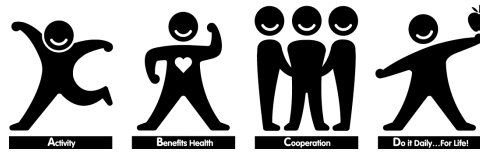


Ever Active Schools Interactive Health Participant Handout



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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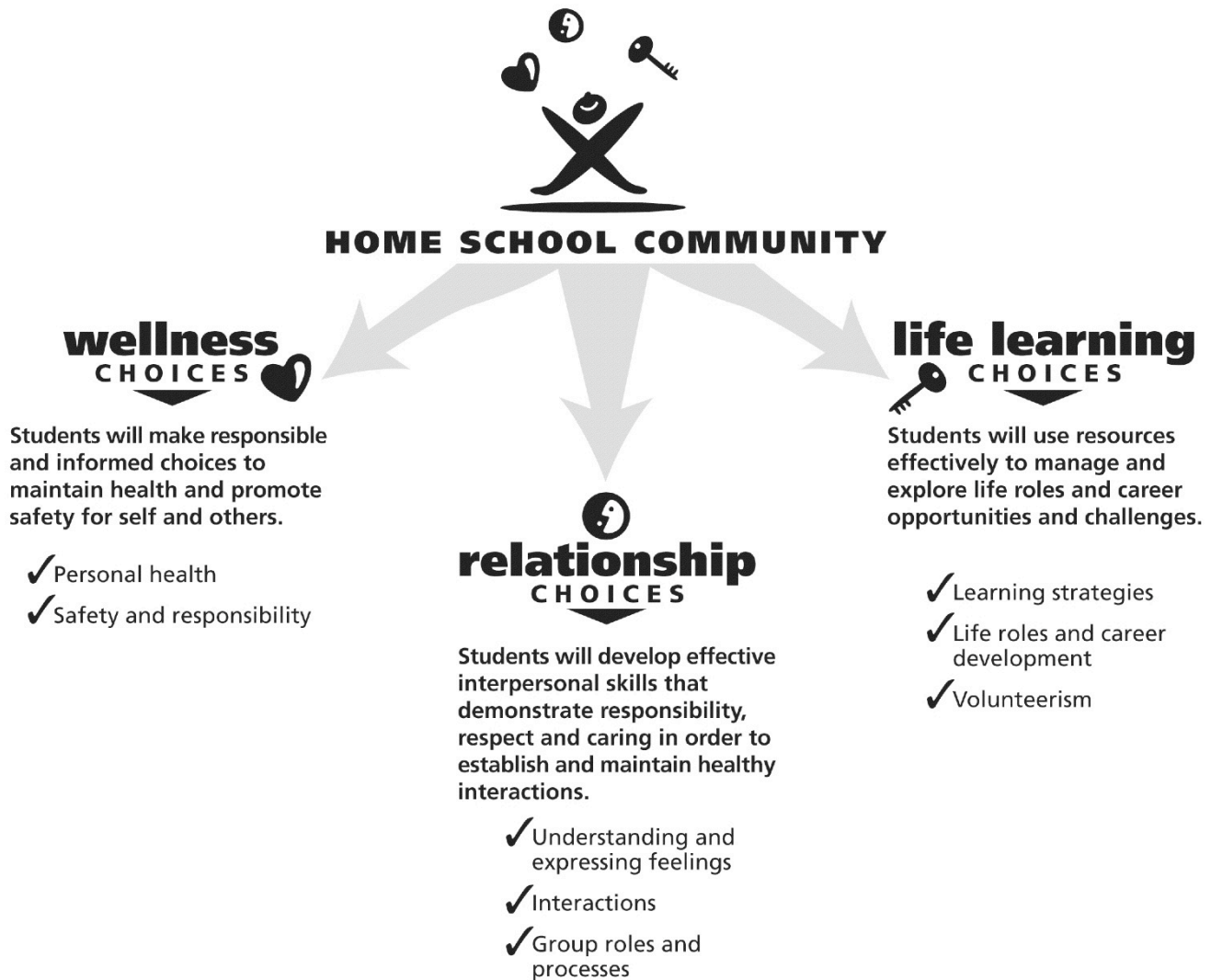
Workshops supported by:



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.



