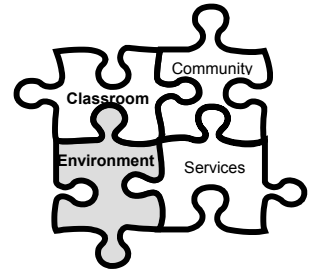


Healthy Choices[®]

Get Up and Go Games



TARGET GROUP: Middle

OVERVIEW

This activity 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

- Canada’s Food Guide Relay^{1,2}
- Body Match Up
- Passport to Healthy Eating
- Breathless²
- Stretch it Out
- D’em Bones
- Take a Break!
- Fitness and Nutrition Relay²
- Meal Time Balance
- Blind Faith
- 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 the 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 resources for more information. Completion of two fitness stations earns 2 *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
- Health and Career Education 8 and 9
- English Language Arts K to 7
- English Language Arts 8 to 10
- Fine Arts K to 7
- Visual Arts 8 to 10
- Physical Education K to 7
- Physical Education 8 to 10
- Science K to 7
- Science 8

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 activities in Get Up and Go - Make Healthier Choices, 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 labelled "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.

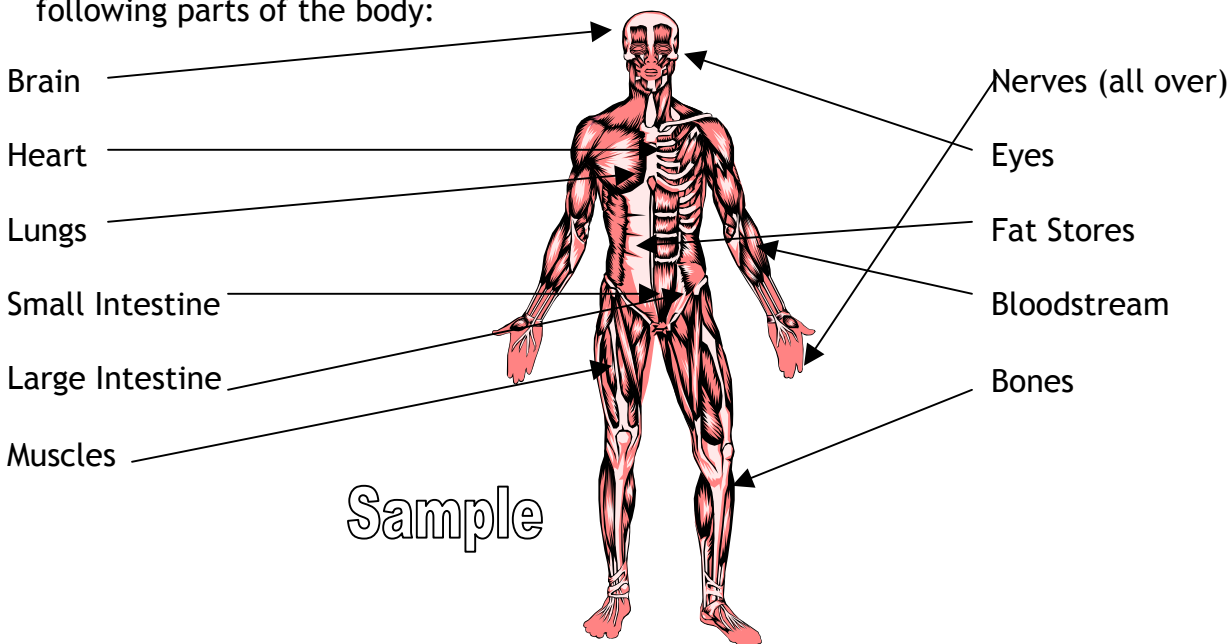
Time required: 15 minutes.

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 in all. 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 slip 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 your body.	Heart
Sends messages to and from your brain to all parts of your body.	Nerves
Collects waste from your food so you can get rid of it.	Large Intestine
Absorbs water from the foods you eat and the beverages you drink.	
You need iron to keep this part of your body healthy.	Blood Stream
Supports your body.	Bones
Protects your internal organs and bones and keeps you warm. This in your diet helps you to absorb important vitamins.	Fat Stores
When stretched, this sends a message to your brain that you are full.	Stomach
Collects oxygen for your blood from the air you breathe.	Lungs
Sends nutrients from digested food to your 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
These power every move you make. 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 your blood from the air you breathe.

