



# The NB **PLAYBOOK**

A Resource for  
QUALITY AFTER SCHOOL PROGRAMMING

NB PLAYS!  
JOUÉZ NB!



# ACKNOWLEDGEMENTS

## **Project Leads**

Tara Werner, Recreation New Brunswick

Kelcy Kuhn, Department of Healthy and Inclusive Communities

## **Project Coordinator**

Michelle DeCoursey, Recreation New Brunswick

## **Design**

Terry Kelly, TK Media

## **Translation**

Rachelle Bordeleau

## **Advisory Committee**

Greg Evans, Department of Healthy and Inclusive Communities

Karen Rice, Early Childhood Care and Education New Brunswick

Pat Bernard, New Brunswick Aboriginal Sport and Recreation Authority

Ian Smith, Department of Tourism, Heritage and Culture

Lisa Roy, Boys and Girls Club of Fredericton

Manon Ouellette, Coach NB

Lizzy Gresh, Heart and Stroke Foundation of New Brunswick

Christine Roherty, Heart and Stroke Foundation of New Brunswick

Michaela Allaby, Recreation New Brunswick/HIGH FIVE®

Lise Belliveau, Department of Healthy and Inclusive Communities

Isabelle Melançon, Department of Health

## **After School Champions**

Lisa Brown, Tir Na Nog Forest School

Judy Wilson-Shee, Explore Your World After School Program

Chris Brooks, Wolastoqewiyik Trail Blazers

Kelly Gapp, Town of Oromocto Department of Recreation and Tourism

Lisa Roy, Boys and Girls Club of Fredericton

## **Additional Expertise**

Barb Ramsay, Fredericton YMCA

Isabelle Savoie, Oasis Wellness Consulting

We would also like to thank our First Nations Sharing Day committee members, who influenced both our motivation and thinking in developing [The NB PLAYBOOK](#).



Game on.

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# Introduction

**NB PLAYS!** has a game plan for creating a healthier, happier province through quality after school programming.

**NB PLAYS!** is a New Brunswick-led after school initiative developed by Recreation New Brunswick and the Department of Healthy and Inclusive Communities. It promotes a blended approach to programming with the goal of healthy, holistic development for children and youth.

The **NB PLAYBOOK** is a resource designed for you – front-line leaders of children and youth ages 5 to 19. It highlights key elements of quality after school programming and provides you with information, activities and resources within each of these components:

**PHYSICAL ACTIVITY**

Physical literacy, outdoor play, inclusive activity, active transportation and more!

**HEALTHY EATING**

Nutrition labeling, farm tours, gardening, cooking and fun recipes and more!

**COMMUNITY STRENGTHS**

Partnerships, volunteering, culture, music and dance and more!

**LEARNING EXPERIENCES**

Experiential learning, storytelling, play-based learning, and more!

## A Blended Approach

A blended approach allows for an optimal balance of programming with emphasis on multiple and diverse components. [The NB PLAYBOOK](#) recommends that program time be allocated for each component; physical activity—30%, healthy eating—20%, community strengths—30% and learning experiences—20%. This approach is flexible, for example, time spent focusing on physical activity and recreation may overlap with time spent concentrating on community strengths. The overall goal is to create a balanced program with constructive activities.

## After School

The after school time frame refers to the critical hours, weekdays from 3 to 6 pm, when children and youth are out of school. Taking advantage of this valuable time frame to promote health and wellness can establish positive lifestyle patterns and contribute to healthy development for children and youth. By focusing on this time frame, we can turn the after school into a province-wide opportunity for positive change.

## After School Leaders

You have the unique opportunity to provide children and youth with support, encouragement, guidance and sense of belonging. As a leader, you can serve as a positive and influential healthy role model for children and youth. [The NB PLAYBOOK](#) provides you with a variety of ways to engage children and youth in learning experiences that establish healthy lifestyle behaviours.

## First Nations

[NB PLAYS!](#) highlights the important role that First Nations culture can play in the lives of all children and youth. First Nations emphasize experiential learning and creating environments of mutual respect and sharing. [NB PLAYS!](#) recognizes this and adopts a holistic approach, focusing on spiritual, mental, emotional and physical wellness. Throughout [The PLAYBOOK](#), you will find information on First Nations values, cultural practices and traditional activities that contribute to a healthy and balanced life. First Nation groups from across New Brunswick contributed this information on First Nation cultures and traditions found throughout [The PLAYBOOK](#).

## Positive Mental Health

[NB PLAYS!](#) recognizes the significant role that mental health and resiliency play in the lives of children and youth. Positive mental health promotion can be embedded in your after school program to create a safe and friendly environment where participants can experience psychological health benefits. Within each component of [The PLAYBOOK](#), you will find opportunities to foster positive mental health.

## The NB PLAYBOOK

Throughout [The NB PLAYBOOK](#), you will find FUN IDEAS!, DID YOU KNOWS? and TIPS! These are intended to provide you with additional thoughts, ideas and activities for programming. In each component, you will find resource highlights providing you with further information. [The PLAYBOOK](#) also showcases after school successes from across the province to inspire you. It is our hope that the information, ideas and resources in [The PLAYBOOK](#) help you enhance, facilitate and deliver quality after school opportunities for your program participants.

Read on and discover how [The NB PLAYBOOK](#) can help you create a game plan for a healthy, happy after school program!



# Positive Mental Health

Introduction

Foundations of Positive Mental Health

OUR BASIC PSYCHOLOGICAL NEEDS

*Competency*

*Autonomy*

*Relatedness*

THE CIRCLE OF COURAGE

Positive Mental Health in The PLAYBOOK

Activity Ideas





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**NB PLAYS!** Recommends that positive mental health promotion is embedded throughout your after school program. Positive mental health can be included in physical activity, healthy eating, community strengths and learning experiences.

## INTRODUCTION

Mental health impacts us all. Just as we all have physical health, we all have mental health. Positive mental health is the capacity of all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. Positive mental health promotion can be embedded in after school programming to foster an environment where participants can experience psychological health benefits. The earlier children and youth develop resilience and a positive attitude, the more likely they will be to benefit from lifelong mental well-being.

### NEW BRUNSWICK CHILDREN AND YOUTH

In New Brunswick, many schools and communities have adopted the term mental fitness to describe positive mental health. According to the New Brunswick Health Council, less than 60% of children and youth feel that their mental fitness needs are being satisfied at school. Quality after school programming can enhance children and youth's quality of life and reduce their risk of developing mental health concerns later in life.

### AFTER SCHOOL LEADERS ARE POSITIVE ROLE MODELS

You play a key role in providing an environment where children can experience positive mental health. After school leaders who are committed to incorporating positive mental health recognize that their programs:

- Provide a respectful and inclusive space where all children and youth can thrive
- Offer a safe and supportive environment
- Appreciate every participant's strengths and skills
- Foster a sense of belonging in all participants
- Inspire children to be generous
- Connect with parents or caregivers to develop positive relationships

## FOUNDATIONS OF POSITIVE MENTAL HEALTH

Positive mental health involves adopting a holistic approach and encouraging positive attitudes. It emphasizes psychological well-being and the capacity for everyone to experience optimal mental health. Consider adopting a positive mental health approach in your after school program. This approach is based on the following values:

- All children and youth have inner strengths and gifts
- Engagement and empowerment are essential to positive growth and development
- Positive relationships are characterized by interactions that establish genuineness, empathy and caring
- Participants' relationships with leaders and peers can positively contribute to psychological well-being
- Positive social contexts and environments can influence and contribute to mental wellness

When after school leaders adopt a positive mental health approach, they can build trusting and supportive relationships with children and youth. This approach also motivates participants to adopt and maintain positive behaviour change and healthy habits, while satisfying their basic psychological needs.



### **DID YOU KNOW?**

Positive mental health approaches are positively linked to healthy and enhanced physical and emotional development in children and youth.

## FOUNDATIONS OF POSITIVE MENTAL HEALTH

### Our Basic Psychological Needs

We all have basic physical needs, such as eating and sleeping. Additionally, we have basic psychological needs to be satisfied in a healthy way. Our three basic psychological needs are competency, autonomy and relatedness. These are often referred to as CAR needs. After school leaders have a great opportunity to help participants meet these needs and improve their physical and psychological health.

#### TIP

» At the beginning of your program, take the time to ask the participants what strengths and skills they have and how they can be used in your after school setting.

#### TIP

» Involve participants in decision making and ask for their feedback regarding program activities.

#### TIP

» Provide opportunities for participants to work together in groups and connect with one another.

### Competency

Competency refers to the need for recognition from others and the use of skills and strengths to reach goals. The need for competency can be satisfied when children and youth feel appreciated and valued for their achievements. When competency needs are met, participants feel self-confident and equipped to achieve their goals.

*"My strengths, knowledge and skills are recognized by myself and others. I feel a sense of self-worth and accomplishment when I use them to achieve goals."*

### Autonomy

Autonomy refers to the need for freedom to make choices and decisions. The need for autonomy can be satisfied when participants are involved in decision-making processes and demonstrate respect for themselves and others. When autonomy needs are met, children and youth feel comfortable and encouraged to express opinions and are not afraid to seek help when needed.

*"I feel capable of making decisions and expressing myself, while welcoming the opinions and ideas of others."*

### Relatedness

Relatedness refers to the need for connection to others. The need for relatedness can be satisfied when participants positively interact with others and are active group members. An important part of relatedness is mutual support and encouragement. When relatedness needs are met, children and youth feel valued and experience a shared trust in their relationships.

*"I feel included, supported and encouraged by others, and in return, I develop a positive connection to the people in my community."*

## FOUNDATIONS OF POSITIVE MENTAL HEALTH

### The Circle of Courage

The concepts of competency, autonomy and relatedness can be found throughout First Nations culture. However, First Nations include the concept of generosity in our basic psychological needs. The Circle of Courage is a strength-based model of positive development based on the universal principle that to be psychologically well, all children and youth need a sense of belonging (relatedness), mastery (competence), independence (autonomy) and generosity.

Generosity refers to recognizing others needs and our ability to contribute to their satisfaction. Generosity involves being compassionate, kind, empathetic and positively impacting the lives of others. Generosity is a key piece in creating a positive mental health environment within your after school program.

- **Belonging:** Opportunities to establish trusting connections
- **Mastery:** Opportunities to problem-solve and meet goals
- **Independence:** Opportunities to build self-control and responsibility
- **Generosity:** Opportunities to show respect and concern for others



### DID YOU KNOW?

Under One Sky is an off-reserve Aboriginal head-start initiative promoting wellness and healthy living. The program offers nutrition education and physical activity for children and their parents in an outdoor setting.

## POSITIVE MENTAL HEALTH IN THE PLAYBOOK

Incorporating positive mental health elements throughout your program activities can be simple. As a leader, you have the opportunity to create an environment that satisfies the needs for competency, autonomy, relatedness and generosity. Incorporating positive mental health elements throughout physical activity, healthy eating, community strengths and learning experiences can be simple.

When planning program activities, consider contributing to your participants' positive mental health by:

### **COMPETENCY**

- Recognizing the skills and knowledge of your participants
- Allowing opportunities for every participant to be successful
- Making your participants feel good about themselves
- Providing opportunities to learn in a fun environment

### **AUTONOMY**

- Allowing participants to express their feelings and emotions
- Involving participants in the development of activities
- Encouraging your participants to make decisions
- Providing participants with choices and voices

### **RELATEDNESS**

- Fostering an inclusive and respectful environment
- Providing support and encouragement to participants
- Encouraging positive relationships and making time for group activities
- Emphasizing gratitude and self-appreciation

### **GENEROSITY**

- Highlighting the importance of seeking and offering help
- Encouraging the expression of compassion and empathy
- Modeling and inspiring respect for others
- Promoting selflessness and overall well-being

## POSITIVE MENTAL HEALTH IN THE PLAYBOOK

Including daily activities and actions that foster positive development and allow children and youth to become self-determined individuals who can contribute positively to society. The benefits of incorporating positive mental health into your program include:

- Increased resiliency
- Creation of positive learning environments
- Exploration of participants' skills and strengths
- Effective management of emotions
- Increased respect and appreciation for others
- Enhanced coping and problem-solving skills
- Development of supportive relationships
- Increased self-confidence and engagement
- Healthier behaviours
- Happiness

### Fun Idea

Have participants create their own games. As a group, they can determine the rules, the objective and the equipment/materials required. This activity can help build on their autonomy while encouraging them to be creative!

### TIP

» For additional activity ideas, check out the Canadian Olympic School's guide Give Your Everything-Be a Champion for Life at [www.olympic.ca/resources](http://www.olympic.ca/resources)



## ACTIVITY IDEAS

### Skills and Strengths Bingo

**NEEDS TARGETED:** Competency, Relatedness

**EQUIPMENT:** Bingo card and a pen or pencil

**OBJECTIVE:** Learn that everyone has skills

**BENEFITS:** Connecting with others

**INSTRUCTIONS:** Prior to this activity, create a bingo card with multiple boxes. In each box, enter a skill, talent or competency that you will find in your group of participants. Note: it is very important to be inclusive of every child and youth participating. Distribute one bingo card with a pen or pencil to each participant. Have participants find someone who fits the description in a box sign their name on the appropriate line. Only one signature per participant is allowed on each bingo card. Depending on the number of participants in your group, the goal could be to create a line, make an X or fill the whole card.

**CONVERSATION STARTERS AFTER THE ACTIVITY:**

- What did you learn from this activity?
- How did this activity make you feel?
- If someone offered to teach you their skill or talent, from whom would you like to learn?

**TIME**

10 - 15 minutes

**PARTICIPANTS**



6 or more

### Positive Chair

**NEEDS TARGETED:** Relatedness, Generosity

**EQUIPMENT:** Chair

**OBJECTIVE:** Build respect in a group

**BENEFITS:** Recognizing good in others

**INSTRUCTIONS:** This activity can be useful when there are conflicts in your group. Each participant takes a turn sitting in the "positive chair". During this activity, every participant not assigned to the chair sits on the floor facing the person in the positive chair. Have each participant on the floor say one good thing about the person in the positive chair. As a leader, you can get the ball rolling by recognizing a good deed that each participant did that day or week. The more often this activity is done, the easier it will become for participants to recognize the good in others. Consider making this a daily practice.

**CONVERSATION STARTERS AFTER THE ACTIVITY:**

- How did you feel when you were on the positive chair?
- How did it feel to say something nice to the person in the positive chair?
- Are there any more positive things today that you would like to share?

**TIME**

30 minutes

**PARTICIPANTS**



4 or more

ACTIVITY IDEAS

**Skills and Strengths Bingo Card**

Find someone who...				
<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
can dance	can skateboard	can whistle	can cook healthy meals	can swim
can sing	can plant and grow vegetables	can run faster than a horse	is mindful	can spend a whole day outside
shows compassion	walks their dog		can paint	is a great friend
is creative	meditates	cycles to school	can make videos	plays soccer
can skate	can set up a tent	can draw	does yoga	walks after school



## ACTIVITY IDEAS

### The Choice is Yours

**NEEDS TARGETED:** Autonomy

**EQUIPMENT:** None

**OBJECTIVE:** Build a sense of contribution to the group

**BENEFITS:** Decision making

**INSTRUCTIONS:** This activity encourages participants to express themselves and make decisions that will contribute to the health of others. At the end of every week, 1-5 participants will decide on a healthy snack for the following week.

**NOTE:** if you are limited in your selection provide a list that participants can choose from. Make sure each participant gets a turn.

**CONVERSATION STARTERS AFTER THE ACTIVITY:**

- What was your favourite snack this week/month?
- What healthy snack would you like to see added to the list?
- If you were given the opportunity to choose again, what would you choose?

**TIME**

20 - 30 minutes

**PARTICIPANTS**



2 or more

### Talking Circles

**NEEDS TARGETED:** Autonomy, Relatedness

**EQUIPMENT:** Feather or any other token that can be used as a talking stick

**OBJECTIVE:** Increase problem solving and communication skills in the group

**BENEFITS:** Listening skills and problem solving

**INSTRUCTIONS:** Talking circles are a traditional way for First Nation cultures to have conversations around specific themes or challenges. Circles are seen as inclusive and open to all and are a very effective way to remove barriers and allow participants to express themselves in a safe environment. Have participants sit in a circle and pass a token, such as a feather or a special talking stick, clockwise around the circle. There is no time limit but only the person with the token may speak. When they have finished expressing themselves, they can pass the token to the next person. If a participant does not want to speak, they simply pass the token. The token may go around more than once. Once everyone has had the opportunity to speak, the leader can close the talking circle.

**CONVERSATION STARTERS AFTER THE ACTIVITY:**

- What did you learn during the activity?
- How did you feel when you had the token?

**TIME**

20 - 30 minutes

**PARTICIPANTS**



4 or more

## ACTIVITY IDEAS

### My Feel Good T-Shirt

**NEEDS TARGETED:** Competency, Relatedness, Generosity

**EQUIPMENT:** White T-shirt, fabric markers

**OBJECTIVE:** Increase the capacity to recognize the good in everyone

**BENEFITS:** Self-respect and respect for others

**INSTRUCTIONS:** Each participant is given a t-shirt and fabric markers. Ask participants to write a word that reflects what they love about themselves (make sure you have a word for all the participants in case they find this difficult). Each participant then moves around and writes at least one positive word that reflects what they like about each of the other participants on their t-shirts. At the end, every participant should have as many positive words as there are participants on their t-shirt. It is also encouraging for you as leaders to participate. Once the t-shirts are completed, consider taking a group photograph that can be displayed in your program space.

**CONVERSATION STARTERS AFTER THE ACTIVITY:**

- What do you think of your t-shirt?
- Were you surprised by any of the words used to describe you?

**TIME**

30 - 45 minutes

**PARTICIPANTS**



2 or more

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### Gratitude Tree

**NEEDS TARGETED:** Generosity

**EQUIPMENT:** Leaves (you can use a template or a real leaf), markers or pencils, tree branch, large piece of yarn, adhesive tape

**OBJECTIVE:** Build awareness and gratitude

**BENEFITS:** Positivity and thankfulness

**INSTRUCTIONS:** Have each participant write on a leaf or leaves what they are most grateful for.

**NOTE:** It might be beneficial to have a group discussion on the meaning of gratitude. Once everyone has written something, have participants attach the leaves to yarn and hook on a branch. Consider displaying your tree in a visible location.

**CONVERSATION STARTERS AFTER THE ACTIVITY:**

- What did you learn from this activity?
- Was it easy or difficult to think of the things you are grateful for?

**TIME**

15 - 20 minutes

**PARTICIPANTS**



2 or more



# Physical Activity

Introduction

Physical Activity Guidelines

Incorporating Variety

Types of Physical Activity

The Benefits of Physical Activity

Things to Consider

Fundamental Movement Skills and Physical Literacy

Active Field Trips

Outdoor Play

First Nations and Physical Activity

Back to Nature Success Story

Active Field Trips

Winter Play

Resource Highlight

Making a Difference

Inclusive Physical Activity

Active Transportation

Active From A to B Success Story

Activity Ideas

## INTRODUCTION

Being physically active regularly is essential for a well-balanced life and the optimal growth and development of children and youth. Participation in physical activity has endless benefits, including reduced health risks and improved overall health. Physical activity is a primary piece of First Nation culture. It is believed that time spent being physically active can help nurture the spiritual, emotional, physical and mental well-being of individuals. The earlier children and youth learn the importance of physical activity, the more likely they will continue incorporating it in their everyday lives.