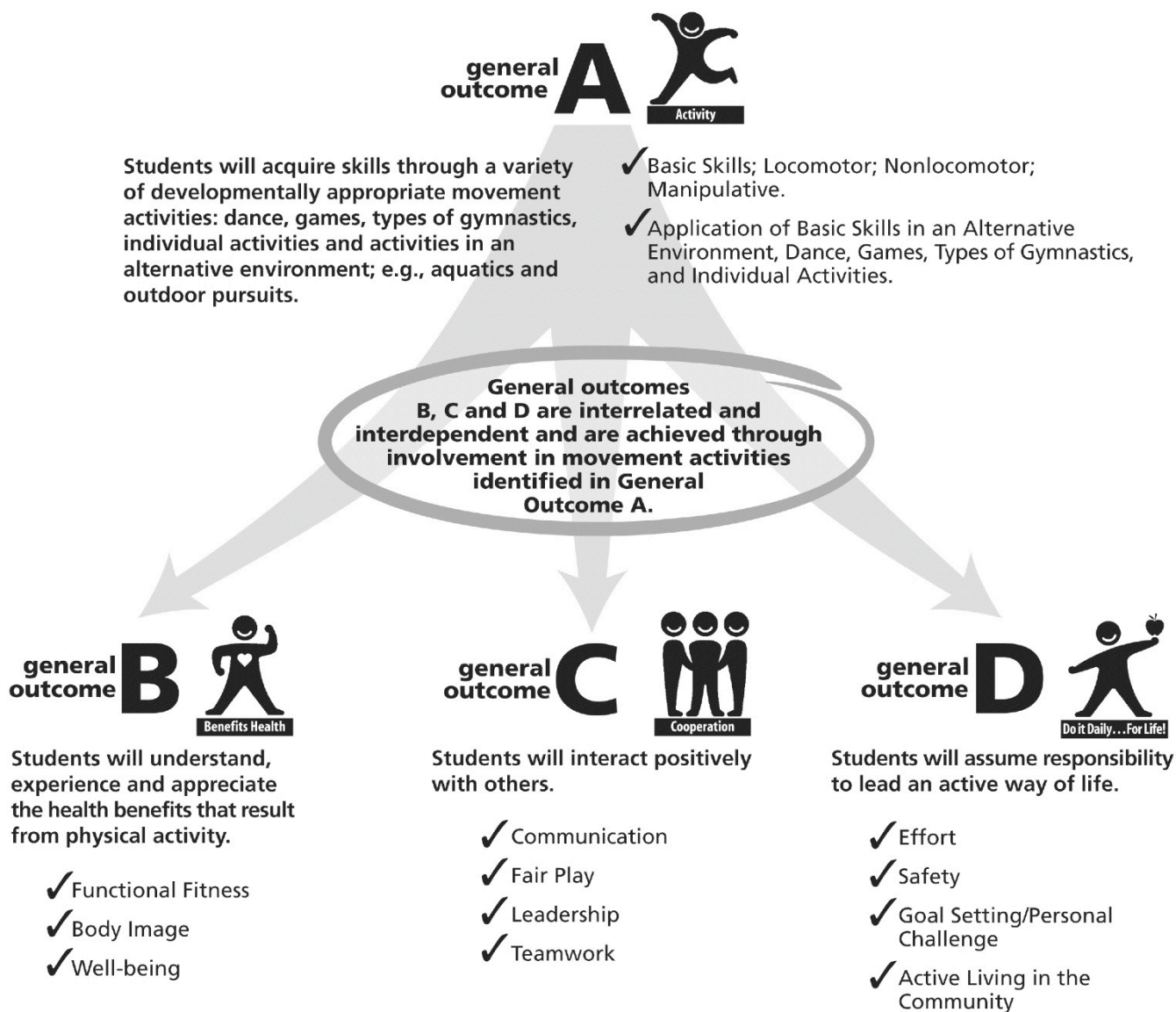
Home, school and community partnerships are critical to the delivery of the Health & Life Skills program of studies.

Resources available to support implementation:

- Resources @ www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls
 - Health & Life Skills Kindergarten to Grade 9 Guide to Implementation English: LRC Product #495674, French: LRC Product #529315, 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, 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.



