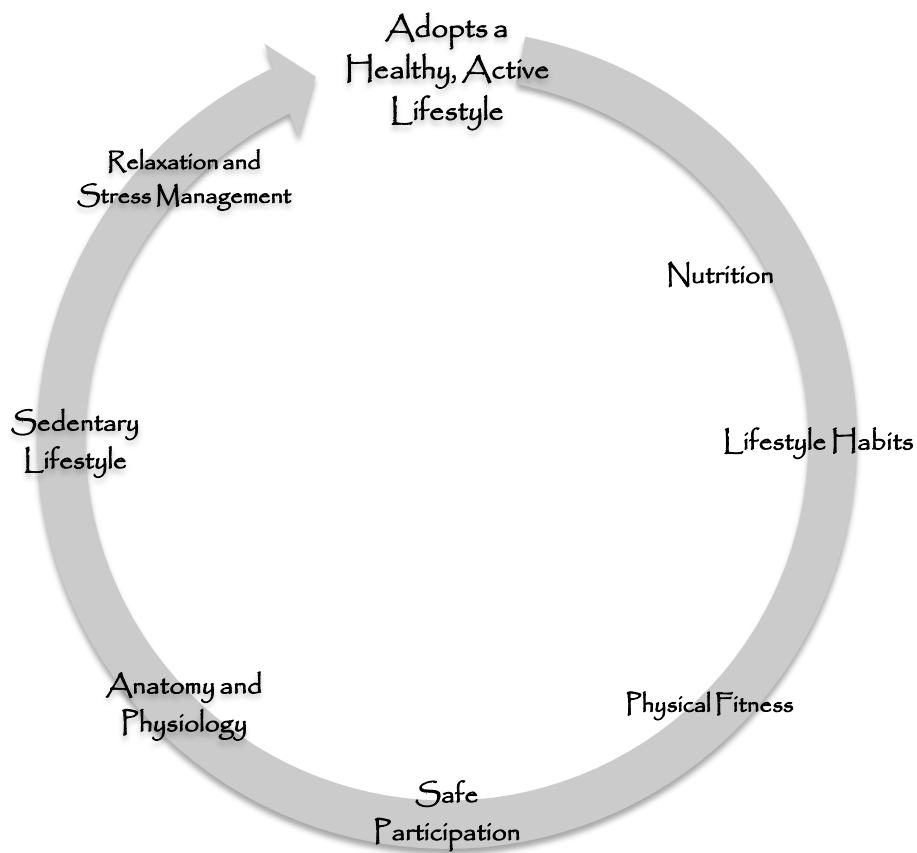




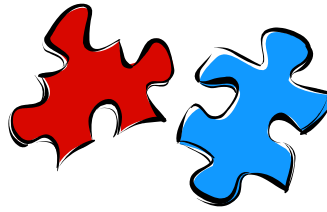
Physical Education and Health  
Elementary Cycle 1-3

Teacher Resource Booklet  
**HEALTHY ACTIVE KIDS IN THE GYM**





# Introduction



This resource book for elementary Physical Education and Health (PEH) teachers was developed with the aid of a Professional Development and Innovation Grant (PDIG). The creative team is educators from the English Montreal School Board:

- Linda Butt (Team Leader, Roslyn PEH teacher)
- Sandy Farr (PEH Consultant, EMSB)
- Michael Mackenzie (Cedarcrest, PEH teacher)
- Max Mallette (Nesbitt, PEH teacher)
- Joey Romano (St. Dorothy, PEH teacher)

Ideally, the 3<sup>rd</sup> Physical Education Competency, “To adopt a healthy, active lifestyle,” should be addressed in the gymnasium as part of the physical education program. This resource addresses exactly that need! Physical education teachers who are obliged to teach the program in a classroom setting due to space limitations may also find many of the games and activities of value, as well as the curriculum map.

Competency 3 at the elementary level serves as a building block for the Secondary Cycle 1 program. It is therefore essential that teachers at the elementary level adequately cover the Competency 3 curriculum.

One objective of the curriculum is to enable the student to develop an action plan on ‘healthy, active living’. Activities are included to help the student keep track of fitness information gathered in the gymnasium. It is important for students to have the tools necessary to assess the impact of their actions on their own health. They are more likely to adopt a healthy, active lifestyle if they are aware of the factors that have a positive or negative impact.

This resource also focuses on reflection activities to allow learners to create their own meaning from the various learning experiences. The following assumptions are adhered to:

- Motivation is greatly increased when the content is relevant to the student.
- Giving the students choices fosters success.
- Students play a very important role in assessing their own learning.

The Teacher's Guide is organized as follows: First the curriculum map is presented along with a list of activities, games and evaluation resources. The curriculum map is based on the Progressions of Learning and is ordered by grade. For each element of the curriculum map, a corresponding activity or games page is included in Appendix One.

APPENDIX ONE may include the following:

- Goal/Opening Discussion (Key ideas to be developed, questions for students)
- Equipment (list of all equipment and materials needed for this activity or game)
- Activity (Instructions on how to play)
- Variation (Progressions for a more challenging game)
- Closing Discussion/Evaluation (Check for understanding)

For each element of the curriculum map, a corresponding evaluation resource may be included in Appendix Two.

APPENDIX TWO may include the following:

- Evaluation for Learning Resources (Formative evaluation tools and answers)
- Evaluation of Learning Resources (Summative evaluation tools and rubrics)
- Additional information related to the activity for the teacher.

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# Grade 1

To adopt a healthy, active lifestyle



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## Nutrition

### Canada's Food Guide

1. Identifies the four food groups by 'color' on the rainbow.
2. Identifies items that belong in each food group.
3. Explains healthy choices (e.g. recognizing what is a healthy choice, being able to create a healthy meal with one item from each of the four food groups).

### Activities/Games: (refer to Appendix 1, beginning on page 53)

1. Food Makes The Body
2. Fruit Salad
3. Let's Go Grocery Shopping
4. Sticky Soda

## Lifestyle Habits

1. Explains in his/her own words the concepts of lifestyle habits and health (e.g. action often carried out every day for one's health; state of physical and psychological well being). **Evaluation item.**
2. Name lifestyle habits that are conducive to health and well-being (e.g. regular physical activity).
3. Name lifestyle habits that are detrimental to health and well-being (e.g. smoking, poor posture).

### Activities/Games:

1. Healthy or Not
2. High '5' Health

Evaluation Item: (refer to Appendix 2, beginning on page 129)

1. Lifestyle Habits Evaluation Hand-Out

## Safe Participation

1. Explains in his/her own words the proper use of physical education equipment (light and heavy).
  - a. Explains the importance of using equipment safely in accordance with the type of physical activity. (e.g. to prevent injury to oneself and to others).
  - b. Names the safety rules for placing equipment (e.g. placing mats at a safe distance from the wall or the work area of other teams).
  - c. Names the safety rules for putting away equipment (e.g. waiting one's turn to put away one's racket).
2. Explains in his/her own words the importance of wearing appropriate clothing for a given physical activity or context (e.g. proper footwear, appropriate clothing for the weather).
3. Identifies the stages of a physical activity session.
  - a. Names the stages of a physical activity session (e.g. warm-up, performance and cool-down).

### Activities/Games:

1. Follow The Leader
2. Get Changed!
3. Meanies and Cleanies
4. Shoe Chaos
5. Shoe Hero

### Evaluation Items:

\*These items should be evaluated throughout Term 1 and Term 2. Observe and correct students, verifying the safety rules of the gym. As much as possible, include students in creating the list of safety rules. See Appendix 2 for *the Evaluation Of Learning Rubric for the Safety Rules and Safe Practices*.

Observation can be done during gymnastics class, team building challenges, movement challenges, station work, warm-ups and cool downs or any activity requiring movement with or without equipment.

## Physical Fitness

### Flexibility

1. Explains in his/her own words the importance of stretching (e.g. to increase the range and ease of motion of a muscle, prevent and relieve muscle soreness).
2. Performs stretching exercises (e.g. stretches arm, thigh muscles).

### Posture

1. Adopts proper posture while sitting on the floor and while standing (e.g. sitting cross-legged).

### Activities/Games:

1. Statue Tag
2. Stretching Dragons

# Grade 2

To adopt a healthy, active lifestyle



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## Nutrition

### Canada's Food Guide

1. Identifies the four food groups by 'color' on the rainbow. Evaluation Item

### Healthy Choices

1. Explains healthy choices (e.g. recognizes what is a healthy choice, creates a healthy meal with one item from each of the four food groups). Evaluation Item
2. Evaluates their own eating habits – self evaluation.

### Activities/Games:

1. Crossover 'Caf' Lady
2. Food Pirates
3. Let's Do Lunch
4. Yummy in My Tummy

### Evaluation Item:

1. Canada's Food Guide
2. Lunch Box Evaluation

## Physical Fitness

### Flexibility

1. Explains in his/her own words the importance of stretching (e.g. to increase the range and ease of motion of a muscle, prevent and relieve muscle soreness).
2. Performs stretching exercises (e.g. stretches arm, thigh muscles).

### Posture

1. Adopts proper posture while sitting on the floor and while standing (e.g. sitting cross legged).  
**Evaluation Item**
2. Identifies postures that are beneficial (e.g. standing straight, shoulders relaxed) or harmful (e.g. lifting a load without bending at the knees) depending on the type of activity.

### Activities/Games:

1. Posture Up
2. Stretch Zones

### Evaluation Item:

1. Posture Station

## Personal Hygiene and Anatomy

1. Explains the importance of washing hands.
2. Distinguishes a bone from a muscle. Evaluation Item
3. Locates the heart and lungs. Evaluation Item
4. Identifies the main joints in the body (e.g. elbows, knees, ankles). Evaluation Item

### Activities/Games:

1. Indiana Bones (The Archaeologist)
2. Polybones
3. Simon Says
4. The Bone Collector
5. Wishy Washy

### Evaluation Item:

1. Do I know My body? This is an evaluation sheet that can be completed by the student independently during station work or read by the teacher to the whole class and completed individually by the students. This depends on the reading level of the class. Resources required are one set of crayons per student (black, blue, green and red) and one evaluation sheet per student.

## Relaxation and Stress Management

1. Performs some physical relaxation exercises (e.g. lies down in resting position, breathes deeply (abdominal breathing, contracts and relaxes muscles).
2. Performs a few mental relaxation exercises (e.g. visualization)

### Activities/Games:

1. Chilling King Kong
2. Hibernating Bears
3. Robo Yoga

# Grade 3

To adopt a healthy, active lifestyle



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## Nutrition

### Canada's Food Guide

1. Identifies the 'number of food servings per day' that belongs to each of the four food groups.
2. Explains the Importance of water.

### Healthy Choices

1. Evaluates own eating habits. (Self- evaluation).
2. Explains the basics of food labels.

### Activities/Games:

1. Juice Imposter
2. Let's Do Lunch
3. Sticky soda

### Evaluation Item:

1. Healthy Lunch Vocabulary
2. Lunch Box Evaluation

## Lifestyle Habits and Regular Physical Activity

1. Name lifestyle habits that are conducive to health and well being (e.g. regular physical activity).  
Evaluation item
2. Name lifestyle habits that are detrimental to health and well being (e.g. smoking, poor posture).  
Evaluation item
3. Describes a few psychological benefits of his/her physical activity experience (e.g. enjoyment, relaxation, feeling of competence).
4. Describes a few physiological benefits of his/her physical activity experience (e.g. improved fitness, more energy).
5. Describes a few social benefits of his/her physical activity experience (e.g. new friends, harmonious interpersonal relations, conflict management).

### Activities/Games:

1. Exercise Multiplies
2. Health Hazard
3. Health Zone

### Evaluation Item:

1. Healthy Lifestyle
2. Lifestyle Habits - Evaluation *OFLearning and Action Plan*



## Safe Participation

1. Explains in his/her own words the proper use of physical education equipment (light and heavy).
  - a. Explains the importance of using equipment safely in accordance with the type of physical activity. (e.g. to prevent injury to oneself and to others).
  - b. Names the safety rules for placing equipment (e.g. placing mats at a safe distance from the wall or the work area of other teams).
  - c. Names the safety rules for putting away equipment (e.g. waiting one's turn to put away one's racket). Evaluation Item
2. Explains in his/her own words the importance of wearing appropriate clothing for a given physical activity or context (e.g. proper footwear, appropriate clothing for the weather). Evaluation Item
3. Identifies a few exercises with a risk of injury (e.g. hyperextension of the neck, bending upper body while keeping legs straight). Evaluation Item
4. Identifies the stages of a physical activity session.
  - a. Names the stages of a physical activity session (e.g. warm-up, performance and cool-down). Evaluation Item

### Activities/Games:

1. Get Changed!

### Evaluation Item:

\*These items should be evaluated throughout Term 1 and Term 2. Observe and correct students, verifying the safety rules of the gym. As much as possible, include students in creating the list of safety rules. See Appendix 2 for *the Evaluation Of Learning Rubric for the Safety Rules and Safe Practices*.

Observation can be done during gymnastics class, team building challenges, station work, warm-ups and cool downs or any activity requiring movement with or without equipment.

## Physical Fitness

### Flexibility

1. Explains in his/her own words the importance of stretching (e.g. to increase the range and ease of motion of a muscle, prevent and relieve muscle soreness).
2. Performs stretching exercises (e.g. stretches arm, thigh muscles).
3. Explains in his/her own words a few principles of stretching effectively and safely (e.g. appropriate time, steps to follow, proper position, and duration).

### Posture

1. Identifies postures that are beneficial (e.g. standing straight, shoulders relaxed) or harmful (e.g. lifting a load without bending at the knees) depending on the type of activity.

### Activities/Games:

1. Baby Back Ache
2. Stretch Tag
3. Stretch Zones

# Grade 4

To adopt a healthy, active lifestyle



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## Nutrition

### Canada's Food Guide

1. Explains the role of each of the four food groups (e.g. Muscle building, Energy, Solid bones and Healthy body)

### Healthy choices (e.g. justifying the choices we make)

1. Justifies their healthier choices.

### Activities/Games:

1. Food Frenzy
2. Four Corners Food Game
3. Juice Imposter
4. Mesh Frenzy

### Evaluation Items:

1. Evaluation for Learning: Breakfast Ratings. Use this evaluation tool as a station. Resources needed are 1 sheet and pencil per student.
2. Montreal Canadians 'Chef'

## Physical Fitness

### Flexibility

1. Explains in his/her own words the importance of stretching (e.g. to increase the range and ease of motion of a muscle, prevent and relieve muscle soreness). **Evaluation Item**
2. Performs stretching exercises (e.g. stretches arm, thigh muscles).
3. Explains in his/her own words a few principles of stretching effectively and safely (e.g. appropriate time, steps to follow, proper position and duration).

### Posture

1. Identifies postures that are beneficial (e.g. standing straight, shoulders relaxed) or harmful (e.g. lifting a load without bending at the knees) depending on the type of activity. **Evaluation Item**
2. Explains in his/her own words the importance of proper posture (e.g. to prevent unnecessary muscle tension and back pain).

### Activities/Games:

1. Lift-N-Load Relay
2. Stretch Search
3. Stretch Zones

### Evaluation Item:

Lift -N-Load Evaluation Check List

## Physical Fitness

### Cardiovascular

1. Recognizes the level of intensity depending on the type of physical activity (e.g. slow walking = low intensity, cross-country skiing = moderate to high intensity).
2. Makes recommendations in his/her own words for improving or maintaining cardiovascular endurance (e.g. type of activity, nature (continuous or discontinuous), intensity, duration and frequency).
3. Explains in his/her own words how to pace oneself depending on the physical activity, its duration, intensity or distance to be covered (e.g. to make sustained, even effort; save some energy to finish the activity).
4. Explains in his/her own words the importance of cardiovascular exercise (e.g. the heart is a muscle and it must be kept in shape; less breathlessness).
5. Measures his/her heart rate at the wrist (radial artery) or neck (carotid artery).
6. Explains in his/her own words the importance of measuring one's heart rate before, during and after physical activity (e.g. to pace oneself, determine the time needed to recover).

### Muscular Strength and Endurance

1. Explains in his/her own words the importance of muscular exercises (e.g. to tone muscles, work the entire body, help prevent injury).
2. Performs a few muscular exercises in the upper and lower limbs (e.g. arm extensions, sit-ups).

### Activities/Games:

1. The Breath Trek
2. The Circulation Game: This game was designed to be played in the classroom but is easily adapted for the gymnasium setting (let the blood droplets travel by scooter and replace the heart, lung and stomach tables with mats). Note: This is to be evaluated in Grade 6 and therefore a student handout and teacher answer sheet appear in Appendix 2 for Grade 6 only.

### Evaluation Item:

\*The Beep Test: For Evaluation OF Learning tools and the rubric for this activity refer to Appendix 2.

1. The Cardio Challenge instructions for Teacher
2. The Cardiovascular Endurance Challenge (handout for students)
3. The Cardiovascular Endurance Action Plan-Evaluation OF Learning

## Anatomy and Physiology

1. Distinguishes a bone from a muscle.
2. Identifies the main joints in the body (e.g. elbows, knees, ankles etc.).
3. Cardiovascular System
  - a. Explains in his/her own words the main function of the cardiovascular system during physical activity. Evaluation Item
4. Respiratory System
  - b. Explains in his/her own words the main function of the respiratory system during physical activity. Evaluation Item
5. Muscular System
  - c. Explains in his/her own words the overall function of the muscular system during physical activity. Evaluation Item

### Activities/Games:

1. Huff Puff Challenge
2. Indiana Bones
3. The Breath Trek
4. Target Your Heart Rate Table
5. The Circulation Game

### Evaluation Items:

- Huff Puff Challenge 'Goal Setting Chart'



## Relaxation and Stress Management

1. Performs some physical relaxation exercises (e.g. lies down in resting position, breathes deeply (abdominal breathing, contracts and relaxes muscles). Evaluation Item

### Activities/Games:

1. Chilling King Kong
2. Zen Yoga



# Grade 5

To adopt a healthy, active lifestyle



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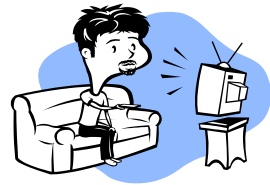
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## Nutrition

### Food Labels

1. Explains serving size.
2. Explains the order of the ingredients and understand the implications of the order.
3. Explains the effects these ingredients have on their body (e.g. Energy level, concentration etc.)

### Eating Habits

1. Identifies which factors can affect our eating habits (e.g. Holidays, Emotions/Stress, Time of year etc.)

### Activities/Games:

1. Energy In and Energy Out

### Evaluation Item:

1. Energy In and Energy Out Evaluation Sheet

## Safe Participation

1. Identifies a few exercises with a risk of injury (e.g. hyperextension of the neck, bending upper body while keeping legs straight). Evaluation Item
2. Explains in his/her own words the importance of warming up before a physical activity (e.g. to increase body temperature, prepare the muscles for a more strenuous activity).
3. Explains in his/her own words the importance of cooling down after a physical activity (e.g. to improve recovery, gradual transition to state of rest).
4. Explains in his/her own words the importance of pacing oneself depending on the activity (e.g. to vary one's speed while running, in order to control one's breathing). Evaluation Item

### Activities/Games:

1. Trecky Transporter

### Evaluation Item:

\*These items should be evaluated throughout Term 1 and Term 2. Observe and correct students, verifying the safety rules of the gym. As much as possible, include students in creating the list of safety rules. See Appendix 2 for *the Evaluation Of Learning Rubric for the Safety Rules and Safe Practices*.

Observation can be done during gymnastics class, team building challenges, station work, warm-ups and cool downs or any activity requiring movement with or without equipment.

## Physical Fitness

### Flexibility

1. Performs stretching exercises (e.g. stretches arm, thigh muscles).
2. Explains in his/her own words a few principles of stretching effectively and safely (e.g. appropriate time, steps to follow, proper position, and duration).

### Posture

1. Explains in his/her own words the importance of proper posture (e.g. to prevent unnecessary muscle tension and back pain).

### Activities/Games:

1. Stretch Zones

## Physical Fitness

### Cardiovascular

1. Recognizes the level of intensity depending on the type of physical activity (e.g. slow walking = low intensity, cross-country skiing = moderate to high intensity).
2. Makes recommendations in his/her own words for improving or maintaining cardiovascular endurance (e.g. type of activity, nature (continuous or discontinuous), intensity, duration and frequency).
3. Explains in his/her own words how to pace oneself depending on the physical activity, its duration, intensity or distance to be covered (e.g. to make sustained, even effort; save some energy to finish the activity).
4. Explains in his/her own words the importance of cardiovascular exercise (e.g. the heart is a muscle and it must be kept in shape; less breathlessness).
5. Measures his/her heart rate at the wrist (radial artery) or neck (carotid artery).
6. Explains in his/her own words the importance of measuring one's heart rate before, during and after physical activity (e.g. to pace oneself, determine the time needed to recover).

### Muscular Strength and Endurance

1. Explains in his/her own words the importance of muscular exercises (e.g. to tone muscles, work the entire body, help prevent injury).
2. Performs a few muscular exercises in the upper and lower limbs (e.g. arm extensions, sit-ups).

### Activities/Games:

1. Fitness Dodge Ball
2. Target Your Heart Rate
3. The Beep Test (also known as the Leger test or PACER test)
4. The Breath Trek
5. The Circulation Game: This game was designed to be played in the classroom but is easily adapted for the gymnasium setting (let the blood droplets travel by scooter and replace the heart, lung and stomach tables with mats). Note: This is to be evaluated in Grade 6 and therefore a student handout and teacher answer sheet appear in Appendix 2 for Grade 6 only.

### Evaluation Item:

\*The Beep Test: For Evaluation Of Learning tools and the rubric for this activity refer to Appendix 2.

1. The Cardio Challenge instructions for Teacher
2. The Cardiovascular Endurance Challenge (handout for students)
3. The Cardiovascular Endurance Action Plan – Evaluation Of Learning



## Sedentary Lifestyle

1. Explains in his/her own words what 'sedentary lifestyle' means (e.g. not doing any physical activity, spending a lot of time in front of a computer). Evaluation Item
2. Explains in his/her own words a few of the effects of sedentary lifestyle on weight, flexibility, muscle mass and cardiovascular endurance. Evaluation Item

### Activities/Games:

1. Health Hazard



# Grade 6

To adopt a healthy, active lifestyle



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## Nutrition

### Canada's Food Guide

1. Identifies recommended daily servings and their purpose.
2. Distinguishes between 'good' fats and 'bad' fats.
3. Explains the vocabulary used in a nutrition label. (Sodium, Fiber, Sugars, Protein etc.)
4. Explains 'energy in and energy out' balance.

