games are contests that must be completed in 1 minute. For example: make a tower with 5 apples that must remain standing for 3 seconds or put together a puzzle made from the front of a cereal box.

Traditional Games

Invite students to play traditional games, for example high kick, kneel jump and knuckle hop.

Organized Sports

Have students play sports such as basketball, volleyball or soccer.



Math Questions

Activity

Cost of Pop

Challenge level:	Medium to Difficult
Objective:	Students learn about cost of consuming pop
Materials:	Paper, pencils, erasers



Find out the cost of one can of pop in your community. For example \$2.00.

Have students:

- Estimate the amount of cans of pop the average student consumes in one day.
For example: 5 cans.
- Calculate the cost of consuming that amount of pop in one day.
For example: $\$2.00 \times 5 \text{ cans} = \10.00 .
- Calculate the cost of consuming pop for one week, one year and 15 years. For example: $\$10 \text{ per day} \times 7 \text{ days} = \70 per week ; $\$70 \text{ per week} \times 52 \text{ weeks per year} = \$3,640 \text{ per year}$; $\$3,640 \text{ per year} \times 15 \text{ years} = \$54,600$.
- Ask students: What other things could we be spending our money on instead of pop?

Activity

Sugar in Pop

Challenge level:	Medium to Difficult
Objective:	Students learn about the amount of sugar in pop
Materials:	Paper, pencils, erasers, sugar, teaspoons, three large bowls



The average amount of sugar in a can of pop is 50 ml (10 tsp).

Have students:

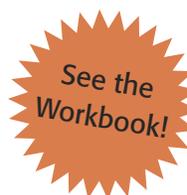
- Estimate the amount of cans of pop the average student consumes in one day.
For example: 5 cans.
- Calculate the amount of sugar consumed in that amount of pop in one day.
For example: $50 \text{ ml sugar} \times 5 \text{ cans} = 250 \text{ ml}$.
- Calculate the amount of sugar consumed in one week, one month and one year. For example: $250 \text{ ml} \times 7 \text{ days} = 1,750 \text{ ml/week}$; $1,750 \text{ ml} \times 4 \text{ weeks} = 7,000 \text{ ml/month}$; $7,000 \text{ ml} \times 12 \text{ months} = 84,000 \text{ ml/year}$ or 16,800 tsp.
- Measure the amounts of sugar consumed in one pop, one day and one week into separate bowls. What do you think about these amounts of sugar? Hint 1 cup = 250 ml



... Math Questions Continued

Activity Caffeine Calculations

Challenge level:	Difficult
Objective:	Students learn about safe levels of caffeine consumption
Materials:	Paper, pencils, erasers, bathroom scale



Coffee, tea, some pop, energy drinks, energy candies (mints) and energy gum all contain caffeine. See the next page for the average amount of caffeine in some common beverages. Caffeine can make people feel irritable, anxious, increase blood pressure, cause headaches and weaken bones. Children and youth should not consume more caffeine than the daily maximum for their age and body weight. See the next page for the maximum amounts of caffeine that are usually safe to consume. Consuming more than the recommended maximum amounts of caffeine can be dangerous. Too much caffeine from drinks, foods, caffeine pills (“wake ups”) and caffeine powders can cause an overdose. Symptoms of overdose are an irregular heartbeat, vomiting, convulsions, coma and even death.

Have students do the following:

- Measure their weight in kilograms using a bathroom scale.
- If the scale measures only in pounds, divide weight in pounds by 2.2 to get weight in kilograms.
- Using the chart on the next page and in the Drop the Pop Workbook, locate and/or calculate the maximum amount of caffeine that is usually safe for them to consume.
For example: body weight in kg x 2.5 mg caffeine.
- Assess if their maximum amount of caffeine is more or less than the caffeine in one can of pop, energy drink or coffee.
- Calculate how many cans of pop, energy drink and coffee it would take to reach their daily maximum amount of caffeine.

How Much Caffeine is Safe?

Caffeine Content of Common Beverages

Can of Pop	=	46 mg
Medium Coffee	=	166 mg
500 ml Energy Drink	=	152-188 mg
Water	=	0 mg

The amount of caffeine that is usually safe for you depends on your age and body size.

