

# Ever Active Schools

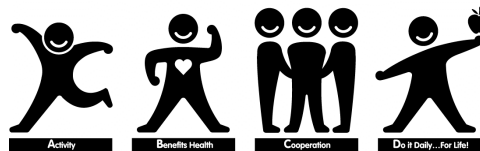
## Interactive Health 2.0

### Participant Handout



K-9 Health & Life Skills

#### ABCD's of Physical Education



*Intended Audience: K-9 Health Teachers*

### Workshop Outcomes

*Participants will:*

- *Demonstrate an understanding of the Health curriculum for their particular grade level.*
- *Develop an understanding of Health lessons that could be taught or modified for a certain grade level.*
- *Participate in activities supporting the Health & Life Skills Program of Studies.*
- *Highlight interactive websites that encourage student participation.*
- *Identify opportunities to access ongoing support and resources.*

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Workshops supported by:



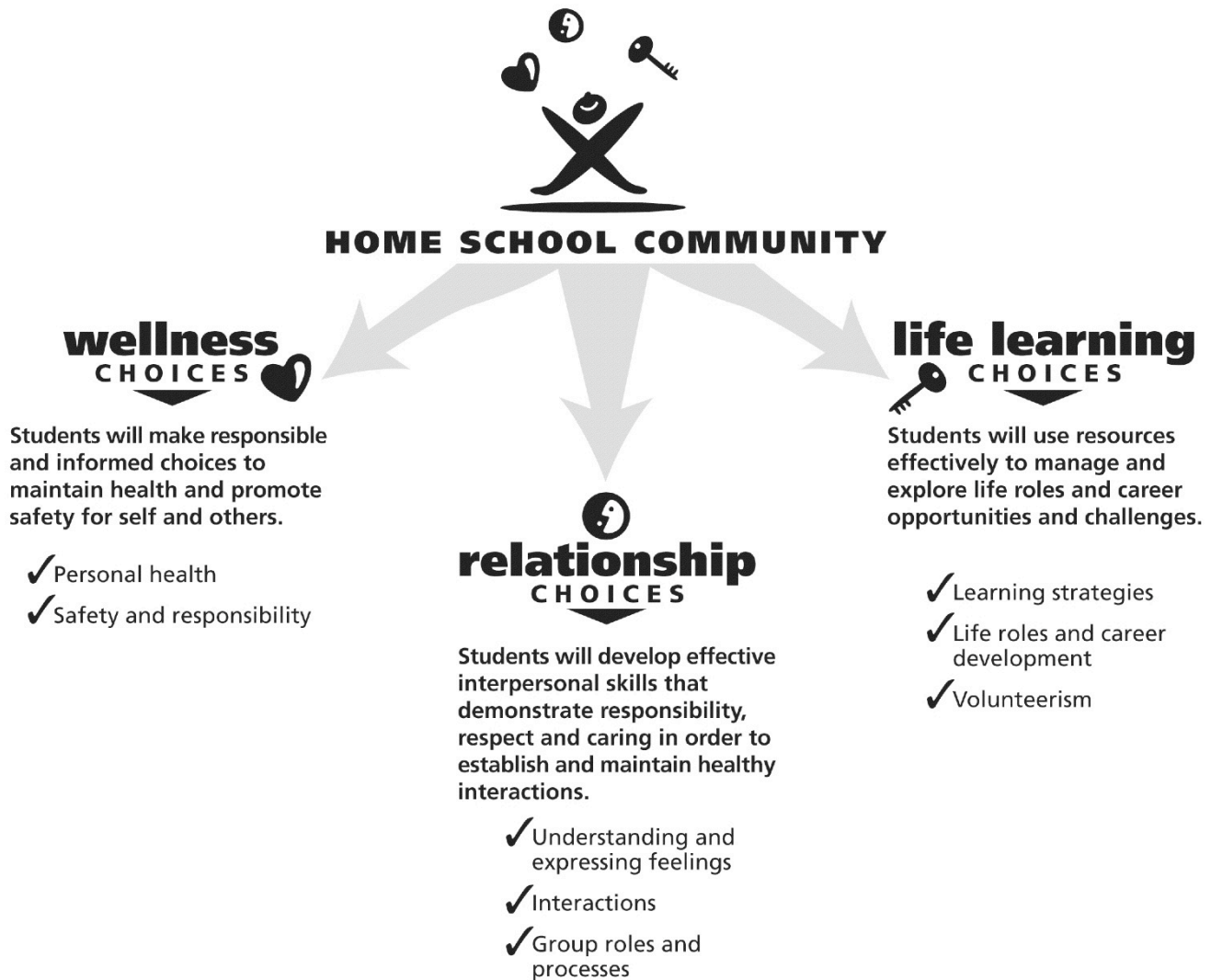
**Government  
of Alberta** ■



# K-9 health and life skills program of studies

Alberta  
EDUCATION  
2002

The aim of the Kindergarten to Grade 9 Health & Life Skills program is to enable students to make well-informed healthy choices and to develop behaviours that contribute to the well-being of self and others.