### Healthy Choices

1. Evaluates own eating habits (self-evaluation).

### Activities/Games:

1. Energy In and Energy Out
2. Label Extravaganza

## Physical Fitness

### Flexibility

1. Performs stretching exercises (e.g. stretches arm, thigh muscles). Evaluation Item
2. Explains in his/her own words a few principles of stretching effectively and safely (e.g. appropriate time, steps to follow, proper position, and duration). Evaluation Item

### Posture

1. Explains in his/her own words the importance of proper posture (e.g. to prevent unnecessary muscle tension and back pain). Evaluation Item

### Activities/Games:

1. Chilling King Kong
2. Stretch Zones
3. Zen Yoga

## Physical Fitness

### Cardiovascular

1. Recognizes the level of intensity depending on the type of physical activity (e.g. slow walking = low intensity, cross-country skiing = moderate to high intensity). **Evaluation Item**
2. Makes recommendations in his/her own words for improving or maintaining cardiovascular endurance (e.g. type of activity, nature {continuous or discontinuous}, intensity, duration and frequency). **Evaluation Item**
3. Explains in his/her own words how to pace oneself depending on the physical activity, its duration, intensity or distance to be covered (e.g. to make sustained, even effort; save some energy to finish the activity).
4. Explains in his/her own words the importance of cardiovascular exercise (e.g. the heart is a muscle and it must be kept in shape; less breathlessness). **Evaluation Item**
5. Measures his/her heart rate at the wrist (radial artery) or neck (carotid artery). **Evaluation Item**
6. Explains in his/her own words the importance of measuring one's heart rate before, during and after physical activity (e.g. to pace oneself, determine the time needed to recover)

### Muscular Strength and Endurance

1. Explains in his/her own words the importance of muscular exercises (e.g. to tone muscles, work the entire body, help prevent injury). **Evaluation Item**
2. Performs a few muscular exercises in the upper and lower limbs (e.g. arm extensions, sit-ups).
3. Distinguishes between muscular exercises and cardiovascular exercises.

### Activities/Games:

1. Fitness Dodge Ball
2. The Beep Test (also known as the Leger test or PACER test)
3. The Breath Trek
4. The Circulation Game: This game was designed to be played in the classroom but it is easily adapted for the gymnasium setting (let the blood droplets travel by scooter and replace the heart, lung and stomach tables with mats). Note: This is to be evaluated in Grade 6 and therefore a student handout and teacher answer sheet appear in Appendix 2 for Grade 6.

### Evaluation Item:

1. Action Plan for Cardiovascular Endurance
2. What Is Your Target Heart Rate Zone?

## Anatomy and Physiology

1. Distinguishes a bone from a muscle.
2. Identifies the main joints in the body (e.g. elbows, knees, ankles etc.).
3. Cardiovascular System
  - a. Explains in his/her own words the main function of the cardiovascular system during physical activity. Evaluation Item
4. Respiratory System
  - b. Explains in his/her own words the main function of the respiratory system during physical activity. Evaluation Item
5. Muscular System
  - c. Explains in his/her own words the overall function of the muscular system during physical activity. Evaluation Item

### Activities/Games:

1. Find My Muscles
2. Target Your Heart Rate
3. The Beep Test (also known as the Leger test or the PACER test)
4. The Breath Trek
5. The Circulation Game

### Evaluation Items:

1. The Circulation Game: The instructions for how to play this game, the student handout, and the teacher answer sheet appear in Appendix 2. After playing the game, have students fill out the Circulation game handout for evaluation of learning.
2. \*The Beep Test (For Evaluation of Learning tools and the rubric for this activity refer to Appendix 2.
  - a. The Cardio Challenge Instructions for Teacher
  - b. The Cardiovascular Endurance Challenge (handout for students)
  - c. The Action Plan for Grade 5 and Grade 6 (handout for students)
3. Muscles of The Body Student Handout



## Relaxation and Stress Management

1. Explains positive and negative forms of stress in his/her own words (e.g. response to a situation perceived as stressful or stimulating). Evaluation Item
2. Names some sources of stress in everyday life (e.g. sports competition, conflict, exams, bullying). Evaluation Item
3. Explains in his/her own words the importance of managing one's stress (e.g. to better adapt to situations, have better self control, develop better relations with others). Evaluation Item

### Activities/Games:

1. Zen Yoga



# APPENDIX 1

## Games and Activities



## Crossover 'Caf' Lady

### Goal/Opening Discussion

- What are your favorite foods?
- How many food groups are there? (**Four**)
- What are the four food groups? (**Grains, Milk & Dairy, Meat & Alternatives, Vegetables & Fruits**)

Have everybody spread out and lie down on his or her back. Ask the children to do the following actions when you call out the food items listed below: Lift your right foot for milk & dairy, lift your left foot for meat & alternatives, lift your right hand for grains, and lift your left hand for vegetables & fruits.

Food Items:

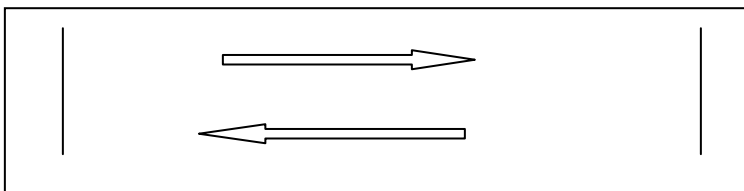
1. Bread   2. Eggs   3. Peanut Butter   4. Apple   5. Yogurt   6. Pasta   7. Banana  
8. Strawberry   9. Milk   10. Cheese   11. Chicken   12. Cereal   13. Carrots

### Equipment

- Pinnies representing the colors of the four food groups (Red, yellow, blue and green)  
Red = Meat & Alternatives, Yellow = Grains, Blue = Milk & Dairy and Green = Vegetables and Fruits

### Activity

All the students line up on one side of the gym. The teacher stands in the middle of the gym and calls out different foods items. If the food that is called out is part of the food group that the student represents then that student along with his or her group must cross to the other side and wait for the other groups to be called.



### Variation

- Continuous crossover. Crossover whenever your food item is called.
- Switch pinnies and give the children a different food group.
- Call two food groups at the same time.
- In the middle of the gym there will be a student with a noodle who is allowed to move and touch student's crossing over. If a student gets touched with a noodle, they must remain frozen at the point of contact and are not allowed to move their feet only their arms in order to touch other student's crossing over. There are two ways to get back in the game: 1. Touch another student. 2. After three food items have been called.

## Crossover 'Caf' Lady (Cont'd)

### Evaluation/Closing Discussion

- What are the four food groups? (**Grains, Milk & Dairy, Meat & Alternatives, Vegetables & Fruits**)
- What are examples of grains? (**Bread, pasta, oatmeal, cereal**)
- What are examples of meats and alternatives? (**Chicken, fish, peanut butter, eggs**)
- What are examples of milk and dairy? (**Cheese, yogurt, milk, butter**)

What are examples of fruits and vegetables? (**Blueberry, apple, orange, banana**)

## Energy In and Energy Out

### Goal/Opening Discussion

- What is an 'unhealthy' food (**Food containing lots of salt, sugar and/or fat**)  
Example (**Big Mac - Total Calories = 550    Calories From Fat = 260**)
- What is energy in? (**The amount of energy our body takes in from food**)
- Is 'energy in' bad? (**No, our body needs energy like a car needs fuel to drive. It's only bad if we make the wrong choices**)
- What is energy out? (**The amount of energy our body burns off by doing exercise**)
- What is a good food? (**Food containing low salt, sugar and/or fat**)  
Example: (**Apple Total Calories = 90    Calories From Fat= 0**)

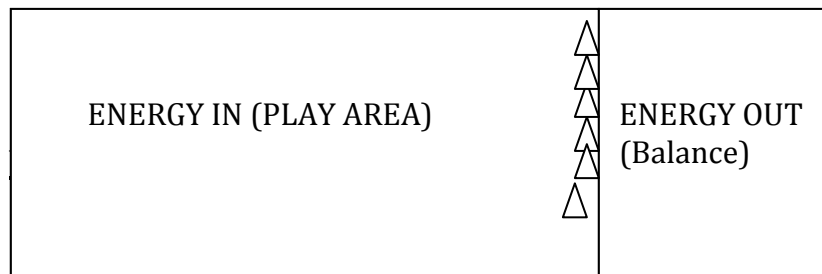
### Equipment

- Red pinnies (Fatty foods and sugars with 'energy out')
- Yellow pinnies (Medium fats & sugars with 'energy out')
- Green pinnies (Low fats & sugars with 'energy out')
- Three posters: 1. Red poster representing 'fatty foods and sugars' with 'Energy out' activities. 2. Yellow poster representing 'Medium fats & sugar foods' with 'Energy out' activities. 3. Green poster representing 'Low fats & sugars' with 'Energy out' activities.
- Flash cards of 'energy out'.

### Activity

Four participants: 1. Red pinnie (Fatty foods and sugars) 2. Yellow pinnie (Medium fats and sugars) 3. Green pinnie (Low fats and sugars) 4. Healthy Students

All the students will be in the 'Energy In' Play Area. If a Healthy Student gets touched by a student wearing a pinnie, the student must go to the 'Energy Out' area, look at the poster of which energy out touched the student and perform the action to balance energy in and energy out. Each poster will have a list of actions. For example, if a green pinnie touches a Healthy Student, in order to balance energy in and energy out the Healthy Student must do 5 skip ropes. The fatter the food the more actions the Healthy Student will have to do to balance energy in and energy out. After the action the student will continue playing the game.



- Fatty Food that touched them.  
(On the poster)
- All taggers are equal and hand out flash cards when tagging students.
- Students go to a deck of flash cards and choose their own energy out (All taggers being equal).

### **Energy In and Energy Out (Cont'd)**

#### **Evaluation/Closing Discussion**

- What happens if we have too much energy in and not enough energy out? **(We will have too much energy in and it means we need to exercise more or we will put on weight)**
- What happens if we have more energy out than energy in? **(We will have to eat more food or else we will lose weight)**
- What does good balance mean? **(We take in the same amount of energy as we put out)**



## Food Frenzy

### Goal/Opening Discussion

- How many food groups are there? (**Four**)
- What are some of your favorite grains? (**Bagels, croissants**)
- What are some of your favorite meats and alternatives? (**Ham, steak, peanut butter**)
- What are some of your favorite milk and dairy? (**Ice cream, yogurt**)
- What are some of your favorite fruits and vegetables? (**Kiwi, mangos, strawberry**)

### Equipment

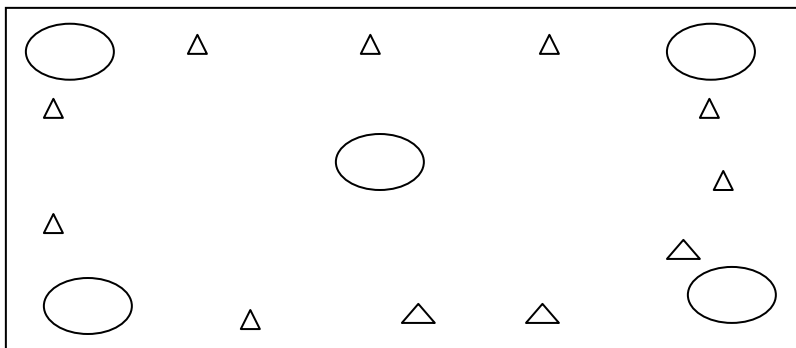
- One cone for every 2 individuals
- Four hula hoops (Green, yellow, red, blue)
- One hula hoop in the middle of the gym
- Food items from different food groups. At least six per student.

### Activity

There will be a hula hoop in the center of the gym where all the food items will be placed. In addition there are four hula-hoops spread around the gymnasium (Yellow, green, red, blue) that represent the four food groups.

With a partner, take a cone and place it around the perimeter of the gym and sit behind it facing the central hula-hoop. Only one student is allowed to stand up and play while your partner waits for their turn.

Students must take only one item from the fridge (Central hula hoop) and place the food in the correct hula-hoop. When the student has finished placing the item in the correct hula hoop, the student returns to their cone and then their partner is allowed to go.



### Variation

- Include unhealthy food items in the central hula-hoop and add a hula-hoop for the unhealthy foods.
- Students must use a skipping rope and skip to get the food item and place the item in the correct hula hoop.

### **Food Frenzy (Cont'd)**

- Students manipulate a ball (Soccer, basketball) to get the food item and place the item in the correct hula-hoop.
- Add taggers in the play area. If a tagger touches a student, he must return to his cone. If the student has a food item and gets touched by a tagger, he must return the food item to the central hula hoop and then return to his cone. If the student successfully places the food item inside the hula hoop, then he returns to his cone.

### **Evaluation/Closing Discussion**

- How do we know if a food item belongs in the 'grain' group? (**Is handmade from wheat, rice, oats, cornmeal, barley**)
- How do we know if a food item belongs in the 'milk and dairy' group? (**Most of the time comes from cow milk**)
- How do we know if a food item belongs in the 'vegetables and fruits' group? (**Grows in the soil**)
- How do we know if a food item belongs in the 'meat and alternatives' group? (**Most of the time comes from an animal**)
- How do we know if a food item belongs in the unhealthy group? (**Large amounts of sugar**)

## **Food Makes The Body**



### **Goal/Opening Discussion**

- Introduce the concepts of healthy eating, nutrition and Canada's Food Guide, including the colors representing the four food groups, involving teamwork and cooperation.

### **Equipment**

- A variety of plastic foods or pictures of foods
- Four bean bags per team (green, yellow, blue, red)
- One mat per team

### **Activity**

Divide the class into teams of four students, with each student in the team, representing a food group. Each team has a mat and the four different colored beanbags. All mats are placed in a large circle. The foods are placed in the center of the circle. Have one student select a food for all the teams to see. Each team must collectively, on their mat, form with their bodies, the selected food. The correct food group must also be demonstrated by appropriate teammate, holding their beanbag, within the collective shape. Encourage 3D shapes only with proper safety.

### **Variation**

- Without beanbags, the appropriate teammate can call out their color when their team's food shape is complete. Reward good teamwork and cooperation by a given team by allowing them to select the next food.

## Food Pirates

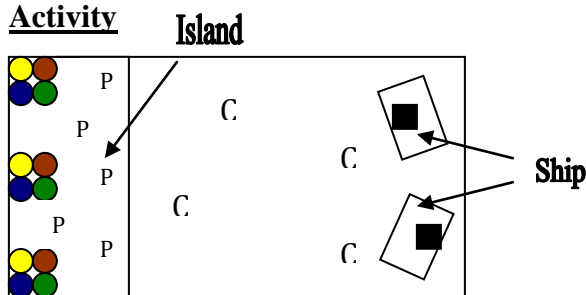
### Opening Discussion

- Identify the 4 food groups and link them to their colors.
  - What are the 4 food groups and what color are they?  
(Red = Meats and Substitutes, Green = Fruits and Vegetables, Yellow = Grain Products, Blue = Dairy Products)
  - Give examples of foods belonging to each food group? (banana, bread, etc)

### Equipment

- 2 mats
- 3 sets of hoops (red, green, blue, yellow)
- Pinnies
- Pictures of different foods from the 4 food groups.
- Two box

### Activity



Separate group into four teams. One team will wear pinnies and be the captains. Captains, although they cannot step on their ships (mats), they must protect the food on them by tagging the Pirates. Each team of Pirates has a set of 4 hoops on the island (safe zone). Pirates cannot be tagged when they are either on their island or on a ship.

Pirates must cross to a ship (without being tagged) and take ONE food picture. They must hold the picture above their head, allowing them to cross back to the Island safely (Captains cannot tag them). Pirates must place the food picture into their team's correct food group (colored hoop).

At the end of the game, Pirates sit in front of their team's hoops to discuss their choices (discussion led by teacher). One team of Pirates then switches with the Captains and a new game begins – every team should have the chance to be Captains.

### Variations

- Pirates are not safe on the return journey to the island. They can be tagged and, if they are, they try again from the ship.
- Same as above, but, if tagged, they return the picture to the ship and must start over from the island. Pirates should raise their hand when tagged to signify that they are starting over.

### Closing discussion / Evaluation

- What are the 4 food groups? What are their colors?
- Give examples of foods belonging in each food group?

## Four Corner Food Game

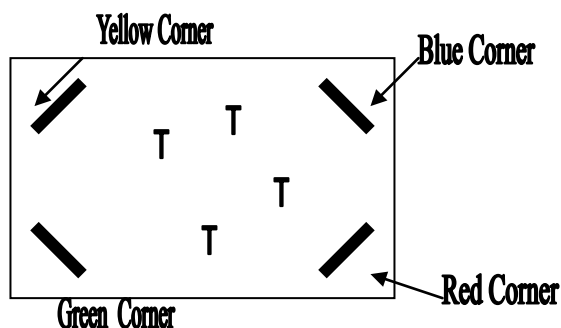
### Goal / Opening Discussion

- Identify the 4 food groups and link them to their color.
- Introduce servings for each food group.
- What are the 4 food groups and what color are they?  
(Red = Meats and Substitutes, Green = Fruits and Vegetables,  
Yellow = Grain Products, Blue = Dairy Products)
- What type of food can we put in each food group?
- How many serving should you eat of each food group? (See Food Guide)

### Equipment

- Red, Yellow, Green and Blue Pinnies
- 4 benches

### Activity



Close off all four corners of the gym with benches and assign a color to each one. Stick a Canada Food Guide on the wall in each corner so students have access to it. Select four **T**aggers (one for each color) that have to remain in the Central Zone. **T**aggers are not allowed to tag in corners. When tagged, players must go to the tagger's color corner (blue tagger = player must in blue corner). To come back in the game, players must have equal numbers of students than serving of the food group color. (3 to 4 players are needed to go back if you are in the blue corner.)

### Variations

- With large group, put more taggers.
- Change age group (different number of servings)

### Closing discussion / Evaluation

- How many serving should you eat of each food group? (See Food Guide)
- Why is the number of servings different for each age group? (Adult need less calcium so less Dairy servings, kids are still growing, etc.)

## Fruit Salad

### Goal/Opening Discussion

- What kind of snacks do you eat?
- What are some unhealthy snacks? (**Hot dogs, chips, fruit roll up-too much sugar**)
- What are some healthy snacks? (**Crackers, cheese, nuts**)

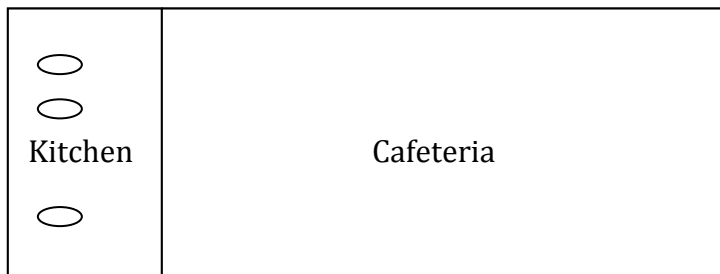
### Equipment

- Hula hoops
- Red, Yellow and Green Pinnies

### Activity

The play zone is divided into two areas: Cafeteria (Play area), Kitchen (Area to get back in the game). In the cafeteria there are Hot Dogs (Students with red pinnies), Chips (Students with yellow pinnies), and Fruit Roll Up (Students with green pinnies). In addition, there are 'Healthy Students' that don't wear any pinnies, only tails.

Each student with a pinnie (Hot Dogs, Chips, Fruit Roll Up) has to pull the tails of the Healthy Student. If the Healthy Students get their tails pulled they must go to the kitchen. In the kitchen the Healthy Students must walk through a hula hoop (Fruit salad) to get healthy again. Once the Healthy Student passes through the hula hoop they can join the game and continue playing.



### Variation

- There are two students: Healthy Food (Pinnie), Unhealthy Food (Tail). All the students are in the cafeteria. Begin with one student as Healthy Food. The Healthy Food is attempting to pull each Unhealthy Food's tail. If the tail gets pulled, the student must put the tail on as a pinnie and is part of the Healthy Food.

### Closing Discussion/Evaluation

- Why is it important to make healthy choices? (**Making healthy choices makes your stomach happy. Making unhealthy choices makes your stomach sad.**)
- What are examples of healthy choices? (**Grapes, bananas, carrots, water**)
- What are examples of unhealthy choices? (**Chocolate, soda, chips**)

## Juice Imposter

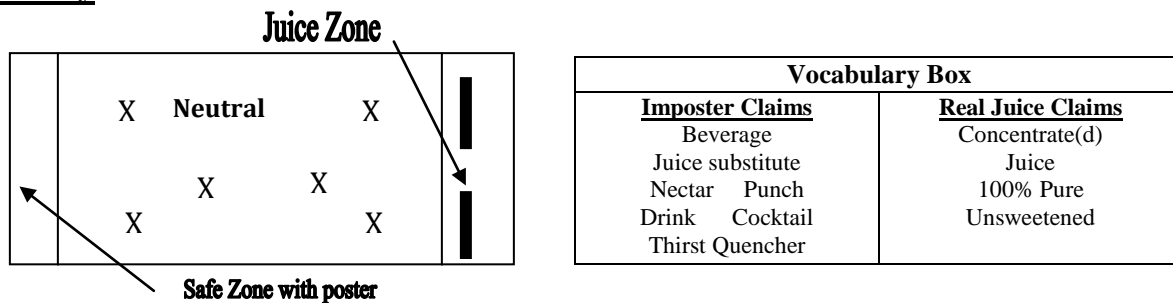
### Goal / Opening Discussion

- Recognize healthy and unhealthy juices by reading label.
- Understand meaning of specific words on labels.
- Which word should you be looking for? (Familiarize with Vocabulary Box)

### Equipment

- Poster for front panel and ingredients. (Imposter Claims VS Real Juice Claims)
- 1 or 2 Benches
- Claims found on juice box flash cards (about 50 with Velcro)
- Pinnies

### Activity



Separate group into three teams. One team starts as the taggers. Taggers can only tag in Neutral Zone. The two other teams sit in front of their Juice poster in the Safe Zone. They must try to cross over to the Juice Zone (where the Velcro flash cards are laid out on benches) without been tagged. If they are tagged, they have to go back to their Safe Zone and try again. When they reach the Juice Zone, they have to take ONE flash card randomly and try to bring it back to their Safe Zone without been tagged. If they are tagged they must go back to Juice Zone and try again. Students that succeed must place the flash card on the Juice poster in the correct claim section. (Imposter or Real Juice claim).

### Variations

- No taggers, each team sends one student to cross and get a flash card. They must place the flash card on the poster for the next player to go. (Can be use as an introduction)
- When tagged, student must always start over from their Safe Zone. If tagged with a flash card in hand, they must return it and start over from the Safe Zone.
- When tagged with a flash card in hand, student must go back to Juice Zone and perform 5 jumps or jumping jacks to try again.

### Closing discussion / Evaluation

- Why is it important to drink REAL juice? (**Healthier, less sugar, etc.**)
- Which words indicate that you are drinking an imposter juice? (**Punch, Nectar etc.**)
- Have you ever looked at the list of ingredients of a juice box?