### NEW BRUNSWICK CHILDREN AND YOUTH

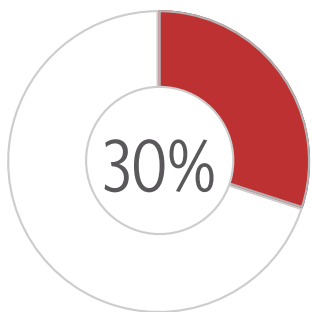
Canada's Report Card on Physical Activity for Children and Youth for 2014 indicated that over 90% of Canadian children and youth are not meeting physical activity guidelines. New Brunswick children and youth have one of the lowest physical activity participation rates paired with some of the highest obesity levels in Canada. The good news is that the after school time frame has been identified as a key window of opportunity for increasing physical activity levels and decreasing sedentary behaviours.

### AFTER SCHOOL LEADERS ARE POSITIVE ROLE MODELS

You play a key role in helping your after school participants develop healthy physical activity habits.

After school leaders who are committed to incorporating physical activity recognize that their programs:

- Focus on both traditional and non-traditional forms of physical activity
- Teach children and youth fundamental movement skills
- Incorporate a variety of physical activities
- Pay attention to the intensity level of their activities
- Take advantage of opportunities for unstructured and outdoor play
- Focus on inclusion
- Incorporate traditional First Nation values in physical activities



**NB PLAYS!** recommends that at least **30%** of your after school program is dedicated to promoting physical activity. For example, if your program runs 15 hours per week, at least 4.5 hours should be dedicated to physical activity.

## PHYSICAL ACTIVITY GUIDELINES

Canada’s Physical Activity Guide recommends that children and youth get at least 60 minutes of moderate to vigorous activity per day. Activities requiring moderate effort result in participants feeling warm and breathing hard. Vigorous activities leave participants feeling very warm and out of breath. The following are examples of activities that require moderate to vigorous effort:



### Moderate Effort

- Brisk Walking
- Biking
- Raking Leaves
- Playing Tag
- Dancing



### Vigorous Effort

- Aerobics
- Running
- Hockey
- Basketball
- Skipping Rope

In addition to being physically active on a regular basis, it is recommended that children and youth limit the amount of time they spend being sedentary. This means limiting recreational screen time to no more than two hours per day and reducing motorized transportation, prolonged sitting and time spent indoors during the day.

For information on how to help reduce recreational screen time, check out the Heart and Stroke Foundation’s education program, Screen Smart!, at: [www.soisfute.ca/en](http://www.soisfute.ca/en)

### Canadian Physical Activity Guidelines

FOR CHILDREN - 5 – 11 YEARS

#### Guidelines

For health benefits, children aged 5-11 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily. This should include:

- Vigorous-intensity activities at least 3 days per week.
- Activities that strengthen muscle and bone at least 3 days per week.
- More daily physical activity provides greater health benefits.

**Let's Talk Intensity!**

Moderate-intensity physical activities will cause children to sweat a little and to breathe harder. Activities like:

- Bike riding
- Playground activities

Vigorous-intensity physical activities will cause children to sweat and be 'out of breath'. Activities like:

- Running
- Swimming

**Being active for at least 60 minutes daily can help children:**

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

Parents and caregivers can help to plan their child's daily activity. Kids can:

- Play tag – or freeze-tag!
- Go to the playground after school.
- Walk, bike, rollerblade or skateboard to school.
- Play an active game at recess.
- Go sledding in the park on the weekend.
- Go "puddle hopping" on a rainy day.

**60 minutes a day. You can help your child get there!**

## INCORPORATING VARIETY

### Types of Physical Activity

Physical activity comes in a variety of forms that can be grouped into three different categories; endurance, flexibility and strength. Canada's Physical Activity Guide provides recommendations on how these different kinds of activities can be incorporated into programming for children and youth.

Try mixing up the types of physical activities that you offer in your after school program. This will keep things fun, while promoting healthy growth and development. Keep traditional First Nations physical activities (e.g. canoeing, athletics, archery, orienteering, etc.) and the mental, emotional and spiritual elements of healthy holistic development in mind when incorporating variety. Including these activities and elements can create adventurous and educational experiences for your participants.

**Endurance** activities are continuous and involve large muscle groups. They increase the capacity of the heart, lungs and circulatory system, giving children and youth more energy and helping to keep them healthy.

**Flexibility** activities involve moving joints, bending and stretching. They help children and youth gain flexibility, so that they may participate in other physical activities without pain or restriction.

**Strength** activities work major muscles against some kind of resistance. They build muscular and bone strength, helping children and youth perform everyday tasks, such as carrying their backpacks, without too much stress on their joints.

For more detailed information, refer to Canada's Physical Activity Guide: <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>





### Flexibility Activities

- |               |            |
|---------------|------------|
| Dancing,      | Archery    |
| Gymnastics    | Curling    |
| Raking leaves | Stretching |
| Yoga          | Bowling    |

### Endurance Activities

- |               |             |
|---------------|-------------|
| Tag           | Skipping    |
| Swimming      | Athletics   |
| Skating       | Snowshoeing |
| Soccer        | Canoeing    |
| Basketball    | Powwows     |
| Wall climbing | Hiking      |



### Strength Activities

- |                 |                         |
|-----------------|-------------------------|
| Climbing stairs | Swinging on monkey bars |
| Canoeing        | Rock climbing           |
| Sit-ups         | Carrying groceries      |
| Push-ups        |                         |
| Pilates         |                         |



**DID YOU KNOW?**

Increasing physical activity levels combined with decreasing inactivity levels maximizes overall health benefits for children and youth!

## THE BENEFITS OF PHYSICAL ACTIVITY

- Increased focus and concentration
- Improved self-esteem
- Positive body image
- Better posture and balance
- Reduced stress
- Improved fitness
- Increased energy levels
- Quality social interactions
- Stronger muscles, bones and joints
- Decreased risk of anxiety and depression
- Reduced risk of diabetes, cancer, hypertension, cardiovascular disease and obesity

## THINGS TO CONSIDER

### Fundamental Movement Skills and Physical Literacy

Physically literacy refers to having fundamental movement skills (e.g. throwing, kicking, hopping, skipping, catching, jumping, etc.) and being able to apply them in various settings. These skills help children and youth move with confidence in a wide variety of physical activities in multiple environments.

LITERACY	NUMERACY	MUSICAL LITERACY	<b>PHYSICAL LITERACY</b>
<b>ABC</b>	<b>123</b>	<b>Do-Re-Mi</b>	<b>Hop Skip Jump</b>
Letters	Numbers	Notes	<b>Movements</b>
Words	Fractions	Scales	<b>Sequences</b>
Sentences	Equations	Score	<b>Tasks</b>

The development of fundamental movement skills is important, as they establish the foundation for participation in many sports and recreational activities. Children and youth with these basic skills face fewer barriers to sport and physical activity. For example, when a child learns how to run, they are better able to participate in activities like track and field, tag, capture the flag and soccer. In contrast, if a child has not learned how to throw, they may be not be able to participate in activities like basketball, bowling, frisbee or baseball.

As an after school leader, you can help your program participants master these fundamental movement skills to improve their physical literacy, confidence and chances of participating in physical activities and sports. Support children and youth in developing physical literacy and a positive relationship with physical activity by:

- Supporting games, sports and activities that your participants enjoy
- Keeping play simple and age appropriate
- Modeling positive and healthy behaviours
- Encouraging and guiding your participants as they learn new skills
- Paying special attention to fundamental movement skill development whenever possible

Physical and Health Education Canada has developed a variety of resources to help those working with children and youth teach fundamental movement skills. For more information, visit:

<http://www.phecanada.ca/programs/physical-literacy/what-physical-literacy/fundamental-movement-skills>

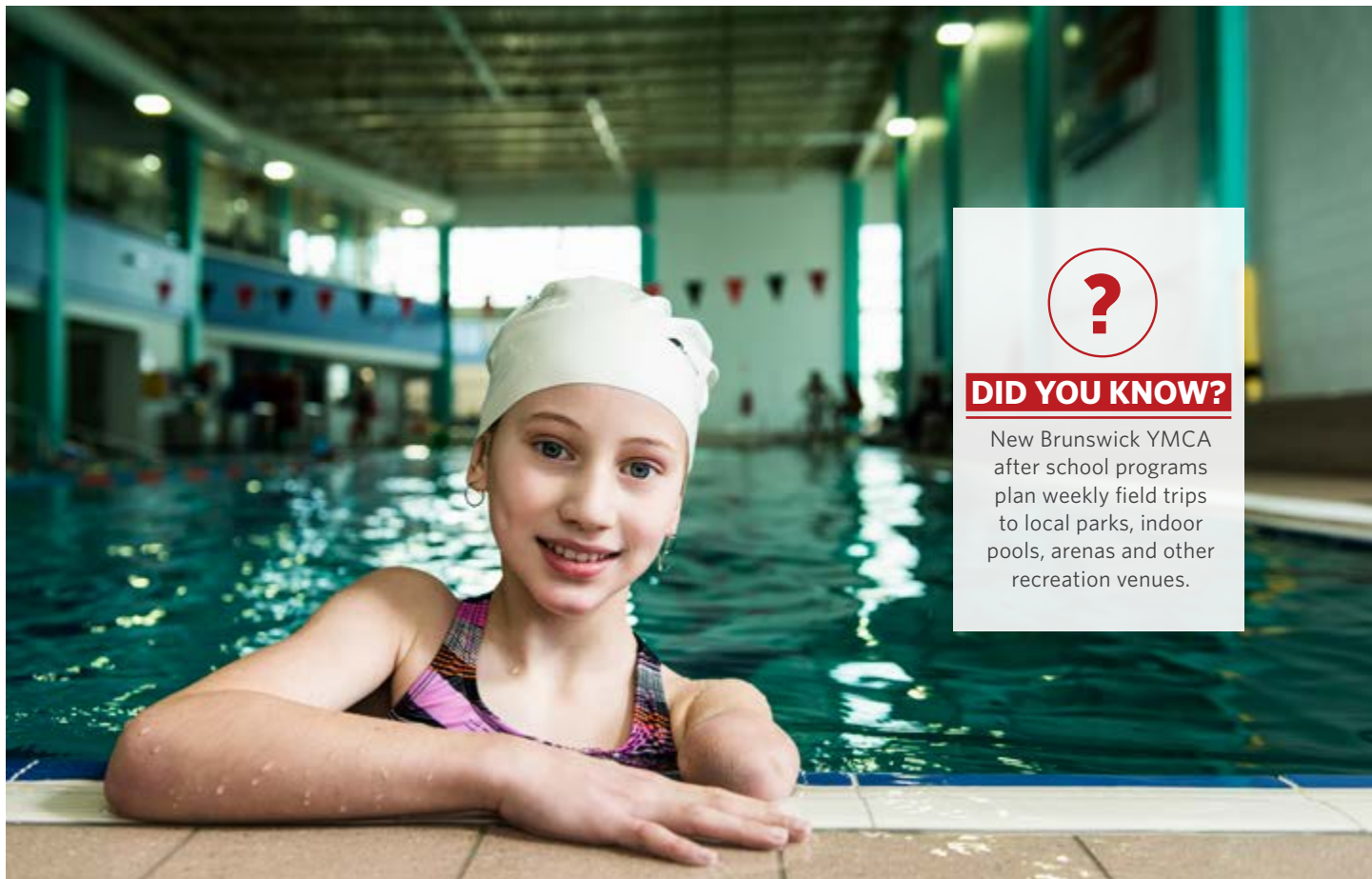
## THINGS TO CONSIDER

### Active Field Trips

Field trips are a great way to incorporate physical activity into your after school program, while keeping things fresh and exciting for your participants. Children and youth get to take a break from their normal environment to explore different spaces for physical activity in their community. Field trips offer opportunities for your participants to learn by doing, while exposing them to new activities and fostering new interests.

Keep costs low by using active transportation and taking advantage of community recreation facilities and green spaces. Simply walking to a local park for children and youth to play or taking your participants on a nature hike are great ways to get out and be active in your community. Consider taking your participants to a local First Nation community to have an Elder teach the group about traditional physical activities and nature experiences.

**TIP** » Pay attention to free activities like public skating at local arenas and open swim times at community pools.



#### **DID YOU KNOW?**

New Brunswick YMCA after school programs plan weekly field trips to local parks, indoor pools, arenas and other recreation venues.

## THINGS TO CONSIDER

### Outdoor Play

Although physical activity can take place in a variety of environments, the outdoors often provides more space and opportunity for unstructured play. This type of free-flowing activity supports exploration, imagination and creativity. Regular participation in outdoor play can have a variety of benefits, including positive mental health, reduced stress and improved physical health. Children and youth who play outside learn to assess risks appropriately, gain a sense of responsibility for themselves, and take initiative to solve problems. All this, while gaining respect for the environment and unplugging from technology. The younger children and youth are exposed to the outdoors, the more likely will appreciate it and continue to spend their free time in this environment.

As an after school leader, you can help children and youth develop a sense of wonder and respect for the outdoors by supporting and encouraging outdoor play whenever possible. Your program can incorporate outdoor play in simple and cost-effective ways. Consider taking advantage of community assets by:

- Taking a hike on a nature trail
- Having a nature scavenger hunt in a local park
- Visiting a local playground for unstructured play
- Using available green spaces for exploring
- Swimming at a local pool or lake
- Starting a community garden
- Visiting a nearby splash pad



## THINGS TO CONSIDER

### First Nations and Outdoor Physical Activity

Physical activity, recreation and sport are an integral part of First Nation culture and an essential element in the well-being of children and youth. Many traditional physical activities, such as hunting, athletics, hiking and snowshoeing take place in the outdoor environment. Exploring and feeling connected to the natural world is an important part of First Nations' holistic philosophy. Participation in physical activity and recreation, specifically in the outdoor environment, can promote mental and spiritual wellness by providing opportunities for reflection, contemplation and feelings of renewal.

Elders can play a significant role in reconnecting children and youth with nature by passing on their experience and knowledge of traditional outdoor pursuits (e.g. hunting, fishing, canoeing, trapping, etc.). Youth-Elder programs that teach about cultural heritage, traditional values and life on the land can also build a sense of identity and self-esteem in children and youth.



## BACK TO NATURE *SUCCESS STORY*

### **Tír na nÓg Forest School, Roachville, NB**

Tír na nÓg Forest School, located in Roachville, NB, is an outdoor education experience for children. Their approach involves moving away from computers and man-made devices to embrace nature. The school offers full and half day forest school experiences, as well as an after school program for young naturalists.

The founders of Tír na nÓg Forest School believe that hands-on experiential learning is the best educational approach for children. Forest School philosophy is that children need to spend a large portion of their day outdoors to get the stimulation and natural learning experiences they are born to crave. Being outdoors provides them with not only fresh air, it encourages imaginative play, creativity, hand-eye coordination, balance, physical strength and mental clarity. When children's natural curiosity is stimulated, learning flows.

At Tír na nÓg Forest School, children start their day with a welcoming circle or activity and then venture out onto the woodland site and have a lesson or shared adventure guided by their educator. The children have a mid-morning snack, some relaxed story or song time and then have lunch together, sometimes cooking it over a small fire pit! Although the program is guided by educators, the day remains flexible and follows the energy and lead of the children. Each day includes quiet time for children to nap, draw, journal, or simply observe nature.

Children visit the same woodland site in all but the most extreme weather conditions. At Forest School, they subscribe to the old adage that there is no such thing as bad weather, just bad clothing.



*"I feel strongly that this generation spends way too much time in front of screens. They need to make a connection to our natural world, so when they get older, they will take care of our world and be good stewards."*

-Lisa Brown, Tír na nÓg Forest School



**TIP** » To get children and youth outside and active, provide access to safe, outdoor areas where they can move and play freely.



**Tír na nÓg  
Forest School**  
Roachville,  
New Brunswick



## THINGS TO CONSIDER

### Winter Play

New Brunswick's cold and snowy winters can sometimes make outdoor play less appealing. However, it is important to be physically active in all four seasons. As a leader, you can encourage the children and youth in your program to embrace winter and get creative with the snow. The following are some fun ideas for getting your participants outside and active this winter:

- **Snow Pile Contest:** Divide your participants into groups and have a contest to see which group can create the highest snow pile.
- **Winter Hopscotch:** Use food colouring diluted with water to create hopscotch on the snow.
- **Treasure Hunt:** Use food colouring to make colourful ice cubes. Hide them outside and have your participants go on a treasure hunt for every colour ice cube.
- **Tobogganning:** Put on your helmets and find a hill to slide down.
- **Snoccer:** Grab a soccer ball and make your own goals in the snow.
- **Snow Pitch:** Use food colouring to make your own bases in the snow. Grab a baseball bat and ball for winter slow pitch.
- **Snow Sculptures:** Divide your participants into groups and create designated areas for them to create their own snow sculpture.
- **Igloo Building:** Have your participants work together to build an igloo. If you have time to prepare, freeze coloured water in milk cartons and use the ice as building blocks to make your igloos bright and colourful!
- **Tug-of-War:** Dig a trench in the snow to mark the centre line and watch your participants slip and slide while trying to pull the other team across the line.
- **Snow Hurdles:** Create hurdles with snow for your participants to jump over. Have different sized hurdles and consider creating an obstacle course for participants to follow!



**TIP** » In cold weather, be sure to dress participants properly.



## THINGS TO CONSIDER

### RESOURCE HIGHLIGHT

#### **GetOutside!NB**

GetOutside!NB is a provincial initiative aimed at connecting youth and families to nature using the parks and protected areas in the province as a starting point. The information provided will serve as a guide for all outdoor educators who wish to safely connect people to nature. The guide is intended to take you along the outdoor education cycle from planning to doing.

The material in the GetOutside!NB Green Book is presented in five sections. The first section introduces basic ecological concepts. The second section discusses safety and risk concerns. The third section introduces outdoor education and includes topics such as leadership, program planning and program delivery. The fourth section includes examples of games and activities for outdoor education programs and it presents some sample programs. The final section contains reference information and contacts to aid in the development of outdoor education experiences.

The GetOutside!NB Green Book is a living document and feedback is encouraged, please trail-test it and share your thoughts.

For more information, visit: <http://www.tourismnewbrunswick.ca/See/Parks/GetOutsideNB.aspx>



## MAKING A DIFFERENCE

### Inclusive Physical Activity

There is a strong possibility that you will or already have a participant with a disability in your after school program. In New Brunswick, approximately 5% of children have a physical, intellectual or sensory disability. Encouraging children and youth with disabilities to be physically active holds a variety of benefits. These include improved overall health and quality of life, decreased risk of developing illnesses or secondary conditions associated with their disability, reduced isolation, increased opportunities for socialization and decreased likelihood of engaging in risky behaviours.

As a leader, it is extremely important to familiarize yourself with your participants level of ability so that you are able to appropriately adapt activities and better meet their needs. It is also important to keep in mind that activities should be challenging yet realistic, and modified only when necessary. Any assistance you provide should only be to the degree required by the participant. Being fully inclusive means that children and youth with a disability are supported so that they may participate alongside persons without a disability.



