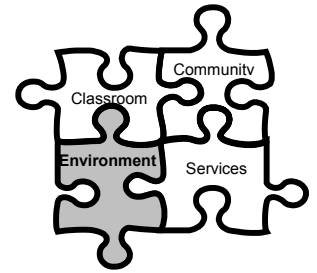


Healthy Choices[®]

Get Up and Go Games



TARGET GROUP: Elementary

OVERVIEW

Get Up and Go Games provides students with a variety of healthy eating and physical activity challenges as well as “brain games” designed to support self-confidence. Get Up and Go Games challenge students’ knowledge about the importance of being healthy. Get Up and Go Games also include activities related to tobacco reduction and relationships. This activity could be organized for one classroom or involve the entire school.

STATIONS

- Food Guide Relay^{1, 2}
- Body Match Up
- Hop to Healthy Eating²
- Breathless²
- Stretch it Out
- D’em Bones
- Take a Break
- Healthy Communication Relay
- Every Day Can Be Sundae¹

Each station takes 15 minutes to complete and is described in detail in the appendices. Station information includes the station’s purpose, materials required and step-by-step instructions. Choose some or all stations, or make up new ones.

INSTRUCTIONS

ADVANCE PLANNING

1. Organize a planning committee to divide up the tasks.
2. Decide which food and field events will be used (see examples attached); each committee member can choose an event in which to be in charge. Make a list of the materials needed.
3. Announce highlights from the Get Up and Go Games over the PA system and include highlights in the school newsletter.

¹ Adapted with permission from U.S. Department of Agriculture - Team Nutrition Community Nutrition Action Kit (1996).

² These stations incorporate a physical activity component and could be used to earn points (sneakers) as part of the *Eat Well Get Moving!* or *Highway to Health* initiatives. See *Community Action* section of the *Healthy Choices*[®] resource for more information. Completion of two fitness stations earns two *Eat Well Get Moving!* sneakers.

DAY OF THE EVENT

1. Organize/set-up stations.
2. Assemble participants.
3. Instruct students on how to proceed through the stations in groups of 15 students.
4. Offer students healthy refreshments (water at the minimum) upon completion of the events.

RESOURCES REQUIRED

- Poster board and felt markers.
- Tables and chairs (number dependent on the number of participants and activities chosen).
- Food and beverages for each student, staff member and volunteer (e.g. donated water coolers and cups, 100% fruit juice boxes and healthy snacks).
- Activity-specific props (see each activity, e.g. straws if “Breathless” is chosen, or pictures of foods from around the world if the “Passport to Healthy Eating” activity is chosen).

TIPS

- Advertise the event to parents and students to encourage participation. Designate classes to make posters and banners that focus on healthy eating, physical activity and feeling good. Write up an announcement to be sent home in the school newsletter.
- Contact community agencies and businesses to support the event, e.g. grocery stores for donated 100% fruit juices and snacks, bottled water companies for water coolers and cups. Plan to have water, at the minimum, for students.
- Enlist help from the Parent Advisory Council to assist with the set-up of the course, supervise each station, help with signing in and with refreshments.
- Involve the student council, leadership students and the Parent Advisory Council in planning, setting up and taking down the activity.
- Refer to the Guidelines for Food and Beverage Sales in B.C. Schools for food and beverage ideas to serve during the event. See:
http://www.bced.gov.bc.ca/health/health_publications.htm
- Include Public Service Announcements (PSAs) during announcements and assemblies. For a listing of relevant PSAs, visit:
http://www.viha.ca/prevention_services/initiatives/healthy_choices.htm

CURRICULUM CONNECTIONS

- Health and Career Education K to 7
- English Language Arts K to 7
- Fine Arts K to 7
- Physical Education K to 7
- Science K to 7

SUPPORTING A HEALTHY SCHOOL ENVIRONMENT

Implementing this school-wide activity uses the following strategies to promote a healthy school environment:

- Creating a positive social climate.
- Allowing meaningful student involvement.

Event Stations

Any or all of the following stations can be included as Get Up and Go Games activities, or add others. Allow 15 minutes for each station. Have students rotate to the next station by signaling the time using a bell, whistle or music. Exact time required will depend on the number of students at each station.