## Label Extravaganza



### Goal/Opening Discussion

- To build an awareness of food labels and facilitate an understanding of the key elements: Nutrition Facts, Ingredient List, Nutrition Claims and Health Claims.
  - Which label elements are mandatory in Canada? (Nutrition Facts, Ingredient List)
- To understand what is included in a Nutrition Facts table: the specific amount of food; the calories and 13 core nutrients; the amount of nutrient, in grams or milligrams; and the % Daily Value.
- To understand that the Ingredient List for a food is listed by weight, from the most to the least.
- To compare foods that are similar and to look for foods with more of less of a specific nutrient.
  - What are some good nutrients you might want more of? (fiber, vitamin A, calcium, or iron)
  - What are some bad nutrients you might want less of? (saturated fat, trans fat, sugars, sodium (salt))
- To understand the difference between **good fats** (mono-unsaturated fat & poly-unsaturated fat) and **bad fats** (saturated fat & trans fat)
- To select foods for specific diets, e.g. Diabetics can use the Nutrition Facts table to keep track of the amount of carbohydrates (sugars); People with severe allergies can use the Ingredient List and other information on the label to avoid certain ingredients, e.g. made in a peanut-free facility.
- To be familiarized with the terms used for Nutrition Claims: Free, Low, Reduced, Light, Source, High or Good Source, Very High or Excellent Source.
- To understand the difference between Nutrition Claims (regulated statements when food meets a certain criteria) and Health Claims, (generally developed by corporations).
  - Nutrition Claims or Health Claims, which should not be solely relied on, when making informed food choices? (Health Claims)
- To learn how to make informed choices using all the information on food labels.



## Label Extravaganza (Cont'd)

### Equipment

- 28 slide Power Point, Ready-to-Use Presentation on Nutrition Labeling, (free downloadable PPT Version, available on the Health Canada web site: <http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/educat/info-nutri-label-etiquet-eng.php>)
- Posters: Good Fat/Bad Fat etc.
- Health Canada's Nutrition Facts Table: % Daily Value – information sheet per student
- Several actual food labels and/or packaging, with 2 or 3 similar products to compare, for each food item. (laminated and mounted on core-ply) Possibly have students bring in specific food labels and/or packaging that they regularly eat.



- Cones to identify each station
- Worksheet with questions on specific information to be collected at each station (page 155)
- Clipboard per team.
- (Optional) Laptop, LCD projector, SMART board (Optional)
- (Optional) Internet – Government of Canada - Interactive Nutrition label and Quiz, <http://www.healthycanadians.gc.ca/eating-nutrition/label-etiquet/quiz1-eng.php>

### Activity

The specific aspects of food labels to be targeted should be introduced at the start of the game. Divide the class into equal teams of 4-6 students. In random order with cones, place the food labels and/or packaging to compare, around the gym. It is recommended to have more stations than the number of teams. Prepared questions could be placed at each station or give to each team at the start. Teams send out 1 pair of students at a time. In turn, each pair must answer the label questions for a chosen station. A team's pair can only go to a station that is vacant. Each team attempts to complete all the stations.

## **Label Extravaganza (Cont'd)**

### **Variation**

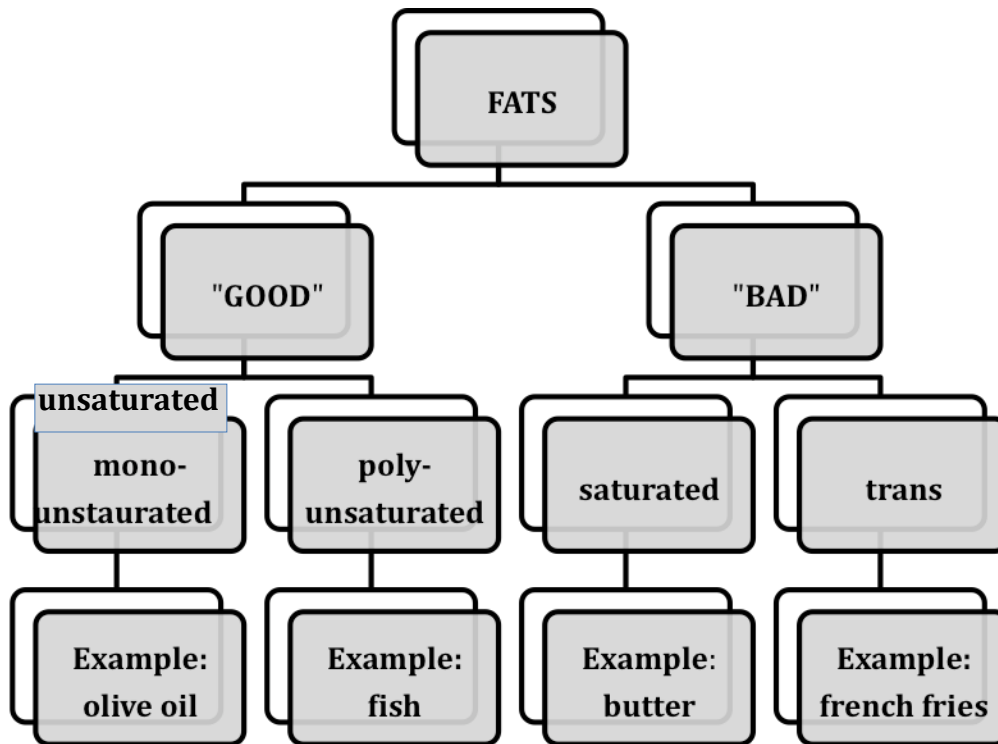
- Questions should be more challenging and specific each time the game is played.
- Questions can be given at the start of the game with no prior identification to the specific station the answers will be found.
- Entire team travels together. Give open-ended questions, where teams will have to make product selections from similar products and justify their answers with at least two or three reasons.

### **Evaluation**

- E.g. Team and/or Individual Worksheet/Evaluation (see attached)
- (Optional with Internet) – Government of Canada - [Interactive Nutrition label and Quiz](#)

## Label Extravaganza (Cont'd)

Fats are a vital part of a balanced diet. They are an important source of energy and are an essential part in proper growth and development.



**Monounsaturated fats:** These are “healthy” or “good” fats that help lower the amount of fats circulating in the body. They are mainly found in olive oil, canola oil and certain nuts.

**Polyunsaturated fats:** These are “healthy” or “good” fats that are essential to our body. They are mainly found in fish, corn oil and sunflower oil.

**Saturated fats:** These are “unhealthy” or “bad” fats because they can harm our bodies. They are mainly found in butter, animal fat (chicken skin), palm oil and coconut oil.

**Trans fats:** These are “unhealthy” or “bad” fats because they are not natural fats – they are “man-made”. Transfats are sometimes called “hydrogenated” fats or oils. They are mainly found in commercial type products such as chips, cookies, cakes, etc.

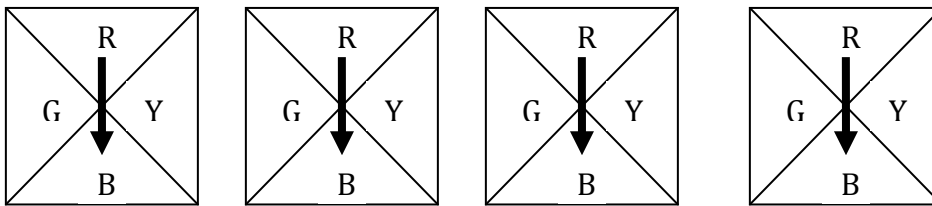
## Let's Do Lunch

### Goal / Opening Discussion

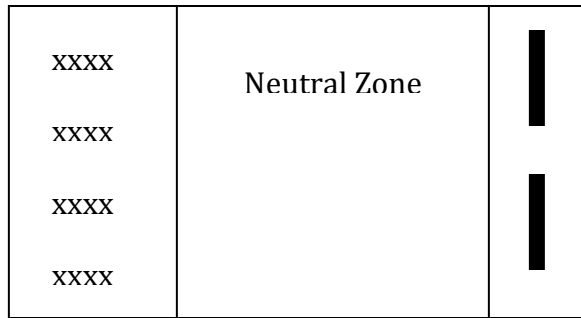
- Identify the 4 food groups and link them to their color.
  - What are the 4 food groups and what color are they?  
**(Red = Meats and Substitutes, Green = Fruits and Vegetables, Yellow = Grain Products, Blue = Dairy Products)**
  - Give examples of foods that belong in each food group?

### Equipment

- Pictures of food from the 4 food groups
- 1 'Food Group Spinner' per team (normally 4 groups)



- Pinnies



### Activity

Separate the group into four equal teams. Place two benches on one side of the gym with food pictures on them. Students must line up (one behind the other) facing the benches that have been placed at the other end of the gym. One at a time, students must spin the spinner and retrieve a food picture from the food group as indicated on the 'food spinner'.

To win, students must collect a healthy meal that includes one food picture from each of the four food groups.

### Variations

- To win, students must collect two healthy meals.
- Include taggers in Neutral Zone.

### Closing discussion / Evaluation

- What are the four food groups and their colors?
- Why is it important to include all four food groups in a meal?

## Let's Go Grocery Shopping



### Goal/Opening Discussion

- Introduce the concepts of healthy eating, nutrition and Canada's Food Guide, including the colors representing the four food groups of, in a movement skilled activity.
- Which color represents which food group?

### Equipment

- Four boxes of bean bags (green, yellow, blue and red)
- One hoop, shopping bag and Canada's Food Guide per team
- (Optional) One scooter board and One blindfold per team (see Variations)

### Activity

Set up all students in relay teams at one end of the gym and the 4 boxes of beanbags at the other end of the gym. The first student in each line has a shopping bag. The teacher calls out a specific food, starting first with foods visible in Canada's Food Guide. The first student in each team must retrieve the correct colored bean bag from the grocery store using a specific movement skill, to and from the store. Teams are encouraged to use the Canada's Food Guide, to make the right color selection. Increase the difficulty of 'food naming and movement skill' appropriately.

### Variations

- One scooter board per team to represent a car, including a required parking lot at home and the store.
- Teams must plan and prepare simple healthy snacks, meals, pizzas and/or sandwiches, retrieving the appropriate beanbags.
- Advanced groups and grades: One visually impaired student (with blind fold) and/or one disabled student (on scooter board) per team, both requiring assistance to and from the store.

### Closing Discussion/Evaluation

- Teacher observation to see if the correct colors are selected.
- Each team can present their meal to the class. Next you can have the students vote to determine the 'Healthiest and Most Interesting' Meal presented in class.

## MESH Frenzy

### Goal/Opening Discussion

- Which food group has muscle building foods? (**Meat and Alternatives**)
- Which food group has energy foods? (**Grain Products**)
- Which food group makes our bones solid? (**Milk and Alternatives**)
- Which food group makes our body healthy? (**Vegetables and Fruits**)

### Equipment

- Pinnies (Red, yellow, blue and green)
- Poster with Muscle Building Foods, Energy Foods, Solid Bones Foods & Healthy Body Foods
- Food items with Muscle Building Foods, Energy Foods, Solid Bones Foods & Healthy Body Foods (Below)

### Activity

There are five participants:

1. Muscle Building Foods (Red pinnie)
2. Energy Foods (Yellow pinnie)
3. Solid Bones Foods (Blue pinnie)
4. Healthy Body Foods (Green pinnie)
5. Healthy Students

All the Healthy Students have tails and all the Foods must pull out the tails of the Healthy Students. If a Healthy Student gets his tail pulled out, he must hold his tail in the air. To save a Healthy Student another Healthy Student must ask the frozen Healthy Student what Food they need to eat. For example an Energy Food (Yellow pinnie) pulled out the tail, so the Healthy Student who got his tail pulled out must say that he needs an Energy Food.

To save the Healthy Student, both Healthy Students must go to the Food Items, choose an Energy Food then go to the Food Poster to make sure the food item chosen is an Energy Food. If the food item chosen is an Energy Food, the Healthy Students put the food item back in the Food Items section and continue playing the game.

Food Poster	Play Area
Food Items	

## MESH Frenzy (Cont'd)

### Variation





- Dribble a basketball and if your basketball gets knocked out of bounce it's as if you got your tail pulled.
- Dribble a soccer ball and if your soccer ball gets knocked out of bounce it's as if you got your tail pulled.
- Dribble a hockey ball and if your hockey ball gets knocked out of bounce it's as if you got your tail pulled.

### Closing Discussion/Evaluation

- If one of your friends is looking for muscle building foods, which food group should she choose? (**Meat and Alternatives**)
- If your sister is looking for energy foods, which food group should she choose? (**Grain Products**)
- If your brother wants more solid bones, which food group should he choose? (**Milk and Alternatives**)
- If we are looking for more healthy body foods, which food group should we choose?

**MESH Frenzy (Cont'd)**

Here's a fun way to remember the roles of the food groups from Canada's Food Guide.

<p><b>M</b></p> <p><b><u>Muscle Building</u></b> <b>Meat and Alternatives</b></p>	
<p><b>E</b></p> <p><b><u>Energy</u></b> <b>Grain Products</b></p>	
<p><b>S</b></p> <p><b><u>Solid Bones</u></b> <b>Milk and Alternatives</b></p>	
<p><b>H</b></p> <p><b><u>Healthy Body</u></b> <b>Vegetables and Fruit</b></p>	



## Sticky Soda

### Goal/Opening Discussion

- Is sugar good for our body? (**No, not in large amounts**)
- What are some examples of drinks with a lot of sugar? (**Coke, Pepsi, Sprite**)
- What is better for us to drink? (**Water, juice**)

### Equipment

- Pinnies (Red and Blue)

### Activity

There are 3 types of participants: Sodas (Red pinnies), Water (Blue pinnies) and Healthy Students (No pinnies).

Healthy Students are the only participants that wear a tail. The Sodas want to pull out the tail of the Healthy Students. If the Sodas pull out the tail of a Healthy Student the Healthy Student must walk in slow motion with their tail in the air. The only way a student can be saved is if Water rushes to their aid gives them a high '5'. After the Healthy Student drinks Water (High 5) the Healthy Student can put his tail back and continues playing.



### Variation

- Every participant wears a tail. The Sodas want to pull out the tails of the Healthy Students because the Sodas want the Healthy Students to make unhealthy choices. The Healthy Students want to pull out the tails of Water because the Healthy Students want to make healthy choices. Waters want to pull out the tails of Sodas because Waters want to eliminate unhealthy sodas. To return to the game, the participant must put their tail back on outside the play area.

### Closing Discussion/Evaluation

- Why is water a better choice to drink than sodas? (**There isn't any sugar**)
- Why are soft drinks unhealthy for us? (**There is lots of sugar**)

## Sticky Soda (Grade 3)

### Goal/Opening Discussion

- Is sugar good for our body? (**No, not in large amounts**)
- What are some examples of drinks with a lot of sugar? (**Coke, Pepsi, Sprite**)
- What is better for us to drink? (**Water, juice**)

### Equipment

- Pinnies (Red and Blue)

### Activity

There are three types of participants: 1. Sodas (Red pinnie) 2. Water (Blue pinnie) 3. Healthy Students (No pinnie). Healthy Students are the only participants that wear a tail. The Sodas want to pull out the tails of the Healthy Students. If the Sodas pull out the tail of a Healthy Student the Healthy Student must walk in slow motion with their tail in the air. The only way a Healthy Student can be saved is if Water rushes to their aid gives them a high5. After the Healthy Student drinks Water (High 5) the Healthy Student can put his tail back on and continues playing.

### Variation

- Every participant wears a tail. The Sodas want to pull off the tails of the Healthy Students because the Sodas want the Healthy Students to make unhealthy choices. The Healthy Students want to pull out the tails of Water because the Healthy Students want to make healthy choices. Waters want to pull out the tails of Sodas because Waters want to eliminate unhealthy drinks. To return to the game, the participant must put their tail back on outside the play area.
- Two participants: 1. Water 2. Soda. Begin the game with a Water (Blue pinnie) in the middle of the gym and all the Sodas on one side of the gym. When the Water shouts RUN SODA RUN, all the Sodas must run to the safe zone on the other side of the gym and wait there until the water shouts again. If a Soda gets touched, the Soda becomes Water, but is not allowed to move his feet (He can only tag by touching other Sodas). After 3 shouts any Soda who was touched by water is allowed to get back in the game as a Soda.

### Evaluation/Closing Discussion

- Why is water better to drink than other soft drinks? (**There isn't any sugar**)
- Why are soft drinks unhealthy for us? (**There is a lot of sugar**)

**Sugar Per 12 oz. can**

<b>7 up</b>	<b>37 (g)</b>
<b>Coca Cola</b>	<b>39 (g)</b>
<b>Pepsi</b>	<b>41 (g)</b>
<b>Orange Crush</b>	<b>71 (g)</b>

## Yummy in my Tummy

### Goal/Opening Discussion

- What do you bring to school for lunch?
- What is included in a healthy lunch? (**The 4 food groups**)
- What is included in an unhealthy lunch? (**Soft drinks, hot dog, fries**)

### Equipment

- Cut out food items from a grocery store flyer. Each student needs 1 meal, 1 snack and 1 drink per student.
- Cut out some unhealthy foods and snacks.
- A cone for each individual.

### Activity

Each individual must create their own lunch. On 1 side of the gym students get into groups of 3 and sit down, on the other side of the gym the teacher places food items on the ground. Only 1 member per team is allowed to run to the other side of the gym, get 1 food item and return to their starting spot to start creating their lunch. (1 lunch per student)

xxx ○ xxx ○ Students		Food Items
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### Variation

- Create a healthy breakfast.
- Create a balanced supper.
- Have smaller groups.
- Students can dribble a soccer ball to take their food item.
- Students can evaluate their own lunch
- Add a tagger in the middle.

### Evaluation/Closing Discussion

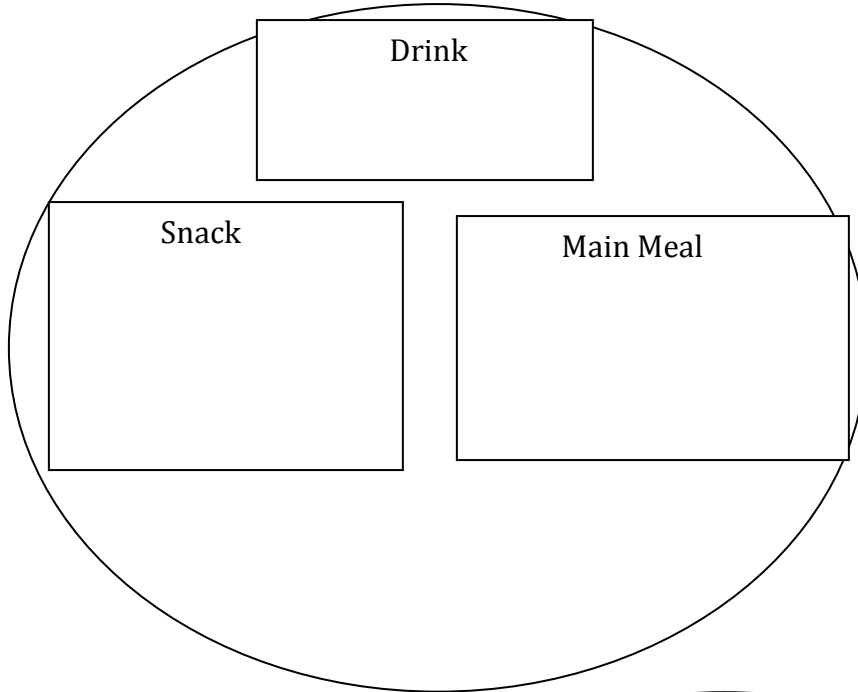
- Why is having a healthy lunch important? (**So that we can get our muscle building foods (Meat and alternatives), solid bone foods (Milk and alternatives), energy food (Grain products) and healthy body foods (Vegetable and fruits)**)
- What is included in a healthy lunch? (**The 4 food groups**)
- What is included in an unhealthy lunch? (**Soft drinks, hot dog, fries**)
- How much water should you be drinking? (**1-2 liters depending on the duration and intensity of an activity as well as the temperature**)

**Yummy in my Tummy (Cont'd)**

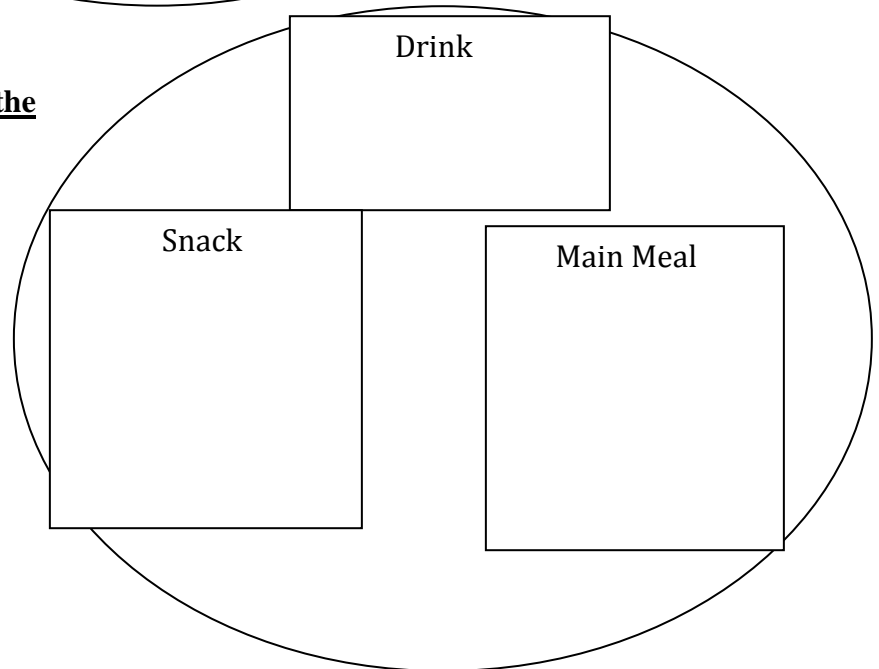
**Word Bank**

<b>Chips</b>	<b>Apple</b>	<b>Soda</b>	<b>Water</b>
<b>Hot Dog</b>	<b>Banana</b>	<b>Orange</b>	<b>Juice</b>
<b>French Fries</b>	<b>Pasta</b>	<b>Chicken</b>	<b>Candy</b>

**Fill in your healthy lunch using the word bank**



**Fill in your unhealthy lunch using the Word bank**



## Exercise Multiplies

### Goal/Opening Discussion

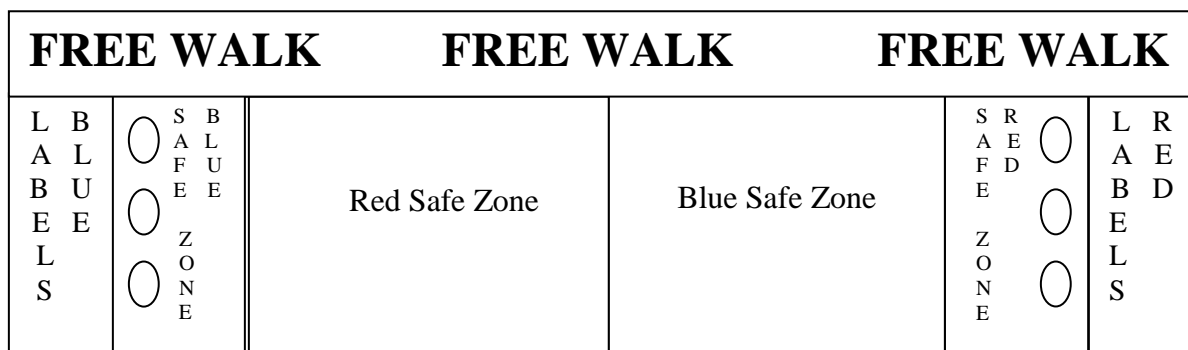
- What are the psychological benefits of his or her physical activity experience? (**Enjoyment, relaxation, feeling of competence**)
- What are the physiological benefits of his or her physical activity experience? (**Improved fitness, more energy**)
- What are the social benefits of his or her physical activity experience? (**New friends, harmonious interpersonal relations, conflict management**)

### Equipment

- 6 hula hoops (2x Psychological, 2x Physiological, 2x Social)
- 4 written labels of the following: Enjoyment, Relaxation, Feeling of Competence, Improved Fitness, More Energy, New Friends, Harmonious Interpersonal Relations, Conflict Management
- Pinnies (Red and Blue)

### Activity

Split the class into two groups: 1. Blue team 2. Red team. Each group occupies an area in the gym. Objective of the game is to cross over through the opposite teams area without getting touched, take a label, have a free walk back to your hula hoops and place the label in the appropriate hula hoop (Psychological, Physiological, Social). If you get touched you must perform 5 jumping jacks and then walk back to your zone to get back into the game. Students are only allowed to tag in their zone. Only students with a label are allowed to walk in the **Free Walk Zone**.