## MAKING A DIFFERENCE

### Inclusive Physical Activity

The following are tips for optimal program participation by all:

- Modify the rules and have all participants play by those rules
- Lower nets
- Disregard time limits
- Explain instructions and rules very carefully to ensure all participants understand
- Simplify tasks when needed
- Increase the boundaries or space between participants
- Adapt the playing area (remove smaller obstacles)
- Vary sizes of balls, increase target size
- Modify grasps, body positions
- Provide frequent rest periods
- Use blindfolds and beeper balls
- Adapt equipment to suit the needs of all participants (substitute balls for items such as scarves or bean bags that are easier to grasp)
- Offer a variety of activities to accommodate different skill levels
- Take advantage of Para NB's adapted Equipment Loan Service for multi-sport wheelchairs, handcycles and hockey sledges

For more information on adapted sport and recreation and the Equipment Loan Service, please visit Para NB at: [www.paranb.ca](http://www.paranb.ca)



## MAKING A DIFFERENCE

### Active Transportation

In the age of convenience, it's easy to forget about all the simple and environmentally friendly ways of getting around, such as biking, non-mechanized wheel chairing, walking, skateboarding, snowshoeing or roller-blading. Children who use active forms of transportation not only develop a stronger connection to communities in which they live, but they also build positive associations between exercise and independence.

As an after school leader, you can help this process along by encouraging children and youth to use facilities in their own backyard. Consider incorporating active transportation into your program by:

- Creating a "Walking School Bus" for getting to the program, for after school activities and outings
- Having leaders model active transportation
- Instituting "Walk or Wheel Wednesdays"
- Designating a meeting spot for leaders, children and youth to actively travel to your program together

To learn more about getting your after school program engaged in active transportation, check out the Safe Routes to School resource at: [www.saferoutestoschool.ca](http://www.saferoutestoschool.ca)



#### **DID YOU KNOW?**

Over 2/3 of New Brunswick after school programs engage in active transportation.

**ACTIVE FROM A TO B** *SUCCESS STORY***The Town of Oromocto's After School Program, Oromocto, NB**

The Town of Oromocto's Department of Recreation and Tourism After School Program plays to its community strengths by getting children and youth locally active. The program leaders take advantage of community resources, facilities and activities right in their backyard. For example, weekly trips are planned throughout the school year to various community spaces and places. Depending on the season, the group walks to and from their local pool, community arena, local parks/playgrounds and green spaces.



## ACTIVITY IDEAS

### Nananana Batman!

**ACTIVITY TYPE:** Endurance

**PLAY AREA:** Gym, Field or Open Space

**EQUIPMENT:** Hoops, Beanbags, Tennis Balls, Birdies (or any other type of equipment), Rope or Pylons (optional)

**SET UP:**

- Divide participants into 4-5 groups of 3-6 participants. One team will start as Batmans, one as Robins, one as Jokers, one as Riddlers and one as Penguins.
- At one end of the activity space place 1 hoop for each "bad guy" team (e.g. Riddlers, Jokers and Penguins).
- Place a rope or pylons, or use a line on the floor to mark the other end of the play area about 20 meters away.
- Behind this line, place the same amount of beanbags, tennis balls, and birdies. Or use only beanbags, but have three different colours (one for each team). Each bad guy team will have a different object to steal and bring to their hoop.

**STEP BY STEP:**

1. Have Team Batman and Team Robin start in the middle of the play area and the bad guys start next to their empty hoops.
2. Team Riddler's objects to steal are the beanbags, team Joker's objects to steal are the tennis balls, and team Penguin's objects to steal are the birdies (or your choice of equipment).
3. When the activity begins, the bad guys will try to run to the other end of the play area and steal their designated object.
4. If a Batman or a Robin tags them, they become frozen and can only be unfrozen if one of their teammates gives them a high five.
5. When the bad guys pass the line to the other end of the play area, they cannot be tagged.
6. After they steal an object, they try to run back to their own hoop without being tagged.
7. If they are tagged on the way back, they become frozen and the participant that tagged them can take their object and place it back behind the line.
8. The first team to bring back all of their objects and place them in their hoop, or the team to have brought back the most at the end of a set time wins the round.
9. Or, if at a set time no group has stolen all their objects and brought them to their own hoop, Team Batman and Team Robin win.
10. Switch up the teams after each round.

**VARIATIONS:** Have different teams unfreeze their teammates in different ways. Penguins will have to waddle around the participant one time to unfreeze them, Riddlers will have to ask the participant any question and the participant has to answer to get unfrozen and Jokers have to laugh at each other in order to be unfrozen.



Moderate - Vigorous

**TIME**

20 minutes

**PARTICIPANTS**



12 or more

## ACTIVITY IDEAS

### Aboriginal Friendship Dance

**ACTIVITY TYPE:** Endurance and Flexibility

**PLAY AREA:** Gym, Field or Open Space

**EQUIPMENT:** Drum

**SET UP:**

- Ask participants to form a circle.
- Beat a drum with a steady beat, or have a participant do so.

**STEP BY STEP:**

1. Have participants move clockwise together with a gentle stomp to the left and slide to the right.
2. Continue moving in this way, then choose one participant to lead the others.
3. The leader can choose to break off from the circle formation, and have others follow.
4. Have participants work in small groups to create variations of this dance, and have students take turns leading and beating the drum. Vary the levels (high, middle, low), pathways (zigzag, curve, diagonal) and directions (forward, sideways, backward) of their travel.
5. Have participants explore and try traditional dances from their cultural heritage.

**VARIATIONS:** As an option, consider having a First Nation Elder lead with the drums or have a First Nation group demonstrate dances for participants.

**LEVEL OF ACTIVITY**



Light - Moderate

**TIME**

15 minutes

**PARTICIPANTS**



6 or more

## ACTIVITY IDEAS

### Bottle Ball

**ACTIVITY TYPE:** Endurance

**PLAY AREA:** Gym, Field or Open Space

**EQUIPMENT:** Volleyball or Soccer Ball, one empty 2L Pop Bottle per player

**STEP BY STEP:**

1. Ask each participant to find a spot on the floor or field to place their bottle.
2. The object of the game is to protect your own bottle while trying to knock down your opponents' bottles with the ball.
3. If your bottle is knocked over, you have to complete a penalty exercise (e.g. jumping jacks, rope skipping, dance moves, etc.) before returning to the game.



Moderate - Vigorous

**TIME**

15 minutes

**PARTICIPANTS**



6 or more



Ask the children to bring extra pop bottles from home and donate the refundable deposit to a local charity or fundraising project.



## ACTIVITY IDEAS

### Jump Up Seven Up

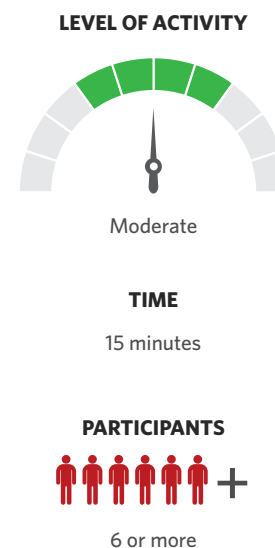
**ACTIVITY TYPE:** Strength and Endurance

**PLAY AREA:** Gym, Field or Open Space

**EQUIPMENT:** 7 Tennis Balls

**SET UP:**

- Have all participants sit down in the play area.
- Select seven participants to start as "it", or as the tennis ball distributors.
- Give each distributor a tennis ball and have them stand at the front of the play area.



**STEP BY STEP:**

1. Have all of the participants, except the seven that are "it", sit down with their eyes closed, and bury their face in their knees and hand out with their palm facing up.
2. The seven distributors will have one minute to walk around and place their tennis ball in one of the participants' hand.
3. After a distributor gives their tennis ball to a participant sitting down, they return to the front of the play area.
4. When all seven participants are standing at the front, the leader calls "Jump Up Seven Up!", and all the participants will jump up into the air.
5. All participants will march on the spot.
6. Any participant that has a tennis ball will hold it in the air.
7. The leader will call on one participant at a time to guess who gave them the tennis ball.
8. They will say the name and then throw the tennis ball to that person.
9. If they are right, the participant will throw the ball back to them and then do five jumping jacks, before switching places.
10. If they are wrong, the participant will keep the ball, and the participant that guessed will do five jumping jacks.
11. Once all participants have guessed, have participants put their heads down and close their eyes for the next round.

**VARIATIONS:** Use a beanbag or other type of ball instead of a tennis ball. When participants guess wrong, or if they were guessed, they have to run to a certain object (such as a pylon) and back, or do a different exercise.

## ACTIVITY IDEAS

### Body Parts Dance

**ACTIVITY TYPE:** Endurance and Flexibility

**PLAY AREA:** Gym, Field or Open Space

**EQUIPMENT:** Up-tempo Music and Player, Cards with names or pictures of body parts, and one card with a musical note

**SET UP:**

- Have participants get into a circle for the warm up.
- Have the audio equipment, music and cards prepared for the activity.

**STEP BY STEP:**

**WARM UP**

1. Have participants arrange themselves in a large circle around the outside of the play area.
2. Start by having the participants walk on the spot, then have them walk clockwise around the circle, then march on the spot, then march counterclockwise around the outside of the circle, then jog on the spot, then walk quickly clockwise around the outside of the circle.
3. Lead, or have a participant lead, a stretching routine

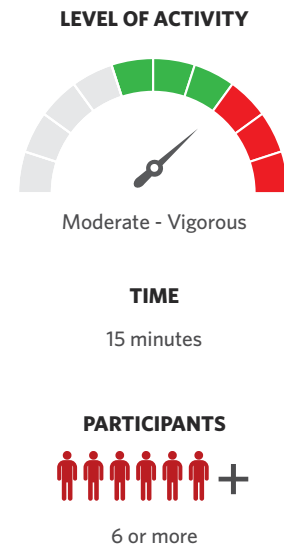
**BODY PARTS DANCE**

1. Have participants spread out in the activity area, facing a leader with enough room to move safely.
2. When the music starts, have participants jog in place to the music or perform a designated dance move (e.g. can-can, box step, grapevine, etc.).
3. Hold up a card with the name or picture of a body part on it (e.g. right arm, left leg, hips).
4. Instruct participants to perform a dance move that focuses on that specific body part.
5. Participants continue that activity until a new card is held up.
6. When the card with a musical note is held up, participants perform either a predetermined or self-selected dance move.

**COOL DOWN**

1. Have participants jog on the spot, then have them jog clockwise around the circle, then march on the spot, then march counterclockwise around the outside of the circle, then walk on the spot, then walk clockwise around the outside of the circle, then slowly walk on the spot until they are stopped.
2. Lead, or have a participant lead, a stretching routine.

**VARIATIONS:** Use music with different tempos to increase or decrease the pace of the movements. Ask participants to reflect on the type of music they most enjoy moving to.



## ACTIVITY IDEAS

### Sponge Bucket Relay

**ACTIVITY TYPE:** Endurance

**PLAY AREA:** Field or Outdoor Space

**EQUIPMENT:** Buckets, Sponges, Water, Pylons (optional)

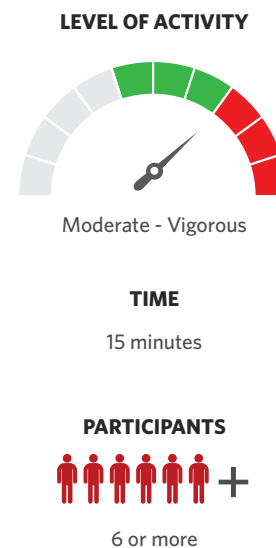
**SET UP:**

- Divide participants into groups of 3-5.
- Have 1 bucket filled with water for each group and a cup or smaller bucket that is across from that bucket and squeeze as much water as they can from their sponge into the empty bucket.
- Place these two buckets around 10 meters apart from each other.
- Have 1 sponge per participant or 1 sponge per group.

**STEP BY STEP:**

1. The goal for each group and each participant is to soak their sponge in the bucket filled with water and then run to the bucket or cup that is across from that bucket and squeeze as much water as they can from their sponge into the empty bucket.
2. The first group to fill their cup or bucket wins!
3. Have participants skip, jump, walk backwards, do lunges or other types of movements to get from one bucket to the other.
4. If there is only one sponge per group, have each participant take turns soaking the sponge and then filling up the bucket.

**VARIATIONS:** Add food colouring to the water to make it a colourful relay! Use wash clothes or another object instead of sponges. Have one participant from each group stand at the bucket or cup they are trying to fill. Have the other participants throw their wet sponge from behind a throwing line to the participant at the bucket.



## ACTIVITY IDEAS

### Minute to Win it

**ACTIVITY TYPE:** Endurance, Strength and Flexibility

**PLAY AREA:** Gym, Field or Open Space

**EQUIPMENT:** Stopwatch, Beanbags, Pylons, Cereal Boxes, Popsicle Sticks, Dice, Decks of Cards, Clothes Pins, Jars, Ping Pong Balls, Plastic Cups, etc.

**SET UP:**

- Set out different stations for the different games and have the equipment prepared for the stations.
- Divide participants into pairs or groups of 3 for the games.

**STEP BY STEP:**

1. Groups will play each game, and try to finish it before a minute is up.
2. If a group finishes the game before a minute is up, they get 2 points.
3. Groups get 1 point for participating in each game.
4. If participants finish the game with more than 15 seconds left, they get 3 points.

**EXAMPLE OF GAMES:**

**SCRAMBLED BREAKFAST:** Leaders will take a breakfast cereal box and cut the front into 16 equal pieces. They will scramble the pieces and place them face down. Participants have to put the pieces together to create the cereal box cover in less than a minute to win it!

**BALANCING BEAN HEADS:** Participants have to stack 4 beanbags on their head. Then they have to walk to a pylon that is 5 feet in front of them and back to the start. If a beanbag drops at any time, they can bend down and pick it up, and place it back on their head. If participants get back to the start with all the beanbags on their head within a minute, they win it!

**DICEY POPSICLE STICKS:** Participants will hold one end of a popsicle stick in their mouth. They will take dice and one by one stack them on the other end of the popsicle stick. Participants have to try to stack 5 dice on the end within the minute to win it!

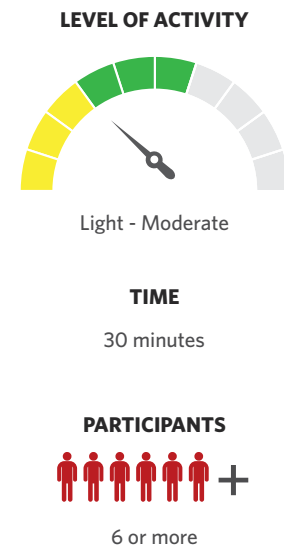
**SUIT UP:** Participants get a shuffled deck of cards. Participants have to separate the deck into the 4 suits. To make it more difficult, participants have to put 1 or 2 of those suits in order from ace to king. If they separate (and order) them within a minute, they win it!

**IN THE HOLE:** On a table, tape a plastic cup on its side with the opening facing the participants. Participants have to blow a ping pong ball on the table into the cup. Participants could use a straw to blow the ping pong ball. If they get the ball into the cup within a minute, they win it!

**CLOTHESPIN IN A JAR:** Place a jar on the ground with a medium sized opening. Participants stand above the jar and hold a clothes pin to their nose. They drop the clothespin from nose-height trying to get it into the jar. Participants have to get 8-10 (up to the leaders) clothespins in the jar within a minute, to win it!

**PYRAMID OF CUPS:** Participants have to create a pyramid of plastic cups. They can start with 6 cups on the bottom, then 5 on the next row and so on, ending with one at the top. If they create their pyramid of cups within a minute, they win it!

**VARIATIONS:** Create any game, using any equipment, and any creative idea! For certain activities, you could make it "Two Minutes to Win It" or another time limit.



## ACTIVITY IDEAS

### Outdoor Twister

**ACTIVITY TYPE:** Endurance

**PLAY AREA:** Outdoor Space

**EQUIPMENT:** Objects to represent each colour in the game of Twister (pylons, chairs, sport equipment, etc.), Cards with objects and body parts written on them, 2 Bowls, Twister board (optional)

**SET UP:**

- Place objects (pylons, chairs, sport equipment, etc.) outdoors to use.
- If using a Twister board, each colour will represent an object outdoors.
- Green can represent a tree, red can represent a bench, yellow can represent a chair and blue can represent a rock, box or any object placed outdoors.
- Ensure these objects are written on a cards and place the cards in one of the bowls.
- Write body parts on the other cards and place them in a separate bowl. For normal Twister rules, have: right/left hand, right/left foot.
- Consider adding additional body parts: hair, right/left knee, right/left elbow, back, right/left heel and so on.

**STEP BY STEP:**

1. Have participants start at a central location.
2. The leader will spin the Twister board or pull a card from each bowl.
3. The leader will call out the chosen object and body part.
4. Participants have to run to that object and place the body part on the object.
5. Then the leader will draw or spin for another object and body part.
6. When participants have done this a couple times, add in an elimination element.
7. The last participant to put the body part on the object, is out. Play until there is one or two participants remaining.

**VARIATIONS:** Play indoors and select objects that are in the room. Have participants skip, hop on one foot, jump, or crab walk to get to each object. Instead of eliminating the last participant to put the body part on the object, have them complete some sort of exercise (star jumps, lunges, sit-ups, etc.).

**LEVEL OF ACTIVITY**



Light - Moderate

**TIME**

20 minutes

**PARTICIPANTS**



6 or more

## ACTIVITY IDEAS

### Stealthy Spy Mission

**ACTIVITY TYPE:** Flexibility

**PLAY AREA:** Indoor Space

**EQUIPMENT:** Masking Tape, Narrow Hallway, Beanbag (optional), Stopwatch (optional)

**SET UP:**

- Place masking tape from one wall to the other to create the "laser field" (just like you see in spy movies).
- Make some lasers high, some low, some diagonal, some straight and some overlapping.
- Depending on the age of the participants, set up fewer or more "lasers" and make them easier or harder to maneuver around.

**STEP BY STEP:**

1. The goal for participants is to maneuver under and over the "lasers" (tape) from one end to the other without touching them, like they are stealthy spies on a mission.
2. Participants may have to crawl on the ground, then stand up and step over a laser and then shuffle to a side in order to avoid the lasers.
3. Allow each participant to go through the laser field at least once.
4. To add a competition element, consider the variations below.

**VARIATIONS:** Have each participant start with 5 points and if they touch a laser as they move through the field, they lose a point. When they get to 0 points, they are out. Give each participant a time limit to get from one end to the other. They get one point for every second left when they get to the end. However, they lose 3 points for every laser touched. Add in string that hangs down from the tape to make the field even more difficult.

**LEVEL OF ACTIVITY**



Moderate - Vigorous

**TIME**

15 minutes

**PARTICIPANTS**



4 or more

## ACTIVITY IDEAS

### Odd Ball Relay

**ACTIVITY TYPE:** Endurance

**PLAY AREA:** Gym, Field or Open Space

**EQUIPMENT:** One ball per team

**SET UP:**

- Divide participants into teams of 4 or more and give each team one ball.
- Have players line up with their teams at the edge of the play area.

**STEP BY STEP:**

1. Participants must work with a partner from their team (if there is an odd number, someone can go twice) to carry the ball from their side of the play area to the other side and back without using their hands (i.e. carrying the ball between their backs, using their elbows, etc.).
2. If the ball drops, participants can pick it back up and keep going.
3. Pairs must get to the other side and back before passing the ball to the next pair in line until everyone on the team has had a turn.
4. Each pair must carry the ball in a different way and the first team to complete the relay wins!