Age	Maximum amount of caffeine per day in milligrams (mg)	What it looks like (approximately)
4-6 years old	45 mg	1 can of pop
7-9 years old	62.5 mg	1.5 cans of pop
10-12 years old	85 mg	2 cans of pop or ½ cup of coffee
13+ years old	Your weight in kilograms x 2.5 mg caffeine = maximum mg of caffeine	



110 lb ÷ 2.2 lb = 50 kg
50 kg x 2.5 mg = 125 mg caffeine/day maximum



143 lb ÷ 2.2 lb = 65 kg
65 kg x 2.5 mg = 163 mg caffeine/day maximum



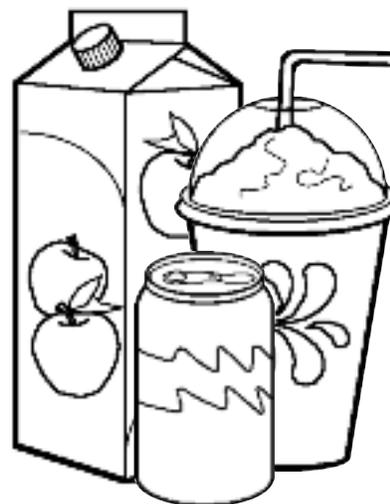
Caffeine affects each person differently. Having too much caffeine can cause anxiety, irritability, headaches and can make it difficult to fall asleep.

Activity Label Reading

Challenge level:	Medium
Objective:	Students learn about sugar in sweet drinks and to identify sugar on drink package labels
Materials:	Empty pop cans, water bottles, 100% fruit juice boxes, fruit drink containers, drink crystal packages and milk containers



- Hand out beverage containers to students. Ask students to look at the packaging and identify which drinks are 100% real juice, contain some real juice, and have no real juice. Ask students: Are you surprised to learn that some of these juice drinks do not contain any real juice? Tell students that 100% fruit juice is a healthier choice compared to other sweet drinks. 100% fruit juice has vitamins and minerals that other drinks (for example drink crystals) do not contain.
- Explain to students that ingredient lists show every item that has been added to a drink. The ingredient list on drink containers shows if sugar has been added. Sugar has many names that often end in -ose, for example: glucose-fructose, dextrose, sucrose, and maltose. Other sources of sugar are: corn syrup, maltodextrin, fruit juice concentrate, and honey. Ask students to read the ingredient lists on the beverage containers and identify the sugar ingredients.
- The Nutrition Facts Tables tell us about the nutrition in packaged food including the fat, sugar, protein, vitamins and minerals. Ask students to find "sugar" in the Nutrition Facts Table on their beverage containers. Compare the amount of sugar found in 100% juice, juice drinks, milk and water. Ask students to guess why the 100% fruit juice has sugar in the Nutrition Facts Table, but not in the ingredients list. Explain that even though the sugar in 100% fruit juice comes naturally from the fruit, it is still a sweet drink. This is why water and milk are the best choices.



Science Activities

Elementary Schools

Activity Water and Earth

Challenge level:	Easy
Objective:	Students learn about the importance of water
Materials:	Green paper, blue paper

Show students a map of the world and discuss how much is land ($\frac{1}{4}$) and how much is water ($\frac{3}{4}$). Hand out green and blue pieces of paper in a 1:4 ratio. Ask students to arrange the papers in a circle on the floor. Ask them what it represents. (Answer: the world is $\frac{3}{4}$ water.) Ask students to rearrange the papers into the shape of a person. Ask them what this means. (Answer: The human body is also $\frac{3}{4}$ water.) Remind students to make water their main drink.