**Red Hula Hoops**

**Blue Hula Hoops**

## **Exercise Multiplies (Cont'd)**

### **Variation**

- Instead of every student allowed to tag, have guards who protect their zone and have students whose only objective is to get labels.
- Add different labels for psychological, physiological and social.
- Students are allowed to take labels from the other group's hula hoops.
- Add safe bases.

### **Evaluation**

- What are other psychological benefits of physical activity? (**Feel good, relax**)
- What are other physiological benefits of physical activity? (**Breathe better, increase muscular strength**)
- What are other social benefits of physical activity? (**Learning teamwork, time management**)

## Health Zone

### Goal/Opening Discussion

- What are some examples of healthy lifestyle habits? (**Proper posture, Regular physical activity, Healthy diet, Healthy hygiene, Healthy sleep cycle**)
- What are some examples of unhealthy lifestyle habits? (**Poor posture, Too much screen time, Not enough regular physical activity, Unhealthy diet, Unhealthy sleep cycle, Unhealthy hygiene, Smoking**)

### Equipment

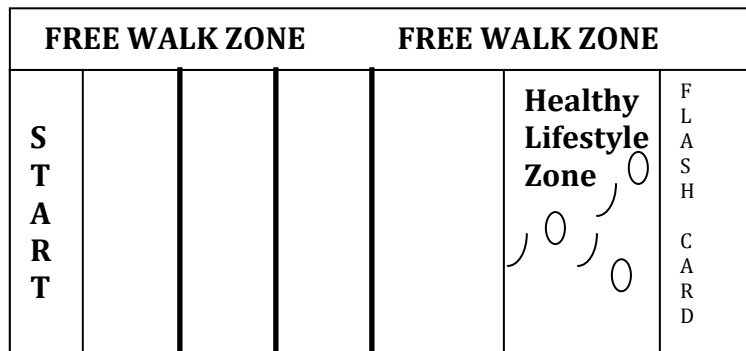
- Pinnies (Red, blue, yellow and green)
- Flash cards of healthy lifestyle habits (stretches, pushups, sit ups, sprinting, kicking a soccer ball, throwing a ball, skipping rope, hula hoop, etc.)

### Activity

Divide the class into four groups and give each group a different color pinnie. One group will be the taggers and will occupy three lines. These taggers are only allowed to stay on the lines and are the only students allowed to tag.

The three other groups have to try to cross all three lines without getting touched. If a student gets touched, he must walk back from the FREE WALK ZONE and restart from the starting point. When the student makes it to the Healthy Lifestyle Zone the student must do the following:

1. Choose a flash card
2. Put the flash card in a new spot
3. Perform the action
4. Walk along the 'FREE WALK ZONE' and restart from the starting point.



### Variation

- Switch groups in the middle
- Have taggers occupy spaces between lines
- Once the student reaches the Healthy Lifestyle Zone he must wait for a partner and perform the task with his partner.

## **Health Zone (Cont'd)**

### **Evaluation**

- Why is it important to practice healthy lifestyle habits? (**To improve our quality of life**)
- Which lifestyle habits did you enjoy doing? Why?
- What are examples of unhealthy lifestyle habits? (**Poor posture, Too much screen time, Not enough regular physical activity, Unhealthy diet, Unhealthy sleep cycle, Unhealthy hygiene, Smoking etc.**)
- Why are these lifestyles unhealthy? (**These lifestyle habits do not improve our quality of life**)



## Healthy or Not

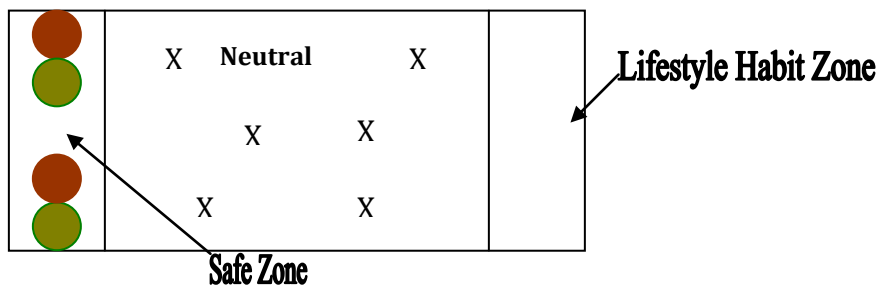
### Goal / Opening Discussion

- Recognize healthy and unhealthy lifestyle habits.
- Understand consequences of healthy and unhealthy habits.
  - What are healthy habits? (**Be active, good night sleep, drink water**)
  - Can you name healthy and unhealthy habits? (**Smoking, exercise, etc.**)

### Equipment

- Two red hoops, Two green hoops
- Healthy and unhealthy habit flash cards (about 50)
- Pinnies

### Activity



Separate group into three teams. One team starts as the taggers. Taggers can only tag in Neutral Zone. The two other teams sit in front of their hoops in the Safe Zone. They must try to cross over to the Lifestyle Habit Zone (where the flash cards are laid out.) without being tagged. If they are tagged, they have to go back to their Safe Zone and try again. When they reach the Lifestyle Habit Zone, they have to take ONE flash card randomly and try to bring it back to their Safe Zone without being tagged. If they are tagged they must go back to Lifestyle Habit Zone and try again. Students that succeed must place the flash card in their hoop. (Red = bad habit, Green = good habit)

### Variations

- No taggers, each team sends one student to cross and get a flash card. They must place the flash card in the right hoop for the next player to go. (Can be use as an introduction)
- When tagged, student must always start over from their Safe Zone. If tagged with a flash card in hand, they must return it and start over from the Safe Zone.
- When tagged with a flash card in hand, student must go back to the Lifestyle Habit Zone and perform 5 jumps or jumping jacks to try again.

### Closing discussion / Evaluation

- Why is it important to practice healthy lifestyle habits? (**Be healthy, have a good life, not be sick, be happy**)
- What are examples of unhealthy lifestyle habits? Why are they unhealthy? (**Smoking = bad for lungs, fatty foods = no energy, etc.**)
- See 'Lifestyle Habits' evaluation sheet in "Appendix 2".

## High '5' Health

### Goal/Opening Discussion

- What are unhealthy lifestyle habits? (**Smoking, poor posture, too much screen time, unhealthy sleep, eating unhealthy food, etc.**)
- Why is an unhealthy lifestyle habit unhealthy?
- What are healthy lifestyle habits? (**Exercising, healthy posture, healthy sleep, eating healthy food, etc.**)
- Why is a healthy lifestyle habit healthy?

### Equipment

- Red and green pinnies

### Activity

Divide the students into three groups as follows:

- Unhealthy Lifestyle Habits- Smoking, too much screen time, unhealthy food, unhealthy sleep & poor posture (Red pinnies).
- Healthy Lifestyle Habits- Exercise, healthy food, healthy posture, healthy sleep (Green pinnies)
- Healthy Students (No pinnies)

Unhealthy Lifestyle Habits tag Healthy Students. If a Healthy Student is tagged by an Unhealthy Lifestyle Habit, the Healthy Student remains frozen. The only way for a Healthy Student to return to the game is for a Healthy Lifestyle Habit to give the Healthy Student a high 5.

### Variation

- The only way for a Healthy Student to unfreeze is to be brought to the skipping zone by a Healthy Lifestyle Habit, and do five skip jumps.

Skipping Zone	Play Area
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- Three quarters of the class are Unhealthy Lifestyle Habits (Students don't wear any pinnie). One quarter of the class is Healthy Lifestyle Habits (Students wear green pinnie). The Healthy Lifestyle Habits must touch the Unhealthy Lifestyle Habits. When touched, the Unhealthy Lifestyle Habits must go directly to the skipping zone and perform five skips to get back into the game.

### Evaluation/Closing Discussion

- Why did all the unhealthy lifestyle habits do exercise at the end? (**Healthy lifestyles make our body strong, unhealthy lifestyles make our body weak**)
- When can we perform a healthy lifestyle habit?
- What healthy lifestyle habit can we do every morning?

## **Follow the Leader**



### **Goal/Opening Discussion**

- Students understand the importance of warming up/cooling down  
Warm-ups help to prevent injuries and prepare the body for the rest of the workout. Cooling down allows our body to slow down or recover from the fitness activity, improves our flexibility and helps prevent injury and muscle soreness.
- Students are able to name the stages of an activity (Warm-up, performance, cool-down)

### **Equipment**

- Music is always a great addition

### **Activity**

Students are scattered throughout the gymnasium, all facing one direction. Teacher leads the class, taking the students through the paces of a warm-up or cool-down. Exercises should be technically correct and age-appropriate.

### **Variation**

- Repeat choosing various students to lead different parts of the warm-up or cool-down.

## Get Changed!

### Goal / Opening Discussion

- Identify adequate physical education clothes to wear.
  - How do we need to dress for physical education? (**Phys.Ed. uniform, running shoes, no jewelry**)
  - Why do we need to change before and after physical education? (**Safety, Hygiene, Team spirit**)

### Equipment

- 4 physical education bags / plastic bags
- 4 large pairs of shorts
- 4 large t-shirts
- 4 hoops (4 different colors)

### Activity

XXXX		
XXXX		
XXXX		
XXXX		

Separate group into four teams. Students sit in a line facing the changing area and the hoop. One at a time, students must run to the changing area, get the clothes out of the bag and get dressed for physical education. Then they have to run to the hoop and pass through it. They must then come back to the changing area to undress and put the clothes back in their bag. Finally, students must high five the next student in line and go sit in the back of the line. First team to change and to sit wins the game.

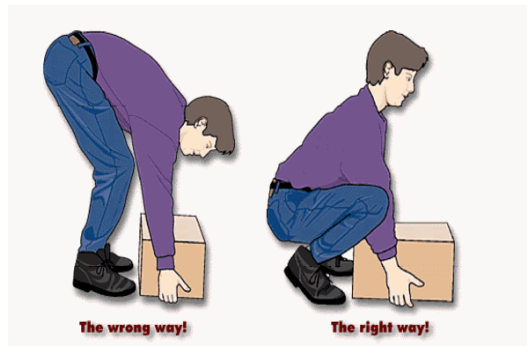
### Variations

- Replace the hoop by a task to do. (Jump 5 times, Spin around 3 times, etc)
- Challenge first student in each row to complete the task within a time frame, which is representative of the time frame given by the teacher at the beginning of every class.

### Closing discussion / Evaluation

- Why do we need physical education clothes? (**Safety, Hygiene, etc.**)
- What can we wear? (**Shorts, Sweat / Track pants, T-shirt, running shoes**)
- Why do we need to change before and after physical education?
- Should changing into your physical education clothes take a long time?

## Lift-N-Load Relay



### Goal/Opening Discussion

- Introduce the concepts of proper posture when lifting and moving objects
  - ✓ How do we lift and move large and/or heavy objects?
  - ✓ Why is it important to lift large and/or heavy objects correctly?
  - ✓ What can happen if we don't objects correctly?

### Equipment

- Four hoops per team
- Different objects of various sizes, shapes and weights per team, e.g. milk crates, medicine balls, mats, etc.
- Two white construction helmets, clip boards with safety rules check list
- Poster - safety rules for lifting and moving

### Activity

Teams are in relay formation side by side, with four hoops for each team spread evenly across the gym. The first member in each team lifts and moves a similar object correctly and places it in the first hoop, the second member of each team, lifts and moves the same object to the second hoop and so on, until that object has passed through each hoop to the other end of the gym. In the same manner, each team must move all their objects across the gym, while rotating their team. Two selected students, wearing white helmets are the Health & Safety Inspectors. If they see any safety violations, the student may be required to repeat the lift and/or return to the previous hoop. The player or team must identify and correct the violation before continuing. If a given team gets 3 or more violations, they must first stop, then visit and read the safety rules for lifting and moving poster, before returning to the game.

### Variations

- Include objects that require partner lifting.
- Safety violations may require each team member to pick up and put down the object at a given hoop prior to continuing.

## **Lift-N-Load Relay (Cont'd)**

### **Variations (Cont'd)**

- Safety violations may require the player to go to the Safety Poster and do 5 or 10 Jumping Jacks while reading.

### **Closing Discussion/Evaluation**

- Rubric/Check-list for teacher, peer and self-evaluation.
- On poster and the Health Inspector clip boards

THINK SAFETY FIRST      BEND YOUR KNEES WHEN LIFTING

Lift

- ✓ Bring load as close to you as possible before lifting
- ✓ Lift with legs, not your back
- ✓ Keep your head up, your back straight and bend at the hips

Move

- ✓ Keep load close to body
- ✓ Look where you are going
- ✓ Shift feet to turn, don't twist your body

Set Down

- ✓ Let leg muscles carry it down
- ✓ Make sure your fingers and toes are clear

## Meanies and Cleanies

### Goal/Opening Discussion

- To teach students the importance of using equipment properly along with putting away equipment safely.
- Have a poster/list of rules for putting away equipment.
  - Why is it important to be safe in the gym? (**To avoid injuries, broken equipment etc.**)
  - What are some safety rules we can use in the gym? (**Shoe laces tied, equipment put away**).

### Equipment

- Pylons, pinnies, badminton rackets, hockey sticks, soccer balls, mats etc.

### Activity

Place a cone in each corner of the play area. Initially there is no running for this activity. Divide the group into two teams. One team will be called the ‘meanies’ and the other team will be called the ‘cleanies’. The ‘meanies’ will place pinnies on the gym floor within the play area and the ‘cleanies’ will pick up and put away the pinnies. After a short time period switch roles.

### Progression

Have two teams (no running for this activity and no throwing equipment). Next you will allow the students to use equipment such as badminton racquets, beanbags, hockey sticks, soccer balls, pylons etc. The ‘meanies’ make the gym surface into an unsafe space, the ‘cleanies’ clear the gym surface to make it safe.

### Progression

Have two teams. This time you will use the gym mats as the equipment. The ‘meanies’ will open or put out the mats onto the gym floor and the ‘cleanies’ will properly fold or carry and place the mats away properly (depending upon the type of mats you have in your gym)

### Closing Discussion/Evaluation

- Whose responsibility is it to keep the gym safe? (**Ours**)
- What do you do if you see something unsafe in the gym? (**Always make sure the gym is safe and put equipment properly away in its place**).
- What can happen when the gym is unsafe? (**Someone can get hurt and equipment can be broken**).

## **Shoe Chaos**



### **Goal/Opening Discussion**

- Students understand the importance of wearing appropriate clothing
- Students learn how to properly tie their shoes

### **Equipment**

- Large circle in the middle of the gym
- One pair of shoes per student

### **Activity**

- Divide students into 4 groups, each group sits in one corner of the gymnasium. Students who have lace up shoes sit together and students who have Velcro instead of laces sit together.
- All students place one shoe in the large circle in the middle of the gym then come and sit with their team. The teacher mixes up the shoes into one large pile.
- On the signal, students from one group walk quickly to the middle circle, find their shoe, attach/lace it properly and run back and sit down. Students can return to the circle to help anyone who needs help tying their shoe. High 5's for all students whose shoes are attached or laced up correctly. Double high 5's for anyone who returned to help. Repeat for each group.

### **Variation**

- Repeat having students place both shoes in the center circle. Safety: Make sure students walk to the circle on the signal.



## Shoe Hero

### Goals / Opening Discussion

- Being able to tie their shoes to participate safely in physical activities.
  - Why do we tie our shoes? (**To avoid tripping, to be safe, etc.**)
  - How do we tie our shoes?

### Equipment

- Pinnies (two colors)
- Shoe hero badges (1 per student)
- Clothespins (1 per student)

### Activity



Separate the group into two equal teams. Each team will have a designated Home Base. Make sure there are at least one or two students able to tie shoes in each team. All students must choose a place in the gym (they are scattered around) and untie one of their shoes. When the game starts, the students must tie their shoe if they want to move. When their shoe is tied properly, they are now allowed to go into their team base or help out other teammates and become a shoe hero. A shoe hero is a student that helps a teammate to tie their shoe. When they do, they will receive a shoe hero badge from the teacher. The first team to have all their shoe heroes in their Home Base wins.

### Variations

- Students must tie both shoes.
- Students must tie one of their own shoes and one teammate's (Start with one shoe hero per team)

### Closing discussion / Evaluation

- Students must be able to tie their shoes or show progress in their shoe tying skills.
- Why is it important to tie our shoes?
- What can happen if our shoes are untied?

## Trekky Transporter



### Goal/Opening Discussion

- Introduce the concepts of when and how to move injured persons, using teamwork and proper techniques, involving correct posture and safety.
  - When do we lift and/or move an injured person?
  - How do we lift and/or move an injured person correctly?
  - What can happen if we don't lift and/or move an injured person correctly?

### Equipment

- 4-6 cones to identify the stations
- 2 mats per station
- 2 white construction helmets, clip boards with safety rules check list
- 4-6 different posters – demonstrating the transport, including the specific safety rules for lifting and moving
- 2 chairs & 2 solid blankets

### Activity

**Prior to the start of the game, correct posture and safety should be demonstrated for each transport included in the game.** Each team starts at 1 of the stations in the rotation. Each team must follow the instructions to lift move and set down, safely one member of their team, to the next station. Each member of the team must act as the injured person once during the rotation. Teams have to complete the all the stations in order. Teams must return any equipment to the correct station after successful transports prior to continuing in the rotation. Two selected students, wearing white helmets and the teacher, are the Health & Safety Inspectors. If they see any safety violations, teams may be required to repeat a lift and/or return to the previous station if the transport was dangerously done. Teams receiving 3 or more violations get a road-block, requiring each member to do 5 push-ups before continuing. Transport techniques can include: blanket drag, human crutch, two-handed chair, four-handed chair, chair, legs & arms.

### Variation

- Allow teams to choose the order of how to complete all the stations, with a maximum of 2 teams at any given station, at a time. Teams might have to wait till a station is free.
- With advanced groups, as long as proper precautions are taken including teamwork support, can include carries such as: piggy back, in the arms, fireman carry.

## **Trekky Transporter (Cont'd)**

### **Evaluation**

- Rubric/Check-list for teacher, peer and self evaluation. On poster and the Health Inspector clip boards

### **THINK SAFETY FIRST    BEND YOUR KNEES WHEN LIFTING**

#### Lift

- ✓ Bring person as close to you as possible before lifting
- ✓ Lift with legs, not your back
- ✓ Keep your head up, your back straight and bend at the hips

#### Move

- ✓ Keep person close to body
- ✓ Look where you are going
- ✓ Shift feet to turn, don't twist your body

#### Set Down

- ✓ Let leg muscles carry person down
- ✓ Make sure your fingers and toes are clear
- ✓ Lower slowly protecting the person's head and injury

### **ONLY MOVE INJURED PERSONS WHEN**

- ✓ They are in further immediate danger
- ✓ When it is impossible to give First Aid & check vital signs in the position they are
- ✓ When person is too far from Emergency Medical Services access

## **Baby Back Ache**

### **Goal/Opening Discussion**

- What is Posture? (**How you hold your body when you are standing and sitting**)
- Is healthy posture important? (**Yes, prevents back, shoulder and neck aches**)
- How do you hold a proper posture when standing and sitting? (**See Below**)

### **Standing**

- Holding your head up and chin in
- Put your shoulders back
- Keep your chest forward
- Keep your knees straight
- Take a deep breath and relax your shoulders

### **Sitting**

- Put your back against the backrest of the chair
- Your knees should make a right angle
- Feet flat on floor
- Don't cross your legs

### **Equipment**

- Paper and pencils
- One cone for every two individuals
- Five hula hoops (1. Healthy sitting 2. Healthy standing 3. Unhealthy sitting 4. Unhealthy standing. 5. One hula hoop in the center of the gym)

### **Activity**

Students draw four items: 1. Healthy posture sitting 2. Poor posture sitting 3. Healthy posture standing 4. Poor posture standing.

There will be a hula hoop in the center of the gym where all the posture items will be placed. In addition, there are four hula hoops spread around the gymnasium (1. Healthy sitting 2. Healthy standing 3. Unhealthy sitting 4. Unhealthy standing) where each posture item will be placed.

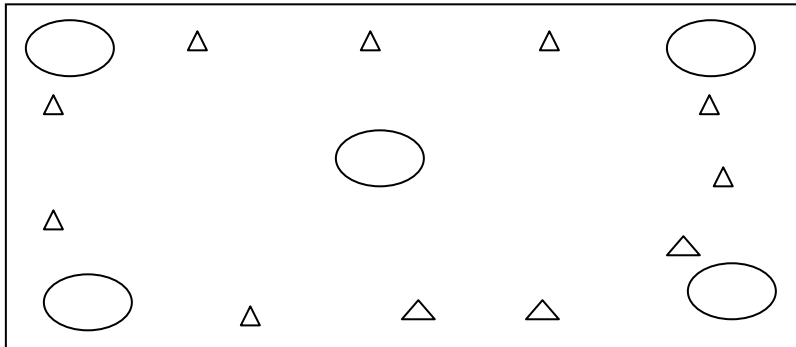
With a partner, take a cone and place it around the perimeter of the gym and sit behind it. Only one student is allowed to stand up and play at a time while the other student waits for his turn.