Moderate

**TIME**

10 minutes

**PARTICIPANTS**



8 or more

### Human Etch-a-Sketch

**ACTIVITY TYPE:** Flexibility and Strength

**PLAY AREA:** Gym, Field or Open Space

**EQUIPMENT:** None

**SET UP:**

- Divide participants into groups of 5 or more.

**STEP BY STEP:**

1. The leader calls out any shape or object (e.g. donkey, motorcycle, diamond, etc.).
2. Teams must work together to create the shape or object as quickly as possible using their bodies.
3. The first team to form the shape or object wins!

**VARIATIONS:** Set a time limit for each round. The team with the most accurate form when the time is up wins! Have the winning team choose the next shape or object for participants to create.



Light - Moderate

**TIME**

10 minutes

**PARTICIPANTS**



10 or more

## ACTIVITY IDEAS

### Alphabet Workout

**ACTIVITY TYPE:** Endurance, Flexibility and Strength

**PLAY AREA:** Gym, Field or Open Space

**EQUIPMENT:** None

**SET UP:**

- Use the list below, or have participants create their own list of activities to use.
- Post the list in your play area for all to see.

**STEP BY STEP:**

1. Leaders call out a word of their choice.
2. Participants have to spell the word by completing one of the exercises listed beside each letter of the word.
3. Have participants take turns choosing the word to spell.

- A:** Arm Circles, Alternating leg lifts
- B:** Balancing on one foot, Box jumps, Burpees
- C:** Calf raises, Crunches, Cat-Cow stretches
- D:** Dips, Downward Dog
- E:** Elbow circles, Energized hopping
- F:** Freestyle dance, Frog hops, Fast skipping
- G:** Good morning stretch
- H:** High kicks, Hula hooping, Hip rotations
- I:** Inchworms, Intense shadow boxing
- J:** Jumping Jacks, Jogging, Juggling
- K:** Kick heels to behind, Knee rotations
- L:** Lunges, Lay down and stand up, Long jumps
- M:** Mountain climbers, Marching

- N:** Neck rotations
- O:** One legged hops
- P:** Push-ups, Planks
- Q:** Quench your thirst, Quick leaps
- R:** Running, Reverse Lunges
- S:** Sit ups, Squats, Skipping
- T:** Tae-Bo kicks, Touch Toes
- U:** Upward dog, Unrolling
- V:** V-sits
- W:** Wall sits, Walking
- X:** X jumps, Cross overs
- Y:** Your choice!
- Z:** Zig Zag from side to side

**LEVEL OF ACTIVITY**



Moderate - Vigorous

**TIME**

20 minutes

**PARTICIPANTS**



2 or more



## ACTIVITY IDEAS

### Mr. or Mrs. Mars

**ACTIVITY TYPE:** Endurance

**PLAY AREA:** Gym, Field or Open Space

**EQUIPMENT:** None

**SET UP:**

- Select one participant to be Mr. or Mrs. Mars.
- Outline the play area.
- Have the rest of the participants stand at the end of the play area.

**STEP BY STEP:**

1. Have the participants standing at the end of the play area call out: "Mr./Mrs. Mars, Mr./Mrs. Mars, can you chase us to the stars?"
2. Mr. or Mrs. Mars responds by saying: "Not unless you are wearing the colour \_\_\_\_!"
3. The participants who are wearing that colour must then attempt to run past Mr. or Mrs. Mars to the other side of the play area without being tagged.
4. Mr. or Mrs. Mars must say the name of the participant they are tagging as they tag them.
5. If a participant is tagged, they become the new Mr. or Mrs. Mars.

**LEVEL OF ACTIVITY**



Moderate

**TIME**

15 minutes

**PARTICIPANTS**



5 or more

## ACTIVITY IDEAS

### TAG VARIATIONS

**CHAIN TAG:** Participants who are tagged join hands with "it," forming a chain that chases the others as a pair. As more participants are tagged, they too join hands with the "it" participants, forming a lengthening chain. Only those at the ends of the chain are able to tag others. Chains of four may split in two.

**FREEZE TAG:** Participants who are tagged become frozen and must stand in place with their arms stretched out until they are unfrozen. Other participants can perform actions to unfreeze them, such as jumping jacks, crawling between their legs or giving them a high five.

**COPS AND ROBBERS:** Participants are split into two teams: Cops and Robbers. The cops, who are in pursuit of robbers, arrest the robbers by tagging and putting them in jail. Robbers can stage a jailbreak by tagging one of the prisoners without getting tagged themselves. The game ends if all the robbers end up in jail.

**MANHUNT:** Manhunt is a mixture of hide and seek and tag. One participant is "it," while the others have to hide. Then, the participant who is "it" tries to find and tag them. The game is over when all of the participants have been tagged. There may be a home base in which hiding participants can try to get to without being tagged.

**WHAT'S THE TIME, MR./MRS. WOLF?:** One participant is chosen to be Mr. Wolf and stands facing away from the other players at the opposite end of the playing field. All players except Mr. Wolf chant in unison "What's the time, Mr. Wolf?" and Mr. Wolf will answer in one of two ways: Mr. Wolf may call a time - usually an hour ending in "o'clock". The other participants take that many steps towards Mr. Wolf. They then ask the question again. Alternatively, Mr. Wolf may call "Dinner time!" and turn to chase the other participants back to their starting point. If Mr. Wolf tags a participant, they become Mr. Wolf for the next round.

**FLASHLIGHT TAG:** Flashlight tag is typically played at night, but can also be played indoors with the lights turned low. Rather than physically tagging, the "it" player tags by shining a flashlight beam on the other participants. The participant who is "it" may be required to correctly call out the name of the person being tagged while the light shines on them.

**KICK THE CAN:** One participant is "it" and a can is placed in an open space. The other participants run off and hide, then "it" tries to find and tag each of them. Tagged participants are sent to jail. Any participant who has not been caught can kick the can, setting the other participants free from jail.

**CAPTURE THE FLAG:** Participants are split into two teams that each have a flag. The object is to capture the other team's flag, located at that team's "base," and bring it safely back to their own base. Opposing participants can be tagged by participants in their home territory; these participants are then, depending on the agreed rules, members of the opposite team, sent back to their own territory, frozen in place until freed by a member of their own team or put in jail.

## ACTIVITY IDEAS

### CLASSICS

Duck, Duck, Goose

Fishes and Whales

Four Square

Grounders

Hopscotch

Hot Potato

Musical Chairs

Potato Sac Races

Red Light, Green Light

Simon Says

Soccer-Baseball

Three Legged Races

Tug of War

Wheel Barrow Races

Hide and Seek

Jacks

Marbles

Jump-Rope



# Healthy Eating

Introduction

The Basics of Healthy Eating

- Serving Sizes

- Nutrition Labelling

- Healthy Beverage Choices

Hands-on Food and Nutrition Related Activities

- Cooking

- Introducing Foods from Other Cultures

- Community Gardening

- 10 Tools Every Community Garden Needs

- Plant a Seed Success Story

Involving Community Food Experts

- Grocery Store Tours

- Farm Tours

- Chefs

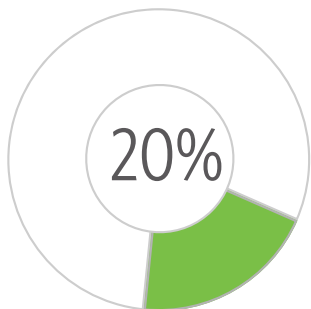
- Community Elders

- Resource Highlight

Recipe Ideas

## INTRODUCTION

Healthy eating is essential for healthy human development at all stages of life. Choosing healthy and nutritious food gives our bodies energy and provides us with the nutrients we need to stay strong and healthy. The earlier children and youth learn the importance of nutrition, the more likely they will adopt lifelong healthy eating habits.



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**NB PLAYS!** recommends that at least **20%** of your after school program is dedicated to promoting healthy eating. For example, if your program runs 15 hours per week, at least 3 hours should be dedicated to healthy eating.

### NEW BRUNSWICK CHILDREN AND YOUTH

In New Brunswick, rates of overweight and obese children and youth are significantly higher than the national average in every age range. Many Canadian children and youth consume unhealthy amounts of nutrient-poor foods, increasing their risk of being overweight and obese. After school programs provide an ideal setting to promote healthy eating habits.

### AFTER SCHOOL LEADERS ARE POSITIVE ROLE MODELS

You play a key role in helping your after school participants develop healthy eating habits to improve their overall health.

After school leaders who are committed to incorporating healthy eating recognize that their programs:

- Take place during a time when children and youth are more likely to be sedentary and snacking if not given other opportunities, typically from 3 to 6 pm
- Provide healthy food options (snacks or meals)
- Teach food skills that can positively influence eating habits and patterns
- Work with parents to make healthy nutritional decisions for their children
- Rely on staff to model healthy habits by eating the same snacks that are provided to participants



## THE BASICS OF HEALTHY EATING

Food provides us with the energy our bodies need to carry out daily activities. Healthy eating patterns developed in early childhood are linked to positive health, growth and cognitive development and can help prevent chronic diseases and obesity.

Canada's Food Guide is a tool that can help people of all ages, including children and youth, make healthy food choices and meet nutritional needs for vegetables and fruit, grains, milk and alternatives and meat and alternatives. This is an excellent resource for after school programs looking to incorporate healthy eating practices. For more detailed information on Canada's Food Guide, visit: [www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)




A Canadian Food Guide that reflects the values, traditions and food choices of First Nations, Inuit and Metis is also available at: <http://www.hc-sc.gc.ca/fn-an/pubs/fnim-pnim/index-eng.php>

## THE BASICS OF HEALTHY EATING

### Serving Sizes

As an after school leader, teaching children and youth about proper portion sizes can help ensure that they are not only getting the right types of foods, but also the right amounts. Here is a fun example of how you can demonstrate portion sizes to program participants. Each of the following is one serving:




**FRUIT & VEGETABLES**

	=	
½ cup of chopped fruit		computer mouse
	=	
1 cup of salad		baseball
	=	
¼ cup of raisins		egg





**GRAINS**

	=	
½ a bagel		hockey puck
	=	
½ cup of rice		light bulb
	=	
¾ cup of hot cereal		fist

**MILK & ALTERNATIVES**

	=			=	
½ oz cheese		4 dice	8 oz of yogurt		tennis ball

**MEATS & ALTERNATIVES**

	=			=	
75 grams of meat or fish		iPod	¼ cup of nuts		golf ball

## THE BASICS OF HEALTHY EATING

### Nutrition Labelling

Nutrition labelling is information found on pre-packaged food labels. The labels contain a Nutrition Facts table, an ingredient list and nutrition claims.

The **Nutrition Facts table** provides information on the number of calories and 13 core nutrients (e.g. fats, sodium, protein, sugar, fibre and iron) in a serving of food. The % Daily Value can help you compare and decide on food products. The serving size, which all of the nutrition facts are based on, can help you determine how much food to consume.

The **ingredient list** is found on all packaged foods. It includes the above mentioned 13 core nutrients, which can appear under many names. Ingredients are listed in order from most to least, meaning that the ingredients that appear first in the list make up a greater share of the food product than those at the end of the list.

Taking the time to read the Nutrition Facts table and ingredient list can help you and your program participants check for food allergies or intolerances and look for specific nutrients. For example, the nutrition labelling for strawberry yogurt tells you that the ingredient with the largest amount is skim milk and one serving of yogurt contains 14 grams of sugar.

STRAWBERRY YOGURT



NUTRITION  
FACTS TABLE

Nutrition Facts	
Per 125 mL (½ cup)	
Amount	% Daily Value
<b>Calories</b> 90	
<b>Fat</b> 0 g	<b>0 %</b>
Saturated 0 g + Trans 0 g	<b>0 %</b>
<b>Cholesterol</b> 0 g	<b>0 %</b>
<b>Sodium</b> 0 mg	<b>0 %</b>
<b>Carbohydrate</b> 17 g	<b>6 %</b>
Fibre 3 g	<b>12 %</b>
Sugars 14 g	
<b>Protein</b> 0 g	
Vitamin A 0 %	Vitamin C 4 %
Calcium 0 %	Iron 4 %

INGREDIENT LIST

**INGREDIENTS:** SKIM MILK, SUGAR, STRAWBERRIES, CREAM, INULIN, MILK PROTEIN CONCENTRATE, MODIFIED CORN STARCH, WHEY PROTEIN CONCENTRATE, SKIM MILK POWDER, GELATIN, PECTIN, ACTIVE BACTERIA CULTURES, LIME JUICE CONCENTRATE.

### TIP

» Have participants practice label reading with packaged foods during snack time. This can help them identify nutrients, compare snack options and make healthier choices!



## THE BASICS OF HEALTHY EATING

### Nutrition Labelling

**Nutrition claims** include nutrient claims and health claims. They must follow certain criteria to ensure consistency and avoid misinformation. However, these claims are optional and only found on some food products.

**Health claims** are statements about the positive health effects of foods consumed within a healthy diet. For example, a healthy diet low in saturated and trans fat may reduce the risk of heart disease.

**Nutrient claims** are statements that can help you and your program participants select foods based on nutrients that you may want more of (fibre, iron, calcium) or less of (sodium, fat, sugar). For example, they may tell you that a food is *a good source of iron* or *low in sodium*.



#### DID YOU KNOW?

100% fruit juice is nutritious, but it is high in natural sugar and calories. Children should drink no more than ½ cup daily and teens should have no more than 1 cup per day.

## THE BASICS OF HEALTHY EATING

### Healthy Beverage Choices

Sugary drinks contain sugars, sweeteners and syrups that are added during processing. They have become extremely popular among children and youth and have little to no nutritional value.

The following drinks are high in added sugar:



Pop

=



13 sugar cubes



slushies

=



16 sugar cubes



vitamin enhanced water

=



11 sugar cubes



sports drinks

=



11 sugar cubes



store bought smoothies

=



10 sugar cubes



energy drinks

=



9 sugar cubes



flavoured milk

=



10 sugar cubes



fruit "cocktail,"  
"punch" or "drink"

=



8 sugar cubes



### TIP

» Have drinking water easily accessible and readily available for your program participants.

### DID YOU KNOW?

Water is the best way for children and youth to satisfy thirst and stay hydrated.

## HANDS-ON FOOD AND NUTRITION ACTIVITIES

### Cooking

Cooking is a great way to engage your after school program participants in hands-on learning. Children and youth can learn about healthy eating, nutrition and food practices from different cultures, while acquiring an important lifelong skill.

Cooking can also provide children and youth with a variety of educational benefits. Your program participants can learn:

- **Sensory skills:** Tasting, hearing, touching, smelling and seeing a variety of foods engages all of your children and youth's senses.
- **Motor skills:** Being involved in food preparation can help improve large and fine motor skills and eye-hand coordination.
- **Mathematics:** Being involved with counting, measuring and following recipe instructions enhances math skills.
- **Safety:** Using utensils and appliances while cooking can help children and youth learn the importance of safety.
- **Social skills:** Sharing food and working together on recipes can promote social skills.
- **Emotional development:** Learning to make food for themselves and others can establish and sense of independence and positive self-image.
- **Language skills:** Cooking exposes participants to a culinary vocabulary and promotes conversations around food likes, dislikes and experiences.



## HANDS-ON FOOD AND NUTRITION ACTIVITIES

### Introducing Foods from Other Cultures

Introducing children and youth to food from different countries and cultures can be a fun and rewarding experience. Your program participants can learn how food from other cultures fit into a healthy and diverse diet. Children and youth can gain knowledge, acceptance and appreciation for these foods while expanding their tastes.

Consider bringing diversity into your program by:

- Having each participant pick a country and traditional food from there to try. Each week, test out a new recipe to develop interests in other cultures and introduce new foods and flavours.
- Being creative! Allow children to try eating their snacks in ways that other cultures do; with chopsticks, using their fingers or while sitting on the floor.
- Having children and youth make arts and crafts from different cultures to decorate tables and eating areas.
- Experimenting with some of the simple and delicious recipes from other cultures found at the end of the healthy eating section.



## HANDS-ON FOOD AND NUTRITION ACTIVITIES

### Community Gardening

A community garden is a shared space where children and youth can work together to grow fruits, vegetables, herbs and flowers. A community garden can be grown outdoors or indoors depending on space. It can consist of collective plots, individual plots or a mixture of both. Creating a community garden for your after school program is a great way to engage your participants in hands-on food activities. Gardening can provide your children and youth with a variety of benefits, including:

- Being physically active outdoors while learning about healthy eating
- Learning the basics of gardening
- Taking on the responsibilities of maintaining a garden
- Gaining a new skill set
- Consuming fresh and healthy produce from the garden

Community gardens are also well aligned with First Nations' cultural values of giving, sharing and land stewardship. Agriculture plays an important role within traditional customs and can contribute to community wellness and the continuation of local knowledge. Food is part of celebration, ceremony, social functions, learning experiences and is one of the best ways to bring people together. Participating in harvesting activities, such as gathering food preparation can reduce stress, encourage the exchange of news and stories and promote respect for and a connection with the land.



Plan a traditional feast with your after school program! For tips on preparing healthy and affordable foods for feast and celebrations, check out Healthy Food Guidelines For First Nations Communities at: [http://www.fnhc.ca/pdf/Healthy\\_Food\\_Guidelines\\_for\\_First\\_Nations\\_Communities.pdf](http://www.fnhc.ca/pdf/Healthy_Food_Guidelines_for_First_Nations_Communities.pdf)

Your program may have existing supplies that can help you start an after school community garden. The following day to day items can help get your garden growing:

- Save paper towel and toilet paper tubes and egg cartons to use as seedling or herb pots.
- Save banana peels to use as fertilizer for plants and vegetables.
- Reuse plastic containers as scoops for the garden and their lids for catching water under indoor plants.
- Save newspaper or cardboard for garden mulch to help prevent weeds from growing.
- Keep old brooms or scrap wood and use them to support climbing vegetables, such as tomatoes, beans and peas.
- Save lemon and orange peels from snack time and place them in your garden to help keep animals from digging things up.

## HANDS-ON FOOD AND NUTRITION ACTIVITIES

### 10 Tools Every Community Garden Needs

Creating a community garden with your after school participants does not have to be a daunting task. Introducing children and youth to a small but smart selection of tools will help them develop gardening skills while learning and working together to grow fruits, vegetables, herbs and flowers.