Collects waste from your food so you can get rid of it.

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

You need iron to keep this part of your body healthy.

Protects your internal organs and bones and keeps you warm. This in your diet helps you to absorb important vitamins.

Pumps blood throughout your body.

Sends nutrients from digested food to your bloodstream.

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

Supports your body.

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

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

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

Passport to Healthy Eating

Purpose: Students explore foods from around the world.

Time required: 15 minutes.

Materials needed:

- Table.
- Map of the world.
- Foods from around the world (pictures, written cards or actual foods). Choose from the following or make up your own list:

Vegetables and Fruit (the produce section is a great place to look!):

- Mango (Central and South America).
- Kiwi (Australia).
- Bread fruit (South America).
- Apples (North America).
- Oranges (United States of America).
- Jicama (Mexico).

Grain Products:

- Quinoa (South America).
- Rice (Asia).
- Roti (India).
- Pita (Greece).
- Tortilla (Mexico).
- Wheat (Canada).

Milk and Alternatives:

- Cow's milk (North America).
- Goat's milk (North America and Europe).
- Sheep's milk (New Zealand and Australia).
- Yak cheese (Nepal).
- Buffalo milk (India).
- Reindeer Milk (Scandinavia).

Meat and Alternatives:

- Beef (North America).
- Chicken (all over).
- Fish and Shellfish (the ocean).
- Soy (Asia).
- Lentils, beans and peas (all over).

Steps:

1. Display the pictures, written cards or actual foods on the table (grain products usually fit nicely into a plastic sandwich bag).
2. Have each student choose a food.
3. In turn, have students guess where each food comes from by pointing to the map. Allow 3 guesses per food item.
4. Discuss 2 characteristics about the food or the region and/or culture in which it grows.

Variations on Theme:

Turn it into a tasting opportunity by having some of the foods available to eat!

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.

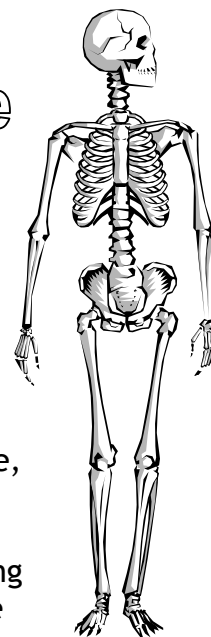
Have students perform the following weight-bearing exercises at their own pace:

- 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?

Sample



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.

Fitness and Nutrition Relay

Purpose: To get students moving and test their knowledge of Canada's Food Guide.

Time required: 15 minutes.

Materials Needed:

- One volunteer per team to ensure students complete the activities properly and to assist in adding up the points.
- Containers for answers - 1 per station.
- Answer Guide - 1 per volunteer.
- Skipping ropes - 1 per team for Station #1.
- One-minute timers - 1 per team for Station #2.
- Mats - 2 per team for Stations #2 and #3.
- Pencils - 1 per station.
- *Student Question and Answer Sheet* - see "To Prepare" section below for description of amount needed.
- Whistle.

To Prepare:

- Recruit volunteers.
- Set up fitness stations - 1 set of stations per team.
- Copy *Student Question and Answer Sheet* - 1 per student.
- Cut *Student Question and Answer Sheets* into three and put Station #1 questions at each Station #1. Repeat for Stations #2 and #3.

Nutrition and Fitness Stations:

STATION 1: Skip 10 times without tripping. If students trip, have them start over. Have students answer the nutrition question before moving to the next station.

STATION 2: Do as many sit-ups as you can in one minute. Earn one point for every sit-up performed. Have students write down how many sit-ups they did on their answer sheet. Have students answer the nutrition question before moving to the next station.

STATION 3: Do 10 push-ups. Pushing up from the knees will modify the activity, making it easier to perform. Have students answer the nutrition question before moving to the next station.