Students take one item from the central hula hoop and must place the item in the correct hula hoop. When the student has finished placing the item, he sits behind his cone and then his partner is allowed to go.

One tagger will protect the central hula hoop. If a student gets touched by a tagger he must return to his respective cone and his partner will then attempt to get an item from the central hula hoop area. If a student has successfully taken an item from the central hula hoop and gets touched by a tagger

### **Baby Back Ache (Cont'd)**

when attempting to place it in the correct hula hoop, he must return the item to the central hula hoop and then return to his cone. If the student successfully places the item inside the correct hula hoop, then he returns to his cone by walking around the perimeter of the gym.



#### **Variation**

- Add two taggers to protect the central hula hoop
- Add taggers in the play area

#### **Evaluation/Closing Discussion**

- How do we improve posture? (**Stretching, standing healthy & sitting healthy**)
- What kind of stretches can we do? (**The Mountain, Spinal extension, Plank, Hamstring seated, Hamstring floor, Chest, Cat, Child's pose, Low back twist etc.**)

## Fitness Dodge Ball

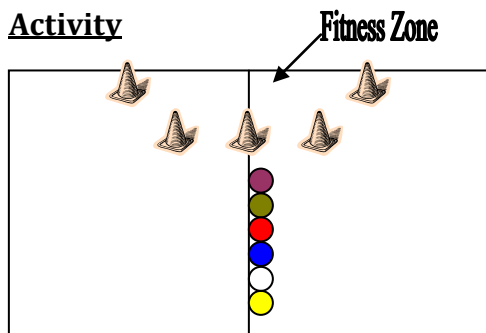
### Goal / Opening Discussion

- Identify and perform fitness exercises.
  - Show an exercise that works your muscle strength? (**Push up, sit up, etc.**)
  - What muscle are you using? (**Arms, legs, abdominals**)

### Equipment

- White board with markers
- Benches
- 6 Soft balls of different colors
- Cones

### Activity



Gym is separated in half and has a designated Fitness Zone marked by cones. Before the game, students must decide (with the teacher) what exercises you must do in the Fitness Zone if you are touched by a ball. Each color ball represents a different exercise. (Example: Blue = 5 push up, Green = 5 Dips, Yellow = 5 Burpees, etc). Make one color, a “student’s choice” (if hit by that ball, each student chooses their own exercise). Write the exercises with their matching colors on the white board and leave it in the Fitness Zone. Start game with balls on centerline and students touching the wall of their zone. The ball can be thrown, not kicked, and students cannot cross the middle line when throwing. If a student gets touched by a ball (any body part except the head), she/he must execute the exercise that matches the color of the ball in the Fitness Zone. When the exercise is completed, student can come back in the game. A ball can be used as a shield.

### Variations

- Put more balls.
- Vary the exercises (squat, sit up, lunge)

### Closing discussion / Evaluation

- Show an exercise that works your muscle strength? (Push up, sit up, etc.)
- What muscle are you using? (Arms, legs, abdominals)

## **Huff Puff Challenge**

### **Goal/Opening Discussion**

- Reinforce the concepts of self Fitness Evaluation, with a choice of running or skipping for 2-5 minutes, as well as, setting target Goals for future runs or skips.
- How much can I run or skip non-stop?
- What will affect my target goals for my next run or skip?

### **Equipment**

- 10 cones minimum
- Skipping ropes per # of skippers
- Large timer/clock
- 1 Huff Puff Challenge worksheet or Health Journal, per student

### **Activity**

Students must chose to either run or skip for the entire Huff Puff Challenge. Designate the running oval on the perimeter of the gym with cones. For safety, runners should stagger their start positions, as well, passing of slower runners should be done on the outside, giving 1 stride before cutting in. Skippers should find an open space on the inside of the running oval. On the Pre-test day all students should be encouraged to run or skip non-stop for the minimum 2 minutes, keeping track of their results. Students should fill in their results and reflections. Before completing their target goals for the next day, the teacher should discuss and assist students, by suggesting different possible scenarios, given their personal results and reflections, e.g. increasing their Time and/or possible Result. Each subsequent day, students should be encouraged to challenge themselves in some way and still set realistic obtainable goals for the future.

### **Variation**

- Give the students other aerobic choices given the equipment and space available. Have students check and write down, their Resting and Active Heart Rates.

### **Evaluation**

Self and teacher evaluation (See Appendix 2)

## Posture Up

### Goal/Opening Discussion

- What is Posture? (**How you hold your body when you are standing and sitting**)
- Poor posture will lead to: **1) Back aches 2) Shoulder aches 3) Neck aches**
- How do you hold a proper posture when standing up and sitting down? (Below)

### **Standing up**

- Holding your head up and chin in
- Keep your shoulders back
- Keep your chest forward
- Keep your knees straight
- Take a deep breath and relax your shoulders

### **Sitting Down**

- Put your back against the backrest of the chair
- Your knees should make a right angle
- Feet flat on floor
- Don't cross your legs

### Equipment

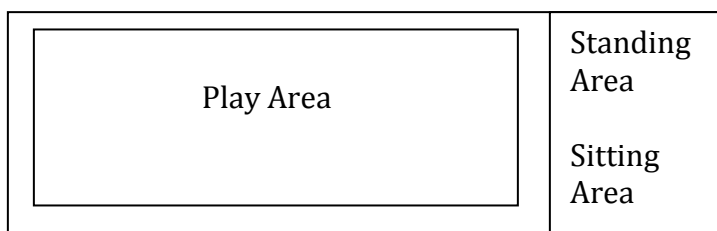
- 3 red and green pinnies (Depending on group size)
- Index cards of pictures from images (Below)
- Posters with pictures of poor and proper posture

### Activity

3 participants: Poor Posture Sitting (Red pinnie), Poor Posture Standing (Green Pinnie) & Healthy Students

If a Healthy Student gets touched by Poor Posture Sitting (Red pinnie), he needs to sit in designated area using good posture sitting for 5 seconds. Then he can join the game.

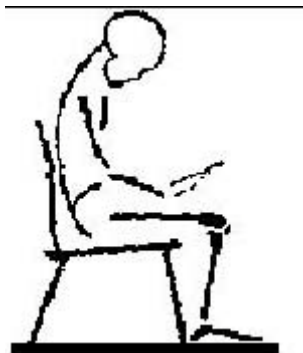
If a Healthy Student gets touched by Poor Posture Standing (Green pinnie), he needs to stand up using good posture standing for 5 seconds. Then he can join the game.





### Posture Up (Cont'd)

**Pictures-** If the picture shown is poor posture, raise right hand. If the picture shown is healthy posture, raise left hand.



## **Posture Up (Cont'd)**

### **Variation**

- When the Healthy Students get touched, the Healthy Students go to a designated area and must perform a stretch (To improve posture) in order to return to the game.

### **Evaluation/Closing Discussion**

- Why is it important to have healthy posture? (**To prevent back, shoulder and neck aches**)
- How do you have healthy posture when sitting down?
- When do we sit down with poor posture? (**Computer, reading, eating, school work**)
- How do you have healthy posture when standing up?
- When do we stand up with poor posture? (**Waiting in line, playing sports**)

## Statue Tag



### Goal/Opening Discussion

- Introduce the concept of a Warm-Up.
  - Why is it important to Warm-Up before physical activity? (**helps prevent injuries, raises the temperature of the body, prepares the body for the rest of the workout**)
  - What intensity and how long should a Warm-Up be? (**slow movements for 5-10 minutes**)
  - Name some Warm-Up examples? (**Slow jogging in place, slow jumping jacks.**)
- Introduce the concept of a Cool-Down and Cool-Down Stretch.
- Why is it important to Cool-Down? (**allows the body to slow down or recover from the fitness activity, helps prevent injury and muscle soreness**)
- Why should we Cool-Down Stretch? (**to improve flexibility**)
- How long should you hold a stretch? (**for 10 or more seconds, count out loud: 1 Mississippi, 2 Mississippi.... to 10 Mississippi**)

### Equipment

- Three different colored pinnies
- Three similar colored flags or pinnies (to identify the different stretch stations)
- Three large cones
- Three different pictures and descriptions of stretches

### Activity

A demonstration and explanation of each stretch should be carried out prior to the start of the activity. A tag game with three taggers, identified with different colored pinnies. Once tagged, a player must report to the identified stretch station. They must look at the picture and read the instructions before completing the stretch slowly for ten seconds. Then they can return to the game. A tagger can only tag the same player a maximum of two times.

## Stretch Search

### Goal/Opening Discussion

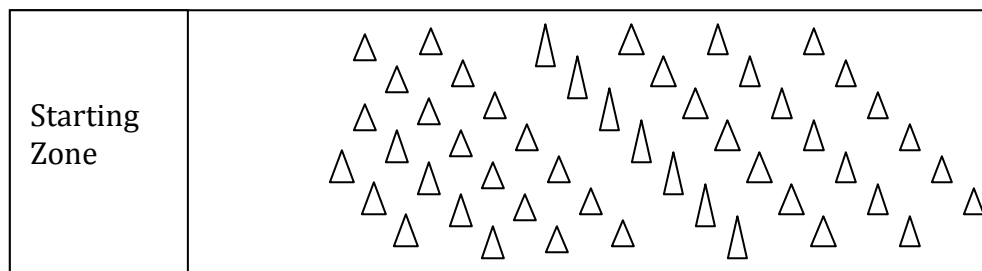
- Is stretching important? **(Yes)**
- Why? **(Stretching increases the range and ease of motion of a muscle, prevents and relieves muscle soreness)**
- How long should we hold a stretch? **(10 seconds)**

### Equipment

- Index cards with pictures of various stretches: (Upper leg, lower leg, Chest, Shoulder, lower back and arm stretches. Note: one picture of a stretch per index card.
- Enough cones to put all index cards underneath

### Activity

Students will make groups of three and will sit together in the starting area. Cones will be scattered in the playing area and underneath each cone there will be an index card with a stretch item. One student per group will walk to a cone, turn over the cone, look at the stretch item underneath the cone, walk back to their group and do the stretch with their group. Each student is only allowed to look at one cone. Some cones will not have any stretches underneath.



### Variation

- Pass a ball with your partners and turn over a cone after a certain number of complete passes.
- Use a badminton racquet and a birdie. After 3 underhand swings the closest cone to the birdie will be the cone that you will turn over.

### Evaluation/Closing Discussion

- Why is stretching important? **(Stretching increases the range and ease of motion of a muscle, prevents and relieves muscle soreness).**
- What happens if we hold our stretch for less than 10 seconds? **(Range and ease of motion of a muscle will be increased less than if stretching took place for at least 10 seconds).**

## Stretch Tag

### Goal/Opening Discussion

- Why is being flexible important? (**Increase our range of motion, prevent injuries, etc.**)
- What are 3 important things to remember when you stretch? (**1. How long you stretch 2. Form/technique of stretching 3. Every student has their own space**)
- What is your favorite stretch?

### Equipment

- Pinnies (Red, yellow and green)
- Three posters: 1. Red poster (Lower Body stretches) 2. Yellow poster (Back stretches) 3. Green posters (Arms and shoulder stretches)
- Flash cards with stretches (Lower body, back, arms and shoulders)

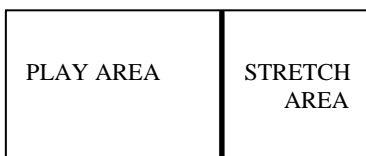
### Activity

4 participants: 1.Red pinnies (Lower body) 2. Yellow pinnies (Back) 3. Green pinnies (Arms and shoulders) 4. Healthy Students

All the Healthy Students will be in the Play Area. If a Healthy Student gets touched by any student wearing a pinnie the student must go to the Stretch Area, look at the poster of which stretch touched the student and perform the stretch. Each poster will have a list of stretches. For example, if a green pinnie touches a Healthy Student, the student must look at the poster of stretches for arms and shoulders, stretch then continue playing the game.

### Variation

- Students choose their own body stretch according to the stretch that touched them. (On the poster)
- All taggers are equal and hand out flash cards when tagging students.
- Students go to a deck of flash cards and choose their own stretch (All taggers being equal).



### Evaluation/Closing Discussion

- Why is being flexible important?
- What are three important things to remember when you stretch?
- What is your favorite stretch?

## Stretch Zones

### Goal / Opening Discussion

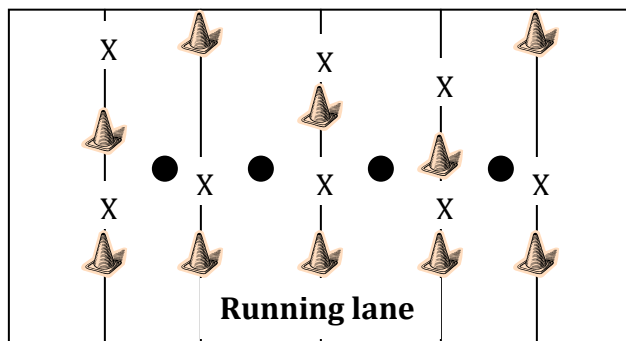
- Understand the importance of stretching.
  - Why do we stretch? **(Be more flexible)**
  - Do you know some stretching poses? **(arms, legs, neck, etc)**
  - How long should you hold a stretching pose? **(at least 10 seconds)**
  - What is a Mississippi? **(way to count seconds properly)**

Grade 6: Review + Can you identify which muscle you are stretching?

### Equipment

- Stretching cue cards
- Cones
- Red pinnies

### Activity



Select 6 to 9 taggers (red pinnies) depending on the number of students and assign them a line. The taggers have to stay between the cones on their line. The rest of the students try to cross each line without getting touched. After crossing a line, they must perform the stretch (hold 10 seconds) on the flash card to continue to the next zone. If they get touched they have to redo the stretch and try again. After crossing all the Stretch Zones, the students receive a clothespin to clip on their t-shirt. Students use the running lane to go back to the start and try again. Student with the most clothespins at the end of game is the stretching champion.

### Variations

- Put two stretches per zone
- Put more than one flash card per zone to choose from.
- Ask the students to stretch for a specific muscle or body part per zone.

### Closing discussion / Evaluation

- Why is it important to stretch?
- How long should you hold a stretch for?
- What is your favorite stretch?

Grade 6: Review + Can you show me a stretch for the arm, leg, back muscle?

## Stretching Dragons

### Goal/Opening Discussion

- What does the word ‘stretching’ mean?
- Does anybody know any stretches?
- Why is stretching good for us? (**Makes us flexible, makes our muscles move easier, does not make our muscles hurt**)

### Equipment

- Images of lower and upper body stretches (10 of each)
- Three to Four mats

### Activity

Have two stations with images of lower body stretches and upper body stretches. Each student will wear a tail and is attempting to pull out every other student’s tail. When a tail is pulled out, the student must go to a stretch zone and wait for a partner to join him. When a partner joins him, both students stretch together for fifteen seconds (alphabets) and then both students can put their tails back and continue playing.

Next time the student gets his or her tail pulled out, the student goes to the other station and waits there until another student joins him. Partners will choose the stretch together. After the stretch is performed both students can put their tails back and continue playing.



### Variation

- Have designated taggers to pull out tails.
- Students walk while balancing a bean bag on any part of their body (Head, shoulders, hand, etc.) If the bean bag falls to the ground, the student must pick up his bean bag and go to the stretch zone. After the stretch is performed the student can continue playing.

### Evaluation/Closing Discussion

- How does stretching make you feel?
- Do you think you can stretch at home with your family? When?
- What stretches are you good at?
- What stretches do you need to get better at?

## What Is Your Target Your Heart Rate?

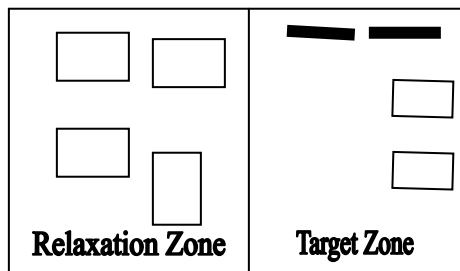
### Goal / Opening Discussion

- Understand Heart Rate and know how to find it?
- Understand what is the Heart Rate Target Zone?
- What is your Heart Rate? (Number of heart beat per minute)
- How do you take your pulse? (2 fingers on wrist or neck)
- Why do you need to pace yourself? (Last longer, keep energy)

### Equipment

- Yoga poses (Flash cards or poster)
- Mats, Benches
- Skipping ropes
- Target Heart Rate Zone Sheet / poster (see Appendix)

### Activity



Gym is separated into two zones, Relaxation Zone and Target Heart Rate Zone. Half of the group starts in the Relaxation Zone where they have a choice of stretching, yoga poses or just relaxing. The other students start in the Target Heart Rate Zone where they have the choice of skipping, burpees, jumping jacks, steps on bench (i.e. activity that will get there heart pumping). At the end of 4 minutes, all students must take their pulse and then switch to the other zone. Three periods of 4 minutes.

### Variations

- Increase or decrease the time in the Target Zone.
- Vary cardiovascular exercises.

### Closing discussion / Evaluation

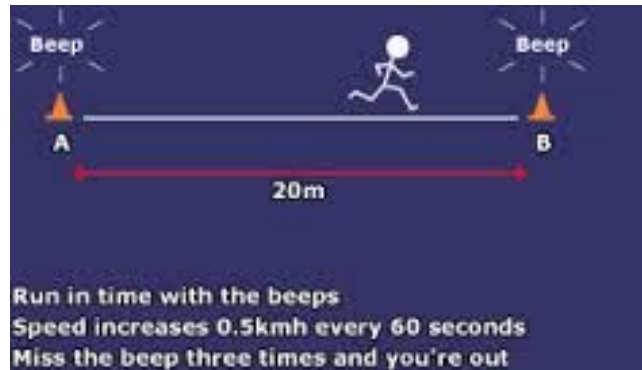
- What is a Heart Rate Target Zone?
- Why do you need to reach and stay in your Heart Rate Target Zone? (Exercises your heart).



**What Is Your Target Heart Rate Zone?****HEART RATE ZONES**

		TARGET ZONES			
		EFFORT	EFFORT	EFFORT	EFFORT
Age	Max Heart Rate	below 65% of Max HR	65 - 75% of Max HR	76 - 85% of Max HR	86 - 95% of Max HR
7	213	142	143 - 163	165 - 183	185 - 203
8	212	141	142 - 162	164 - 182	184 - 202
9	211	140	141 - 161	163 - 181	183 - 201
10	210	139	140 - 160	162 - 180	182 - 200
11	209	138	139 - 159	161 - 179	181 - 199
12	208	137	138 - 158	160 - 178	180 - 198
13	207	136	137 - 157	159 - 177	179 - 197
14	206	135	136 - 156	158 - 176	178 - 196
15	205	134	135 - 155	157 - 175	177 - 195
16	204	133	134 - 154	156 - 174	176 - 194
17	203	132	133 - 153	155 - 173	175 - 193
18	202	131	132 - 152	154 - 172	174 - 192
19	201	130	131 - 151	153 - 171	173 - 191
20	200	129	130 - 150	152 - 170	172 - 190
		Minimal Intensity	Moderate Intensity	Vigorous Intensity	Maximum Intensity

## The BEEP Test Activity for Grades 5-6



### Goal/Opening Discussion

Physiology: Students can explain in his/her own words how to pace oneself depending on the physical activity, the importance of cardiovascular exercise, and the importance of measuring one's heart rate before, during and after physical activity. Students should already be able to understand what level of intensity means and should be able to measure his/her heart rate at the wrist (radial artery) or neck (carotid artery) or using a heart rate monitor.

- First determine the student's level of understanding of intensity and of how to measure his/her heart rate at the wrist (radial artery) or neck (carotid artery) or using a heart rate monitor.
  - Is this a 'cardio' activity or a muscular exercise? (**Cardio**)
  - What would be an example of a muscular strength exercise? (**Abdominal crunch**)
  - This test measures your cardiovascular fitness, which is one of the more important components of fitness. What does cardiovascular refer to? (**The heart, blood and blood vessels**) Why is this important? (**Without your heart to pump blood, you would die**)
  - What does Heart Rate tell us? (**How fast our heart is beating**). How do you measure this? (**You put your middle and index finger on your on your wrist (radial artery) or on your neck (carotid artery). Once you find your pulse, count how many beats in 20 seconds, and multiply this number by 3.**)
- This activity will enable students to answer the following questions:
  - Why should you measure your heart rate? (**It allows you to see how hard you are working (intensity)**)
  - How can you improve your cardiovascular fitness? (**By doing exercises that make your heart and lungs to work harder, such as jogging, cycling, swimming, cross country skiing and playing soccer.**)

### Equipment

- Cones (4-10), the Beep Test CD or access to the online version, a sound system

### Activity

**Beep Test, also known as the Leger test or the PACER (Progressive Aerobic Cardiovascular Endurance Run) test.**

### **The BEEP Test (Cont'd)**

- It is a progressive aerobic cardiovascular endurance test created by Luc Leger at the University of Montreal in 1983.
- Students run as long as possible back and forth across a 20 meter space.
- The pace is set by the CD provided to you by your PEH consultant. For an online version of the pacer test audio (in English), go to: <http://www.youtube.com/watch?v=j5VVrOPlaw4>
- The pace gets faster each minute.
- To score, count each lap completed. A lap is considered one 20-meter distance.
- Students **MUST** stop when they cannot keep up to the beats any longer, that is, do not reach the line by the beep.
- **Students should learn to take their heart rate after the exercise as well as before**
- <http://www.youtube.com/watch?v=lroAhVO83iI>

### **Closing Discussion**

- Why should you measure your heart rate?
- Are you pleased with your performance?
- How can you improve your cardiovascular fitness?

### **Evaluation**

- For Evaluation OF Learning tools and for the rubric for this activity refer to the Cardiovascular Endurance Challenge AND the Action Plan for Gr. 5 and 6. (Appendix 2)

## The Bone Collector

### Goal/Opening Discussion

- Why do we have bones? (**Bones make us stand up and walk, pass a soccer ball, throw a football**)
- Do bones protect us? (**Yes, the skull protects our brain and our ribs and chest protect our heart and lungs**)
- What would our body look like if we didn't have any bones? (**We would be a puddle of skin full of jelly**)

### Equipment

- Bone list: 1. Ribs 2. Skull 3. Lower Leg 4. Upper Leg 5. Fingers 6. Back Bone 7. Upper Arm 8. Lower Arm 9. Foot (1/3 of the class)
- Hula hoop (1/3 of the class)
- Balls (1/3 of the class)
- 1 paper per group

### Activity

Students will form groups of 3, receive a ball and sit behind a hula hoop. Students travel across the gym passing a ball. On one end of the gym, students will sit at their hula hoops. On the other end of the gym the bone list labels will be scattered. The ball cannot touch the ground on the way to the labels if the ball does touch the ground the group must restart from where the last pass was made. After each group takes their label, the group must walk back to their hula hoop, place their label in their hula hoops and restart till they collect all 9 labels.