The following 10 gardening tools can help you get your community garden growing:

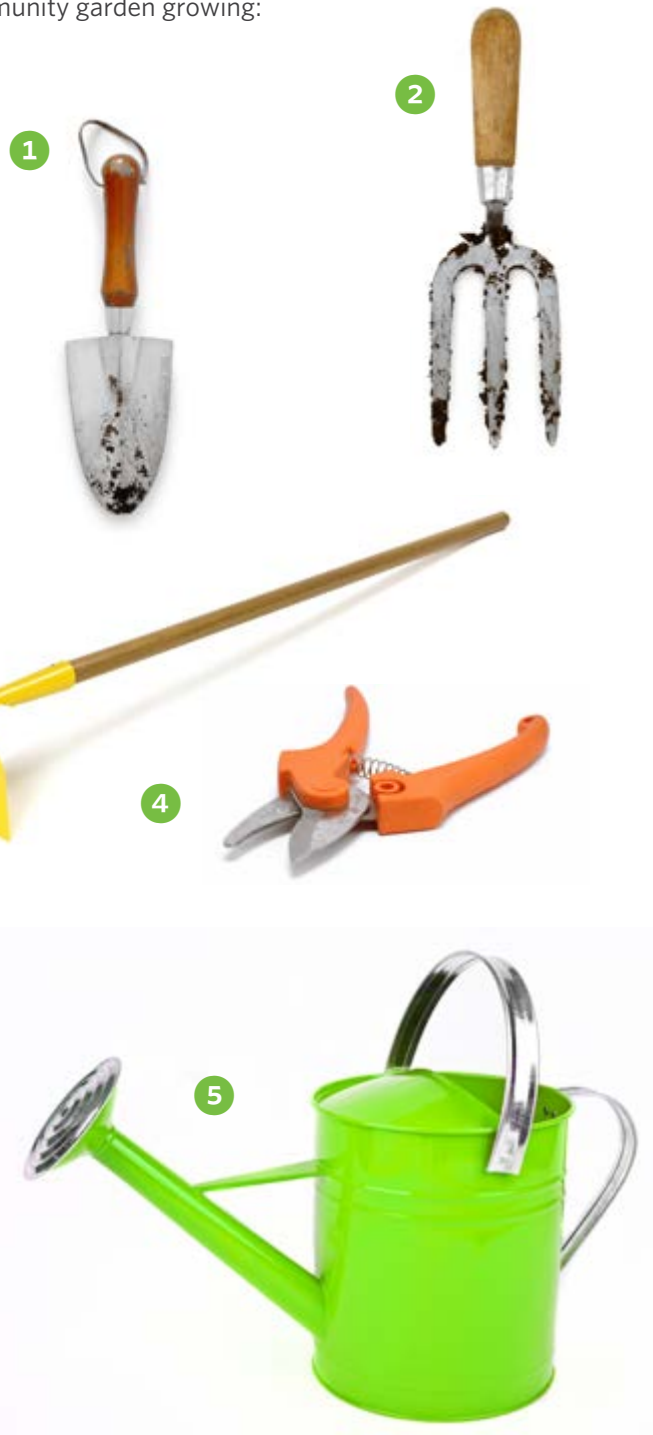
**1 TROWEL** This small tool is used for breaking up earth, digging small holes for planting and weeding, mixing in fertilizer or other additives, and transferring plants to pots. A well-made trowel can be your most important tool.

**2 HAND FORK, CLAW OR CULTIVATOR** This tool is used for loosening earth, chopping up clumps, and turning over soil in your garden. A hand fork is necessary for cultivating in closely planted beds.

**3 HOE** This long-handled tool is used mainly for weed control, but it can also be used for piling soil around the base of plants and creating narrow furrows in your garden. Hoe heads come in all different shapes and sizes.

**4 SECATEURS (HAND PRUNERS)** This tool is used for pruning small branches. Secateurs can help you cut branches up to the thickness of your little finger. Anything larger would require loppers, which are a larger, two-handed, long-handled tool.

**5 WATERING CAN** This tool is used to provide seedlings and spouting plants with a gentle and even stream of water that will not wash them out of their soil.



## HANDS-ON FOOD AND NUTRITION ACTIVITIES

## 10 Tools Every Community Garden Needs

6



**6 FORK** This tool is used for digging and dividing rows in your garden. Make sure you have a good strong fork that can handle the work.

7



**7 SHOVELS & SPADES** This tool is used for planting large perennials, shrubs and trees; breaking ground and moving soil. There are several different types of shovels and spades, each with their own purpose.

8



**8 WHEELBARROW** This tool is used for hauling soil, compost, plants, mulch, hoses, tools, etc. Wheelbarrows come in different sizes to fit everything your garden needs.

9



**9 GLOVES** This gardening gear will protect your hands when working with plants that may have thorns or sharp leaves. They are also great for keeping your hands clean while digging your garden.

10



**10 HOSE** This tool is used for transporting large amounts of water to your garden. Consider using a drip irrigation hose to supply your plants with the water they need to thrive.

## PLANT A SEED

### SUCCESS STORY

#### Explore Your World After School Program, New Maryland, NB

With its cycles of growth and decay, something as simple as a vegetable garden can go far in reconnecting children with the workings of nature.

Two apprentice gardeners lean over plots, knee-deep in soil. As they clear a few weeds from a freshly planted row, they debate how much water their seedlings will need to sprout vegetables this summer. It's the kind of scene that perfectly illustrates the benefits of incorporating gardening into school curriculums. And it's also precisely what Judy Wilson-Shee had in mind when she started a community vegetable garden for children in New Maryland.

"We're a happy bunch," Wilson-Shee declares of Explore Your World Daycare, a community she has nurtured for over thirty years as an early childhood educator. And it's not hard to tell why: as the children tend to their plots, they discover what it means to combine their efforts, to sustain a project over time, and ultimately to share in the rewards.

For children raised in urban environments, the sense of wonder that results from witnessing a seedling break through soil is also rare and empowering. With its cycles of growth and decay, something as simple as a vegetable garden can go far in reconnecting children with the workings of nature.

Wilson-Shee notes that the benefits of cooperative learning flow both ways. "We really can learn from our children," she remarks, noting that the experiences children have at a young age can stay with them into adulthood. In both gardening and teaching, she adds, "you always have to be positive."







**EXPLORE YOUR WORLD  
AFTER SCHOOL PROGRAM**

New Maryland,  
New Brunswick



## COMMUNITY FOOD EXPERTS

Involving community experts in your after school program is an excellent way to promote healthy eating among your participants. Consider connecting with local food experts for outings and activities that will enhance your program.

### Grocery Store Tours

Grocery store tours are a fun opportunity for children and youth to learn about healthy eating. Participants can navigate store aisles to discover the importance of consuming fresh fruit and vegetables, limiting sugar and processed foods and eating balanced meals. Children and youth can experience hands-on learning and practice their label reading while paying attention to portion sizes and ingredient lists.



#### DID YOU KNOW?

Local Sobeys stores have dietitians that give group tours on-site. Tours can be tailored to your after school program participants.

## COMMUNITY FOOD EXPERTS

### Farm Tours

Farm tours are an excellent way for children and youth to connect with their food sources while spending time outdoors. Farm tours can teach your participants about where food comes from, as well as the importance of healthy, conscious eating and supporting local food growers.



## COMMUNITY FOOD EXPERTS

### Chefs

Having a chef visit your after school program can be a great experiential learning opportunity for your participants. Chefs can emphasize the importance of healthy eating and proper nutrition, teach age-appropriate cooking skills and introduce multicultural foods. As children and youth participate in the chef experience, they can experiment with ingredients, learn the fundamentals of cooking and explore new tastes.

After school program participants have learned how to make healthy meals and snacks with a chef, they can sample the foods that they helped create. As an after school leader, you can continue to develop these food skills and tastes with your children and youth.

For more great ideas and tips, refer to the CHEFS! Getting a Head Start on Healthy Living toolkit.



#### **DID YOU KNOW?**

There are many chefs in New Brunswick willing to visit after school programs to share cooking expertise and inspire children and youth.

# CHEFS!

**THEME 1:** Becoming a Chef



## COMMUNITY FOOD EXPERTS

### Community Elders

One of the greatest ways to keep culture alive is through Elders. Elders are community experts; a wealth of knowledge and experience. Consider bringing an Elder into your after school program to teach children and youth about traditional foods and cooking methods. Participants can explore new tastes, share experiences between generations, learn about First Nation customs and embrace cultural differences and similarities.



#### DID YOU KNOW?

Elders are community leaders who can serve as mentors and offer powerful experiences for children and youth to learn from.



## RESOURCE HIGHLIGHT

### Chefs! Toolkit: Getting a Head Start on Healthy Living

The CHEFS! Toolkit was created by the Healthy Eating Physical Activity Coalition of New Brunswick and the Government of New Brunswick for those who work with children and youth. It provides fun and interactive ways to introduce participants to healthy living, nutrition and cooking. It is a comprehensive resource that contains a variety of food-related activities and recipes that can be used by program staff with children and youth, even those with little to no experience in the kitchen.

There are five main themes covered in the toolkit:

- Becoming a Chef
- Keeping Food Safe
- Healthy Eating
- All About Nutrients
- Be Active

The toolkit is available for download at: [www2.gnb.ca/content/gnb/en/departments/dhlc/wellness/content/chefs.html](http://www2.gnb.ca/content/gnb/en/departments/dhlc/wellness/content/chefs.html)



## RECIPE IDEAS

### DIPS

#### Tzatziki

**TIME:** 15 minutes

**SERVES:** 6 - 8

**EQUIPMENT:** Food processor or blender

**INGREDIENTS:**

- 2 cups **plain Greek yogurt**
- 1 cup **cucumber** (seeded and diced)
- 2 tsp **lemon juice**
- 2 **garlic cloves** (minced)
- 2 tbsp **dill** (fresh or dried)
- salt** and **pepper** to taste



**INSTRUCTIONS:**

1. In a food processor or blender combine all ingredients and blend until well-combined.
2. Transfer to a separate dish, cover and refrigerate for at least 1 hour for best flavour.
3. Serve with veggies or pita and enjoy!

### DIPS

#### Guacamole

**TIME:** 15 minutes

**SERVES:** 6 - 8

**EQUIPMENT:** None

**INGREDIENTS:**

- 3 **avocados**  
(peeled, pitted and mashed)
- 1 **lime** (juiced)
- 1 tsp **salt**
- ½ cup **onion** (diced)
- 3 tbsp **fresh cilantro** (chopped)
- 2 **Roma tomatoes** (diced)
- 1 **garlic clove** (minced)
- 1 pinch **ground cayenne pepper** (optional)



**INSTRUCTIONS:**

1. In a medium bowl, mash together the avocados, lime juice and salt.
2. Mix in onion, cilantro, tomatoes and garlic.
3. Stir in cayenne pepper and refrigerate for at least one hour for best flavour.
4. Serve with pita, baked chips or crackers and enjoy!

## RECIPE IDEAS

### DIPS

#### Hummus

**TIME:** 15 minutes

**SERVES:** 6 - 8

**EQUIPMENT:** Food processor or blender

**INGREDIENTS:**

- 1 **garlic clove** (minced)
- 2 tbsp **olive oil**
- 15 oz can **chick peas** (drained)
- 3 tbsp **fresh lemon juice**
- 3 tbsp **tahini** (optional)
- ½ tsp **salt**
- ¼ tsp **ground cumin**

**INSTRUCTIONS:**

.....



1. In a food processor or blender combine all ingredients and blend until well-combined.
2. Serve with veggies or pita and enjoy!

### DIPS

#### Salsa

**TIME:** 15 minutes

**SERVES:** 6 - 8

**EQUIPMENT:** None

**INGREDIENTS:**

- 2 ½ cups **fresh tomatoes** (diced)
- 2 tbsp **jalapeño pepper** (seeded and diced)
- 2 tbsp **red onion** (diced)
- 2 tbsp **fresh cilantro** (chopped)
- 2 **garlic cloves** (minced)
- 2 tbsp **olive oil**
- dash **salt and pepper**



**INSTRUCTIONS:**

1. In a medium bowl, combine all ingredients.
2. Serve with baked chips and enjoy!



## RECIPE IDEAS

### SMOOTHIES

#### Rainbow Smoothies

**TIME:** 45 minutes

**SERVES:** 4 - 6

**EQUIPMENT:** Blender

**INGREDIENTS:**

LAYER 1 - BANANA/ALMOND:

2 cups **crushed ice**

4 **bananas**

20 **almonds**

$\frac{1}{2}$  cup **milk** (skim, almond, soy or coconut)

LAYER 2 - KALE/HONEY:

$\frac{2}{3}$  cup **crushed ice**

2 tbsp **honey** (or 4 pitted dates)

150g **kale** (leaves from approx. 4 spears)

LAYER 3 - BLUEBERRY

1 cup **crushed ice**

1 cup **blueberries** (fresh or frozen)

$\frac{1}{4}$  cup **water**

LAYER 4 - STRAWBERRY/MILK

1 cup **crushed ice**

1 cup **strawberries** (fresh or frozen)

$\frac{1}{2}$  cup **milk** (skim, almond, soy or coconut)

**INSTRUCTIONS:**

1. Blend all the ingredients for Layer 1 until completely combined. Carefully pour two thirds of this mixture into your glasses. Leave one third of the mixture in the blender and place the jug in the fridge. Place your glasses in the freezer so they are upright and level for 10 minutes, before adding Layer 2.
2. Take the blender jug out of the fridge and add in the ingredients for Layer 2. Blend until completely combined. Take your glasses out of the freezer and carefully pour or spoon this layer on top. Use all of the mixture this time, making sure you scrape down the jug. Once Layer 2 is complete, put your glasses back in the freezer for 10 minutes.
3. Add the ingredients for Layer 3 to the jug and blend until completely combined. As before, take your glasses out of the freezer and carefully pour or spoon this layer on top. Put your glasses back in the freezer for 10 minutes.
4. Finally, add the ingredients for Layer 4 to the jug and blend until completely combined. Take your glasses out of the freezer and carefully pour or spoon this layer on top.
5. Serve and enjoy!



## RECIPE IDEAS

### SMOOTHIES

#### Chocolate Banana Smoothie

**TIME:** 10 minutes

**SERVES:** 4 - 6

**EQUIPMENT:** Blender

**INGREDIENTS:**

2 cups **milk** (skim, almond, soy or coconut)

2 tbsp **honey**

4 **bananas** (frozen)

2 tbsp **cocoa powder**



**INSTRUCTIONS:**

1. Blend all the ingredients until completely combined.
2. Serve and enjoy!

### SMOOTHIES

#### Blueberry Mango Smoothie

**TIME:** 10 minutes

**SERVES:** 4 - 6

**EQUIPMENT:** Blender

**INGREDIENTS:**

1 ½ cups **Plain Greek yogurt**

1 ½ cups **milk** (skim, almond, soy or coconut)

1 ½ cups **blueberries** (frozen)

1 ½ cups **mango chunks** (frozen)

2 tbsp **honey**

splash **vanilla extract** (optional)



**INSTRUCTIONS:**

1. Blend all the ingredients until completely combined.
2. Serve and enjoy!

## RECIPE IDEAS

## SMOOTHIES

**Lazy Day Tropical Smoothie****TIME:** 10 minutes**SERVES:** 4 - 6**EQUIPMENT:** Blender**INGREDIENTS:**

- 2 **bananas** (frozen)
- 2 cups **pineapple chunks** (frozen)
- $\frac{1}{3}$  cup **frozen orange juice concentrate**
- 1 cup **milk** (skim, almond, soy or coconut)
- 1 cup **pineapple juice**
- $\frac{1}{4}$  cup **shredded coconut** (optional)
- 2 tsp **coconut extract** (optional)
- 1 cup **crushed ice**

**INSTRUCTIONS:**

1. Blend all the ingredients until completely combined.
2. Serve and enjoy!

## RECIPE IDEAS

### SNACKS

#### Topped Flatbread

**TIME:** 10 minutes

**SERVES:** 6 - 8

**EQUIPMENT:** None

**INGREDIENTS:**

- 1 tub **light cream cheese**
- 1 package **multi-grain flatbread crackers**
- 1 **cucumber** (thinly sliced)
- 2 **tomatoes** (sliced)
- 1 **green, red or yellow pepper** (thinly sliced)
- ½ cup **blueberries**
- 2 **peaches** (sliced)

**INSTRUCTIONS:**

1. Spread cream cheese onto crackers.
2. Top crackers with fruits or veggies of your choice.
3. Enjoy!



## RECIPE IDEAS

## SNACKS

**Cucumber Dip Cups****TIME:** 20 minutes**SERVES:** 6 - 8**EQUIPMENT:** Melon scoop**INGREDIENTS:**

- 2 large **cucumbers**
- 1 cup **plain Greek yogurt**
- 1 tbsp **ranch seasoning**
- 1 small **bag carrots**
- 2 **green, red or yellow peppers**
- 1 bunch **celery**

**INSTRUCTIONS:**

1. Cut cucumbers into generous slices (about 5cms thick).
2. Using a melon scoop, scoop out the center of each cucumber slice to create a cup.
3. Cut carrots, peppers and celery into long thin slices.
4. In a bowl, make a dip by combining the yogurt and ranch seasoning.
5. Add a dab of dip to each cucumber cup.
6. Fill your cucumber cups with veggies of your choice.
7. Enjoy!



## RECIPE IDEAS

### SNACKS

#### Mini Pizzas

**TIME:** 25 minutes

**SERVES:** 8

**EQUIPMENT:** Baking sheet, parchment paper or nonstick aluminum foil

**INGREDIENTS:**

- 8 whole wheat pita rounds
- 1 cup pizza sauce
- 1 cup **each, toppings** of your choice:
  - cheese:** mozzarella, asiago, parmesan, cheddar, feta, etc.
  - meat:** chicken, sausage, turkey, bacon, ham, pepperoni, etc.
  - veggies:** tomatoes, peppers, mushrooms, onions, spinach, olives, etc.
  - other:** pineapple, fresh basil, garlic, sprouts, etc.



**INSTRUCTIONS:**

1. Preheat oven to 400 ° F and line a large baking sheet with parchment paper or nonstick aluminum foil.
2. Prepare toppings and place in separate bowls.
3. Top each pita with pizza sauce, cheese and toppings of your choice.
4. Place mini pizzas on your baking sheet and bake for 8-10 minutes or until cheese is melted.
5. Serve and enjoy!

## RECIPE IDEAS

## SNACKS

**Sweet Potato Chips****TIME:** 30 minutes**SERVES:** 4 - 6**EQUIPMENT:** Baking sheet, parchment paper or nonstick aluminum foil**INGREDIENTS:**2 tbsp **olive oil**2 tbsp **maple syrup** $\frac{1}{4}$  tsp **cayenne pepper** (optional)3 large **sweet potatoes**  
(peeled and cut into 1/4-inch slices)**salt** and **pepper** to taste**INSTRUCTIONS:**

1. Preheat oven to 450 ° F and line a baking sheet with parchment paper or nonstick aluminum foil.
2. In a small bowl, stir together olive oil, maple syrup and cayenne pepper.
3. Brush the sweet potato slices with the maple mixture and place onto your baking sheet.
4. Sprinkle slices with salt and pepper.
5. Bake for 8 minutes, then turn the slices over and continue baking until tender in the middle, and crispy on the edges, about 7 more minutes.
6. Serve and enjoy!



## RECIPE IDEAS

### TREATS

#### Yogurt Parfaits

**TIME:** 15 minutes

**SERVES:** 8 - 10

**EQUIPMENT:** Clear plastic cups

**INGREDIENTS:**

2 tubs **yogurt** of your choice

1 cup **each, toppings** of your choice:

**fruit:** strawberries, bananas, pineapple, peaches, blueberries, etc.

**cereals:** granola, Cheerios, Wheaties, etc.

**raisins** or **dried cranberries**

**nuts:** almonds, walnuts, pecans, etc.

**seeds:** flax, pumpkin, sunflower, etc.

**other:** coconut shavings, bran, dark chocolate chips, etc.



**INSTRUCTIONS:**

1. Prepare toppings and place them in separate bowls.
2. Layer toppings and yogurts of your choice to create unique parfaits.
3. Enjoy!