Food Guide Relay

Purpose: Students become familiar with foods from Canada's Food Guide by sorting food cards into food groups.

Time required: 15 minutes.

Materials needed:

- Two sets food cards (enclosed).
- 12 paper grocery bags.
- Felt markers.
- 25-metre running course.

Steps:

1. Photocopy two sets of food cards. Cut along dotted line. Label grocery bags as follows:
 - Food Pictures.
 - Vegetables and Fruit.
 - Grain Products.
 - Milk and Alternatives.
 - Meat and Alternatives.
 - Foods not found in Canada's Food Guide.
2. Place one set of picture cards into each of the bags marked "Food Pictures".
3. Line students up into two teams.
4. Place a "Food Pictures" bag at the start line in front of each team. Next, place the other set of bags (those labeled "Vegetables and Fruit", "Grain Products", "Milk and Alternatives", "Meat and Alternatives" and "Foods Not Found In Canada's Food Guide") at the end of the 25-metre course.
5. At the whistle, the first student in each line reaches into their team's picture bag and takes out a food card; he/she then runs the 25-metre course and drops the card into the corresponding bag. The player then runs back to the starting point and "tags" the next person - that person then reaches into the picture bag and repeats the exercise. If teams have an odd number of people have someone run twice. Continue until all the pictures from the bags are finished. The team that finishes first with all food pictures in the correct bag wins!

Muffin

Bread



Pasta

Tortilla

Banana

Pineapple



Squash

Cucumber

Cheese

Ice Cream



Soy Milk

Yogurt

Beans

Tofu



Beef

Salmon

POP

Candy



Chips

Chocolate

Body Match Up

Purpose: Students learn about the functions of various parts of the body.

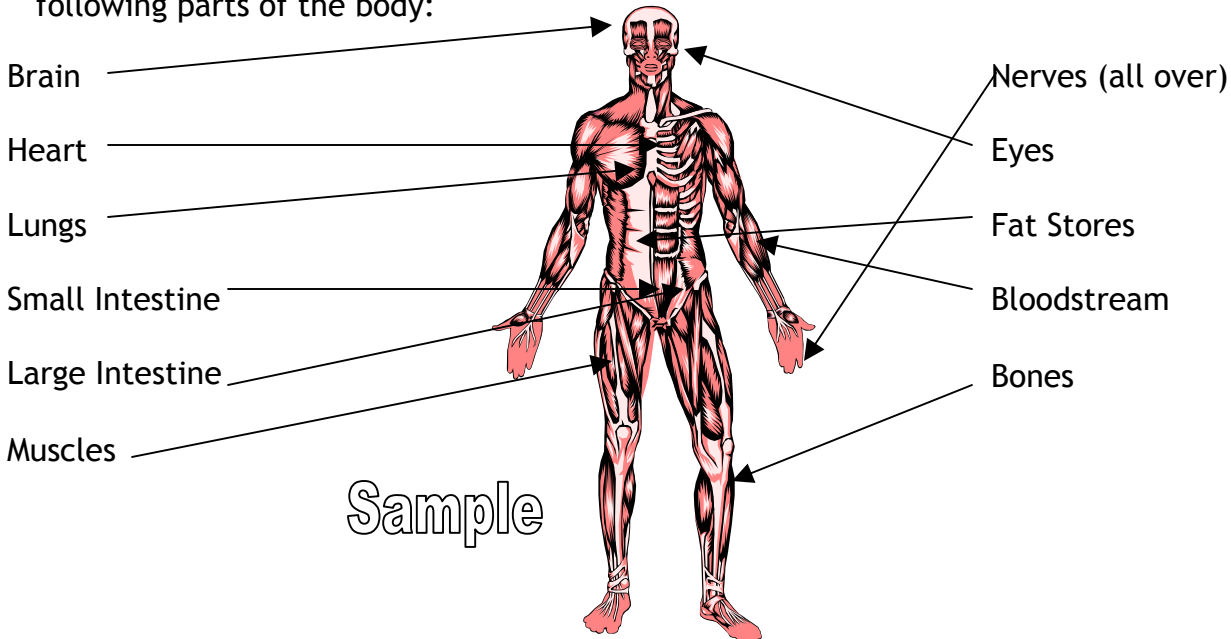
Time required: 15 minutes.