Once all the labels are picked up the teacher can explain where each bone is located on the body. After the teacher explains where each bone is located on the body, 1 student from each group will lie on the ground, while the other 2 students get to place the labels on the individual on the ground.

### Variation

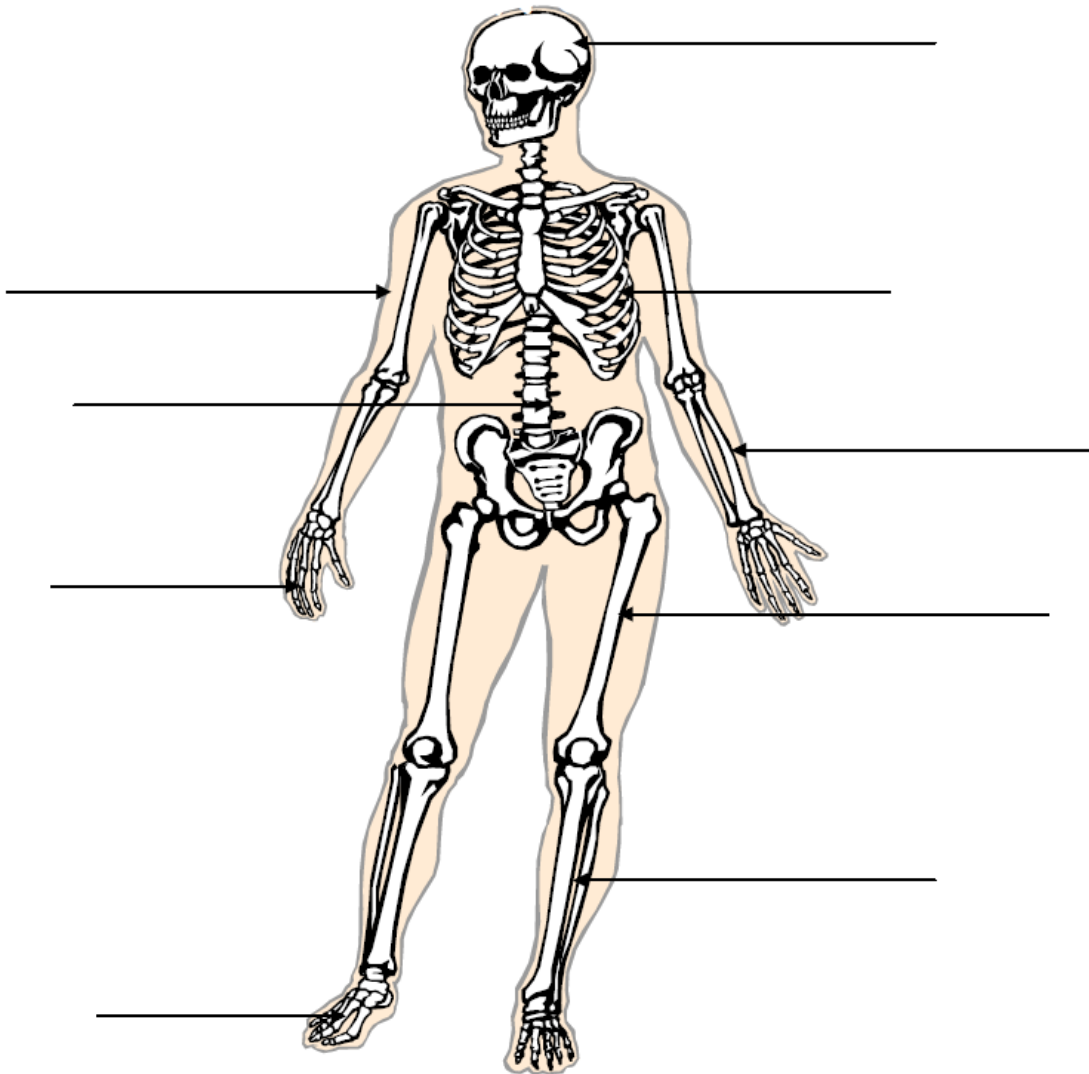
- Have catchers in the middle. The catchers need to try and intercept or knock down the balls on the ground. If the ball is knocked down, the ball will restart from where the last pass was completed. When all the labels are picked up, 1 student from each group will lie on the ground, while the other 2 students get to place the labels on the individual on the ground.

### Evaluation/Closing Discussion

- Why is it important to protect and keep our bones strong? (**We can continue to play games with our friends**)
- How do we keep our bones healthy? (**Eating and drinking dairy products, wearing a helmet when we bike ride & exercise**)

### The Bone Collector (Cont'd)

Have students write down the name of the bone in the appropriate space

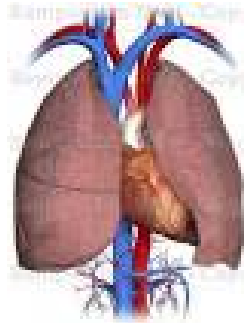


- 1. Ribs
- 2. Skull
- 3. Lower Leg

- 4. Upper Leg
- 5. Fingers
- 6. Back bone

- 7. Upper arm
- 8. Lower arm
- 9. Foot

## The Breath Trek



### Goal/Opening Discussion

Physiology: Students can explain in his/her own words the main function of the cardiovascular and respiratory system during physical activity.

- First determine the student's level of understanding of the respiratory system.
  - **What happens when we breathe?** (We inhale air through our mouth and nose and our lungs fill up with air. The air is filled with oxygen. All the cells in the body need oxygen every minute of the day.)
  - **Where does the air go?** (The air heads down your trachea, or windpipe, and then goes through the little branches in your lungs called the bronchi and the bronchioles and ends up in the alveoli.)
  - **How does the oxygen get to the muscles?** (The alveoli let the oxygen from the air pass into our blood. The oxygen enters the blood through tiny capillaries and attaches to the red blood cells. This is how the oxygen travels through the blood vessels to the heart. The heart then pumps the oxygenated (filled with oxygen) blood out to all the cells in the body, including the muscles.)
  - **How does the waste return to the lungs?** (Once your cells use all the oxygen, the blood is now non-oxygenated. Your blood carries carbon dioxide and other waste back through the blood vessels, through the capillaries and into the lungs. The air containing the carbon dioxide passes through the alveoli then travels along the bronchioles and the bronchi, out the trachea, and finally out you breathe it out through your mouth and nose.)
- This activity will enable students to explore the following:
  - **How does the cardio-respiratory system work?**
  - **What pathway do the air and blood take as they move through the body?**

### Equipment

- Hoops; red (2), blue (4) yellow (3) green (3), box or pommel horse(s), cylinders (2), benches (4), scooters (4), mats (5), beanbags; red (4), blue (4), jumping balls (2).

### Activity

You have 2 identical routes set up. Divide the class into 2 teams. Half of each team starts at the head (Team 1 at the mouth or Team 2 at the nose). The other half of each team starts at their respective lungs (sitting next to their lung mat).

Explain the game "Breath Trek" and explain the path the air takes. Verify that teams know the role they play and what job they do in this game. Play the game once then rotate the teams and ask the questions again.

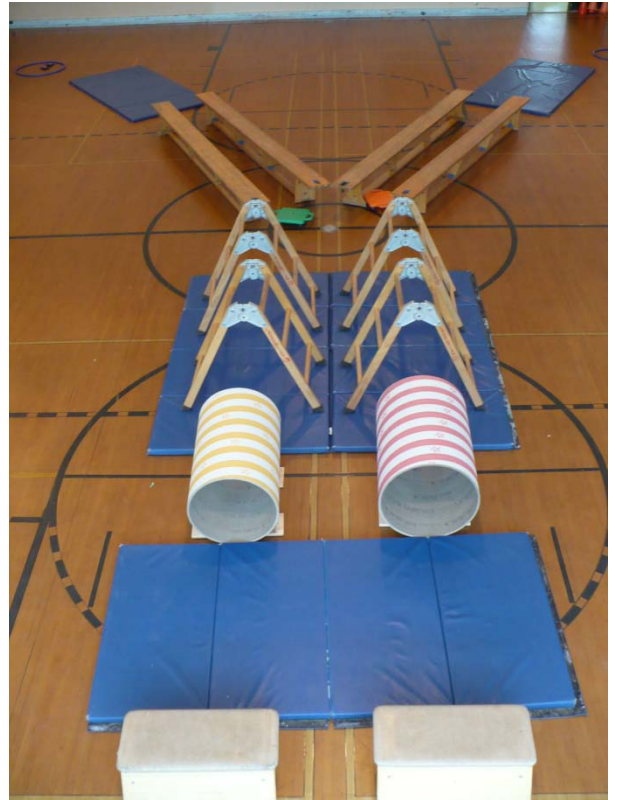
The game starts at the mouth and nose. These are the two places where air can enter and exit.

Begin by taking a red beanbag. You move down the pharynx (jump through the 3 hoops with your feet together) and past the larynx (jump over a box or pommel horse).

Now travel down the trachea (travel through the cylinders) to the bronchial tubes (sit on the scooter, place your hands on the bench on either side of you, and pull yourself along).

### **The Breath Trek (cont'd)**

- The bronchial tubes then lead to the bronchiole (do 2 front rolls on the mats) and to the alveoli, where an exchange with the blood will take place. Another player is already in place (sitting beside the mat) to make the exchange of oxygen (red beanbag) with carbon dioxide (blue beanbag).
- This new player takes the oxygen (red beanbag) received and moves through the heart (jump 2 times on the jumping ball) then travels throughout the body to distribute the oxygen to the rest of the body (take a scooter and cross the gym). Place the red beanbag into the red hoop (near the head), then take a blue beanbag from the blue hoop and return on the scooter, back to the lungs.
- The original player, now with a carbon dioxide (blue beanbag), retraces his steps back through the air passages to expel the carbon dioxide through the mouth or nose.
- A new set of players begins at the mouth (or nose) with a red beanbag. As well, a new set of players make the next exchange at the lungs.
- Take note that half the team follows the path the blood take and the other half moves through the respiratory system.



### **Closing Discussion / Evaluation**

- For this activity, students partner up and explain the respiratory system to each other. At the end, 2 or 3 teams are chosen to explain to the class.



## **The Circulation Game**

Evaluation For Learning: Instructions for teachers

### **Goal/Opening Discussion**

Physiology: Students can explain in his/her own words the main function of the cardiovascular and respiratory system during physical activity.

- First determine the student's level of understanding of the respiratory system.
  - What happens when we breathe?
  - Where does the air go?
  - How does the oxygen get to the muscles?
  - What is the role of the heart?
- This activity will enable students to answer the following questions:
  - How does the cardio-respiratory system work?
  - What pathway do the air and blood take as they move through the body?

### **Equipment**

- Sheets of paper (5 white, 5 colored) cut into 32 tickets.
- Signs (4) numbered 1 to 4
- In the classroom:
  - Desks (4) for the Head, Heart, Lungs and Stomach stations
  - Chairs (4) for Feet and Hands
- In the gymnasium:
  - Mats (4) for the Head, Heart, Lungs and Stomach stations
  - Mats (4) for Feet and Hands
- **Oxygen**: The white tickets represent the oxygen. Place these in a box at the Lung station (desk or mat). Two (2) students play the role of oxygen dispenser.
- **The Heart**: Chairs (4) numbered 1 to 4 represent the 4 cubicles of the Heart (refer to Game set up). There is one engineer needed at each chair to pump the blood. Four (4) students play the role of engineer.
- **Fuel**: The colored sheets of paper represent the fuel (food). Place these in a box at the Stomach station (desk or mat). Two (2) students play the role of fuel dispenser.
- **The Hands, Feet, and Head**: Five (5) students play the role of ticket collector, one at each chair or mat for the hands and feet.
- **Blood droplets**: The rest of the class plays the role of blood droplets.
- The box or pommel horse, cylinders (1-2), scooters (2), mats (1+1), red beanbags (5), blue beanbags (5), jumping ball.



## The Circulation Game (Cont'd)

### Here is how to set up and play the Circulation Game

**WHAT YOU'LL NEED**

- 10 sheets of scrap paper (5 white, 5 in assorted colours)
- Get student volunteers to cut each sheets into 32 tickets
- 4 signs numbered 1-4 to pin to shirt fronts of engineers

**WHERE TO PLAY THE GAME**

Your classroom is likely ideal even though there may not be much room between desks. If kids have to wiggle in order to circulate, the model becomes all the more realistic.

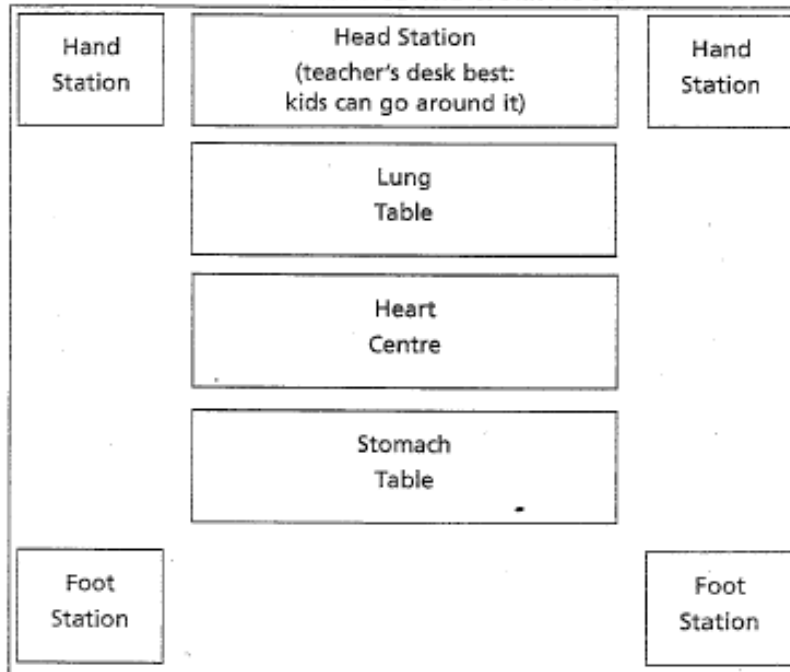
**WHO WILL PLAY THE PARTS?**

Most kids will play blood drops, but first, choose:

- 5 "ticket collectors" (see roles column below)
- 4 heart muscle engineers for the heart centre.
- 2 fuel dispensers for the stomach table
- 2 oxygen dispensers for the lung table
- everyone else is a red blood drop

**HOW TO ARRANGE THE WORK ROOM**

Set up your classroom or other work space to represent a "pretend body." Only those parts that relate directly to the circulatory game are included here as the focus is on circulation



**ROLES FOR STUDENTS**

- 1 ticket collector at each hand, foot and head station
- 2 oxygen dispensers for lung table
- 4 engineers for centre (see below for set-up)
- 2 fuel dispensers for stomach table

What you need	What to do
4 chairs (with backs, without arms) 4 chair engineers wearing numbers	Arrange engineers and chairs to form 2 publics facing left, 2 facing right, with a wall between them
◀ = chair (stands for heart cubicle) # = engineer (stands for heart muscle)	3) # # ◀1 4) # # ◀2 Numbered engineers line up side to side and back to back, with hands resting on chair backs; chair seats facing out

**READY FOR A TRIAL RUN?**

Get the "staff" on duty and in position. Ask for a volunteer to demonstrate what the blood drops will be doing. The rest of the drops should stand aside.

- Go to the lung table. Pick up 5 white tickets.
- Go to heart centre. Sit in chair 1 until.
- Engineer 1 taps your shoulder. Slide into chair 2.
- Engineer 2 taps your shoulder. Bounce up. You've just been pumped!

- Jog to stomach. Pick up 5 coloured tickets from clerk.
- Jog away from stomach to nearest hand station. Give collector 2 tickets: 1 white; 1 multicoloured.
- Jog to nearest foot station. Give collector 2 tickets.
- Jog to next foot station. Give away 2 more tickets.
- Walk to next hand station. Give away 2 tickets.
- Walk slowly to head. Give away rest of tickets.
- Walk very slowly back to lung table.

## Find My Muscles

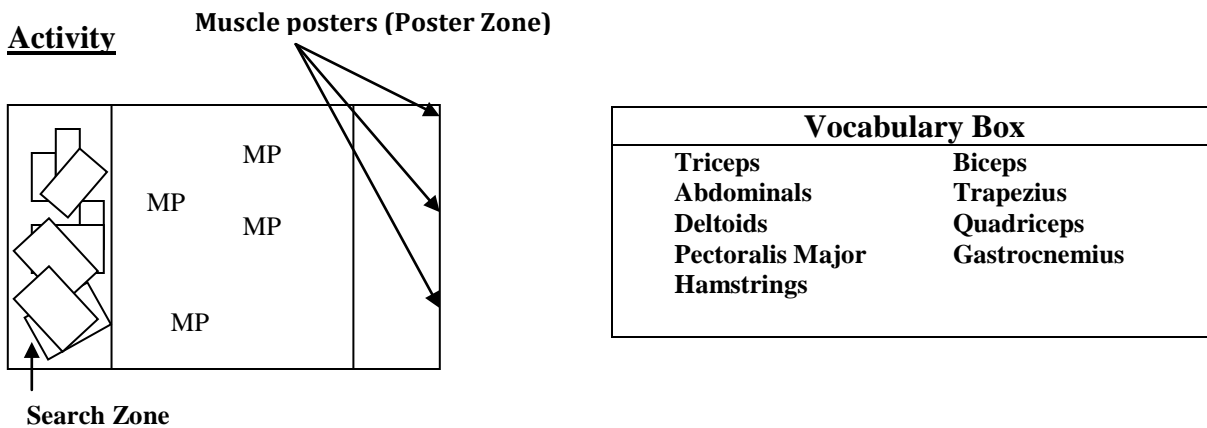
### Goal / Opening Discussion

- Identify different muscles (Biceps, Deltoids, Triceps)
- What causes muscle pain when you exercise? (Overuse, micro trauma to muscle fibers)

### Equipment

- 3 Muscle posters of different colors
- Velcro words identifying the muscles (color matching poster)
- Mats and pinnies

### Activity



Gym is separated into three zones: Search Zone, Muscle Pain Zone and Muscle Poster Zone. Have 4 to 5 Taggers (Muscle Pain) and separate the rest of the students into three teams. Each team is assigned a muscle poster with a specific color. One player at a time, each team must go through the Muscle Pain Zone and get to the Search Zone without being tagged. If they reach the Search Zone, they must find ONE matching color muscle word to bring back. Students must then cross back to the Poster Zone without being tagged and place the Muscle Word on the Muscle Poster. Then another player can go. If students get tagged, they must return to Poster Zone and another player from their team can go. If students get tagged with a word in hand, they must bring the word back in the Search Zone and go back to Poster Zone to allow next player to go. Team must retrieve all Muscle Words and place them in the correct spots to win.

### Variations

- Remove the taggers (Muscle Pain) to introduce the game.
- Have more than one Velcro word of the same muscle for each team color.
- Have specific roles for each player in the team. (Muscle Experts that stay with poster, Runners that cross from zone to zone and Scavengers that find the muscle words).

### Closing discussion / Evaluation

\*Muscles of the Body activity sheet can be found in Appendix 2.

- Show me your biceps, triceps, etc.?
- What causes muscle pain when you exercise? (Overuse, micro trauma of muscle fibers)

## Indiana Bones



### Goal/Opening Discussion

- Introduce and reinforce a basic understanding of the human skeleton. The importance of bone structure. Be able to identify the correct position and name of all the main bones of the body.
  - Why are bones important?
  - How many bones do we have in the body? Why so many?
  - How do they fit together?
  - What are the main bones of the body?

### Equipment

- Six different colored plastic or cardboard skeletons, sectioned at the joints. Halloween is a good time to buy them
- Six different colored lists of all the main bone names
- Six different colored sets of individually cut bone names (for advanced grades)
- Six different colored name tags, for each skeleton
- Six small mats (yoga)
- A variety of benches, cones, mats, hoops, physitubes, vaulting boxes, balance beams etc. to simulate the dig site
- (Optional) music played during the activity found on YouTube, younger grades, Dem Bones Dem Bones Them Dry Bones, older grades, one of the Indiana Jones theme songs. (The Last Crusade is 11 minutes long)

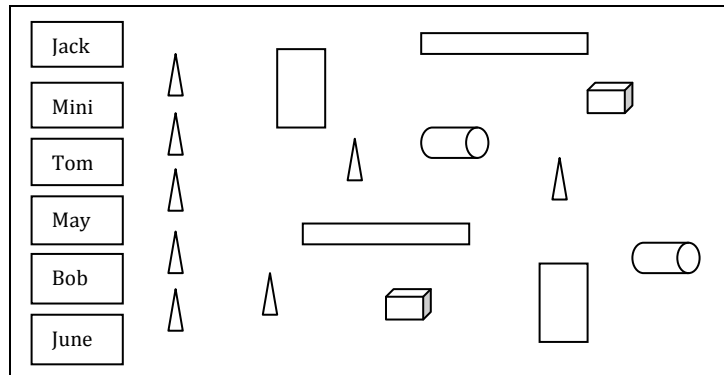
Note: Laminate or coreplast all bones, names, lists, etc. for extended use.

### Activity

At one end of the gym, divide the class into six teams, each team sitting with a mat and a skeleton name with a designated color. All color coded bones, lists and/or individual bones names are randomly scattered throughout the dig site, can also be hidden in and under objects. At the start, each team sends 1 member into the dig site at a time, to retrieve 1 bone, bone list or bone name. Teams must rotate their members going into the dig site. The team members remaining at each mat assemble their skeleton and identify the names of the bones. Players must not disturb the dig site.

### Indiana Bones (Cont'd)

All equipment and bones or names of bones not from their skeleton must, be replaced exactly the way they were found before leaving the dig site. Teams receive points for each correct answer, as well as for the order they finished.