## RECIPE IDEAS

## TREATS

## Trail Mix Cookies

**TIME:** 30 minutes

**SERVES:** 12 - 15

**EQUIPMENT:** Baking sheet, parchment paper

**INGREDIENTS:**

- 4 tbsp **butter** (softened)
- ½ cup **brown sugar**
- ¼ cup **cane sugar**
- 1/3 cup **honey**
- 2 **eggs**
- 1 cup **all-purpose flour**
- ½ tsp **baking soda**
- ¼ tsp **salt**
- 2 cups **rolled oats**
- ½ cup **mixed seeds or nuts** (pumpkin, sunflower, almonds, etc.)
- ½ cup **mixed dried fruit** (cranberries, cherries, blueberries, etc.)
- ¼ cup **mini semisweet chocolate chips**

**INSTRUCTIONS:**

1. Preheat oven to 350° F and line a baking sheet with parchment paper.
2. In a large bowl, combine the butter, brown sugar and cane sugar until smooth.
3. Add the honey and eggs and mix until well combined.
4. In a small bowl, combine flour, baking soda and salt.
5. Add the dry mixture and oats to the wet ingredients and continue mixing until just combined.
6. Fold in the seeds, dried fruit and chocolate chips.
7. Scoop tablespoon-sized portions onto the baking sheet, leaving about 1 inch between the cookies.
8. Bake for 8-10 minutes or until the cookies are lightly browned.
9. Let cool and enjoy!

## RECIPE IDEAS

### TREATS

#### Whole Grain Carrot Coconut Morning Glory Muffins

**TIME:** 45 minutes

**SERVES:** 12

**EQUIPMENT:** 12-cup muffin pan, baking cups

**INGREDIENTS:**

- 1 cup **white whole wheat flour**
- 1 cup **all-purpose flour** (or white whole wheat flour)
- 1 tsp **baking soda**
- 1 tsp **baking powder**
- ½ tsp **salt**
- 1 tsp **ground cinnamon**
- ¼ tsp **ground ginger**
- pinch **nutmeg**
- ½ cup **brown sugar**
- 2 tsp **vanilla extract**
- 2 tbsp **olive or canola oil**
- 2 **eggs**
- 2 ½ cups **carrots** (shredded)
- ⅓ cup **unsweetened almond milk**
- ½ cup **unsweetened applesauce**
- ¼ cup **shredded coconut**
- ½ cup **raisins**
- ¼ cup **chopped walnuts**



**INSTRUCTIONS:**

1. Preheat oven to 350° F and line a 12-cup muffin pan with baking cups.
2. In a medium bowl, combine flours, baking soda, baking powder, cinnamon, ginger, nutmeg and salt.
3. In a separate bowl, combine brown sugar, vanilla, oil and eggs together until smooth.
4. Mix in almond milk, then fold in carrots, applesauce and raisins.
5. Add to flour mixture until just combined (be careful not to over mix!).
6. Fold in the walnuts and coconut.
7. Spoon the batter into the baking cups and bake for 23-28 minutes or until a toothpick comes out clean.
8. Let cool and enjoy!

## RECIPE IDEAS

## TREATS

**Melt-in-your-Mouth  
Chocolate Coconut Bars****TIME:** 25 minutes**SERVES:** 12 - 15**EQUIPMENT:** Baking sheet, parchment or wax paper**INGREDIENTS:**½ cup **cocoa**½ cup **almond flour**2 cups **unsweetened shredded coconut**½ cup **coconut oil**½ cup **honey****INSTRUCTIONS:**

1. Heat the coconut oil and honey together in a microwave until just melted.
2. In a medium bowl, mix all other ingredients, then add the oil and honey and mix until well-combined.
3. Press out the mixture onto a lined baking sheet and put in the freezer for 10 minutes.
4. Keep in the refrigerator until ready to serve.
5. Slice into squares and enjoy!



# Community Strengths

Introduction

Community Partnerships

Ideas for Community Partners

Resource Highlight

Community Activities

Volunteering

Volunteering Ideas

Field Trips

Community Exploration Success Story

Music

First Nations Drumming

Dance

Art & Drama

## INTRODUCTION

After school programs offer wonderful opportunities for children and youth to be active in their community. Using your community's strengths and assets can help diversify your after school program, making it more fun and interesting. The earlier children and youth become involved in their communities, the more likely they are to continue giving back as active and engaged citizens.

### NEW BRUNSWICK CHILDREN AND YOUTH

Quality after school programs can have a positive impact on some of our most complex community issues, such as obesity and physical inactivity, mental health, social isolation and crime prevention. Children and youth who feel a sense of belonging to their community benefit from positive physical and mental health and are more likely to make meaningful contributions to society.

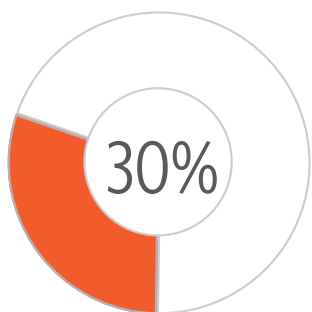
### AFTER SCHOOL LEADERS ARE POSITIVE ROLE MODELS

As an after school leader, it is important to consider ways that your after school program can connect with your community to offer children and youth new and exciting learning experiences. Providing opportunities for children and youth to become engaged is a great way to strengthen community bonds.

Some after school programs are skilled at taking advantage of their communities' strengths. For example, the YMCA and Boys and Girls Clubs partner with other organizations and services, raise charitable and in-kind contributions and engage volunteers and neighbourhoods to enhance their programs.

After school leaders who are committed to incorporating community strengths recognize that their programs:

- Look for opportunities to create community partnerships
- Provide participants with enriching experiences
- Pay attention to cultural activities and local events
- Use community resources through activities, such as volunteering and field trips
- Offer a safe and supportive environment

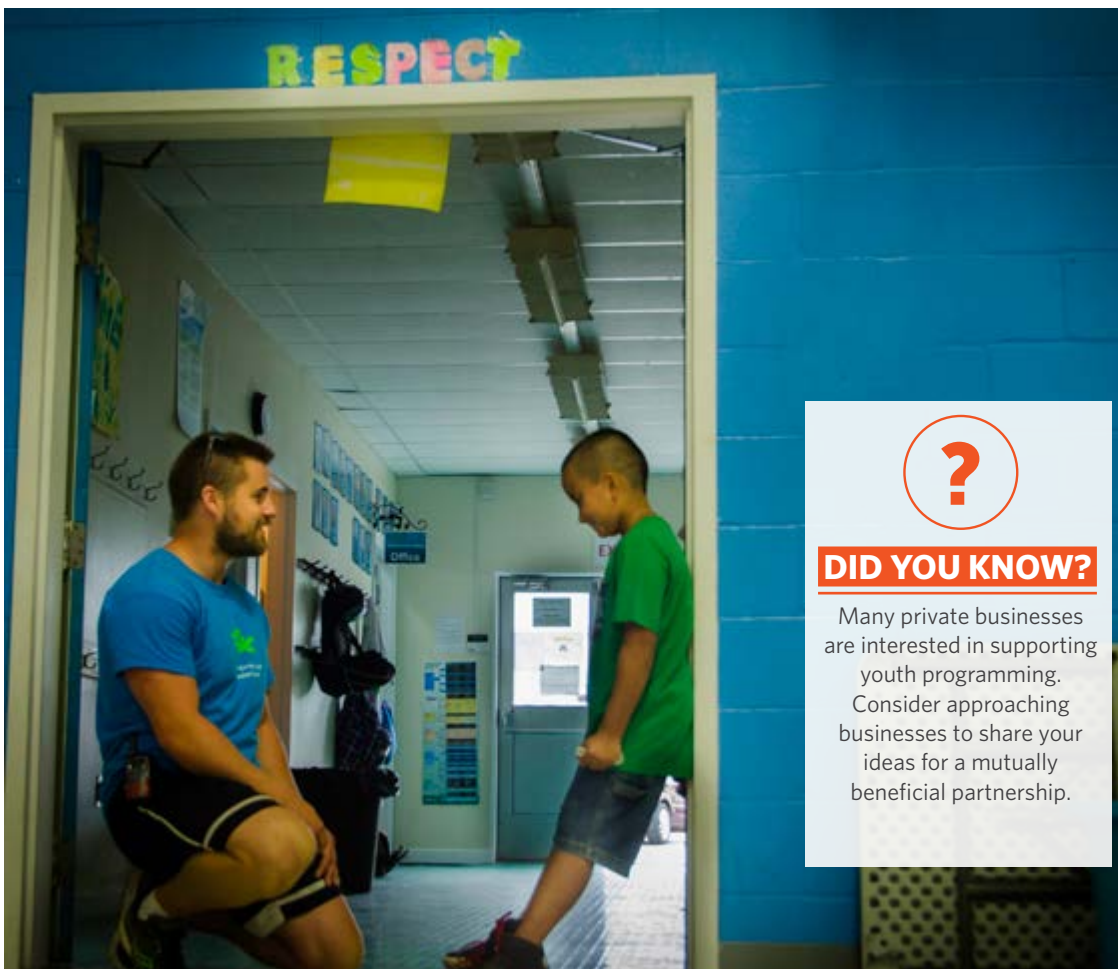


**NB PLAYS!** recommends that at least **30%** of your after school program is dedicated to promoting community strengths. For example, if your program runs 15 hours per week, at least 4.5 hours should be dedicated to community strengths.

## COMMUNITY PARTNERSHIPS

Taking advantage of your community's strengths by building partnerships with local people and organizations is a great way to improve the quality of your after school program. Partnerships provide opportunities for relationship building and can introduce the children and youth in your program to new and exciting activities.

Community organizations and local business may be able to contribute to your program through in-kind donations, such as the use of space, facilities or resources at no cost; equipment and supply support, such as basketballs, nets and hockey sticks; sharing of expertise as well as volunteer support and engagement. Reaching out to community members for programming assistance can be an excellent way of introducing your participants to what their community has to offer.



### DID YOU KNOW?

Many private businesses are interested in supporting youth programming. Consider approaching businesses to share your ideas for a mutually beneficial partnership.

### TIP

» Discuss the potential for community partnerships with your after school program manager or director. Together, you can brainstorm possible organizations to work with and ideas that will enhance your overall program.

## COMMUNITY PARTNERSHIPS

### Ideas for Community Partners

While all of our communities face unique challenges, focusing on strengths, such as your community's assets and resources, can benefit your afterschool program and community as a whole. Partnering with positive people, places, and services can strengthen your program and introduce children and youth to the best their community has to offer. Play up your community's strengths by seeking out partnerships with the following:

- First Nation Communities
- The Private Sector
- Recreation Organizations
- People
- Community Organizations



### DID YOU KNOW?

When working with children and youth, it is important to consult them about what programming and partnerships would be most interesting and enjoyable to them, and develop your plans around their ideas.

## COMMUNITY PARTNERSHIPS

### Ideas for Community Partners

#### PEOPLE

- Seniors
- Chefs
- Dieticians
- Police
- First Nation Elders
- Fishing Guides
- Parents
- Farmers
- Artists
- Entrepreneurs
- First Nation Chiefs
- Storytellers

#### COMMUNITY EVENTS AND SERVICES

- Transportation services
- Theatres
- Festivals
- Parades
- Pow Wows
- Feasts
- Markets
- Concerts
- Exhibitions
- Walking tours
- Volunteer centres

#### LOCAL BUSINESS

- Banks
- Grocery stores
- Hardware stores
- Bakeries
- Outdoor adventure centres
- Artisans
- Nursing homes
- Farms
- Greenhouses
- Radio stations
- Aquatics centres

#### PLACES AND ORGANIZATIONS

- Recreation complexes
- Pools
- Parks
- Fire stations
- Playgrounds
- Arenas
- Schools
- Libraries
- First Nation Communities
- Military bases
- Boy Scouts
- Girl Guides
- SPCAs
- Soup kitchens
- Sports teams
- Trails
- Museums
- Art galleries
- Historical Landmarks
- Zoos



## COMMUNITY PARTNERSHIPS

### RESOURCE HIGHLIGHT

#### **Developing after school partnerships and programs: A resource guide for community groups**

The Alberta Parks and Recreation Association has developed a detailed resource on developing after school partnerships. The resource includes key recommendations for success:

- **Start with a vision:** Always share the big picture concept and beneficial outcomes that can be achieved when you recruit partners. Avoid specifics in early discussions and never give anyone a sense that things are already figured out and their role(s) are already clear.
- **Innovative leaders:** Wherever possible, try to find and engage folks who are not afraid to try new things and take risks.
- **Work with the willing:** Projects often stall because all the needed partners are not ready to get started. Get started anyway to build credibility and success so others will want to be a part of.
- **Provide evidence of shared interest:** Focus discussions on a wide range of possible, high level outcomes so others can see and describe how they will align with program goals.
- **Build trust and develop relationships:** Set aside time and make a purposeful effort to get to know potential partners.
- **Communicate!:** Be sure that all of your potential partners are informed and up to date about all the discussions and planning that takes place.
- **No single way forward:** There is no set way to build a partnership. The process is about having collaborative vision.
- **Getting to the “we”:** Partnership development occurs when partners begin to talk with collective pronouns, such as “we,” “our” and “us”.

For more information on developing after school partnerships, please visit: [https://s3.amazonaws.com/s3.arpaonline.ca/docs/Website/AfterSchoolResourceGuide\\_Web.pdf](https://s3.amazonaws.com/s3.arpaonline.ca/docs/Website/AfterSchoolResourceGuide_Web.pdf)

## COMMUNITY ACTIVITIES

Community partnerships can create opportunities for children and youth to engage in a variety of activities that enhance after school programming. These include taking advantage of volunteer opportunities, seeking out local places of interest and incorporating music, dance, culture and arts.

### Volunteering

After school programs provide an ideal environment for volunteer experiences. These experiences can include having a local community volunteer come into your program as well as opportunities for your children and youth to participate in hands-on volunteering.

Volunteers give their time and effort freely to their communities and can bring a new and different set of knowledge into your program. They can include students, Elders, recreation professionals or groups with free leisure time, such as seniors. For example, the Fredericton Boys and Girls Club has University of New Brunswick student nurse volunteers come in to offer workshops and activities surrounding health and wellness to their after school children and youth

As an after school leader, you have the means to provide children and youth with volunteer opportunities. Giving back helps children and youth gain a sense of responsibility as well as experience the positive feelings associated with helping others. Volunteering can help strengthen participants' sense of community and contribute to their own wellbeing. Children and youth who volunteer benefit from the following:

- Improved communication and interpersonal skills
- Increased knowledge
- Improved organizational and managerial skills
- Empowerment
- Exposure to and reinforcement of positive social values

### TIP

» New Brunswick has a variety of volunteer centres throughout the province. These centres recruit and refer volunteers to different organizations. For more information on these centres, please visit: <http://www.gnb.ca/0048/PCSDP/rectoriesForPersons/DirectoryofServices/AlphabeticalIndex/V-e.asp>



## COMMUNITY ACTIVITIES

### Volunteering Ideas

Volunteering provides children and youth with opportunities to contribute to improving community life and help others. Consider these volunteer ideas for your program participants:

- Volunteer at a community health fair
- Make birthday cards and decorations for seniors
- Organize a coat drive where old coats are donated to those in need
- Decorate a Christmas tree at a local hospital or homeless shelter
- Hold a used books sale and donate the proceeds to a cause of your choice
- Plant a tree for each baby born in your community
- Paint a mural over graffiti
- Make get well cards for people in the hospital

### DID YOU KNOW?

The Boys and Girls Club of Canada's Torch Club helps children and youth develop leadership skills and self-esteem through volunteer opportunities.



### DID YOU KNOW?

Planning trips to local places of interest can foster community partnerships and relationships that benefit your program.



## COMMUNITY ACTIVITIES

### Field Trips

Field trips are an excellent way to take children and youth outside of their usual environment and explore different places in their community. They present opportunities for experiential learning, while exposing your program participants to fun activities that can foster new interests. You may be able to include field trips for free or at a low-cost, depending on the community partnerships your program has formed. Physical activity, healthy eating and learning experiences can be incorporated into many field trips, making them not only enjoyable, but extremely beneficial for your participants.

The following are fun ideas for field trips in your community:

- Take your group to museums or landmarks so that they can learn about local history.
- Visit your public library and let children and youth browse the aisles, exploring books. Consider staying for story time or participating in a book club.
- Take your program participants on a tour of a grocery store. Registered dietitians can discuss different food groups, label reading and healthy snack choices with the children and youth in your group.
- Have your participants volunteer at a soup kitchen or a local SPCA. If they enjoy the experience of helping others, it may be something they continue to do in the future.
- Take your group to a park, trail, green space or garden to explore the natural environment. This is a very simple and fun way to get your participants outside and actively learning about nature.
- Plan a trip to an outdoor concert, festival or art exhibit.
- Make use of tennis courts, baseball diamonds, soccer fields, swimming pools, splash pads, arenas and basketball courts. These recreation facilities exist in many towns and can provide space for and encourage unstructured play.



#### **DID YOU KNOW?**

Planning trips to local places of interest can foster community partnerships and relationships that benefit your program.

## COMMUNITY EXPLORATION **SUCCESS STORY**

### **Fredericton YMCA After School Program, Fredericton, NB**

The YMCA of Fredericton operates safe, quality and affordable after school programs from 10 sites in the Fredericton area. They include programs for children in kindergarten to grade six, and run approximately 20 hours weekly, plus school closure days.

They provide parents with a monthly activity schedule giving them a heads up on the opportunities and activities the children will be participating in each month. These include art, literacy, math and science activities weekly; physical activities daily; and outings or guests monthly.

Each YMCA after school program has the opportunity to participate in a variety of outings each month that take the children off site and get them out into the community for some fun and learning, traveling either on foot or by a contracted Trius bus. During the past year, their after school programs have participated in a number of community outings including visits to: the public library, the Country Pumpkin, the fire station, the N.B. Sports Hall of Fame, the art gallery, Old Government House, Ducks Unlimited, local arenas for skating, indoor pools for swimming, local parks for hiking and playing, school playgrounds, Killarney Lake, Kingswood Park and the Bowl-a-Drome. Coordinators have also scheduled special guests to come into their programs on a Wednesday afternoons. These include volunteers from the SPCA, police officers, a greyhound pet owner, a dietitian and various parents, who have visited to speak about specific topics.

YMCA after school program coordinators are responsible for scheduling a number of outings during the school year, using Wednesday afternoons as an outing time. The majority of participants are dismissed from school at noon, giving groups ample time to venture out into the community for some fun and learning.



## COMMUNITY ACTIVITIES

### Music

Musical activities can foster creativity and imagination in children and youth. Music can also enhance your after school environment by helping participants interact with each other in new and different ways. The following are some of the benefits of incorporating music into your program:

- Improved attention and focus
- Inspiration and motivation
- Energized physical activities
- Stress and tension release
- Fun and entertainment
- Introduction to other cultures
- Enhanced group atmosphere
- Positive learning environment

Consider these musical activities for your after school program:

- Attend local festivals and performances
- Plan a karaoke party
- Make a music video
- Turn up the volume during physical activities to increase energy levels
- Invite a local artist to perform
- Play music during program time to help establish routine
- Come up with a song as a group



## COMMUNITY ACTIVITIES

### Music

Though not all programs can afford musical instruments for their program, children and youth can get creative and make their own instruments. They may enjoy the challenge of making music together with everyday objects. Here are some fun ideas for making musical instruments with the children and youth in your after school program:

- **Maracas** - Put rice or sand in plastic containers and shake to play.
- **Guitar** - Place rubber bands around an empty shoe box and pluck like a guitar to play.
- **Xylophone** - Fill glasses or jars with different amounts of water and gently tap the glasses with a spoon to play.
- **Cymbals** - Tie ribbon or yarn around the handles of matching pot covers and strike them together to play.
- **Harmonica** - Fold a piece of tissue paper over the tooth edge of a comb and hum through the paper to play.
- **Chimes** - Hang washers from a ruler or stick with pieces of string and strike the washers with a mixing spoon to play.