Steps:

1. Divide students into even-numbered teams (if odd-numbered, have one person volunteer to perform the stations twice).
2. Students line up in single file at the start line.
3. Review the activity at each station with the students.
4. Let students know that they are to do the activity and then write their answer to the station question on the sheet, fold it up and put it in the container.
5. As each student finishes all stations they are to sit down behind the finish line.
6. Explain the points system to the students - see next page for details.
7. At the whistle, the first player in line goes to the first station, as the first player completes the first station, the second player begins the course, then the third, and so on.
8. Once all teams have finished and are sitting down, review the nutrition questions with the students while volunteers add up the points.
9. Total the number of points for each team by adding the number of points and the number of correct nutrition answers (see Point System below). The team with the most number of points wins.
10. Provide students with the point results and acknowledge the winning team(s).

Point System

- The first team to finish earns 20 points, the second team earns 15 points, the third team earns 10 points, and so on.
- Students earn one point for every sit up they do in a minute.
- Students earn one point for every correct response to the nutrition questions.

Student Question and Answer Sheet

Station 1

Nutrition Question:

How many servings of Grain Products are in 500 mL of pasta? Circle response.

- a. 2
- b. 4
- c. 6

Fitness Component: Skip 10 times without tripping. If you trip, start over.



Station 2

Nutrition Question:

How much peanut butter do you need to eat to equal one serving of Meat and Alternatives?

Fitness Component:

Number of sit-ups completed in one minute: _____



Station 3

Nutrition Question:

What nutrient provides the body with the most efficient source of fuel? Circle response.

- a. Carbohydrate
- b. Protein
- c. Fat

Fitness Component: Do 10 push-ups. Pushing up from the knees makes it easier to do.



Nutrition and Fitness Relay Answer Key

STATION 1

Question: How many servings of Grain Products are in 500 mL of pasta?

Answer: b. (4)

STATION 2

Question: How much peanut butter do you need to eat to equal one serving of Meat and Alternatives?

Answer: 30 mL

STATION 3

Questions: What nutrient provides the body with the most efficient source of fuel?

Answer: a. (Carbohydrate)

Meal Time Balance

Purpose: To have students learn the principles of balancing meals in a fun and interactive way.

Time required: 15 minutes.

Materials needed:

- Food cards (attached).
- Tape.
- Hat or bag.

Steps:

1. Photocopy and cut food cards, then put them into a hat or bag.
2. Have students reach into the hat or bag and pick out a food card.
3. Have each student tape a food card somewhere visible on their clothing.
4. Allow students 5-10 minutes to find at least two other students with a complementary food in order to make a balanced meal (must include items from at least 3 of the 4 food groups).
5. Once they have made a balanced meal they sit down together as a group.
6. Have each group explain to the other groups how they make up a balanced meal.

Apple

Milk



Egg Sandwich

Tuna Wrap

Carrot Sticks

Ceasar Salad



Bagel

Cheese

Hamburger

Tossed Salad



**Apple
Juice**

Cereal

Milk

Cheese



Crackers

Grapes

**Spaghetti
and Meatballs**

Broccoli



Cheese Pretzel

Yogurt

**Spinach
Salad**

Pear



Tortilla

Pizza

**Scrambled
Eggs**

Toast



Cheese Bread

Toast

**Tossed
Salad**

Banana



**Macaroni
and Cheese**

Chicken

**Baked
Potato**

**Green
Beans**



Milk

**Orange
Juice**

Blind Faith

Purpose: To learn how important trust is in a relationship and how difficult it can be at times to trust.

Time required: 15 minutes.

Materials needed:

- Blindfolds - 1 per pair of students.
- Obstacles - bench, chair, etc.

Steps:

1. Have students find a partner.
2. Have students take turns being blindfolded and led around a course with a few obstacles. Obstacles could include a bench to step over, a chair to sit down on, a doorway to step through, etc.
3. Consider having students switch partners so they can try the activity with someone they know less well.
4. To wrap up, lead a discussion with students about trust. Start by asking the students how it felt to have to trust the person that led them around. Was it hard to trust the other person? Did the exercise build more or less trust for that person? What helps build trust?

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 different 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 is scooped into bowls by an adult or teen 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.