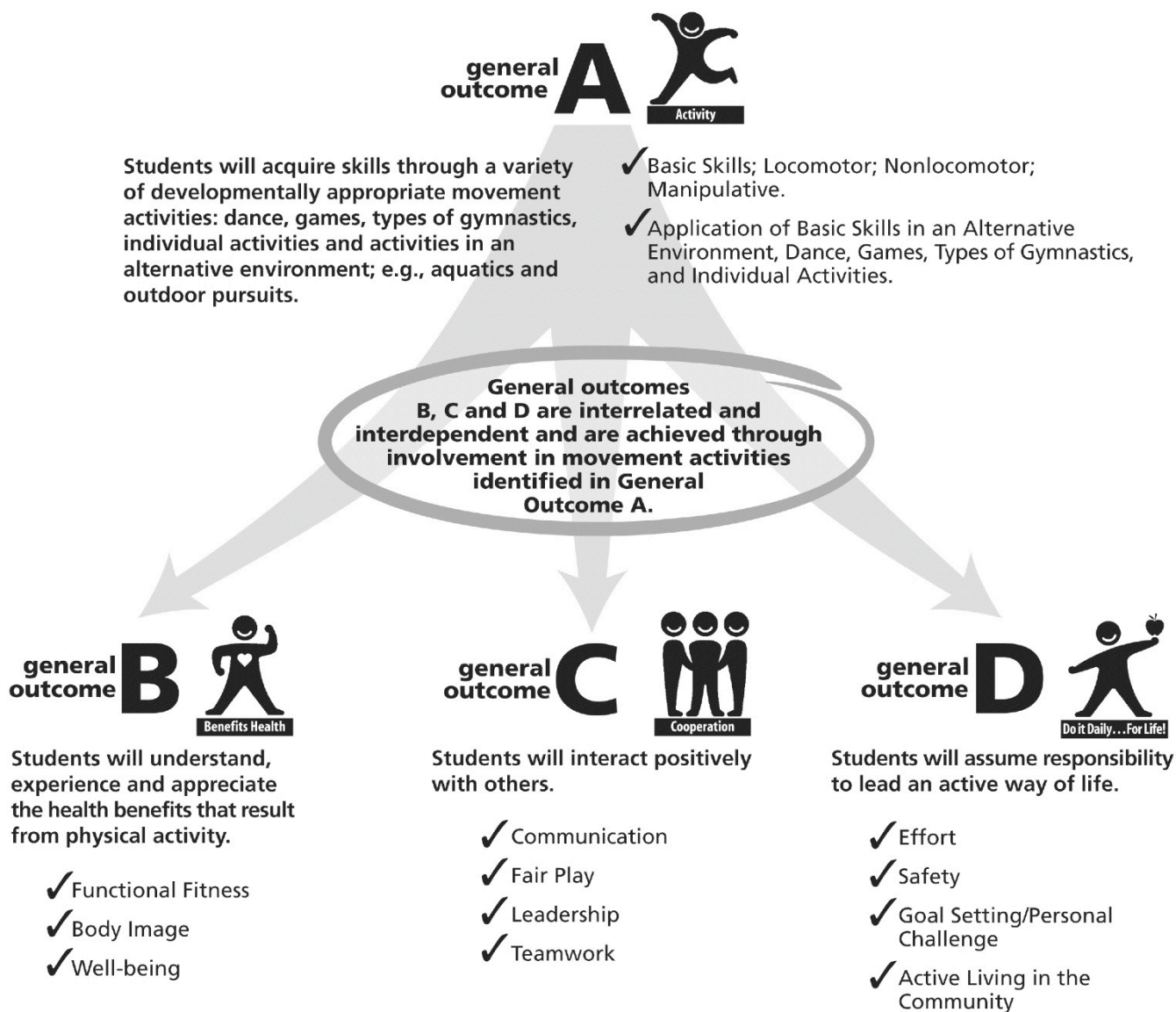
Home, school and community partnerships are critical to the delivery of the Health & Life Skills program of studies.

## Resources available to support implementation:

- Resources @ [www.learning.gov.ab.ca/k\\_12/curriculum/bySubject/healthpls](http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls)
  - Health & Life Skills Kindergarten to Grade 9 Guide to Implementation English: LRC Product #495674, French: LRC Product #529315, [www.lrc.learning.gov.ab.ca](http://www.lrc.learning.gov.ab.ca)
  - Health & Life Skills Kindergarten to Grade 9 Alberta Authorized Resource List
- Health & Life Skills Performance Assessment Tools Available as a result of collaboration between the Alberta Assessment Consortium and the Edmonton Regional Learning Consortium. [www.aac.ab.ca](http://www.aac.ab.ca), Assessment Materials – Public Domain

# K-12 physical education program of studies

The aim of the Kindergarten to Grade 12 Physical Education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.