All Schools

Activity Acid in Cola

Challenge level:	Easy to Medium
Objective:	Students learn about the effects of acid in cola on teeth and the importance of tooth brushing
Materials:	2 uncooked eggs, 2 clear cups (or glass jars), toothpaste, toothbrush, cola, plastic wrap

Calcium is the mineral that makes teeth strong. Acids in food can make calcium come out of teeth. Brushing teeth with toothpaste protects teeth from losing calcium and helps keep teeth strong. Teeth and egg shells are made with calcium. Use 2 uncooked eggs to represent teeth. Clean one egg with 1 berry sized amount of toothpaste and a tooth brush for two minutes and rinse it clean. Fill 2 clear cups with cola. Place the cleaned egg in one cup and the not cleaned egg in another cup. The eggs should be completely covered with the cola. Cover the tops of the cups with plastic wrap or jar lids. Wait 7 days. For the not cleaned egg, calcium will come out of the shell and settle at the bottom of the cup or make the cola cloudy. The cleaned egg will not lose its calcium. Toothpaste protects the egg just like it protects teeth from damage.

Creative Projects

Elementary Schools

Activity Nunavut Food Guide Colouring Book

- Challenge level: Easy
Objective: Students learn about healthy country foods and grocery store foods
Materials: Nunavut Food Guide Colouring Book, crayons, scissors

Have children colour pages from the Nunavut Food Guide Colouring Book. Explain that all country foods are healthy foods. Do the colouring cut and glue activities at the end of the Nunavut Food Guide Colouring Book. A downloadable version can be found here www.livehealthy.gov.nu.ca/resources.

Activity Tooth Brushing Calendar

- Challenge level: Easy
Objective: To improve students' tooth brushing habits
Materials: Paper, crayons, optional decorations like stamps, glitter glue, stickers



Help students to design their own tooth brushing calendar. There should be a space for each day of the month. Each day should be divided into two halves. One half represents morning tooth brushing and the other half represents evening tooth brushing. Have students decorate the calendar. Students can check off a space each time they brush their teeth.



... Creative Projects Continued

Middle and High Schools

Activity

Challenge level:

Objective:

Materials:

Junior Journalist

Easy to Medium

To improve students' knowledge of health messages

Paper, pens



Brainstorm and discuss with the class health messages that students feel are important to Nunavut youth. Divide students into groups. Have each group create a newsletter, radio or video announcement about what they are doing for Drop the Pop or other health message important to Nunavut youth. Distribute newsletters to other classes, include radio announcements within your school's morning announcements, and show video announcements at an end of the week assembly.

Activity

Challenge level:

Objective:

Materials:

Junior Journalist 2

Medium

Students learn about healthy habits from community members

Video equipment



There are some people and families that have made the commitment to eating healthy and making healthy choices. Interviewing a few people or families who follow healthy habits could encourage others to make healthy changes too! Interview at least 2 people who have made a commitment to making healthy choices in their everyday lives. These changes could be dropping pop, walking to work or school, or making more meals at home from scratch. Show the videos to your class or school.

Activity Create a Cookbook

Challenge level:	Medium
Objective:	To improve students' knowledge of food preparation
Materials:	Paper, pens, computer, printer

Have students search the internet and cookbooks for recipes. Have students try out the recipes at home or in class. Take photos of the foods to include in the cookbook. Try to include country food whenever possible to reinforce the message that country foods are healthy choices. For recipe ideas visit www.livehealthy.gov.nu.ca/en/food/recipes and the websites of Dietitians of Canada, Heart & Stroke Foundation, Canadian Diabetes Association, Kraft Canada Recipes, Cook With Campbell's, Meals.com, Kellogg's, Life Made Delicious and Bake It Up! from Eat Right Ontario.

Activity Nutrition-themed Jeopardy

Challenge level:	Easy to Medium
Objective:	Reinforce healthy eating, being active and healthy bodies messaging
Materials:	Chalk board and chalk or flip chart and markers

Nutrition Jeopardy is a great game for people to have fun and learn about nutrition and healthy food choices. Use the questions and categories on the next page or create your own! Ideas for question categories could be: Health Effects of Eating Country Food, Healthy Store Bought Food Choices or Rethink Your Drink. Organize a game between two teams at your school!

Points are earned by correctly answering questions. Either individually or in teams, students will select the category and point value of the question they want to try to answer; if they answer the question correctly, they earn points. Harder questions are worth more money. The individual or team with the most points when all of the questions have been answered wins the game. See sample questions on the next page.