Materials needed:

- Large poster board (or sheet of paper).
- Felt markers.
- Set of “Food and Body Match Up” cards (masters included).
- Pushpins (20).
- Box.

Steps:

1. Draw an outline of a human body on poster board. Using the markers, indicate the following parts of the body:



2. Photocopy the master sheets (enclosed) and cut into sections. You will have 13 slips of paper. Place in box.
3. Instruct each student to take one slip of paper from the box. Using a pushpin, have students pin the information from the sheet to the corresponding body part.
4. Check for correctness.
5. Repeat until all slips of paper are pinned up.
6. Review the poster with the students.

Body Match Up Answer Key

Pumps blood throughout the body.	Heart
Sends messages to and from the brain to all parts of the body.	Nerves
Collects waste from food so the body can get rid of it.	Large Intestine
Absorbs water from the food you eat and beverages you drink.	
Iron is needed to keep this part of the body healthy.	Blood stream
Supports the body.	Bones
Protects internal organs and bones and keeps the body warm. This in the diet helps the body absorb important vitamins.	Fat stores
When stretched, this sends a message to your brain that you are full.	Stomach
Collects oxygen for the blood.	Lungs
Sends nutrients from digested food to the bloodstream.	Small Intestine
Eating vegetables and fruit helps these stay healthy. Vitamin C helps cuts heal and helps these stay healthy. Vitamin A also helps these at night.	Eyes and Skin
Power every move. Energy foods from Vegetables and Fruit and Grain Products help to power these.	Muscles
Gives us the ability to think, move, play, learn and imagine.	Brain

Eating vegetables and fruit helps these stay healthy. Vitamin C helps cuts heal and helps these stay healthy. Vitamin A also helps these at night.

Collect oxygen for the blood.

Collects waste from food so the body can get rid of it, and absorbs water from foods and beverages you drink.

Sends messages to and from the brain to all parts of the body.

Iron is needed to keep this part of the body healthy.

Protects internal organs and bones and keeps the body warm. This in the diet helps the body absorb important vitamins.

Pumps blood throughout the body.

Sends nutrients from digested food to the bloodstream.

These power every move. Energy foods from Vegetables and Fruit and Grain Products help to power these.

Supports the body.

When stretched, this sends a message to your brain that you are full.

Absorbs water from the food you eat and the beverages you drink.

Gives us the ability to think, move, play, learn and imagine.

Hop to Healthy Eating

Purpose: To classify foods according to group foods.

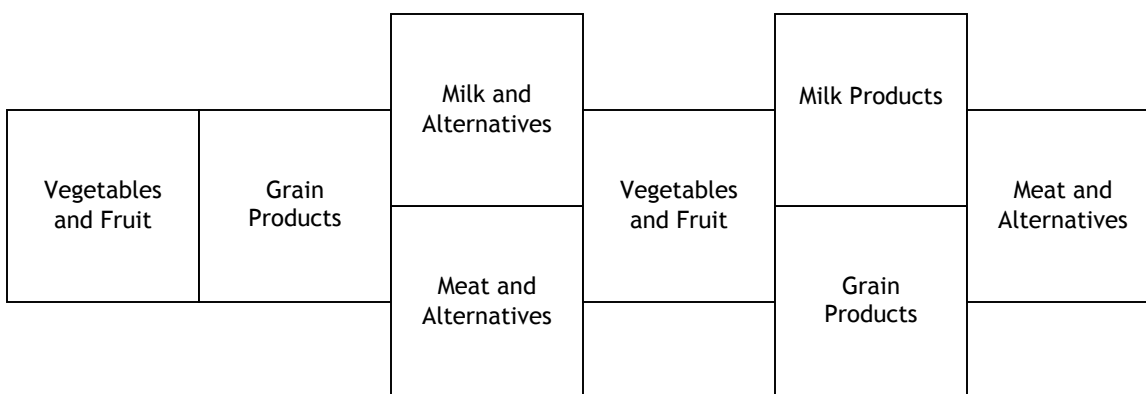
Time required: 15 minutes.