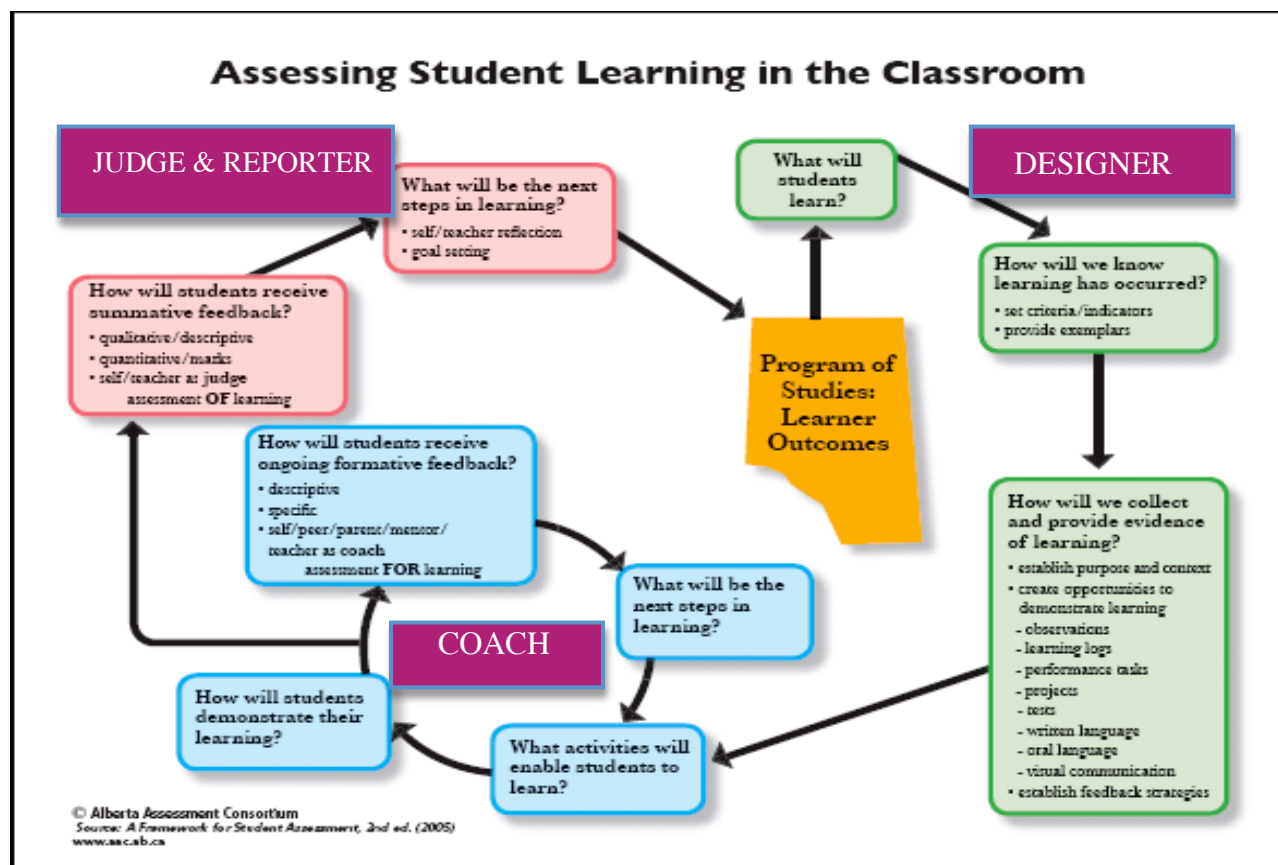
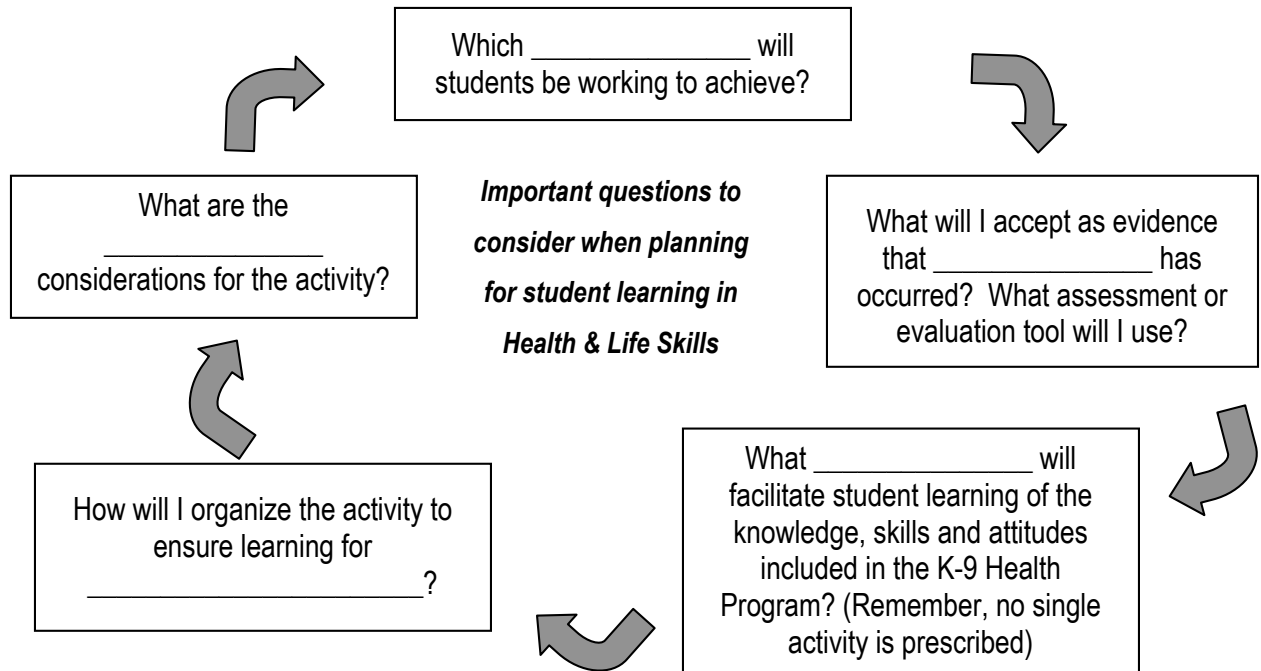
## Resources available to support implementation:

- Physical Education Online  
English: [www.learning.gov.ab.ca/physicaleducationonline](http://www.learning.gov.ab.ca/physicaleducationonline)  
French: [www.learning.gov.ab.ca/educationphysiqueenligne](http://www.learning.gov.ab.ca/educationphysiqueenligne)

- Resources @ [www.learning.gov.ab.ca/k\\_12/curriculum/bySubject/physed](http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed)
  - Physical Education Kindergarten to Grade 12 Guide to Implementation  
English: LRC Product #425597, French: LRC Product #461335,  
[www.lrc.learning.gov.ab.ca](http://www.lrc.learning.gov.ab.ca)
  - Administrator's Overview, K-12 Physical Education
  - Physical Education Resource Guide
  - Daily Physical Activity Initiative in Alberta Schools, Discussion Paper
  - Daily Physical Activity Teacher and Administrator Handbooks

### Lesson Planning in Health - Starting with the End in Mind

In our planning as teachers, we know that in order to ensure our teaching is aligned with the program outcomes, best practice is to start with the end in mind (*Understanding by Design, Wiggins & McTighe, 1998*). The “end”, is student learning and achievement of the program outcomes. Starting with the end in mind and working backwards in our planning will lead to engaging and effective learning experiences for students.



**WELLNESS CHOICES – General Outcome: Students will make responsible and informed choices to maintain health and to promote safety for self and others.**



Specific Outcome(s): **W-(K-3) - 5** - Healthy Nutritional choices

**Materials:** Power to Play Resource, p. 104 & 105, Food picture cards from Power to Play Resource, Alberta Milk, [www.powertoplay.com/index.htm](http://www.powertoplay.com/index.htm)

**Related Resources:**

- Health and Life Skills Guide to Implementation, Alberta Education, <http://education.alberta.ca/teachers/program/health/resources/k-9health.aspx>
- Canada's Healthy Eating Food Guide, [www.hc-sc.gc.ca/fn-an/food-guide-aliment/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html)

**Warming Up to Learning:** Write each of the four food groups on a separate piece of paper and place them up on the wall (one food group for each wall in the activity space). Hand out one food picture card to each student and have them make the shape of the food on their card and hold their shape. When all students are in their food shape, start the learning activity.

**Learning Activities:**

**Food Groups:** Each student looks at their card and walks, skips, or gallops to stand beside the food group that they think their food belongs to. Ask students if they can name the four food groups. Have students share their food card with a partner and determine if they are in the correct food group.

**What's the Signal?** When all students have found the correct food group to stand beside, have students take on the name of that food group. When the teacher calls out, "Grain Products", all students who are "Grain Products" jog around the outside of the activity space. The other students perform an activity in the middle that the teacher leads, such as jumping jacks. When "Vegetables and Fruit" is called out, the students who are "Vegetables and Fruit" jog around the outside and the other students perform a different activity, such as marching on the spot with high knees. Continue the activity by calling out the other two food groups, "Meat and Alternatives" and "Milk and Alternatives". Some other ideas for activities in the middle include: star jumps and push-ups.

**Questions/Discussion/Activities suggested to enhance learning of the outcomes:**

- Discuss what makes up a healthy snack
- Discuss what makes up a healthy meal
- Review Canada's Food Guide to Healthy Eating
- Review Alberta Nutrition Guidelines
- Talk about the recommended number of servings students need from each food group
- Meat and meat alternate group – keeps muscles strong and repairs them
- Milk – keeps bones and teeth healthy and helps build them
- Fruit and Vegetables – give us vitamins, minerals
- Grains and Cereals – give us energy

**Follow Up Activity: Lunch Bag Tag:** This activity is an adapted version from Grade 2 - Lesson 4 in the Power to Play Resource. Assign one student to be the Lunch Bag ("it") and have him/her stand in the middle of the activity space. Divide the remaining students into four groups – each representing one of the food groups (Grain Products, Vegetables and Fruit, Meat and Alternatives, Milk and Alternatives) and have them stand on one side of the activity area. When the "Lunch Bag" calls out one of the food groups, everyone in that group attempts to move from one side to the other without getting tagged. Be sure to mark off a safe zone approximately one metre before the end wall for students to stop at. If a food group student is tagged, he/she joins the "Lunch Bag" and helps tag others the next time a group is called.

**WELLNESS CHOICES – General Outcome: Students will make responsible and informed choices to maintain health and to promote safety for self and others.**



Specific Outcome(s): **W-(4-6) – 1, 4, 5** – Connections to physical activity, body image and healthy eating

**Materials:** Obstacle-free area, light resistance bands (one per student)

**Related Resources:**

- *Recipe Card Lesson Plans – Grades 4-6 – Set 1*, <http://www.everactive.org/everactive-resources>
- Be Fit For Life Network-Resistance Bands for Elementary Students, [www.befitforlife.ca](http://www.befitforlife.ca)
- Physical Education Online: *Exploring Body Image and Weight Prejudices Handout*: <http://education.alberta.ca/physicaleducationonline/teacherresources/toolbox/files/bdyimg.pdf>

**Warming Up to Learning:** Group Discussion: Help the students identify that different people are good at different things, and that different activities require different physical attributes. Finding what you like to do may be as easy as finding out what you are physically suited to doing. But don't let your body attributes stop you from trying other things. All aspects of fitness affect performance and all can be improved with practice.