Category: Chronic diseases and nutrition	Category: Let's get moving!	Category: Healthy Bodies	Category: Healthy Eating
<p>100: Which store-bought foods can increase your chances of getting diabetes?</p> <p>a) Foods that are high in sugar b) Foods that are high in fat c) Both a and b</p>	<p>100: Physical activity, like walking, can decrease your chances of:</p> <p>a) High blood pressure b) Obesity c) Type 2 diabetes d) Stroke e) Some types of cancers f) All of the above</p>	<p>100: If a person is overweight, this can increase chances of getting:</p> <p>a) Diabetes b) Heart disease c) Some cancers d) All of the above</p>	<p>100: Which beverage should we make our main drink:</p> <p>a) Diet pop b) Water c) Milk d) 100% Juice</p>
<p>200: Which of the following can increase blood pressure? Store-bought foods that are high in:</p> <p>a) Sugar b) Salt c) Fat</p> <p>Some examples are chips, canned soups, microwave dinners, pepperoni, bologna, bacon and restaurant food.</p>	<p>200: The heart is a muscle that needs to be exercised to stay healthy. How can we do this?</p> <p>Physical activity! A good example is walking, running or playing hockey.</p>	<p>200: True or False? Eating potatoes and bread makes people gain weight.</p> <p>False. Potatoes and bread are healthy options, but we need to be careful not to eat too much. Aim for a portion the size of your fist. When possible, choose whole wheat or whole grain bread.</p>	<p>200: Which food group gives us the nutrients for strong bones and teeth?</p> <p>a) Vegetables and Fruit b) Grain products c) Milk and alternatives d) Meat and alternatives</p>
<p>300: True or false? Drinking lots of pop can lead to diabetes.</p> <p>True. Having lots of sugar can cause weight gain and decrease the body's ability to control blood glucose (sugar) which increases the chance of getting diabetes.</p>	<p>300: True or False? A person needs to exercise for a long time in order to have a positive impact on their health.</p> <p>False! A child or youth needs 60 minutes of activity on most days and this can be divided into 10 minute sessions.</p>	<p>300: To have good oral health you should:</p> <p>a) Make water your main drink b) Floss and brush every day c) Eat healthy d) All of the above</p>	<p>300: How many food groups should we try to have at each meal?</p> <p>a) 1-2 b) 2-3 c) 3-4 d) All 4!</p>
<p>400: Which store-bought fats increase the bad fat in our blood (also known as cholesterol)?</p> <p>a) Solid fats (lard, shortening) b) Liquid fats (olive oil, canola oil) c) Both a and b</p>	<p>400: True or False? If you eat healthy every day, you do not need to be active.</p> <p>False! Both healthy eating and physical activity are important to keep a healthy body weight and decrease the risk for disease like diabetes and heart disease.</p>	<p>400: How many deaths in Nunavut are caused from smoking?</p> <p>a) One in five b) One in 10 c) One in 15 d) One in 20</p>	<p>400: How much of your plate at dinner should be made up of grain products like pasta, rice and bread?</p> <p>a) About half b) About 1/3 c) About 3/4 d) About 1/4</p>
<p>500: True or False? The fats in seal, whale and fish help to keep the heart healthy and do not increase cholesterol levels.</p> <p>True! Country foods are a healthy choice.</p>	<p>500: To help keep a healthy body weight, how much physical activity should a child or youth do on most days?</p> <p>a) 30 minutes b) 1 hour c) 45 minutes</p> <p>If a person is just starting to be active, it can help to start with 10 minutes and slowly increase.</p>	<p>500: People who eat at least 3 times a day tend to:</p> <p>a) Gain extra weight b) Have a healthier weight c) It doesn't make a difference how often you eat, it's how much you eat that counts.</p>	<p>500: Which food group should you eat the most of?</p> <p>a) Grain products b) Milk and alternatives c) Vegetables and Fruit d) Meat and alternatives</p>

Class Discussions

All Schools

Activity Nunavut Food Guide

Challenge level:	Easy to Difficult
Objective:	Students learn about healthy eating by learning about the Nunavut Food Guide
Materials:	Nunavut Food Guide and Nunavut Food Guide Educator's Handbook (www.livehealthy.gov.nu.ca/en/healthy-eating/nunavut-food-guide)

Show students the Nunavut Food Guide. If possible, give a copy to each student. Use the Nunavut Food Guide Educator's Handbook for great questions to ask the class about the Nunavut Food Guide and to facilitate a discussion on healthy eating.