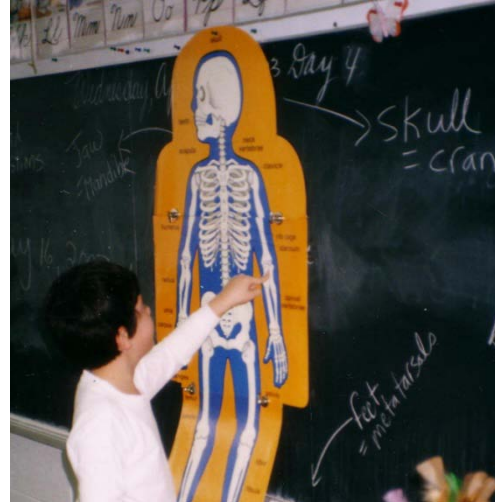


Bone List: skull, clavicle, scapula, ribs, vertebra, pelvis, femur/upper leg bone, tibia, fibula, metatarsals/foot bones, humerus/upper arm, ulna radius, metacarpals/hand bones

### Variation

- Increase the number of specific bone names at the articulation joints, with increasing grade level, e.g. patella/knee cap, phalanges etc.
- Add Bonus points to the game if teams can answer all the discussion questions.
- Add a few 'Tomb Raider Police' to the game, giving 'road- block physical challenges' to team members who disturb the dig site and/or not properly replace bones or names of bones not belonging to their skeleton, E.g. climbing/straddling wall bars, balance beams or benches to get into or out of the dig site, also crawling under or on benches or through physitubes etc.

## Polybones



### Goal/Opening Discussion

- Students can locate the main joints of the body.
- Students are able to locate the large bones (arm, leg, ribs, skull, etc.) and the main joints (elbows, knees, ankles etc.)

### Equipment

- Polybones, poster, or a volunteer student

### Activity

Teacher calls out the name of one bone or joint and then chooses a student to find it on the poster or on a volunteer student. In the case of the Polybones game, students take turns assembling the bones one by one starting with the skull.

### Variation

- In the Polybones game, students must find the correct bone and name it correctly (arm bone, leg bone, etc.)

## **Simon Says**

### **Goal/Opening Discussion**

- Can you show me the main joints in your body (knees, elbows etc?)
- Can you show me the bones (arm, leg, ribs, skull, etc?)

### **Equipment**

- None

### **Activity**

Students are standing in a circle. Teacher calls out “Simon Says touch your knees”. Because teacher has used the words Simon Says, the students should touch their knees. If the teacher calls out “Touch your knees” without using the words, Simon Says, students should NOT move to touch their knees. If they do, they are out.

Use the simple names of all the major bones and joints

Once five students are out, invite them back into the game.

### **Variation**

- Repeat choosing various students to be Simon.

## Wishy Washy

### Goal/Opening Discussion

- When should we wash our hands? (**Before eating, leaving the bathroom, after playing with a pet, sneezing or coughing**)
- Why should we wash our hands? (**Washing your hands is the best way to stop germs from spreading**)
- What are some objects in our house that are full of germs? (**Phone, computer keyboard, remote control**)

### Equipment

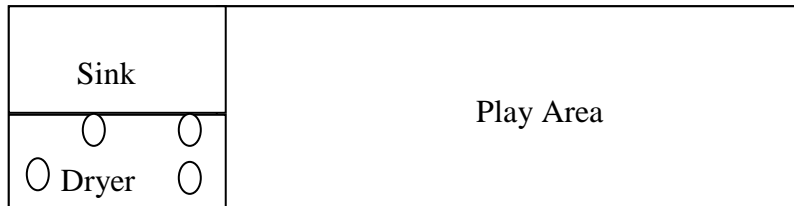
- Pinnies (Yellow, red and blue)
- Hula Hoops

### Activity

Four types of participants: Germs (Yellow pinnie), Soap (Red pinnie), Water (Blue pinnie), Hands (No pinnie). Germs attempt to touch Hands. When Hands are touched by Germs, Hands become frozen. To unfreeze a Hand, 1 Soap and 1 Water must both touch the Hand’s shoulders at the same time.

### Variation

- **Q. How long does it take to wash your hands? (Ask class)**
  - To unfreeze a Hand, 1 Soap and 1 Water must walk with the hand to the sink (designated area). In the sink the Hand must sing the alphabet song to get back in the game.



- **Q. What do you do after you wash your hands? (Ask class)**
  - Add a blow dryer or paper towels in the sink. After the Hand sings the alphabet, the Hand must walk through a hula hoop (blow dryer, or paper towel) to get back in the game.

### Closing Discussion/Evaluation

- What are the 3 steps to washing your hands? (**1. Water & Soap 2. Alphabet song 3. Dry hands**)
- When should we wash our hands?
- Why should we wash our hands?

## **Chilling King Kong**



### **Goal/Opening Discussion**

- Self-calming stress-management activity focusing on breathing, visualization and relaxation. Students are encouraged to practice and adopt a self-calming technique, with the assistance of some visual and verbal cues.

### **Equipment**

- Large calming jungle picture
- Calming jungle sounds and/or music

**Activity** Students silently, are to find their own space in the gym, away from other students and walls. They are to stand in a correct athletic (Gorilla) stance. At first, teacher should demonstrate and give verbal cues. All major joints should be slightly flexed, from the head to the feet. Feet should be parallel and a little wider than their shoulders. Students should be on the balls of their feet and with their shoulders slightly rounded and forward. Arms should be hanging loose at their sides. The students are encouraged to listen to the jungle sounds and look at the large calming jungle picture or visualize their own. They may close their eyes. They should feel grounded to the earth as they wiggle their toes. They should concentrate on slowing down their breathing, breathing in their nose, filling their lungs and belly, as their shoulders roll back almost straight. Breathing out their mouths, shoulders should roll forward as their lungs empty. Continue the activity for 1 minute or longer if necessary.

### **Variation**

- Teacher can reduce and/or eliminate the verbal cues once students are able to self manage their own calming.
- Activity can be used as a cool-down or as a transition or re-focus activity. Students are encouraged to adapt the technique for other self stress management during their day, e.g. sitting at their desk in class during a stressful exam.



## **Hibernating Bears**

### **Goal/Opening Discussion**

- The objective of this activity is for the children to focus on breathing, relaxation and visualization.

### **Equipment**

- Calm, relaxing music is always a great addition.

### **Activity**

The students are asked to find a place on the gym floor away from their friends, lie down on their backs and eyes closed. In a relaxed comfortable position the children are asked to focus on their breathing (breathe in through their nose and breathe out through their mouth).

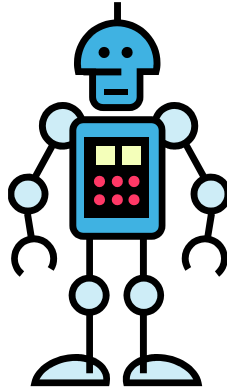
### **Variation**

- With the addition of music, for example, listening to waves washing up on shore, the children can visualize themselves lying down on a beach, falling asleep, listening to the waves etc.
- This is a great cool-down activity and it can be turned into a game by eliminating the children who are seen moving any part of their body. E.g. At the end of class, instruct the students to get into a comfortable position, focusing on their breathing and if they are seen moving, call out their name and they go quietly without interrupting the other students and line up for their homeroom teacher and see which students can remain calm, relaxed without moving, the longest.

### **Closing Discussion**

- This is a useful technique for students who are very anxious and need to find a manner in which they can calm down during very stressful times during their day. E.g. exams, change in routines etc.

## **Robo Yoga**



### **Goal/Opening Discussion**

- Self-calming stress-management activities, focusing on trust and respect. Students are encouraged to explore self-expression and follow non-verbal communication cues.

### **Equipment**

- Calming music that has a good beat

### **Activity**

Students are to find their own space in the gym, away from other students and walls. They are to act as they are fastened to the floor while standing. The students are instructed to act as if they are in a bubble stuck there, checking out levels and balances etc. Once they have had time to explore their own space they are instructed to freeze and mirror the teacher's actions. The teacher's moves should be slow and deliberate, exploring levels, balances, head and eye coordination, subtle movements of the hands, lying down on the floor, rolling etc. Reminder, there should be no talking.

### **Variation**

- Activity can be used as a warm-up or a cool-down, as a transition or re-focus activity.

## Zen Yoga



### Goal/Opening Discussion

- Introduce the concept of physical and mental practice of 5 to 9 basic Yoga poses, uniting body and breathing to create wellness, awareness and stillness within. Reflecting on the various health benefits including stress reduction and improved immune function.
  - What are some of the stresses that you experience?
  - Why is it important to find different ways to manage our stress?
  - Why is stretching and controlled breathing important?
  - How can regular exercise and practicing Yoga help reduce stress?
  - What other health benefits can regular exercise and practicing Yoga have?

### Equipment

- 1 Yoga mat per student or share larger mats
- (Optional) Relaxing, calming music
- (Optional) DVD and/or Internet to illustrate & demonstrate basic Yoga poses
- 5-9 (depending on the grade level), station posters or cards including illustrated Yoga pose, with a word description and the correct breathing involved.

Note: You can make your own but it would be difficult to avoid copyright laws when selecting illustrated pictures. Here are 3 recommended options to buy cards, starting with the best deal:

- The Kids' Yoga Deck by Annie Buckley – deck of 50 cards & games, available at <http://www.chapters.indigo.ca/> \$12.96 CAD
- The ABCs of Yoga for Kids Learning Cards by Teresa Anne Power - deck of 56 cards, available at <http://www.chapters.indigo.ca/> \$15.85 CAD
- Toolbox – Tools for schools by YogaKids - 50 pose cards, available at <http://www.yogakids.com/tools-for-schools/> \$29.99 US+SH

Here are 2 internet sites with good illustrated Yoga poses for children and beginners.

- <http://www.namastekid.com/learn/kids-yoga-poses/> - 39 poses with some videos
- <http://www.fitnessmagazine.com/workout/yoga/poses/> - 11 poses for Yoga Newbies

## **Zen Yoga (Cont'd)**

### **Activity**

Start with some of the Opening Discussion questions. For grade 4 students, present and demonstrate 5 basic Yoga poses. A DVD or the internet could be used. Students then select minimum 3 poses to practice in a station rotation. For the grade 6 students, present 9 basic Yoga poses and have them select minimum 6 to practice in a station rotation.

### **Variation**

- Add poses for advanced groups.
- Students can work in pairs during the rotation to include peer feedback of proper techniques, with checklists.

## Health Hazard

### Goal / Opening Discussion

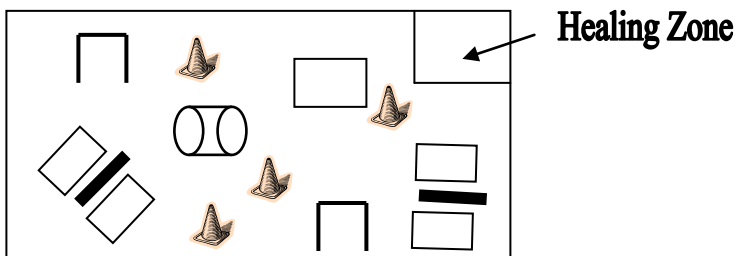
- Recognize and understand consequences of healthy and unhealthy lifestyle habits.
  - What are healthy habits? (**Be active, good night sleep, drink water**)
  - Can you name healthy and unhealthy habits? (**Smoking, exercise, etc.**)

Grade 5: What does sedentary lifestyle mean? (**Not active, irregular physical activity**)

### Equipment

- Blue Mats, Cones, Benches, Hockey nets
- Pinnies
- Fitness flash cards

### Activity



Scatter cones, benches, mats, cylinder and hockey nets in the gym. Make sure there is a marked zone. This will be the Healing Zone where two Healers must remain with Fitness Flash Cards. Have two or three students be the **Couch Potatoes** (Yellow Pinnies). Couch Potatoes have to tag the Humans (No pinnies) but they have restriction as where they can go in the gym. They are so unhealthy that they can't swim (go on the blue mats) or step on the bridges (benches). If a Couch Potatoes tags a Human, the Human has to go see the one of the Healers in the Healing Zone to pick a Fitness Flash Card. The Human must perform the fitness movement demonstrated by the Healer. After couple minutes, switch the taggers.

### Variations

- Add two new taggers, the **Zombies** (Green Pinnies); they are sleep deprived so they can only walk by dragging one foot. Zombies can walk on bridges (benches) but not on water (blue mats).
- Add two new taggers, the **Smokers**. They are so unhealthy that they can only walk but they can swim (blue mats) or go on the bridges (benches).
- Add **Stressed Out People** (Red pinnies) who can touch everybody, even the Couch Potatoes and the Smokers.

### Closing discussion / Evaluation

- What are unhealthy habits for you? (**Eating poorly, being inactive, smoking**)
- Why are they unhealthy habits? (**No energy, less muscle strength, bad for lungs and heart**)

Grade 5: What are some of the effects of a sedentary lifestyle? (**On weight, flexibility, heart, lungs, cardiovascular system, etc.**)



# APPENDIX 2

## Evaluation Resources





Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Breakfast Ratings

Jen, Mike, Lisa & John are at Chez Coco for Breakfast.

1. Rate the nutritional value of each person's breakfast using the following scale.

- |   |           |   |   |   |   |   |
|---|-----------|---|---|---|---|---|
| 5 | excellent |   |   |   |   |   |
| 4 | very good |   |   |   |   |   |
| 3 | good      | 5 | 4 | 3 | 2 | 1 |
| 2 | fair      |   |   |   |   |   |
| 1 | poor      |   |   |   |   |   |



2. Please justify your rating.

JEN	MIKE	LISA	JOHN
White Toast	Pancakes	Oatmeal	Nutella
Scrambled eggs	Maple Syrup	Banana	Waffle
100% orange Juice	Fruit Punch	Milk	Chocolate Milk

Rating _____	Rating _____	Rating _____	Rating _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Who had the most balanced breakfast? \_\_\_\_\_

4. Who had the least balanced breakfast? \_\_\_\_\_

5. Give 2 other examples of balanced breakfasts your friends could have chosen.

_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Canada's Food Guide**

Students must check mark the correct food item to the correct food group.

<b>Food Item</b>	<b>Grain Product</b>	<b>Milk and Alternatives</b>	<b>Meat and Alternatives</b>	<b>Vegetables and Fruits</b>
Oatmeal				
Mango				
Walnuts				
Yogurt				
Broccoli				

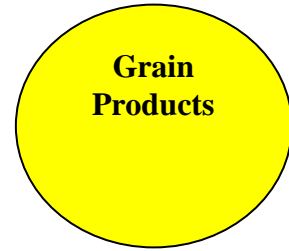
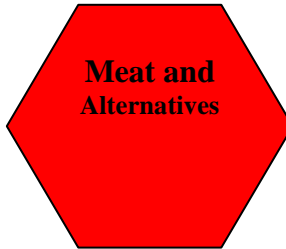
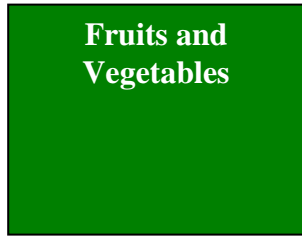
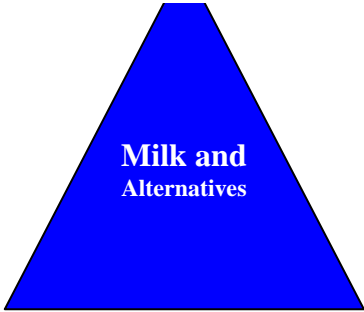
<b>Food Item</b>	<b>Grain Product</b>	<b>Milk and Alternatives</b>	<b>Meat and Alternatives</b>	<b>Vegetables and Fruits</b>
Egg				
Cheese				
Bagel				
Spinach				
Milk				

<b>Food Item</b>	<b>Grain Product</b>	<b>Milk and Alternatives</b>	<b>Meat and Alternatives</b>	<b>Vegetables and Fruits</b>
Carrot				
Muffin				
Fish				
Ice Cream				
Bread				

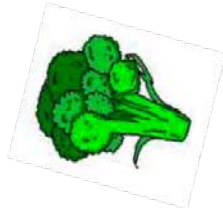
Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Do You Know Your Food Groups?



Circle each food with the correct colour for the food group



Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Energy In and Energy Out**

Draw a line matching the correct food (energy in) with the correct activity (energy out).

Big Mac

20 Skip Ropes

Apple

1 Hour Soccer Practice

Chocolate Bar

15 Minute Walk

Tuna Sandwich

15 Minute Run

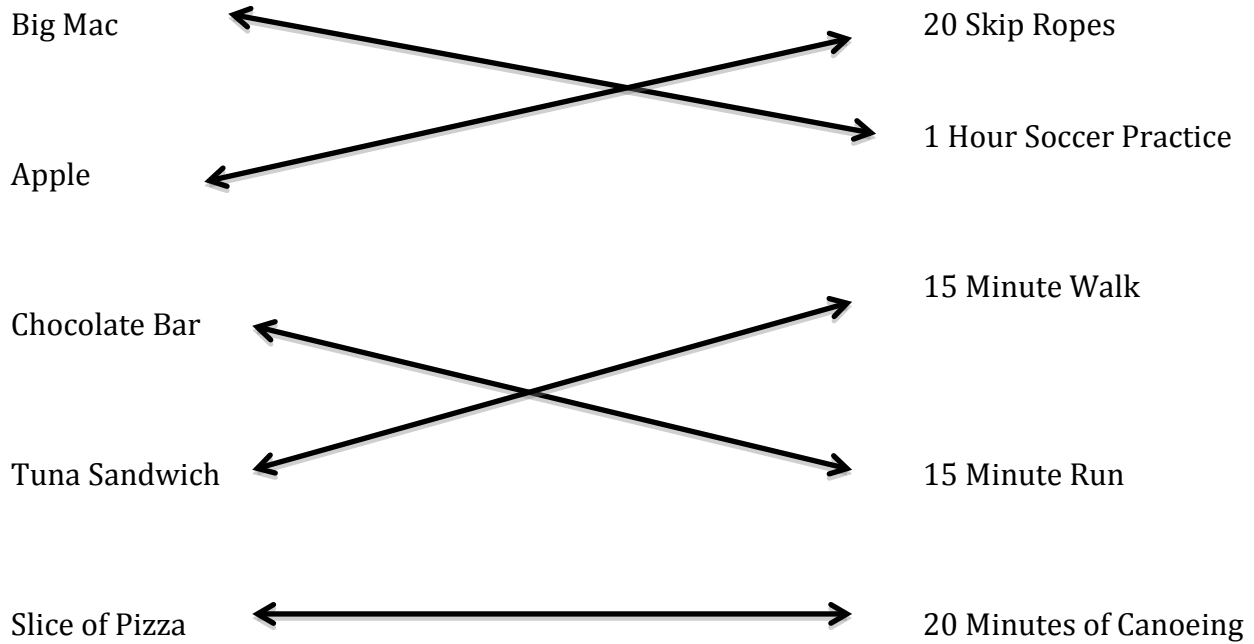
Slice of Pizza

20 Minutes of Canoeing

**Energy In and Energy Out**

## ANSWER SHEET

Draw a line matching the correct food (energy in) with the correct activity (energy out).



Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Healthy Lunch****Vocabulary Box**

Chips	Apple	Soda	Water
Hot Dog	Banana	Orange	Juice
French Fries	Pasta	Chicken	Candy

**Fill in your healthy lunch using the Vocabulary Box**

Include drink, main meal and snack
------------------------------------

**Fill in your unhealthy lunch using the Vocabulary Box**

Include drink, main meal and snack
------------------------------------

## Lunch Box Evaluation

Instructions for teachers

### Goal/Opening Discussion

- Evaluate the concepts of healthy eating, nutrition and the understanding of the 4 food groups in Canada's Food Guide. Identify foods in my lunch box, as presented in Canada's Food Guide. Making healthy choices.
  - What are healthy habits?
  - What do I have food in my lunch box from the 4 food groups?
  - To eat healthier in the future, what do I need to bring more of in my lunch box?

### Equipment

- All students must bring their snack & lunch box and/or their order of hot lunch.
- Lunch Box Evaluation worksheet (1 per student)
- Canada's Food Guide poster
- Pencil per student

### Activity

As a station during station work, after examining their snack and lunches, students should complete the Lunch Box Evaluation, checking off all the boxes that are appropriate. Then they should answer the healthy question, as to what they should bring more of and less of, in their lunch boxes.

**Evaluation**    Completing the evaluation

### Sample (Self) Lunch Box Evaluation Rubric

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Snack</b>	I always bring a healthy snack	I sometimes bring a healthy snack	I rarely bring a healthy snack	I never bring a healthy snack
<b>4 Food Groups</b>	I always bring 3 or 4 food groups	I sometimes bring 3 or 4 food groups	I rarely bring 3 or 4 food groups	I never bring 3 or 4 food groups

Name: \_\_\_\_\_

Class: \_\_\_\_\_



# Lunch Box Evaluation

In my lunch box today, do I have at least 1 food from each of the 4 food groups found in Canada's Food Guide?



Vegetables  
and



Grain  
Products



Milk and  
Alternatives



Meat and  
Alternatives

In my lunch today, what do I have to drink?


 Juice Box

 Milk

 Water Bottle

 Kool-Aid

\_\_\_\_\_

 Other

In my lunch box today, what is my snack?


 Yogurt

 Crackers

 Chips

 Fruit

 Granola Bar

 Cake

 Vegetables

 Chocolate

 Cookies

 Cheese

 Candy

To keep my body healthy, I should bring more \_\_\_\_\_ and less \_\_\_\_\_ to school.



Name: \_\_\_\_\_

Class: \_\_\_\_\_



## Montreal Canadiens 'Chef'

You are a 'chef' and you must create three healthy meals for the Montreal Canadiens. A balanced meal contains foods from each of the different food groups.

What will you make?

<b>Breakfast</b>	<b>Vegetables &amp; Fruits</b>	<b>Meat &amp; Alternatives</b>	<b>Milk &amp; Alternatives</b>	<b>Grain Products</b>

<b>Lunch</b>	<b>Vegetables and Fruits</b>	<b>Meat and Alternatives</b>	<b>Milk and Alternatives</b>	<b>Grain Products</b>




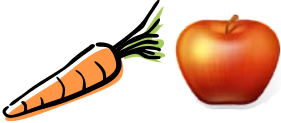

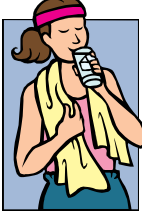


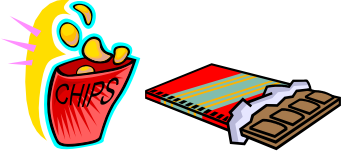
<b>Supper</b>	<b>Vegetables &amp; Fruits</b>	<b>Meat &amp; Alternatives</b>	<b>Milk &amp; Alternatives</b>	<b>Grain Products</b>

### Lifestyle Habits Evaluation Sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Identify healthy and unhealthy lifestyle habits.  
Put an 'X' in the correct box.**









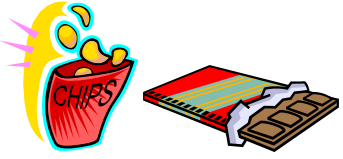
<b>Lifestyle Habits</b>	 <b>Healthy</b>	 <b>NOT Healthy</b>
		
		
		
		
		
		
		

### Lifestyle Habits Evaluation Sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Write in the name of the healthy and unhealthy lifestyle habits in the correct box.**

<b>Lifestyle Habits</b>	 <b>Healthy</b>	 <b>NOT Healthy</b>
		
		
		
		
		
		
		

Name \_\_\_\_\_

Class \_\_\_\_\_

**ACTION PLAN for Lifestyle Habits**

September-October

The lifestyle habit that I would like to change is \_\_\_\_\_ .