Materials needed:

- Asphalt surface.
- Sidewalk chalk.
- Beanbag or small flat rock.

Steps:

1. Draw a hopscotch outline and write in the different food groups. See diagram below:



2. Have a student throw the beanbag onto the first square. Before the student hops, the student has to name a food from that food group. If the student answers correctly, they can continue from square to square, naming foods for the indicated food group until the course is completed or they get the wrong answer. If no answer or an incorrect answer is given, let the next student try to answer and so on. The challenge is to see how many times the hopscotch is hopped in the 15-minute period!
3. Count the number of times the entire hopscotch course is hopped.

Breathless

Purpose: To demonstrate the effect of smoking on breathing.

Time required: 15 minutes

Materials needed:

- 25-metre running surface or enough space to run on the spot or do jumping jacks.
- Straws (one per person).
- Wastebasket for straws.
- Poster of healthy lungs.
- Pictures of things that pollute or damage the lungs (e.g. tobacco smoke, pollution and chemicals).

Steps:

1. Have students run the 25-metre course out and back for a total distance of 50 metres. Remind students to take care in turning around at the 25-metre mark so as not to collide with other students.
2. When they return, pass out one straw to each student and have them repeat the activity, breathing only through the straw in their mouth. Remind students not to breathe through their nose.
3. Wrap up questions:
 - How did it feel to run with the straw in their mouth?
 - What are things they can do to keep their lungs healthy? Answers: exercise, do not smoke, avoid second-hand smoke, and avoid strong chemicals and pollution.
 - How can someone avoid second-hand smoke? Answer: Ask others not to smoke indoors; instead ask them to smoke outside the house and avoid smoking in the car.
 - If they know someone who smokes, why do they think they do it?
 - How have they or will they respond to peer pressure in the future? Who can help? Answers: Teachers, parents, close friends, school nurse, school counsellor.

Variations on Theme:

If space does not allow students to run, have them perform 50 jumping jacks.

Caution

Care has to be taken if allowing students to run with straws in their mouths. Jumping Jacks may be safer.

Stretch It Out

Purpose: To teach students the importance of stretching by allowing them to practice proper stretching techniques.

Time required: 15 minutes.

Materials needed:

- Patch of grass (if outside) or mats for the gymnasium floor.
- Poster showing various stretches (may be available in your gymnasium or at a fitness supply store).

Steps:

1. Ask students to volunteer answers to the following questions:
 - Why is stretching important? Answer: Flexibility, decreases the risk of injury, increases blood flow and feels good.
 - When should you stretch? Answers: Before and after doing any physical activity such as sports, walking, dancing, heavy chores and throughout the day.
 - How long do you need to stretch? Answer: A minimum of five minutes before and after exercise.
 - How long should you hold a stretch? Answer: 20 seconds.
2. Demonstrate proper stretching techniques for the following parts of the body, then have students perform the stretch. Remember to stretch slowly until only a slight pull is felt, and hold the stretch for a count of 20 seconds. Repeat on both sides of the body, avoiding over-stretching and hyperextension of the neck or back.
 - Neck (avoid lifting head beyond the even plane).
 - Shoulders.
 - Arms.
 - Trunk rotation.
 - Back.
 - Legs (calf, quadriceps and hamstring).
 - Ankles.

D'em Bones

Purpose: To demonstrate weight-bearing exercises, as they are important for bone health.

Time required: 15 minutes.

Materials needed:

- Picture of a skeleton.

Steps:

1. Ask students the following questions:

- What does it take to build healthy bones? Answer: Calcium, vitamin D and weight-bearing exercise.
- At what age is it most important to build and keep bones strong? Answer: All ages, but especially during childhood and adolescence, which are periods of rapid growth.