Activity Healthy Habits

Challenge level:	Easy to Medium
Objective:	Students learn about healthy habits
Materials:	Paper, pens

Have students brainstorm why pop and sweetened beverages are not healthy choices. To help facilitate your brainstorming session, ask students questions such as: What is a habit? What is a healthy habit? Can drinking pop be a habit? Is drinking pop a healthy habit? What are your healthy habits? Can you make your beverage habits healthier? Have students brainstorm how they might change unhealthy beverage habits so that next time they consider having water or milk instead of other beverage choices.

Elementary Schools

Activity Dental Health

Challenge level:	Easy
Objective:	Students learn about teeth and dental health
Materials:	Diagram of teeth with different parts to label (see Drop the Pop Workbook) and historic pictures of Inuit with strong teeth



Teach students about the different parts of a tooth and the different kinds of teeth. Ask students: What are traditional Inuit practices for cleaning teeth? In photographs from a long time ago why do Inuit have strong teeth? Why do you think dental health has become an issue for Nunavummiut? How might dental health be improved for everyone? How do we keep our teeth healthy now? Are traditional foods like maktaaq (Narwal or Beluga skin and fat), nikku (caribou jerky), or pissi (dried fish) easy or difficult to chew? What do your teeth need to be like to eat these foods? Remind students of the importance of brushing teeth twice a day with a toothbrush and toothpaste in order to have strong teeth. Strong teeth are important for eating country foods.

Middle and High Schools

Activity Class Debate

Challenge level:	Medium to Difficult
Objective:	Students learn about a debate topic on healthy living
Materials:	Research materials

Explain to students that a debate is when the class argues on different sides about the same topic. Split students into two groups and assign each group one side of the same topic. Examples of debate topics are: Should students be allowed to bring pop to school? Should stores be allowed to sell junk food? Should the amount of sugar in sweetened drinks be limited by the government? Have each group research and prepare an argument for their side of the topic. Ask each group to choose a spokesperson who can share the group's ideas. Have the spokespersons take turns presenting their groups' ideas.

Go the Extra Mile for Your Smile

Having a healthy mouth helps prevent a number of diseases, like heart disease. To keep your smile shining and to prevent tooth decay you should:

- Brush for two minutes – in the morning and before bed
- Use a berry-sized amount of toothpaste
- Brush all sides of the teeth – the insides, outsides, tops and the tongue
- Floss every day
- Make water your main drink
- Eat healthy

What is tooth decay?

Tooth decay is an infection of the teeth. It is also called a cavity. It happens when sugar and germs stay on the teeth for a long time and attack the teeth. Tooth decay looks like spots, lines, or stains on the teeth that do not brush or wipe off.

Look for:

- White lines along the gums
- Brown or black spots on the teeth
- Brown holes on the teeth

Other signs of an unhealthy mouth include:

- Red or swollen gums
- Bleeding when brushing or flossing
- Loose or separating adult teeth



Healthy Teeth



White lines along the gum line could mean the beginning of tooth decay. See a dentist, dental therapist or health care professional.



Brown areas along the gum line are a sign of decay. Important, make a dental appointment right away!

Special Projects

Elementary Schools

Activity Floss is the Boss

Challenge level:	Easy
Objective:	Students learn about the importance of flossing
Materials:	Rubber gloves, toothbrushes, dental floss, strawberry jam

Have each child put on a rubber glove. Ask students to spread their fingers apart, put strawberry jam all over their fingers including in-between their fingers and then to tighten their fingers together. Tell students to pretend that their fingers are teeth. Ask students while keeping their fingers tight together, to try brushing the jam away using a toothbrush. Then ask students while keeping their fingers tight together, to use the dental floss to try and remove the jam. Ask students: What part of teeth does a toothbrush clean? What part of teeth does floss clean?