**Learning Activity: Resistance Band Fun:** The activities below are taken from *Ever Active Schools Recipe Card Lesson Plans – Grades 4-6 – Set 1 – Individual Activities Lesson 4*. For more resistance band activities purchase the Recipe Cards online @ <http://www.everactive.org/everactive-resources>

- **CHEST-er-field** – Place one end of the band under right hand and extend it across the back, holding the other end with the left hand. Perform push-ups from the knees or feet.
- **BACK attack** – Sit with legs extended in front of the body, wrap band around feet and hold each end in one hand. Keeping back straight, squeeze shoulder blades together and down.
- **GLUTE salute** – Stand on the middle of the band and squat down bending knees to 90°, and then hold each end of the band in one hand. Straighten legs and squat keeping weight on heels and knees directly above or behind toes.

**Questions/Discussion/Activities suggested to enhance learning of the outcomes:** Instruct students to form groups of 4-5 and to create or choose 3 different resistance band activities, keeping in mind the abilities of those in their group. Have each group demonstrate their chosen movements with the large group.

**Follow Up Activity:** Students go to the site, [www.kidshealth.org](http://www.kidshealth.org). Once at the site, click on **For Kids**, then **Growing Body & Mind**, then **Body Stuff** and once there select **Body Mass Index (BMI)**. Students can use the KidsHealth BMI Calculator to figure out their own BMI.

**WELLNESS CHOICES – General Outcome: Students will make responsible and informed choices to maintain health and to promote safety for self and others.**



Specific Outcome: **W (7-9) – 1 – Healthy Active Lifestyle Choices & Body Image**

**Materials:** Obstacle-free area, Fitness Circuit equipment (bean bags, hoops, etc.)

**Related Resources:**

- *Recipe Card Lesson Plans*–Grades 4-6 (Set 1), <http://www.everactive.org/everactive-resources>
- Health and Life Skills Guide to Implementation, Alberta Education, <http://education.alberta.ca/teachers/program/health/resources/k-9health.aspx>
- Physical Education Online: [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/)  
Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**

**Warming Up to Learning: Rock, Paper, Scissors Body Challenge** – Two lines of students stand facing each other at the centre of the activity space, one to two meters apart. Each side secretly decides if they would like to be “Rock” (crouched down with body shaped like a ball), “Paper” (standing with arms and legs wide), or “Scissors” (standing with arms and legs crossed). Upon the teacher calling out “three, two, one, go!” each group shows their choice. The side that wins the RPS challenge chases the other side back to their line. Be sure to have the line at least a couple of metres from the wall. Anyone tagged becomes a new participant on the other team.

**Learning Activity:** Create and prepare 10-12 circuit station activities that are a mix of cardiovascular, strength and flexibility stations. Students complete each station for 45 seconds. The activities below are taken from *Ever Active Schools Recipe Card Lesson Plans – Grades 4-6 – Set 1 – Individual Activities Lesson 6*. For more fitness circuit activities purchase the Recipe Cards online @ <http://www.everactive.org/everactive-resources>

- **Bean Bag Shuffle** – Stand between two hoops placed 5 metres apart. Move one beanbag at a time from one hoop to the other using a side shuffle step.
- **Stork Stand** – Balance while standing with arms extended out to the sides with one foot touching the inside of the opposite legs.
- **Crab Push-Up** – Start in a crab-walk position with hands and feet on the floor and stomach facing the ceiling. Straighten and bend arms to 90 degrees.

**Questions/Discussion/Activities suggested to enhance learning of the outcomes:** Ask students the following questions:

- After the stations how did you feel? Why?
- How did the food you ate and drank affect your performance during the stations? After the stations?

**Follow Up Activity:**

*Mirror Mirror on the Wall Activity:* Physical Education Online @

[http://education.alberta.ca/PhysicalEducationOnline/TeacherResources/Health/examples/b7\\_9/t9\\_3\\_b.asp](http://education.alberta.ca/PhysicalEducationOnline/TeacherResources/Health/examples/b7_9/t9_3_b.asp)

This can be done in a 15-minute discussion after the activity lesson. Have the students tell you the celebrity or athlete they most admire and assign a body type to each. Use fitness magazines and fashion magazines and discuss the differences in body types depicted in each.

**RELATIONSHIP CHOICES – General Outcome - Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.**



Specific Outcome(s): **R-(K-3) – 8, 9 – Working Cooperatively in a Group**

**Materials:** Mini-parachutes or tarps (one per group of 5-6 students), rubber chickens (one per group), hula hoops (one per group), small soft objects such as bean bags, gator balls (4-5 per group)

**Related Resources:**

- SPARK (Sports, Play and Active Recreation for Kids), Physical Education Program for Grades K-2, 3-6, 7-8, 9-12, [www.sparkpe.org](http://www.sparkpe.org)

**Warming Up to Learning:** Ask students to tell you in their own words what the following words mean:

- Teamwork
- Respect
- Encouragement
- Trust
- Listening

**Learning Activity: Parachute Play:** Divide students into groups of 5-6 and provide each group with a mini-parachute or tarp for the cooperation/teamwork activities. Parachute activities include:

**Listening Challenges** – 1. Balance on three body parts while holding onto the parachute. 2. Make waves while holding onto the parachute with two hands, then one hand. 3. Make big waves while holding onto the parachute, then while jumping up and down. Freeze on signal. 4. Hop on one foot while making waves. 5. Hop in a circle while holding the parachute. Change directions. 6. All hold onto the chute and move to touch all four walls of the activity area.