**TIP** » Check community calendars to see what musical events are happening in your area.



## COMMUNITY ACTIVITIES

### First Nations Drumming

Music plays an important role in First Nations culture. Although there is great diversity among First Nations people, music can act as a unifying force. Events within First Nations communities often involve singing, dancing and drumming. A community's history can be passed down to children and youth through music and storytelling, maintaining culture and heritage. An important musical element in First Nations culture is the drum.

The following story from Elder Chris Brooks of St. Mary's First Nation emphasizes the significance of the drum in First Nations culture:

*IT IS A VOICE. IT IS A HEARTBEAT. IT IS A PRAYER TO THE GREAT SPIRIT.  
THE DRUM IS ALL OF THESE THINGS AND MORE.*

*Round in design, the drum speaks of Earth, Life, and is the conduit which binds the People to their Creator. Drawing on the spirit of the animal whose hide covers the drum, the Drummer brings forth the drum's vibrational voice through coaxing out, never beating, the sound. The voice is the beating of one's own heart connecting to the heartbeat of the Earth.*

*Oral histories and stories, accompanied by drumming, play a vital role in passing on ancestral traditions and customs to new generations. Drumming inside the sweat lodge (or healing) drumming provides a pathway for negative (harmful Spirit) energies to exit the body, simultaneously providing a path for positive (healing Spirit) to enter.*







**WOLASTOQEWIYIK**  
**Trail Blazers**  
St. Mary's First Nation,  
New Brunswick





**DID YOU KNOW?**

Although a joyous occasion, powwows are also a celebration of spirituality and a connection with the past, present and future.

**Fun Idea**

Have local dancers from First Nation or multicultural communities visit your program to discuss their cultural dances and perform for your participants.

COMMUNITY ACTIVITIES

**Dance**

Dance is an excellent way for children and youth to be physically active, while incorporating music in your after school program. Dance is a natural way for children and youth to learn and a basic form of cultural and self-expression.

First Nation styles of dance are rich and diverse. Song and dance can tell stories and provide important information about local culture and beliefs. Powwows are one of the oldest and well known First Nation dances and are still a key part of New Brunswick First Nations celebrations. Powwows bring communities together and provide opportunities to express solidarity and cultural heritage. Dancing is also viewed as a way to interconnect the whole being; physical, mental, emotional and spiritual.

## COMMUNITY ACTIVITIES

### Dance

Encouraging your participants to dance can lead to the following benefits, including physical, mental, emotional and spiritual well-being:

#### PHYSICAL

- Improved circulation and muscle tone
- Improved flexibility, balance and coordination
- Awareness of how the body works
- Increased flexibility, range of motion, strength and stamina

#### MENTAL

- Confidence and self-esteem
- Opportunity for self-expression
- Appreciation for the arts
- Improved social and communication skills
- Enhanced creativity

#### EMOTIONAL

- Appreciation and understanding of self
- Opportunity for expression of thoughts and feelings
- Mood improvement

#### SPIRITUAL

- Feelings of renewal and balance
- Connectedness to self and others
- Sense of peace

### TIP

» Show enthusiasm and enjoyment for dance and children and youth will happily follow your example!



### DID YOU KNOW?

Dance is a great way to expose children and youth to different cultures. Participants can learn about the origins of folk, First Nations, salsa, polka and highland dancing, while exploring the different types of music and costumes associated with each.



## COMMUNITY ACTIVITIES

### Dance

Dancing can be easily included in your after school program. It requires no special equipment, costs little and can be fun for children and youth of all ages and abilities.

Consider incorporating dance in your after school program by:

- Playing music and encouraging free movements
- Practicing different movements to a rhythm, such as clapping or jumping to a musical beat
- Having participants act out stories using their bodies
- Teaching children and youth dances, such as the Cha-Cha Slide, the Chicken Dance, the Macarena, the YMCA and the Twist
- Trying simple movements such as jumping or marching to different tempos and volumes
- Creating your own flash mob
- Planning a sock hop
- Having different items, such as scarves, hoops and balls that the participants can use while dancing
- Organizing a game of musical chairs
- Playing freeze dance, where participants dance and freeze when the music stops
- Setting up a limbo bar



## COMMUNITY ACTIVITIES

### Art & Drama

Including art and drama in your after school program offers a variety of benefits, including opportunities for children and youth to experience joy, beauty, and wonder, while developing self-confidence, social skills, creativity and imagination. Art and drama can also enrich the quality of children and youth's lives by helping them express thoughts, knowledge and feelings. Participation in the arts facilitates lifelong learning and can even contribute to learning and success in other subject areas.

Exposing children and youth to art and drama can spark interests they may never have known existed. Here are some ideas for incorporating art and drama into your program:

- Seek out community cultural events
- Ask community organizations to donate musical instruments or art supplies for hands-on learning experiences
- Attend arts festivals
- Invite First Nations community members to show your participants the beauty of traditional arts such as drum making, basket weaving, dream catchers and beading
- Invite local theatre groups to perform for your participants
- Create drama skits with the children and youth in your program
- Bring in a local artist to demonstrate and practice different drawing or painting techniques with the children and youth
- Have children and youth use sidewalk chalk to create their own outdoor art display
- Create an after school scrapbook or photo board that all participants can contribute to



#### **DID YOU KNOW?**

There are 40 developmental assets that have been identified as building blocks of healthy development.

Support, empowerment, positive values and a commitment to learning are among these factors that help children and youth grow into healthy, caring and responsible adults. For more information, visit:

<http://www.search-institute.org/research/developmental-assets>



# Learning Experiences

## Introduction

## Experiential Learning

- Hands-On, Minds-On Learning Success Story

- Project-Based Learning

- Beyond the Classroom

- Resource Highlight

- Social-Emotional Learning

- Play-Based Learning

## Literacy

- Reading

- Storytelling

- Storyteller Visit

- Readers' Theatre

## Homework

- Structure and Support

## Supporting all Children and Youth

- Learning Disabilities

- ADD/ADHD

- Autism

## INTRODUCTION

After school programs can provide valuable opportunities for learning. Incorporating different types of learning experiences, such as group projects, play, reading and storytelling can help children and youth develop academically, while acquiring new skills that they can apply in a variety of scenarios. Time allocated for participants to focus on homework can also be a valuable element of a broader, multipurpose after school program. Learning experiences that are fun, interesting, inclusive and go beyond a typical school day can benefit children and youth in and out of the classroom.

### NEW BRUNSWICK CHILDREN AND YOUTH

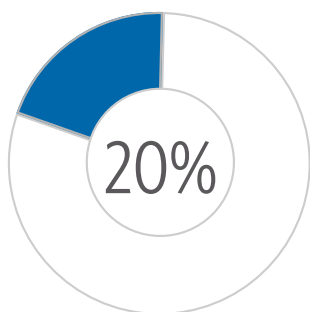
New Brunswick's education system offers children and youth structured and important learning experiences. However, with schools' often limited resources for arts and culture, health education and wellness promotion, after school programs present excellent opportunities for children and youth to explore subject areas not currently being covered. After school programs have the flexibility to provide participants with interactive and engaging learning experiences. Participation in quality after school programming can lead to positive outcomes such as academic success, prosocial behaviours and mental well-being

### AFTER SCHOOL LEADERS ARE POSITIVE ROLE MODELS

As an after school leader, you can provide a well-thought-out and supportive environment for learning experiences.

After school leaders who are committed to incorporating learning experiences recognize that their programs:

- Provide a safe and welcoming learning environment
- Work to support individual learning needs
- Connect with parents, caregivers or teachers to ensure adequate support is being provided
- Take advantage of hands-on learning opportunities during program activities
- Make efforts to reduce participants daily screen time
- Support non-academic activities that promote lifelong learning
- Create rich project-based learning experiences in new education areas



**NB PLAYS!** recommends that at least **20%** of your after school program is dedicated to learning experiences. For example, if your program runs 15 hours per week, at least 3 hours should be dedicated to learning experiences

## EXPERIENTIAL LEARNING

Experiential learning is hands-on learning through direct experience and reflection. Children and youth can learn by doing in after school settings by participating in activities, reflecting upon the experiences and applying what they have learned to other scenarios.

Experiential learning is well aligned with First Nations' holistic outlook. Learning can occur through spiritual, emotional, physical and mental experiences. Children and youth can learn from the natural world, language, traditions, ceremonies and people (e.g. self, family, ancestors, Elders, community, nation and other nations).

Your after school program can provide challenging and productive learning experiences for your participants. Consider engaging your children and youth in experiential learning through the following activities:

- Artistic endeavors (beading, painting, sculpting, scrapbooking, making dream catchers, etc.)
- Drama and staging plays
- Forest hikes and bird watching
- Gardening
- Building (snow forts, blocks, sweat lodges, Lego, etc.)
- Playing music
- Story telling circles
- Outdoor pursuits (navigating, animal tracking, tree identification, etc.)
- Cooking
- Cultural experiences (multicultural music, dance, art, theatre and cuisine)
- Field trips
- Volunteering
- Physical Activities





## HANDS-ON, MINDS-ON LEARNING

## SUCCESS STORY

**Elephant Thoughts Program, Tobique First Nation, NB**

The Elephant Thoughts program focuses on hands-on, minds-on learning. Through the program, the Tobique First Nation community recently took on three experiential learning initiatives on the land near Mah Sos School. The staff and program participants of Elephant Thoughts, along with the invaluable aide of community members, developed a school garden, greenhouse dome and nature trail with the objectives of beautifying the community and connecting to the land.

Tobique's vast local flora offers a variety of uses, including medicinal and cultural. The program aims to take advantage of the wealth of nature in the area. With the help of community Elders, the youth surveyed the forest behind the elementary school to identify plants native to the region offering medicinal and cultural uses. Community members value the Elder-youth connection and sharing of knowledge and traditions.

The nature trail was constructed through the hands-on involvement of over 90 youth participants, along with community members and their donations of equipment and tools. The next phase of development will add signage that displays information about traditional herbs and medicines. The local flora will also be incorporated through the greenhouse dome and the community garden. Both serve to promote sustainable living to community members, particularly youth. Traditional medicinal plants, including sweet grass and sage, will be grown inside the dome and in the garden.

The community garden, dome and trail serve to increase community engagement, connection to the land and local knowledge. The project connects the Elders of Tobique First Nation with the youth of the community. Elders are able to share their traditional stories of the land and its plants; in turn, the youth are able to create their own legacy with their contributions to the community. Elephant Thoughts hopes to raise community pride in its land and to promote sustainable and respectful use of the trail. Bringing education outdoors using the garden, the dome and the trail will provide youth and community members a unique opportunity to learn in a way that is meaningful and relevant.



## EXPERIENTIAL LEARNING

### Project-Based Learning

Project-based learning is a dynamic experiential learning approach in which children and youth actively explore real world problems and challenges that help them acquire a deeper knowledge and understanding of themselves and the world around them. Project-based learning emphasizes learning activities that are long-term, interdisciplinary, collaborative and child and youth-centered.

There are numerous benefits to incorporating project-based learning into your after school program, including:

- Greater depth of understanding of concepts
- Broader knowledge base
- Improved communication and social skills
- Enhanced leadership skills
- Increased creativity
- Improved organizational and time-management skills

Real world problems can capture your program participants' interest and help them acquire and apply new knowledge in a problem-solving context. As a leader, you can facilitate these types of learning experiences for your children and youth by presenting them with practical problems to solve or themes to explore.

The following are some examples of questions and ideas you can use to inspire curiosity and initiate project-based learning experiences for the children and youth in your program:

- What is the best way to reduce the pollution in the pond beside the playground?
- Create a model for a new playground structure.
- Why do you stay on your skateboard?
- What causes rain?
- What is the fastest way to melt a block of ice?
- Design the perfect civilization.
- Help local businesses become more environmentally friendly.
- Plant and manage a garden to help feed locals in need.
- Document local history through interviews with seniors or Elders in your community.
- Help a local business market itself to younger audiences.
- Create and publish a monthly magazine or newsletter on a selected topic.
- Study local land regions and resources to develop a plan to survive a zombie apocalypse.

## EXPERIENTIAL LEARNING

### Beyond the Classroom

Project-based learning also provides a great opportunity for children and youth to explore subject areas not currently being offered in the public school system. With time constraints on music, art, health and physical education in New Brunswick, after school programs can play a crucial role in continuing educational opportunities for children and youth related to culture, health and wellness.

Consider the following activities to explore new education areas with the children and youth in your program:

- Review Canada's Food Guide and ask participants to categorize the items in their kitchen at home.
- Go over Canada's Physical Activity Guide and have children and youth come up with activities that fit into each category and intensity level (i.e. strength, flexibility; moderate, vigorous).
- Look at a map and have participants choose a country to explore food traditions, recipes and physical activities from.
- Try out the Chefs! Toolkit for a variety of food-related activities and recipes.
- Use the Heart and Stroke Foundation's health education program, Screen Smart!

### Fun Idea

As a leader, you can use an experiential approach throughout your program. To turn any activity into a learning experience for the children and youth in your program, consider adopting the "Reflect, Connect, Apply" method. Give children and youth a chance to reflect on each program activity, connect their learning to real-life situations and apply the knowledge to their everyday experiences.



## EXPERIENTIAL LEARNING

### RESOURCE HIGHLIGHT

#### Screen Smart

Screen Smart! is a Heart and Stroke Foundation health education program that aims to teach elementary school children to manage screen time. With time saved from recreational screen time, children and youth can engage in more beneficial activities such as creative projects, physical activities and interpersonal communications.

#### Why Screen Time Matters:

Never before has there been such a wealth of knowledge available to students right at their fingertips. The potential of the internet to teach, inform and enable communication and collaboration is exciting. While the use of technologies as learning tools holds much promise, overuse for entertainment can have negative effects on children.

#### What is the Screen Smart! Program?

The ScreenSmart! program teaches children to manage screen time and encourages them to choose recreational activities that support good health. Reducing recreational screen time has many benefits, from improved health and well-being to better grades and school performance.

Screen Smart! focuses on:

- Patterns of snacking and consuming sugary drinks while using screens
- Influences of media messages on those viewing screens
- Effects of excessive e-communications on social development

For more information or to order a toolkit, please visit:  
<http://ecranferme.soisfute.ca/en>



## EXPERIENTIAL LEARNING

### Social-Emotional Learning

Social-emotional learning is an experiential process where children and youth develop the knowledge, attitudes and skills to identify and manage their emotions, so that they can build positive relationships and pursue their goals. Positive social-emotional development can help children and youth resolve conflicts, calm themselves when they are upset and make choices that contribute to the positive growth of self and others in their community.

Experiential learning activities that promote social-emotional development can be a powerful component of after school programs and foster safe, caring and respectful learning environments. These activities often provide children and youth with insights into their behavior, problem-solving strategies, as well as build teamwork and community. An important element of experiential social-emotional learning activities is reflecting on activities. Reflection can transform a fun game into a meaningful learning experience.

## ACTIVITY IDEA

### Alike and Different

**DURATION:** 10-15 minutes

**SOCIAL-EMOTIONAL OUTCOME:** Respect for differences

**DIRECTIONS:** Call out a question to your group and invite them to move and make smaller groups based on the choice that best suits them. Even if the questions are light-hearted, the activity can uncover feelings of inclusion, exclusion and commonalities. Some examples of Alike/Different questions to use in this experiential activity are:

- What is your favourite food group?
- What is your favourite season to play outdoors?
- What type of music do you like to dance to?
- What is your favourite playground activity?
- What type of pet do you prefer?
- What is your favourite mode of transportation?
- What is your favourite winter activity?

**Variations:**

- Invite the group make up the questions.
- Invite the group to act out their responses.

**Debriefing about Feelings:**

- What were you surprised by?
- Was it challenging to choose?
- How did you feel during the activity?



Provide the children and youth in your program with journals and set aside some quiet time each day for them to fill the books however they wish. .

## EXPERIENTIAL LEARNING

### Play-Based Learning

When children and youth play, they learn. Play comes naturally to children and youth and allows them to try new things, test their boundaries and to use their imaginations. As a leader, you can provide the time, space and opportunities for play. Whether your after school participants decide to kick a ball around or dress up in costumes and imagine they are superheroes, they will be developing essential skills while sparking their creativity and imagination.

The following are types of play that should be encouraged in your after school program:

#### ACTIVE PLAY

Children and youth play through any form of structured or unstructured physical activity. Active play can help participants develop fundamental movement skills, physical literacy and fitness.

- playing hide and seek, tag or ball games, rolling down hills, dancing

#### EXPLORATORY PLAY

Children and youth play by exploring their environment. Exploratory play can help participants become familiar with their surroundings, gain adaptability, flexibility and confidence in a wide variety of settings.

- digging under rocks, wandering through tall grass, testing out play structures, following trail systems

#### DRAMATIC PLAY

Children and youth play by acting out every day experiences or events that are not part of their life. Dramatic play can spark participants' imaginations, develop language and social skills. Through role play, participants can gain empathy and learn about functioning as part of a greater community empathy.

- Every day experiences: re-enacting bedtime, story time or family holidays; rotating roles of parent-child, teacher-student or doctor-patient
- Not part of daily life: pretending to be a rock star, chef, famous athlete or lumberjack/jane; acting out animal rescue, gold medal game or woods hunting scenarios

#### COOPERATIVE PLAY

Children and youth play together happily following rules that they have created. Cooperative play can help participants learn teamwork, turn taking, as well as social and problem solving skills.

- developing a bakery, school for wizards, auto body shop or ball game where each child can contribute



## EXPERIENTIAL LEARNING

### Play-Based Learning

#### INVENTIVE PLAY

Children and youth play through spontaneous creation with a variety of materials and tools. Imaginative play can enhance creativity as participants learn about building, fitting things together and figuring out how to make things work best.

- making musical instruments with recycled materials, using on-hand materials to make artistic creations, designing structures with building blocks

#### DEEP PLAY

Children and youth play through conquering fears and overcoming obstacles. Deep play can help participants build independence, self-confidence and resiliency as they work through challenging situations.

- climbing trees or jungle gyms, walking on a balance beam, crawling through tunnels

#### FANTASY PLAY

Children and youth engage in play that is completely unreal, creating stories and role playing that usually involves superheroes or magic. Fantasy play can allow participants to experiment with different experiences and possibilities, communicate and deal with feelings.

- pretending to have special powers like flying, super strength or flexibility; acting out a zombie apocalypse or super-hero scenarios



## Fun Idea

Create a comfortable reading corner with books, worksheets and mind puzzles.

## LITERACY

### Reading

After school programs can support literacy development while maintaining a fun and relaxed environment. Reading are excellent ways for children and youth to enjoy a quiet space and practice their literacy skills outside the classroom. This informal activity can help your program participants recognize and appreciate the importance of reading in their everyday lives and promote a lifelong love of stories and books.

The following are tips for incorporating reading into your after school program:

- Make story hour a time for sharing, relaxing and fun, not a reading lesson
- Allow children and youth to choose books they like to read, even if they are not your choice
- Provide beginners books with simple words so they can read successfully and enjoy developing their skills
- Allow children and youth to read comic books as a way for them to develop confidence in their skills
- Return to old favourites from time to time, familiar loved stories can foster a sense of security and well-being

## Fun Idea

Incorporate storytelling into your program by having "Show and Tell" where participants can bring in something special from home and present it to the group.