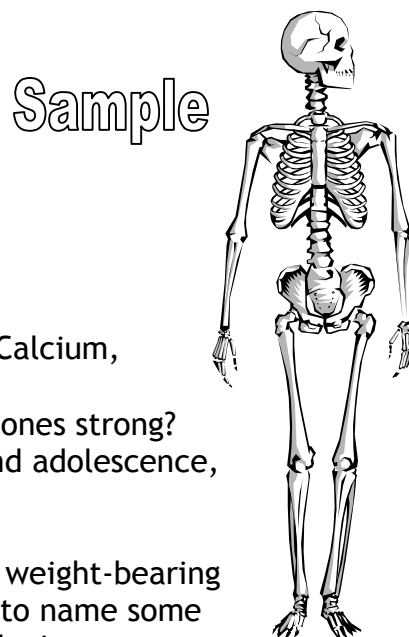
Tell students that one key to building strong bones is to do weight-bearing exercise. Ask students if they know what that means, and to name some activities that are weight-bearing, e.g. walking, running, playing soccer, biking, dancing, rollerblading.

Have students perform the following weight-bearing exercises at their own pace:

- 15 jumping jacks.
- Walk or run on the spot; count to 100 paces.
- 10 push-ups.

To wrap up this activity, ask students the following questions:

- Besides doing jumping jacks, marching on the spot and doing push-ups, what are other types of activities they can do to build strong bones? Answer: Any activity (except swimming, which is not weight-bearing) helps to build strong bones.
- How often should you do them? Answer: Every day!
- What will they do to make this part of every day?



Take a Break!

Purpose: To demonstrate relaxed breathing as one way to support well-being.

Time required: 15 minutes.

Materials needed:

- Stopwatch.
- Patch of grass (if outside) or mats for the gymnasium floor.

Steps:

1. In a circle, have students sit or lie down, placing one hand on their belly and one on their chest. Have them breathe normally for one minute, counting the number of breaths they take. In turn, have them report how many breaths they took.
2. Ask students the following question:
 - If they were to relax, would the number of breaths increase or decrease?
Answer: Decrease.
3. Have students repeat the exercise, except, this time, have them take two deep “belly breaths” first.
4. Ask students the following question:
 - Could they feel their bellies rise?
5. Now have students count the number of “belly breaths” they take in the following minute. In turn, have them report how many breaths they took, noting if it was more or less than before.
6. Wrap up questions:
 - Besides breathing deeply, what are other types of activities they can do to help themselves relax? Possible answers: Meditate, go for a walk, listen to music, have a bath, play an instrument, read a book, do yoga.
 - How often should you do them? Answer: It is a good idea to take a break every day. Try to take some down time at least once or twice each day.
 - Ask students to brainstorm how they can incorporate these techniques into their everyday routine.

Healthy Communication Relay

Purpose: To help students understand the importance of communication.

Time required: 15 minutes.

Materials needed:

- None.

Steps:

1. Have students sit in a circle.
2. Start a message at one end of the circle (make up one or choose from suggestions below).
3. Students whisper the message to the person beside them.
4. Have the last student repeat what he/she heard.
5. Do two or three rounds of this using a different message each time.

Suggested messages to start with:

- Communication is part what you say, part body language and part tone of voice.
- People come in all shapes, sizes and abilities.
- One sign of a healthy friendship is that you feel comfortable expressing a different opinion.
- To keep your body healthy it is important to eat well, be active and take care of your teeth.
- Getting enough sleep gives your body the rest it needs to grow and learn.
- Get at least 90 minutes of physical activity and no more than 90 minutes of screen time (TV, video games and computers) every day.

Every Day Can Be Sundae

Purpose: An excellent way to finish “Get Up and Go Games”. Participants have an opportunity to make themselves a healthy snack if budget permits.

Time required: 15 minutes.

Materials needed:

- Disposable bowls.
- Plastic spoons.
- Napkins.
- Ice cream scoops or spoon.
- Large containers of frozen vanilla yogurt or a non-dairy frozen dessert.
- Granola cereal.
- A variety of fruit (fresh, frozen or canned) - perhaps partner with a local farmer to supply.
- Container of water.
- Tables and chairs.

Steps:

1. Gather materials.
2. Set up long tables as a work area for creating sundaes.
3. Set up tables and chairs or benches for an eating area.
4. As participants are ready, yogurt or other frozen dessert is scooped into bowls by an adult staffing the event.
5. Participants use available toppings to create their own yogurt sundae. Ingredients may need to be varied depending on student preference, availability or allergy concerns.