All Schools

Activity Cooking Class

Challenge level:	Medium
Objective:	Students learn about cooking healthy foods
Materials:	Recipe ingredients, cooking equipment, photocopies of recipes

Have a cooking class with your students. Choose one of the Core Recipes (www.livehealthy.gov.nu.ca/en/food/recipes) to make with your class if you have access to a kitchen in your school. If you do not have access to a kitchen, do a cooking class on how to make healthy vegetable and fruit snacks that do not require cooking.

Activity **Product Marketing**

- Challenge level: Easy to Medium
Objective: Students learn how food product packaging is designed to attract customers
Materials: Packaging from processed foods

Show students the packages of different foods. Ask students: Is the packaging designed to be attractive? Does the food in the picture on the package look like the actual food? Are there kids pictured on the packaging? If yes, what are the kids doing? How does the packaging make you feel about the food?

Activity **Research Projects**

- Challenge level: Easy to Difficult
Objective: Students research and learn about a specific area of healthy living
Materials: Computers, poster making materials

Have students prepare a research project on healthy living. Topics could be chosen by students or teachers. Some topic suggestions include: what causes tooth decay, pop consumption in Nunavut, avoiding sweet drinks and sweet foods for a healthy body, how does physical activity like sports or traditional games help students to be healthy, how communities or schools can help people live healthier lives, an action plan on how to make your school or community healthier. Students could prepare posters to show their work and present their findings to the class.



Resources

Nunavut Nutrition

Department of Health, Government of Nunavut: www.gov.nu.ca/page/department-health

Nunavut Nutrition: www.livehealthy.gov.nu.ca/en/food-0

Nunavut Nutrition Resources (Nunavut Food Guide, Nunavut Food Guide Educator's Handbook, Colouring Book, Recipes, and more): www.livehealthy.gov.nu.ca/en/resources

General Nutrition

Healthy Canadians, Healthy Eating:

www.healthycanadians.gc.ca/eating-nutrition/healthy-eating-saine-alimentation/index-eng.php

Dietitians of Canada: www.dietitians.ca

For nutrition games and quizzes see here: www.kidshealth.org

Eat Right Ontario: www.eatrightontario.ca

Reading Nutrition Labels

Government of Canada: www.healthycanadians.gc.ca/eating-nutrition/label-etiquetage/index-eng.php

Health Canada: www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/index-eng.php

Heart and Stroke Foundation:

www.heartandstroke.com/site/c.kiQLcMWJtE/b.4391511/k.6166/Nutrition_Facts_table.htm

Eat Right Ontario: www.eatrightontario.ca/en/Articles/Nutrition-Labeling

Oral Health

Nunavut Oral Health: www.gov.nu.ca/health/information/oral-health

Canadian Dental Association: www.cda-adc.ca

Ontario Association of Public Health Dentistry: www.oaphd.on.ca

2MIN2X: www.2min2x.org

Bright Smiles Bright Futures from Colgate:

www.colgate.com/app/BrightSmilesBrightFutures/US/EN/Program-Materials/For-Educators/Teachers.cvsp

Healthy Sexuality

Nunavut Heathy Sexuality: www.irespectmyself.ca

Tobacco Reduction

Nunavut Tobacco Reduction Resources: www.nuquits.gov.nu.ca/quit-tools

How much sugar is in these drinks?

Many drinks have lots of sugar in them even though you can't see it. Check out the list below to find out how many teaspoons of sugar are in some common drinks.

Rethink your drink

Be aware of the sugar in your drinks!

DRINK		TEASPOONS OF SUGAR
	Slushie (1 L)	= 27 
	Sunny D™ (500 ml)	= 17 
	Energy Drinks (can)	= 13.5 
	Iced Tea (bottle)	= 13 
	Pop (can)	= 10 
	Drinks made with crystals or powder (1 cup)	= 6 
	Water (500 ml)	= 0 