My goal to change this habit is

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May-June

Did I meet my goal?

Yes

No

Please explain your answer

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TEACHER'S RUBRIC FOR EVALUATION OF LEARNING

Elementary Grades 1-6

**SAFE PARTICIPATION**

Class:

KEY to marking code  + Applies the element - Needs reminder to apply the element • Does not apply the element	Safety		Observes safety rules (Places mat at a safe distance from the wall, no running between stations, does not play on equipment set up in the gym until instructed)	Avoids potentially dangerous situations (untied shoelaces, wearing jewelry, improperly placed mat, etc.)	Adopts safe behaviours (waiting one's turn, properly using the P.E.H. equipment, not disturbing others, lifting heavy equipment properly, respecting the maximum height allowed when rope climbing, etc.)	Performs stretching exercises to warm up and cool down properly	TERM 3 Mark
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
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21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							

## Cardio Challenge

**INSTRUCTIONS FOR TEACHERS:** Students will be exposed to different activities that develop aerobic fitness. Students will learn how to set up their Action Plan using the data collected regarding their own fitness level. The Action Plan is an Evaluation of Learning tool (summative) and therefore must be completed in Term 3. For the Challenge, students may choose the activity they want to use to monitor their own fitness level or the teacher may decide which activity to do with the whole class. *The fitness data is personal and should not be shared with other students.*

The test can be done in the gymnasium or outdoors, However, when outdoors, ensure that the distances and intensity remain relatively consistent from test to test. Each activity may take a period or more. *Remember to always begin with a warm up (e.g. tag game) and follow with a stretch before they run. The pre-test is for students to see how fit they are without any training in PEH class.*

### Student Fitness Record Chart

Activity	Pre-Test	1	2	3	4
<b>1. Jog/ Run</b> 6 minute run					
<b>2. Skip Rope</b> Best # of skips					
<b>3. Beep Test (PACER)</b> Level attained					

**1. Jog/ Run (6 minutes):** Set up 4 cones for the students will run around. students can all run at the same time and count their own laps or each student has a partner to count their laps. Each time the student completes a lap around all the cones, partner counts *one* lap. After six minutes, partner writes down the score. Runners should walk two laps to cool down then switch roles. Have students cool down and stretch and discuss their results with their partner.

*Observations that may arise - How many times did I walk? How was my pace? Did I run too fast?*

**2. Skip Rope (Best record / # of skips):** Each student will have a skipping rope and find their own space. They will begin to skip counting how many consecutive skips they can do without stopping. If they make a mistake they can continue anyways. Students can record their # of skips in their book.

**3. Beep Test, also known as the PACER (Progressive Aerobic Cardiovascular Endurance Run):** Students run as long as possible back and forth across a 20 meter space at a pace set by the CD. The pace gets faster each minute. To score, count each lap completed. A lap is considered one 20-meter distance. Students **MUST** stop when they cannot keep up to the beats any longer, that is, do not reach the line in time for the next beep.

Student: \_\_\_\_\_

Class \_\_\_\_\_

**The Cardio Challenge**  
**Student Fitness Chart**

Activity	Demo Pre-Test	1	2	3	4
<b>Jog/ Run</b> 6 minute run					
<b>Skip Rope</b> Best # of skips					
<b>Beep Test</b> (PACER)					



**The 'BEEP' Test Standards**

NORMES selon l'âge		6	7	8	9	10	11	12
EXCELLENCE	Garçon	3.25	4.25	4.75	5.25	5.75	5.75	6.75
	Fille	2.75	3.5	3.75	3.75	4.75	4.75	5.25
OR	Garçon	2.25 - 3.00	3.00 - 4.00	3.75 - 4.50	4.25 - 5.00	4.75 - 5.50	4.75 - 5.50	5.50 - 6.50
	Fille	2.00 - 2.50	2.75 - 3.25	2.75 - 3.50	3.25 - 3.50	3.50 - 4.50	3.75 - 4.50	4.25 - 5.00
ARGENT	Garçon	1.75 - 2.00	2.25 - 2.75	2.25 - 3.50	3.25 - 4.00	3.25 - 4.50	3.50 - 4.50	4.25 - 5.25
	Fille	1.50 - 1.75	2.00 - 2.50	2.25 - 2.50	2.50 - 3.00	2.75 - 3.25	3.25 - 3.50	3.25 - 4.00
BRONZE	Garçon	1.25 - 1.50	1.75 - 2.00	1.75 - 2.00	2.25 - 3.00	2.25 - 3.00	2.25 - 3.25	2.75 - 4.00
	Fille	1.25	1.50 - 1.75	1.75 - 2.00	1.75 - 2.25	2.00 - 2.50	2.25 - 3.00	2.25 - 3.00
PARTICIPATION	Garçon	1.00	1.50	1.50	2.00	2.00	2.00	2.50
	Fille	1.00	1.25	1.50	1.50	1.75	2.00	2.00



## **Cardio Challenge Action Plan (Teacher)**

*INSTRUCTIONS FOR TEACHERS:* Once the students have tested their aerobic fitness in various ways, we will help them go one step further. Students will review their pre-test and test results and create an action plan, which will allow them to either maintain or improve their aerobic activity. The Action Plan is begun in September or October and completed in May-June. As this is an Evaluation of Learning tool, it must be completed in Term 3.

### **September to October**

Have them fill out their “Action Plan” (i.e. see student sheet) by responding to the following questions:

1. Which test did you use to evaluate you aerobic fitness? What was your score?

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2. Do you need improvement? What is your goal to improve or maintain your fitness?

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3. How do you plan on improving or maintaining your aerobic fitness?

---

Then have students take a picture of themselves working on their aerobic fitness.

*Suggested activities:* Students can use the school camera (or their own) and take pictures of their classmates (or parents can take a photo of them) during their phys. ed/ health period (or at home). This can also become a classroom project, working together with their classroom teacher. Pictures can be displayed on a website with a specific theme, i.e. *How We Keep Healthy and Active*” Students can also use the “Fitness Chart” and keep record of their weekly results.

### **May-June**

Did you meet your goal? Explain your answer.

---

Do you have a new goal for next year?

---

Name \_\_\_\_\_

Class \_\_\_\_\_

**Cardio Challenge Action Plan (Student)**



**September-October**

1. Which test did you use to evaluate your cardiovascular fitness? What was your score?

---

2. Do you need improvement? What is your goal?

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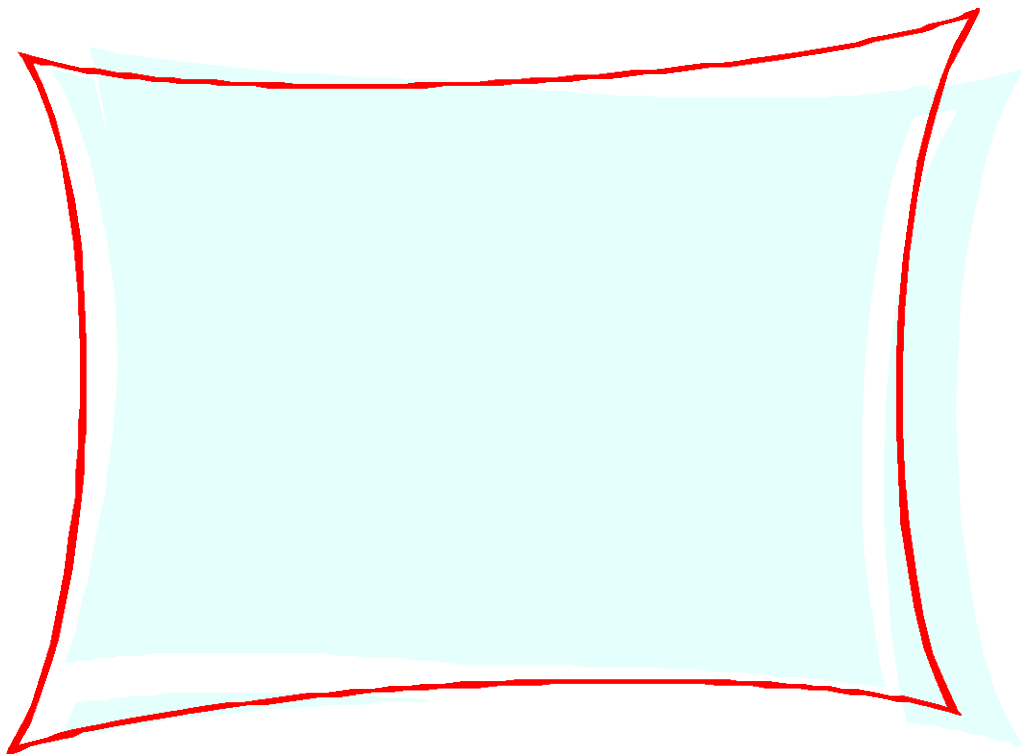
3. How do you plan on improving or maintaining your aerobic fitness?

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Place a picture here of you working on your aerobic fitness.



**Cardio Challenge Action Plan (Student) Cont'd**



**May-June**

1. Did you meet your goal? Explain your answer.

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Do you have a new goal for next year?














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### 'Huff Puff Challenge' Goal Setting Chart

This is a running or skipping evaluation of 2 to 5 minutes. Write in how long you ran or skipped under Time. Write how many laps you ran or jumps you skipped under Results. Circle how fast your heart is beating and how quickly your breathing is. Reflect on how you feel after running. Then set a target Goal (plan/prediction) for your next day, possibly increasing your Time and/or your Result.

Stops 	Pre-test <input type="checkbox"/>		Day 1		Day 2		Day 3		Day 4		Day 5		
	Circle choice	Time	Results	Time	Results	Time	Results	Time	Results	Time	Results	Time	Results
Running													
Skipping													
How is my heart?													
How is my breathing?													
How do I feel?													
What is my goal for the next day?													

## Posture Station

### *Instructions for Teachers*

#### Goal/Opening Discussion

- Evaluate the understanding and the importance of good posture. Identify good and poor posture.
  - What is good posture?
  - Why is good posture important?
  - Am I using good posture?
  - Is my partner using good posture?

#### Equipment

- Good Posture (partner worksheet) 1 per student
- Good Posture station poster (including self and peer rubric)
- book, chair, paper pencil and desk, object to lift

#### Activity

During partner station work, students first complete their worksheets together identifying Good Posture from the pictures provided. Then they are to draw themselves sitting on a chair and explain to their partner how they have good posture and why it is important. Following that, each partner must demonstrate the following 4 positions in front of their partner; 1- sitting on the floor in a squat position, reading a book, 2 - standing straight with arms at the side, 3 - sitting on a chair and 4 - sitting at a desk writing. The partner is to observe and complete the Peer Rubric, as well as, the Self Rubric.

#### Evaluation

**Self and Peer Rubric** (Circle the appropriate box for Self & Peer)

	4	3	2	1
<b>Self Posture</b>	Constantly use good posture	Use good posture some of the time	Rarely use good posture	Use poor posture
<b>Peer's Posture</b>	Constantly uses good posture	Uses good posture some of the time	Rarely uses good posture	Uses poor posture

## POSTURE

◆ Discuss with your partner which pictures show good posture, then circle your choices.



Draw a picture of you sitting on a chair. Explain to your partner how you have good posture and why it is important.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Posture Up**

Student will draw a picture in the box below

Good Posture Standing Up	Good Posture Sitting Down
Poor Posture Standing up	Poor Posture Sitting Down

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Do I Know My Body?

Colour the arm bones **RED**.

Colour the leg bones **BLACK**.

Colour the ribs **BLUE**.

Colour the skull **GREEN**.

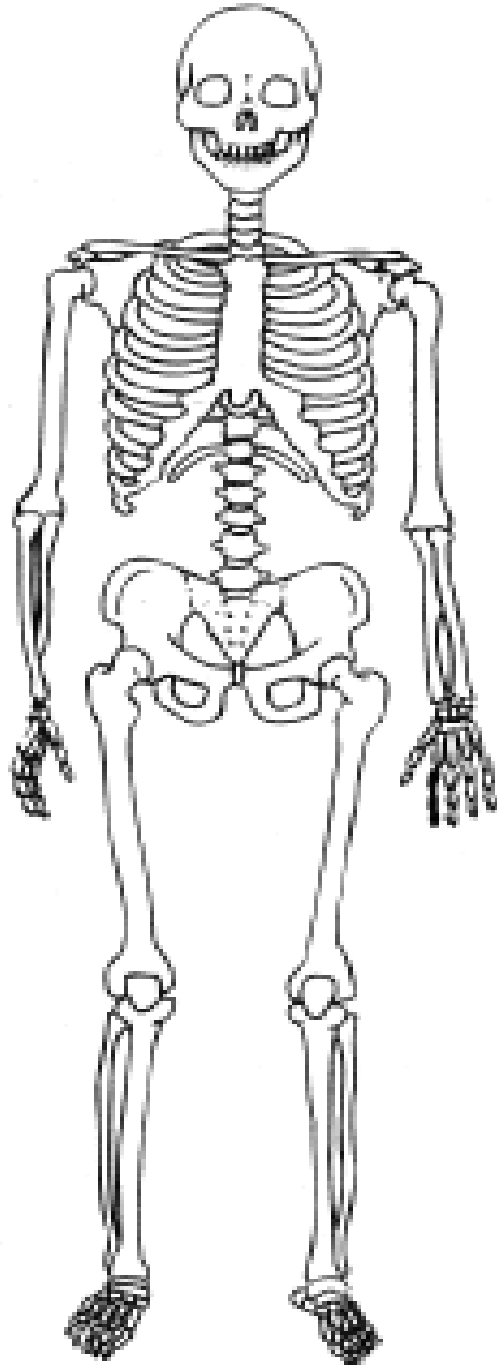
Circle the knees in **RED**.

Circle the elbows in **BLACK**.

Circle the ankles in **BLUE**.

Circle the hips in **GREEN**.

Show me where your heart is.  
(When handing in this sheet, student indicates to the teacher where their heart is located)

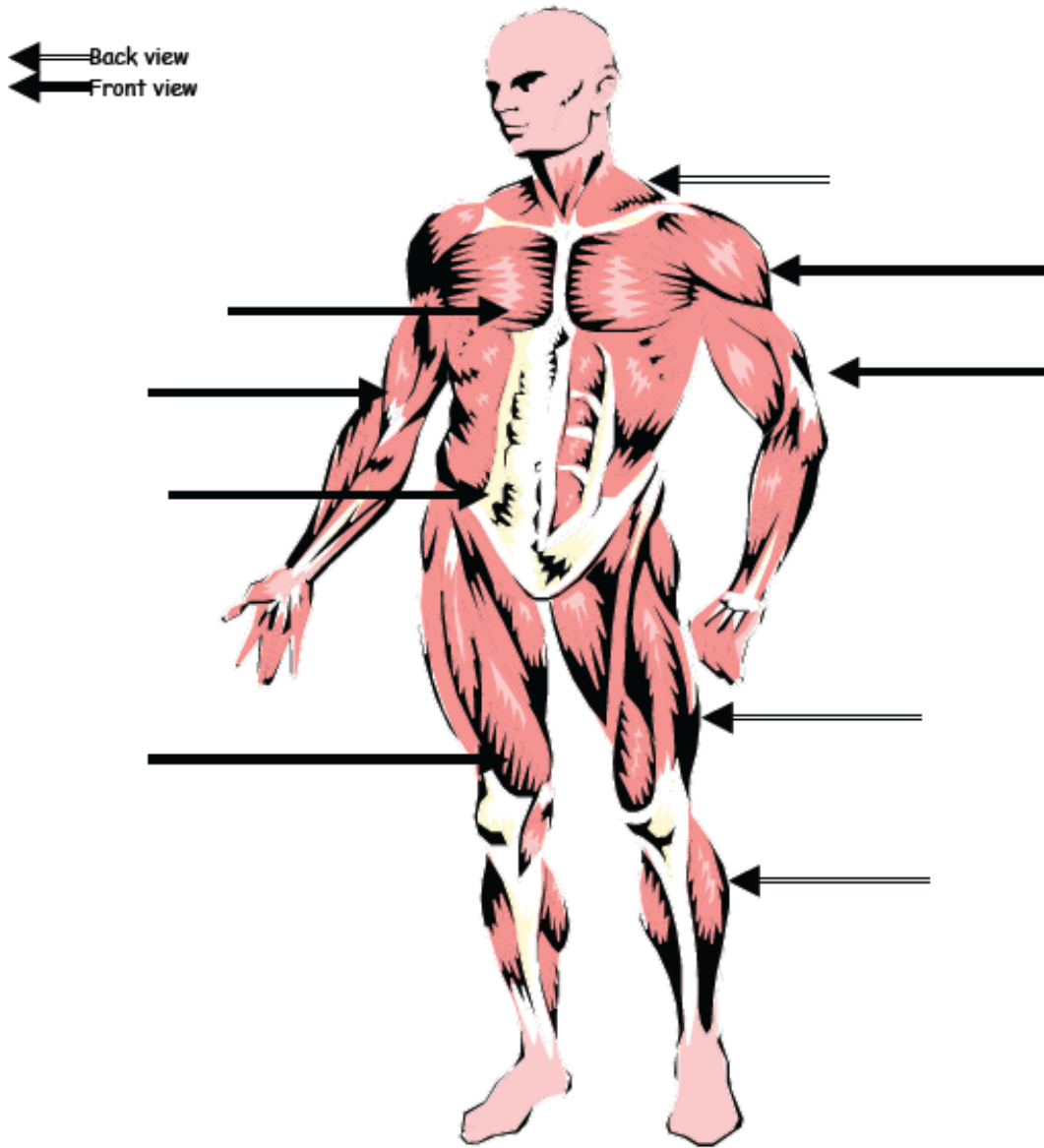




Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Muscles of the Body



- 1. Triceps
- 2. Abdominals
- 3. Deltoids

- 4. Pectoralis Major
- 5. Hamstrings
- 6. Gastrocnemius

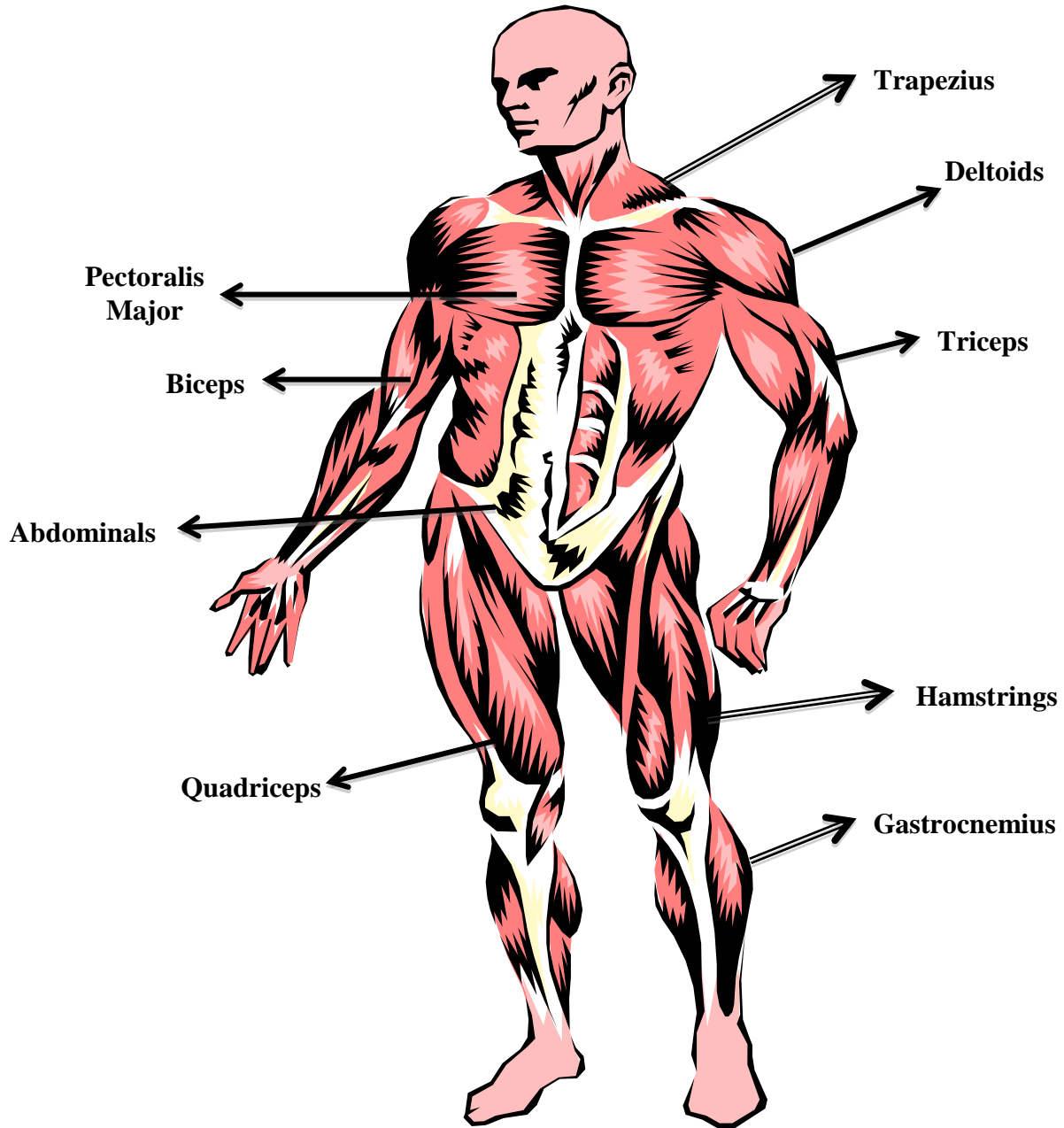
- 7. Biceps
- 8. Trapezius
- 9. Quadriceps

### Muscles of the Body

#### Answer Sheet

←← Back View

← Front View



Names: \_\_\_\_\_

Class: \_\_\_\_\_

## Label Extravaganza

Healthy/Informed Product Choice: \_\_\_\_\_

Give 2 reasons for your choice and justify.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Nutritional Claim: \_\_\_\_\_

Health Claim: \_\_\_\_\_

2<sup>nd</sup> Ingredient: \_\_\_\_\_

Other Label Info: \_\_\_\_\_

Healthy/Informed Product Choice: \_\_\_\_\_

Give 2 reasons for your choice and justify.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Nutritional Claim: \_\_\_\_\_

Health Claim: \_\_\_\_\_

2<sup>nd</sup> Ingredient: \_\_\_\_\_

Other Label Info: \_\_\_\_\_