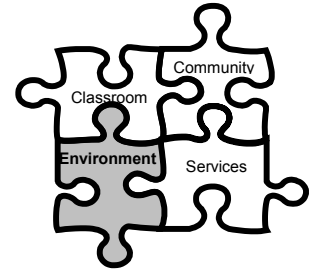


Healthy Choices[®]

Get Up and Go Games



TARGET GROUP: Secondary

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

- Three-Legged Shopping Race¹
- Passport to Healthy Eating
- Breathless¹
- Stretch it Out
- D’em Bones
- Take a Break
- Fitness and Nutrition Relay¹
- Meal Time Balance
- Blind Faith
- Healthy Communication Relay
- Every Day Can Be Sundae²

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.

DAY OF THE EVENT

1. Organize/set-up stations.

¹ 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.

² Adapted with permission from U.S. Department of Agriculture - Team Nutrition Community Nutrition Action Kit (1996).

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 8 and 9
- Physical Education 8 to 10
- Planning 10
- Physical Education 11 and 12

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.

Three-Legged Shopping Race

Purpose: To have students work in teams and learn about the food products commonly purchased in stores.

Time required: 15 minutes.

Materials needed:

- One or two volunteers to add up the points at the end and to ensure that students perform the tasks as directed.
- Ties or straps - 1 per team of two.
- Pencils - 1 per station.
- *Station Question/Answer Sheets* - 1 per pair.
- *Station Question/Answer Sheet* containers for completed sheets - 1 per team of 10.
- Calculators - 1 per team for use at Station 3.
- Whistle.

Steps:

1. Recruit volunteer(s) and gather materials.
2. Set up one complete set of stations per team of 10.
3. Divide students into teams of 10. Within each team of 10, have students divide up into 5 pairs. Have the pairs stand side-by-side and tie their inside legs together using a strap or tie.
4. Instruct each pair to line up one behind the other at the start line.
5. Provide each pair with a *Station Question/Answer Sheet*.
6. Review briefly with the students what is expected of them at each station and explain the point system (see below).
7. At the whistle, the first pair in line advances to Station 1, when the first pair completes Station 1, they move on to Station 2 and the next pair in line begins the course, and so on.
8. At each station, pairs work together to answer a set of nutrition questions. Pairs write their answers on their *Station Question/Answer Sheet* and move to the next station. Repeat until all pairs have completed all stations.
9. Pairs place their completed *Station Question/Answer Sheet* in their team's container at the end of the course, then sit down behind the finish line.
10. Review answers with the students using the *Answer Key*, while volunteers calculate team points.
11. Provide students with the results and acknowledge the winning team(s).

Point System:

- The first team to finish receives 20 points, the second team receives 15 points, the third team receives 10 points, and so on.
- Each team receives one point for every correct response.
- The team with the most number of points wins.

Student Question/Answer Sheet

Station 1

Review the information in the **Drink Comparison Chart** and answer the following questions.

1. Which drink has the most nutritional value (the most nutrients per calorie)?
2. Which drink has the least nutritional value (the least nutrients per calorie)?
3. Which drink has the most calcium?
4. Which drink has the most iron?
5. Which drink has the most caffeine?
6. Which two drinks cost the most per mL?
7. Which drink is the most hydrating?

Station 2

Review the information in the **Bar Comparison Chart** and answer the following questions.

1. Which of the bars best provides a balance of carbohydrate, protein and fat?
2. Which bar provides the most fibre?
3. Which bar is the most nutrient dense, i.e. has the highest amount of nutrients per calorie?
4. Which bar is a close runner-up?

Station 3

Review the information on the **Cereal Comparison** and answer the following questions. Hint: You will need a calculator to answer some of these questions.

1. According to Canada's Food Guide, one serving of Grain Products is equal to this much cold cereal.
2. Which cereal has the least amount of sugar per 30 g serving?
3. Which cereal has the highest amount of fibre per 30 g serving?

Station 1

Review the information in the Drink Comparison Chart and answer the following questions.