### Storytelling

A holistic approach to learning provides many opportunities for sharing stories. Folktales, fairy tales, riddles, rhymes, myths, fables, legends and personal experiences can all be part of your after school program. Storytelling can be a powerful way to express emotions, describe experiences, enhance imagination and develop listening skills. Consider making this tradition a valuable part of your after school program by:

- Teaching children and youth folktales and fairy tales
- Encouraging children and youth to share personal, original, family or traditional stories
- Making a regular time and place for storytelling
- Using a musical instrument (e.g. harmonica, xylophone, whistle, etc.) to introduce each story or start storytelling time



## LITERACY

### Storyteller Visit

Having a storyteller visit your after school program can bring books and stories to life for children and youth. Storytellers may enhance their presentation with creative voices, movements and even music. Storytellers can take your program participants on an exciting journey without having to leave your after school setting. It can be a magical experience for children and youth and may even inspire them to write or tell their own story!



With your program participants, create a deck of picture cards that the children and youth can choose from to create a story about on the spot. Here are some ideas for filling the deck:

<b>Magic Figures</b>	Wizards	Witches	Dragons
<b>Recreation Equipment</b>	Snowshoes	Skates	Tennis Racquet
<b>Recreation Places</b>	Trails	Playground	Forest
<b>Healthy Foods</b>	Pomegranate	Avocado	Feast
<b>Musical Instruments</b>	Guitar	Bagpipes	Maracas

### Readers' Theatre

Readers' theatre enables children and youth to bring a book or story to life and together create a fun and imaginative presentation. It is a dramatic reading from text, usually with little preparation or memorization and a limited amount of movement and props. Unlike traditional theatre, the emphasis is on oral expression rather than on acting and costumes. Reader's theatre can offer less confident readers support from peers and provide a stage for reading aloud. Incorporating a readers' theatre into your after school program is a fun way to help children and youth develop reading, writing, listening and speaking skills.

**TIP** » Make sure that you have age appropriate activities available for participants when they finish their homework.

## HOMEWORK

Time allocated for participants to focus on homework can be a valuable element of a broader, multipurpose after school program. Your program can provide a supportive environment that allows children and youth time and space to focus on their schoolwork. There are several things to consider, if your program chooses to include time for homework. These include expectations, structure and support for children and youth with learning disabilities.

### Structure and Support

Some after school programs may choose to offer support for children and youth working on assignments, preparing for tests or completing their homework. If your program includes time for school work, the environment should be well organized, so participants know what to expect and can work comfortably, without distraction. Establishing a routine, clear expectations, and a well laid-out space can promote positive and effective learning, leading to productive use of after school time.



### DID YOU KNOW?

Frontier College provides The Boys and Girls Club of Fredericton after school programs with tutors once a week. Children and youth are provided with the opportunity to work one-on-one with quality mentors to complete homework, gain skills and build confidence to help them excel in school.



## HOMEWORK

### Structure and Support

If your after school program is looking to incorporate time for homework, consider the following tips:

- Provide a set amount of time
- Establish a routine
- Keep school supplies and reference materials that children and youth may need on hand
- Offer support and assistance
- Ensure a quiet and well lit space

### TIP

» If your program facility has limited space a “Homework Cart” may be a great option. The cart can be brought in when it is time to work on homework, and can be removed when the activity is complete, allowing an easy transition to the following activity.



### DID YOU KNOW?

Children and youth are more successful when they devote regular, set amounts of time to homework, and when they are able to work on their homework in a structured, self-selected space.

## SUPPORTING ALL CHILDREN AND YOUTH

### Learning Disabilities

Learning disabilities refer to disorders that affect the organization, retention and understanding of information. These include language, visual and spatial processing, as well as memory and attention. When supporting children with learning disabilities, communication with parents or caregivers is essential in order to make appropriate accommodations. As an after school leader, you have the opportunity to help participants with learning disabilities achieve success by encouraging their strengths and understanding strategies to support specific difficulties.

If your program is supporting a child with a learning disability, the Learning Disability Association of New Brunswick (LDANB) has several resources that can assist you in encouraging a positive learning environment. For information, please visit: <http://ldanb-taanb.ca>

### ADD/ADHD

As an after school leader, it is likely that you will have children and youth with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) in your program. ADD/ADHD can affect participants' ability to learn and interact with others. Children and youth with ADD/ADHD may have difficulty focusing or sitting still.

To support children and youth with ADD/ADHD, program leaders you can work to find solutions and capitalize on strengths by:

- Allowing time for unstructured play
- Keeping instructions simple
- Ensuring participants' involvement in program planning
- Encouraging freedom of movement
- Supporting creating expression through the arts
- Presenting new activities clearly
- Noticing and applauding positive behaviours
- Making use of eye contact



#### **DID YOU KNOW?**

There are many positive traits associated with ADD/ADHD, such as creativity, flexibility, spontaneity, enthusiasm, energy and drive.

## SUPPORTING ALL CHILDREN AND YOUTH

### **Autism**

With autism diagnoses on the rise, you are likely to have a participant with autism in your after school program. Autism is a developmental disorder that can affect social and communication, motor and sometimes intellectual skills.

The Boston's Children's Museum has developed an extremely useful guide on how to include children with autism in after school settings. The guide contains information on issues you might encounter, tips for inclusion for those with autism, and information on terms and concepts that are important to know in your role as an after school leader.

For more information, please visit: <http://www.bostonchildrensmuseum.org/sites/default/files/pdfs/Autism-Afterschool-Guide.pdf>



## SHARE YOUR STORY WITH US!

As a leader, you have the potential to create positive learning experiences for children and youth in our province. We hope [The NB PLAYBOOK](#) has inspired you to seize this opportunity to create a healthier, happier New Brunswick.

As showcased in [The PLAYBOOK](#), New Brunswick is home to vibrant communities and champions. Whether you have a community champion you would like us to celebrate, a success story you would like us to share or any suggestions you would like us to incorporate, we would love to hear from you.

Keep healthy and be happy,

Michelle and Tara

Michelle DeCoursey  
NB PLAYS! Coordinator  
Recreation New Brunswick  
55 Whiting Road, Unit 34  
Fredericton, NB E3B 5Y5  
T: 506.459.1929 ext. 5  
F: 506.450.6066

Tara Werner  
Program Manager  
Recreation New Brunswick  
55 Whiting Road, Unit 34  
Fredericton, NB E3B 5Y5  
T: 506.459.1929 ext. 2  
F: 506.450.6066

[www.recreationnb.ca](http://www.recreationnb.ca)



## REFERENCES & RESOURCES

### GENERAL INFORMATION

After School Alliance

Get Active: Be Healthy Afterschool Toolkit

[www.afterschoolalliance.org/quakerGetActiveKit.cfm](http://www.afterschoolalliance.org/quakerGetActiveKit.cfm)

Alberta Recreation and Parks Association

Stone Soup: The Recipe for an After School Recreation Strategy in Alberta [www.activeafterschool.ca/resource/stone-soup-recipe-after-school-recreation-strategy-alberta](http://www.activeafterschool.ca/resource/stone-soup-recipe-after-school-recreation-strategy-alberta)

Boys & Girls Clubs of Canada

After School

[www.bgccan.com/en/AboutUs/PublicPolicy/Pages/After-School.aspx](http://www.bgccan.com/en/AboutUs/PublicPolicy/Pages/After-School.aspx)

Canadian Active After School Partnership

Let's Get Active After School!

[www.activeafterschool.ca](http://www.activeafterschool.ca)

New Brunswick Health Council

Community Profiles

[www.nbhc.ca/community-profiles#.VCqd2emBHoo](http://www.nbhc.ca/community-profiles#.VCqd2emBHoo)

Physical & Health Education Canada

[www.phecanada.ca/resources/active-living-after-school](http://www.phecanada.ca/resources/active-living-after-school)

### FIRST NATIONS

First Nations Health Council

Healthy Food Guidelines for First Nations Communities

[www.fnhc.ca/pdf/Healthy\\_Food\\_Guidelines\\_for\\_First\\_Nations\\_Communities.pdf](http://www.fnhc.ca/pdf/Healthy_Food_Guidelines_for_First_Nations_Communities.pdf)

Government of Manitoba

Recreation Director's Handbook: A Guide for Recreation Delivery in Aboriginal Communities

[www.gov.mb.ca/ana/publications/recreation\\_directors\\_handbook\\_2008.pdf](http://www.gov.mb.ca/ana/publications/recreation_directors_handbook_2008.pdf)

Government of New Brunswick, Aboriginal Affairs

[www2.gnb.ca/content/gnb/en/departments/aboriginal\\_affairs.html](http://www2.gnb.ca/content/gnb/en/departments/aboriginal_affairs.html)

Northern Links

Recreation Programming Ideas & Resources

<http://www.northernlinks.org/>

Reclaiming Youth International

The Circle of Courage®

[www.reclaiming.com/content/aboutcircleofcourage](http://www.reclaiming.com/content/aboutcircleofcourage)

## **POSITIVE MENTAL HEALTH**

Canadian Active After School Partnership

Healthy Minds in Active Bodies

[www.caaws.ca/onthemove/e/resources/documents/Healthy\\_Minds\\_Bodies.pdf](http://www.caaws.ca/onthemove/e/resources/documents/Healthy_Minds_Bodies.pdf)

Canadian Olympic Team

Give Your Everything – Be a Champion for Life

[www.olympic.ca/resources/give-your-everything-be-a-champion-for-life](http://www.olympic.ca/resources/give-your-everything-be-a-champion-for-life)

Government of New Brunswick, Department of Healthy and Inclusive Communities

Mental Fitness

[www2.gnb.ca/content/gnb/en/departments/dhlc/wellness/content/healthy\\_living/mental\\_fitness.html](http://www2.gnb.ca/content/gnb/en/departments/dhlc/wellness/content/healthy_living/mental_fitness.html)

Joint Consortium for School Health

Positive Mental Health

[www.jcsh-cces.ca/index.php/areas-of-focus/positive-mental-health](http://www.jcsh-cces.ca/index.php/areas-of-focus/positive-mental-health)

## **HEALTHY EATING**

Nestle Pure Life

Drinking Water: An Important Way to Stay Hydrated

[www.nestle-purelife.com/downloads/hydrationKidsKitToRead.pdf](http://www.nestle-purelife.com/downloads/hydrationKidsKitToRead.pdf)

Government of New Brunswick, Department of Healthy and Inclusive Communities

CHEFS! Toolkit

<http://www2.gnb.ca/content/gnb/en/departments/dhlc/wellness/content/chefs.html>

Health Canada

Healthy Eating Afterschool: Integrating Healthy Eating into After School Physical Activity Initiatives

[www.hc-sc.gc.ca/fn-an/alt\\_formats/pdf/pubs/nutrition/heas-saae/heas-saae-eng.pdf](http://www.hc-sc.gc.ca/fn-an/alt_formats/pdf/pubs/nutrition/heas-saae/heas-saae-eng.pdf)

Health Canada

Nutrition and Healthy Eating

[www.hc-sc.gc.ca/fn-an/nutrition/index-eng.php](http://www.hc-sc.gc.ca/fn-an/nutrition/index-eng.php)

Health Canada

Kids in the Kitchen

[www.wrha.mb.ca/extranet/nutrition/files/KidsintheKitchen.pdf](http://www.wrha.mb.ca/extranet/nutrition/files/KidsintheKitchen.pdf)

Healthy Families BC

Low Sugar Drinks For Kids

[www.healthyfamiliesbc.ca/home/articles/low-sugar-drinks-for-kids](http://www.healthyfamiliesbc.ca/home/articles/low-sugar-drinks-for-kids)

Prince George Communities in Bloom

Having Fun Gardening with Kids

[www.princegeorge.ca/cityliving/enhancepg/getinvolved/Documents/bloom\\_booklet.pdf](http://www.princegeorge.ca/cityliving/enhancepg/getinvolved/Documents/bloom_booklet.pdf)



## PHYSICAL ACTIVITY

Active For Life

Physical Literacy

[www.activeforlife.com/physical-literacy](http://www.activeforlife.com/physical-literacy)

Active & Safe Routes to School

[www.saferoutestoschool.ca](http://www.saferoutestoschool.ca)

Canadian Fitness and Lifestyle Research Institute and ParticipACTION

Health Benefits of Outdoor Play for Children and Youth

[www.participaction.com/pdf/april\\_researchfile\\_en.pdf](http://www.participaction.com/pdf/april_researchfile_en.pdf)

Healthy Families BC

Importance of Physical Activity for Children

[www.healthyfamiliesbc.ca/home/articles/importance-physical-activity-children](http://www.healthyfamiliesbc.ca/home/articles/importance-physical-activity-children)

Heart and Stroke Foundation

Screen Smart!

[www.soisfute.ca/en](http://www.soisfute.ca/en)

ParaNB

[www.paranb.ca](http://www.paranb.ca)

ParticipACTION

Bring Back Play

[www.participaction.com/get-moving/bring-back-play](http://www.participaction.com/get-moving/bring-back-play)

ParticipACTION

Bring Back Winter Play

[www.participaction.com/get-moving/bring-back-winter-play](http://www.participaction.com/get-moving/bring-back-winter-play)

Physical & Health Education Canada

Fundamental Movement Skills

[www.phecanada.ca/programs/physical-literacy/what-physical-literacy/fundamental-movement-skills](http://www.phecanada.ca/programs/physical-literacy/what-physical-literacy/fundamental-movement-skills)

Premier's Council on the Status of Disabled Persons

[www2.gnb.ca/content/gnb/en/departments/pcsd/p.html](http://www2.gnb.ca/content/gnb/en/departments/pcsd/p.html)

Public Health Agency of Canada

Physical Activity

[www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php](http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php)

Public Health Agency of Canada

What is Active Transportation?

[www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/at-ta-eng.php](http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/at-ta-eng.php)

Tourism New Brunswick

Get Outside NB!

[www.tourismnewbrunswick.ca/See/Parks/GetOutsideNB.aspx](http://www.tourismnewbrunswick.ca/See/Parks/GetOutsideNB.aspx)

## COMMUNITY STRENGTHS

Alberta Recreation and Parks Association

Developing After School Partnerships and Programs: A Resource Guide for Community Groups

[www.activeafterschool.ca/resource/developing-after-school-partnerships-and-programs-resource-guide-community-groups](http://www.activeafterschool.ca/resource/developing-after-school-partnerships-and-programs-resource-guide-community-groups)

Government of Canada

Volunteer Work

[www.youth.gc.ca/eng/topics/jobs/volunteer.shtml](http://www.youth.gc.ca/eng/topics/jobs/volunteer.shtml)

National Endowment for the Arts

Imagine! Introducing Your Child to the Arts

[www.arts.gov/publications/imagine-introducing-your-child-arts](http://www.arts.gov/publications/imagine-introducing-your-child-arts)

ParticipACTION

The Benefits of Dance

[www.participaction.com/the-benefits-of-dance-for-every-child-teen-and-adult](http://www.participaction.com/the-benefits-of-dance-for-every-child-teen-and-adult)

Search Institute

Developmental Assets

<http://www.search-institute.org/research/developmental-assets>

## LEARNING EXPERIENCES

Boston's Children's Museum

Including Children with Autism in After School Settings Guide

[www.bostonchildrensmuseum.org/sites/default/files/pdfs/Autism-Afterschool-Guide.pdf](http://www.bostonchildrensmuseum.org/sites/default/files/pdfs/Autism-Afterschool-Guide.pdf)

Canadian Mental Health Association

Attention Deficit Disorders

[www.cmha.ca/mental-health/understanding-mental-illness/attention-deficit-disorders](http://www.cmha.ca/mental-health/understanding-mental-illness/attention-deficit-disorders)

Forest School Canada

A Head, Heart, Hands Approach to Outdoor Learning

[http://www.forestschoolcanada.ca/wp-content/themes/wlf/images/FSC-Guide\\_web.pdf](http://www.forestschoolcanada.ca/wp-content/themes/wlf/images/FSC-Guide_web.pdf)

Learning Disabilities Association of New Brunswick

[www.ldanb-taanb.ca](http://www.ldanb-taanb.ca)

National Center for Quality Afterschool

Afterschool Training Toolkit

[www.sedl.org/afterschool/toolkits/about\\_toolkits.html?tab=homework](http://www.sedl.org/afterschool/toolkits/about_toolkits.html?tab=homework)

Resources for Rethinking

[www.resources4rethinking.ca/en](http://www.resources4rethinking.ca/en)

Scholastic Canada

Project-Based Learning

[www.scholastic.ca/education/teaching\\_tip/february2012.html](http://www.scholastic.ca/education/teaching_tip/february2012.html)

## TRAINING

Coach NB

Fundamental Movement Skills Certification

[www.coachnb.com/fundamental-movement-skills](http://www.coachnb.com/fundamental-movement-skills)

HIGH FIVE®

Healthy Minds for Healthy Children

[www.highfive.org/take-action/get-trained/healthy-minds-healthy-children](http://www.highfive.org/take-action/get-trained/healthy-minds-healthy-children)

HIGH FIVE®

Principles of Healthy Child Development

[www.highfive.org/take-action/get-trained/principles-healthy-child-development](http://www.highfive.org/take-action/get-trained/principles-healthy-child-development)

HIGH FIVE®

Quest 1

[www.highfive.org/take-action/get-trained/quest-1](http://www.highfive.org/take-action/get-trained/quest-1)

## GRANTS

Government of New Brunswick, Aboriginal Affairs

Aboriginal Affairs Grants Program

[www2.gnb.ca/content/gnb/en/services/services\\_renderer.15036.Aboriginal\\_Affairs\\_Grants\\_Program.html](http://www2.gnb.ca/content/gnb/en/services/services_renderer.15036.Aboriginal_Affairs_Grants_Program.html)

Government of New Brunswick, Department of Healthy and Inclusive Communities

Active Communities Grant

[http://www2.gnb.ca/content/gnb/en/services/services\\_renderer.201013.Physical\\_Activity\\_-\\_Active\\_Communities\\_Grant\\_.html](http://www2.gnb.ca/content/gnb/en/services/services_renderer.201013.Physical_Activity_-_Active_Communities_Grant_.html)

Government of New Brunswick, Department of Healthy and Inclusive Communities

After School Hours Initiatives or Activities Grant

[www2.gnb.ca/content/gnb/en/services/services\\_renderer.201290.After\\_School\\_Hours\\_Initiatives\\_or\\_Activities\\_Grant.html](http://www2.gnb.ca/content/gnb/en/services/services_renderer.201290.After_School_Hours_Initiatives_or_Activities_Grant.html)

Government of New Brunswick, Department of Healthy and Inclusive Communities

Go NB Grant

[http://www2.gnb.ca/content/gnb/en/services/services\\_renderer.201310.Sport\\_-\\_Go\\_NB\\_\(Grant\).html](http://www2.gnb.ca/content/gnb/en/services/services_renderer.201310.Sport_-_Go_NB_(Grant).html)

Royal Bank of Canada

RBC After School Project

[www.rbc.com/community-sustainability/community/after-school-grants/index.html](http://www.rbc.com/community-sustainability/community/after-school-grants/index.html)

## NEW BRUNSWICK

New Brunswick Health Council

"My Community at a Glance" Community Profiles

<http://www.nbhc.ca/community-profiles>