**Seesaw Pull** – From a seated position, have students pull the chute back and forth in a seesawing motion while singing “Row, Row, Row Your Boat!”

**Elevator** – Hold the parachute tight and have one student call out the floor that they would like the group to hold the chute at; ie., 1<sup>st</sup> floor (at knees), 2<sup>nd</sup> floor (at waist), 3<sup>rd</sup> floor (at chest), 4<sup>th</sup> floor (at nose), 5<sup>th</sup> floor (above head).

**Popcorn Kernel** – Place a soft object on the chute and work together to see how high you can pop the object in the air and catch it on the chute. Pop the kernel 5 times.

**Color Tag** – Assign a color to each student. Lift the parachute high overhead and call out a color. All students with that color move (walk, skip or crawl) to the other side of the parachute before it comes down and tags him/her.

**Catch of the Day** – 1. Choose one student to be the ‘catcher’. He/she stands to the side of the parachute. Place an object on top of the chute and have students toss the object off of the chute for the catcher to catch. Switch after 3 attempts. 2. Choose 2 students to stand to the side of the parachute. One student holds onto a hoop (‘catcher’) and the other stands to the side ready to collect the object (‘collector’). Place a soft object on top of the parachute and have students flip the object off of the chute through the hoop. The catcher can move the hoop in a position for the object to go through like a moving basketball hoop. The ‘collector’ tosses the object back onto the hoop. Switch positions after 3 attempts.

**Questions/Discussion/Activities suggested to enhance learning of the outcomes:**

Ask students the following and have them answer using the thumbs up (yes), to the side (sometimes) and down (no) strategy:

- |                        |   |
|------------------------|---|
| ▪ I participated       | ▪ I encouraged others                       |
| ▪ I listened to others | ▪ I showed concern for others feelings      |
| ▪ I followed the rules | ▪ I worked with others toward a common goal |

**RELATIONSHIP CHOICES – General Outcome - Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.**



Specific Outcome(s) **R-(4-6) – 4, 7** – Effective Communication/Conflict Resolution

**Materials:** Obstacle free play area, small objects (tennis balls, bean bags, footballs – one per group of 4)

**Related Resources:**

- Health and Life Skills Guide to Implementation, Alberta Education, <http://education.alberta.ca/teachers/program/health/resources/k-9health.aspx>
- Why Paper and Scissors Rock!!! <http://www.ciraontario.com/ehr/page/resources>

**Warming Up to Learning:** Conflict Resolution Activity: Quick Fixes: Introduce the concept of *Quick Fixes*. *Quick Fixes* are easy ways to stop conflicts before they start. They work best when an issue isn't too complicated. Some examples are: flip a coin, split the difference, laugh it off, skip it, walk away, say you're sorry and rock, paper, scissors. Have students consider a typical conflict on the playground. Make two columns on the board. In the first column, list hot responses that are likely to escalate the conflict and cool responses that are likely to defuse or resolve the conflict.

**When there is a conflict...**

<b>HOT responses</b>	<b>COOL responses</b>
<ul style="list-style-type: none"> <li>- hitting</li> <li>- name-calling</li> <li>- shouting</li> </ul>	<ul style="list-style-type: none"> <li>- leaving the scene</li> <li>- ignoring insults</li> <li>- talking about the problem</li> </ul>

**Learning Activity: RPS Football** – Place students into groups of 4 and have 2 students stand on opposite end lines facing each other. The first student in each group starts with an object in hand; ie., football, tennis ball. When the teacher calls out, "HUT!", the two front students walk quickly towards each other. When the two students come face to face, they stop and have a RPS challenge. If the student that has the object wins the challenge, he/she continues towards the opponent's end line and the student that lost the challenge jogs back to their own end line. The next student in line quickly heads toward the student carrying the object. Once they meet face to face, they have a RPS challenge. If the student carrying the object ends up within 1 metre of the opponent's end line, a touchdown is awarded. If the non-object carrying student wins the challenge, he/she takes the object and quickly walks toward the opponent's end line. The object is handed to the opposite team if a touchdown is scored.

**Questions/Discussion/Activities suggested to enhance learning of the outcomes.**

- Discuss the RPS Football activity and how it relates to resolving conflict.
- Discuss why cool responses help resolve conflict.

**Follow Up Activity:** Conflict Cartoon Drawing: Have students draw a cartoon for one or more of the cool responses from the list created earlier.

**RELATIONSHIP CHOICES – General Outcome - Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.**



Specific Outcome **R-(7-9) – 9 – Working in a Group**

**Materials:** Obstacle-free play area, Student Leadership Activity Station Cards (<http://www.everactive.org/healthy-active-school-symposia>), equipment for stations (as listed on each card)

**Related Resources:**

- Health and Life Skills Guide to Implementation, Alberta Education, <http://education.alberta.ca/teachers/program/health/resources/k-9health.aspx>
- Physical Education Online website: [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/)  
Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

**Warming Up to Learning:** Work with a partner to create a Venn diagram comparing and contrasting the qualities of effective and ineffective groups.

**Learning Activity: Student Leadership Activities:** Divide the students into groups of 5-6 and have them move to a leadership station. Students complete the station and move to another station on the signal. Each station can be completed in 1-2 minutes. The stations include:

- Tarp Challenges
- Skoola
- Trust me Team Building
- Movement Jumping Bands
- Shrinking Ground
- What a Laugh
- Act it Out
- Back Art
- Keep it Up
- Tennis Ball Challenge
- Shape Sorter
- Popsicle Push-Ups
- Alignment

**Questions/Discussion/Activities suggested to enhance learning of the outcomes:**

- What types of roles did each of you play in the group (leader, idea generator, etc.)?
- How did the group dynamic change over time as you participated in these activities?