Drink Comparison Chart

	2 % Milk	2% Chocolate Milk	Gatorade	Coke	Water	Red Bull®	Caramel Frappuccino with whipped cream
Serving Size	500 mL	500 mL	710 mL	541 mL bottle	591 mL bottle	500 mL	480 mL (Grande)
Calories	242	352	180	235	0	208	430
Carbo-hydrate	24 g	52 g	45 g	59 g	0 g	52 g	61 g
Fat	10 g	10 g	0 g	0 g	0 g	0 g	16 g
Protein	16 g	16 g	0 g	0 g	0 g	0 g	6 g
Calcium	55%	55%	0%	0%	0%	0%	20%
Iron	1.9%	9%	0%	0%	0%	0%	0%
Caffeine	0 mg	trace amounts	0 mg	52.6 mg	0 mg	160 mg	130 mg
Vitamin C	0%	0%	0%	0%	0%	0%	0%
Vitamin D	88%	88%	0%	0%	0%	0%	24%
Cost (tax not included)	1.00	1.04	1.69	1.49	1.09	3.78	4.10

Questions:

1. Which drink has the most nutritional value (the most nutrients per calorie)?
2. Which drink has the least nutritional value (the least nutrients per calorie)?
3. Which drink has the most calcium?
4. Which drink has the most iron?
5. Which drink has the most caffeine?
6. Which two drinks cost the most per mL?
7. Which drink is the most hydrating?

Station 2

Review the information in the Bar Comparison Chart and answer the questions below.

Bar Comparison Chart

Energy Bar	Grams of Protein	Grams of Carbohydrate	Grams of Fat	Calories
Oh Henry! Bar	5.6	36	17	319
Nature Valley Crunchy Granola Bar (Banana Nut)	2.2	15	3.0	380
Sun-Rype Fruit and Veggie Bar	1.0	32	0	130
Harvest Power Bar (Apple Crisp)	8.3	40	4.0	220
Cliff Bar (Crunchy Peanut Butter)	10.0	41	4.7	250

Questions:

1. Which of the bars best provides a balance of carbohydrate, protein and fat?
2. Which bar provides the most fibre?
3. Which bar is the most nutrient dense, i.e. has the highest amount of nutrients per calorie?
4. Which bar is a close runner-up?

Station 3

Cereal Comparison

Review the information on the cereal box labels and answer the questions below.

Hint: You will need a calculator to answer some of these questions.

Life	Fruit Loops	Cheerios
Nutrition Facts Per 30g serving (3/4 cup)	Nutrition Facts Per 27g serving (3/4 cup)	Nutrition Facts Per 30g serving (1 cup)
Amount % Daily Value	Amount % Daily Value	Amount % Daily Value
Calories 120	Calories 100	Calories 110
Fat 1.5g 2%	Fat 0.5g 1%	Fat 2g 3%
Saturated 0g + Trans 0g 0%	Saturated 0.5g + Trans 0g 2%	Saturated 0.4g + Trans 0g 2%
Cholesterol 0mg	Cholesterol 0mg	Cholesterol 0mg
Sodium 160mg 7%	Sodium 110mg 5%	Sodium 270mg 11%
Carbohydrate 25g 8%	Carbohydrate 24g 8%	Carbohydrate 22g 7%
Fibre 2g 8%	Fibre 1g 2%	Fibre 3g 11%
Sugars 6g	Sugars 12g	Sugars 1g
Protein 3g	Protein 1g	Protein 4g
Vitamin A 0% Vitamin C 0%	Vitamin A 0% Vitamin C 0%	Vitamin A 0% Vitamin C 0%
Calcium 10% Iron 45%	Calcium 0% Iron 25%	Calcium 4% Iron 30%

Questions:

1. According to Canada's Food Guide, one serving of Grain Products is equal to this much cold cereal.
2. Which cereal has the least amount of sugar per 30 g serving?
3. Which cereal has the highest amount of fibre per 30 g serving?

Three-Legged Shopping Race Answer Key

Station 1: Drink Comparison

1. 2% milk
2. Coke
3. 2% milk and 2% chocolate milk
4. 2% chocolate milk
5. Red Bull
6. Red Bull and Caramel Frappuccino
7. Water

Station 2: Bar Comparison

1. Cliff Bar
2. Sun-Rype Fruit and Veggie Bar
3. Cliff Bar
4. Power Harvest Bar

Station 3: Cereal Comparison

1. Cheerios
2. Cheerios
3. Cheerios

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 that 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.

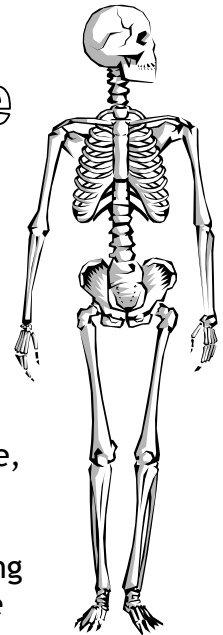
Have students perform the following weight-bearing exercises at their own pace:

- 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 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

Caesar 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.
- 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.
- 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.