**Follow Up Activity:** Checklist of Participation in the Group Activity:

I am a:	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Not Yet</i>
• Good listener				
• Active participant in group discussions				
• Stays focused				
• Is typically open to the ideas of others				

**LIFE LEARNING CHOICES – General Outcome - Students will use resources effectively to manage and explore life roles and career opportunities and challenges.**



Specific Outcome: **L-(K-3) - 5** – Personal Skills and Assets

**Materials:** Obstacle-free area, poly-spot markers (one per student, plus a few extras), 2 dice, fitness-related activity cards for underneath the poly-spot markers, various equipment such as juggling scarves/plastic bags, basketballs, hula hoops, skipping ropes and music player w/ upbeat music

**Related Resources:**

- Health and Life Skills Guide to Implementation, Alberta Education, <http://education.alberta.ca/teachers/program/health/resources/k-9health.aspx>

**Warming Up to Learning:** As a class, discuss and define **interests, strengths and skills**. Talk about the fact that some of us have strong skills in cardiovascular endurance activities (activities that make our hearts beat fast), strength activities (such as push-ups and sit-ups) and flexibility activities (bending and stretching activities). Explain that in this lesson the students will be taking part in an activity that incorporates all three components of fitness (cardiovascular endurance, strength and flexibility). Students will determine their strengths, interests and skills after completing the activities.

**Learning Activity: Fitnessopoly** - Set up the poly-spots in a large square in the playing area. Place an activity card under each poly-spot face up and ask student to stand on a spot. Roll the dice in the middle of the square for all to see. Call out the total of the two dice and ask students to move that number of spots moving in a counter-clockwise direction. Once the students have found their spot, ask them to look under the spot and perform the activity to the music. When the music stops, roll the dice again and students then move according to the number on the dice to find a new spot. If a student lands on a “Free Parking” spot, he/she is to move to the middle of the square and choose a piece of equipment to use. The activities in the middle include juggling with scarves or plastic bags, basketball dribbling, foot bag/hacky sack activities, hula hooping, skipping rope, etc. Try placing cards with pictures showing what activity they are to perform under the poly-spots. Not enough spots? Have students partner up and move together to a spot.

**Questions/Discussion/Activities suggested to enhance learning of the outcomes:**

Write each of the three components of fitness on a separate piece of chart paper (cardiovascular endurance, strength and flexibility). Brainstorm with the students the activities that they participated in during Fitnessopoly and write down the activities under the appropriate component of fitness. After this is complete, ask students to think about what activities they were highly skilled in. Have them now stand in front of the chart paper that represents their strengths. Ask students to now think about what skills they would like to develop and have them stand in front of the chart paper that represents the skills they would like to develop.

**LIFE LEARNING CHOICES – General Outcome - Students will use resources effectively to manage and explore life roles and career opportunities and challenges.**



Specific Outcome **L(4-6) - 4** – Goal-setting Skills

**Materials:** Juggling scarves, beanbags, or plastic garbage bags (3 for each student), juggling progressions sheet

**Related Resources:**

- *Dynamic DPA*, 2008, Ever Active Schools Participant Handout, <http://www.everactive.org/archived-handouts>
- Physical Education Online website: [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/). Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**

**Warming Up to Learning:** Identify what goals are. Let students share their knowledge and examples of how they set goals. Before the learning activity, ask who has juggled before. Explain to the students that they will be participating in a juggling activity and ask each student to set a goal for juggling today whether they have juggled or not.

**Learning Activity:** Use the attached juggling progressions and have your students explore juggling with one, two or three objects. Challenge students to create new juggling patterns. Further challenge students by having them juggle beanbags, rubber chickens and rubber rings! Juggle balls by bouncing them off the wall, juggle one scarf, one ball and one rubber chicken.

**Questions/Discussion/Activities suggested to enhance learning of the outcomes:**

- Did you achieve your goal?
- Was the goal realistic?
- Whether this was your first experience or not at juggling, did you improve as you practiced?

**Follow Up to Learning:** Students go to the site, [www.kidshealth.org](http://www.kidshealth.org). Once at the site, click on **Teens**, then **Schools and Jobs**, then **School Stuff** and once there select **Motivation and the Power of Not Giving Up**. Scroll down to the *Making a Change* planning tool. Students can use this tool to create their own personal plan by setting a goal and following the steps provided.

**Individual Juggling Progressions**

- Toss one scarf up and catch on the way down with the back of your hand facing the ceiling. Try using the right hand approx. 5-10 times, then left hand.
- Toss single scarf from right to left in a circular pattern.
- Switch directions and toss from left to right in a circular pattern.
- Toss from right to left and back from left to right.
- Using two scarves, one in each hand, cross arms above head and drop scarves from hand. Uncross hands and catch the scarves before they hit the floor (about waist height). Remind the students to keep the backs of their hands facing the ceiling. Cues: “cross-drop-catch”.
- Using two scarves, one in each hand, toss one in front of your body, then toss the other in front. Catch each one with the opposite hand. Cues: “criss-cross-catch-catch” OR “criss-cross-applesauce”.
- Using three scarves, place one in each hand and one in your pocket or waistband off to one side. Toss one scarf across your body (use the one in your hand that is on the same side as the one in your pocket). Toss the other scarf from your other hand across your body, then grab the scarf out of your pocket and toss it across your body. Let all three scarves drop. Try this 5-10 times.
- Instead of letting the scarves drop, this time catch and release each scarf.

**LIFE LEARNING CHOICES – General Outcome - Students will use resources effectively to manage and explore life roles and career opportunities and challenges.**



Specific Outcome L(7-9) – 4 – Personal Goals and Priorities

**Materials:** Pedometers (one per student), Pedometer Log Chart

**Related Resources:** StepsCount Pedometers, [www.StepsCount.com](http://www.StepsCount.com)

**Warming Up to Learning:** Have your students sign up on the ActNow BC ActionTracker (an online tool to keep track of daily physical activities), [http://www.actnowbc.ca/index.php?section\\_copy\\_id=4900&section\\_id=511](http://www.actnowbc.ca/index.php?section_copy_id=4900&section_id=511). Give each student a pedometer and go through the specifics on how to put on a pedometer.

**Learning Activity:** Have students attach the pedometers to their waistbands in line with the right or left knee. With the counter on 0, have students walk 20 steps. Check the counters to see if they read approximately 20. If not, reposition the pedometers and try again. **Note:** The average number of steps per day for 8–10 year olds is between 12 000 and 16 000. Students participate in the following activities and then complete a pedometer log.

**Partner Tag** – Students find a partner and choose one person to be “it”. The “it” moves to one end of the playing area while the other partner moves to the opposite end. On “go” the “it” attempts to tag their partner – walking only. If tagged, he/she must perform an activity (as determined by the teacher) at the sideline. The student tagged is the new “it”. Activities can include: 3 squats, 3 single leg squats, 3 jumping jacks, 3 wall jumps, 360 degree turn, etc.

**Triangle Tag** – Students divide into groups of 4. Three of the students grab hands and form a triangle. The outside student is the chaser. One student in the triangle is chosen as the target. The triangle of students maneuver in a circular motion to protect the targeted student. On “go” the chaser attempts to tag the target on his/her back. Allow approximately 10 seconds for the chaser to tag, then switch positions – choose a new target and chaser.

**Pedometer Log** – Provide students with Worksheet #11 (Activity During Physical Education Class) from Pumping it Up: A Heart Health Resource for Grades 5 to 9. Ask students to fill in the chart indicating the activities and pedometer reading. Ask students to set a goal for the next class as to how many steps and/or level of exertion they would like to accomplish.

**Questions/Discussion/Activities suggested to enhance learning of the outcomes:**

- Did you achieve your goal?
- Was the goal realistic?
- Whether this was your first experience or not at juggling, did you improve as you practiced?

**Follow Up to Learning:** Students go to the site, [www.kidshealth.org](http://www.kidshealth.org). Once at the site, click on **Teens**, then **Schools and Jobs**, then **School Stuff** and once there select **5 Facts About Goal Setting**.

## Resources

1. **Be Fit For Life (BFFL) Network**, provides community and workplace programming for active living. They work with home, school and work communities to develop a program or activity that fits their needs, <http://www.provincialfitnessunit.ca/about-bffl/>
2. **Canadian Active Living Elementary & Secondary Fitness Circuit Charts**, 40 laminated fitness circuit charts and teacher manual included. Order online from Thompson Educational Publishing, Inc. @ <http://www.thompsonbooks.com>
3. **Daily Physical Activity ActionTracker** – Act Now BC, The ActionTracker is a free interactive tool designed for students in Grades 10-12. It is an online tool to help keep track of daily physical activities, [http://www.actnowbc.ca/index.php?section\\_copy\\_id=4900&section\\_id=511](http://www.actnowbc.ca/index.php?section_copy_id=4900&section_id=511)
4. **Ever Active Schools Program**, Visit [www.everactive.org](http://www.everactive.org) for curriculum and implementation support for Physical Education, Health & Life Skills, Daily Physical Activity, Healthy Eating, Mental Well-Being and Student Leadership. Become an Ever Active Schools Member today!
5. **Ever Active Schools Recipe Card Lesson Plans**, Quality Physical Education Lessons for Grades K-3, 4-6 & 7-9. Order online @ [www.everactive.org/online-store](http://www.everactive.org/online-store)
6. **Physical Education Online Website**, Alberta Education  
 English: [www.education.gov.ab.ca/physicaleducationonline](http://www.education.gov.ab.ca/physicaleducationonline)  
 French: [www.education.gov.ab.ca/educationphysiqueenligne](http://www.education.gov.ab.ca/educationphysiqueenligne)
7. **Pumping it Up: A Heart Health Resource for Grades 5 to 9**. This resource supports implementation of General Outcomes B and D of the Physical Education Kindergarten to Grade 12 Program of Studies in Grades 5-9. Download at no cost @ [www.everactive.org](http://www.everactive.org)
8. **SPARK (Sports, Play and Active Recreation for Kids)**, Physical Education Program for Grades K-2, 3-6, 7-8, 9-12, [www.sparkpe.org](http://www.sparkpe.org)
9. **StepsCount Pedometers**, order online @ [www.StepsCount.com](http://www.StepsCount.com)
10. **Trek Across Alberta Teacher's Guide**, Alberta Education, 2005. This is a downloadable resource to be used with pedometers. Students count their steps each day and use them to advance through a virtual tour of Alberta, <http://education.alberta.ca/media/484538/trek.pdf>