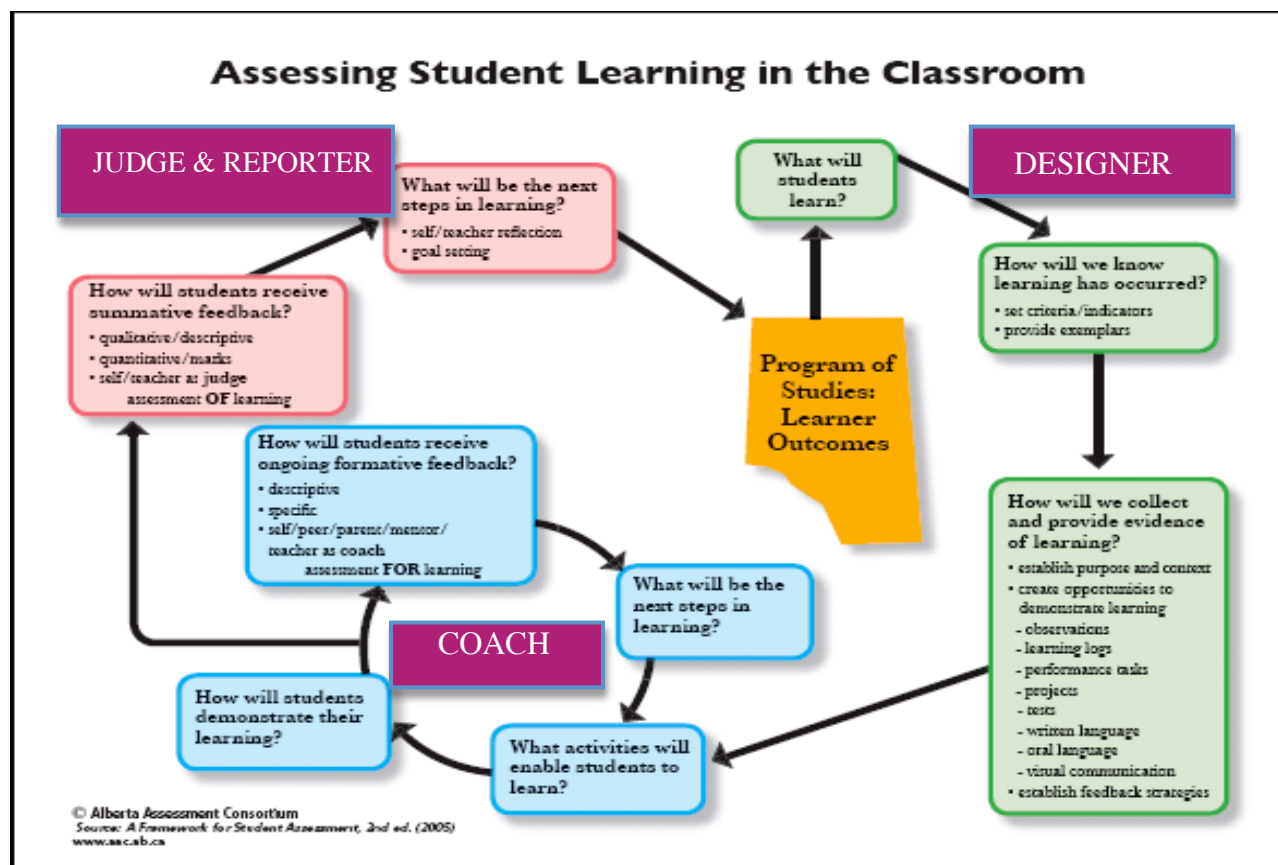
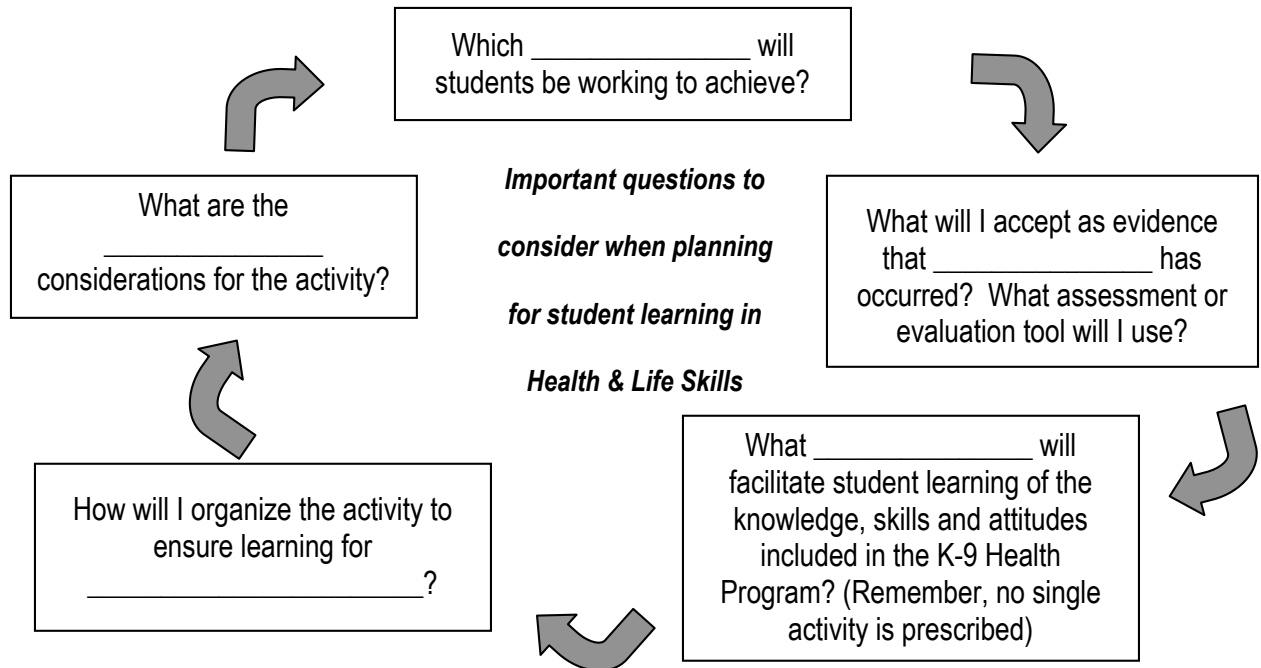
Resources available to support implementation:

- Physical Education Online
English: www.learning.gov.ab.ca/physicaleducationonline
French: www.learning.gov.ab.ca/educationphysiqueenligne

- Resources @ 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
 - 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.



Grade 2 Specific Outcome: W 2.5 Students will classify foods according to Canada's Food Guide to Healthy Eating, and apply knowledge of food groups to plan for appropriate snacks and meals

Materials: Obstacle-free area, 10 – 15 hula hoops, a variety of plastic foods or pictures of food on card stock from all of the food groups, “Food and You” worksheet

Related Resources: Health and Life Skills Guide to Implementation, Alberta Education, Smart Start 4U Worksheet Master; “Food and You”, Canada’s Food Guide to Healthy Eating, Alberta Nutrition Guidelines, Canada’s Healthy Eating Food Guide, www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html BreakFAST & Jump To It!, www.dairycouncilofca.org/activities/breakfast.htm

Warming Up to Learning: Review the Four Food Groups as outlined in Canada’s Food Guide to Healthy Eating.

Learning Activity: Food Groups: Each student takes one piece of food from the variety of plastic foods or pictures of food and stands in a good space. Students walk, jog, skip, or gallop around the area. The teacher calls out a food group, and all students with food from the same food group gather together as quickly as possible and pretend to eat their food. While this group is connecting, the rest of the students freeze and make the shape of their food. They hold their pose until the initial group is finished ‘eating’. Continue to call out food groups randomly and ensure students are joining the correct group. Children switch the food they have, so eventually they are part of all the food groups.

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 the Four Food Groups
- 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

Provide Student Activity Sheet – Food for You (included) and have students draw foods that belong in each food group. In small groups, students can show their drawings of their foods and confirm they are correct.

Follow Up Activity: Snack Time or Meal Time: Play this game similarly to “What time is it Mr. Wolf”. Each student has a food in their hand and lines up at one end of the gym or large play area. The teacher is the designated ‘lunch time supervisor’. The students call out, “What time is lunch, Mr./Mrs. Supervisor?” and the teacher answers, “ ___” o’clock (choose a lunch time to call out). The students step forward the number of steps in the time. This continues until the teacher says “Snack time” or “Meal time”. The students have a predetermined amount of time (possibly 30 seconds – 2 minutes, depending on the students) to find people with complimentary foods to create a snack or a meal. The group then finds a hoop and places their food inside. The teacher or another group of students checks the ‘plate’ and gives high 5’s to all group members if they created a healthy snack or meal. If a group did not create a healthy snack or meal encourage them to find foods that will complete it. Once each group has put together a healthy snack or meal, students line up on the end line, restart the game.

Extension to Learning: Encourage students to share the Canada’s Food Guide, the Meal Time game and their knowledge with their families at home.

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



Grade 1 Specific Outcome(s): W1.1 & R1.3 Students will describe the benefits of physical activity and identify positive and negative feelings associated with stress/change

Materials: The Emotion in Motion Activity T-Chart, *Yoga Techniques for the Classroom Cards/PowerPoint*, 2008, Be Fit For Life Center, www.befitforlife.ca

Related Resources: Health and Life Skills Guide to Implementation, Alberta Education, Physical Education Online website: www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**

Warming Up to Learning: Emotion in motion: The Emotion Activity: Activity has an incredible impact on emotional state. Your students can recognize this, and experience the benefit of physical activity on their emotional state. In this activity, students will assess their emotion and later associate it with motion. Hand each person a piece of paper divided into two columns (Before and After). Each person writes a phrase or draws a picture that represents how they feel right at the moment (happy, sad, mad, tired, bored, etc.) Put the paper aside for now.

Learning Activity: The Motion Activity: Use the Yoga Cards/PowerPoint presentation on the laptop (*Yoga Techniques For the Classroom*) and double click on the 10-minute presentation. The presentation starts with the safety precautions and description of the cards. Each pose starts with a visual and is then explained in more detail with the extensions to learning. Feel free to click the forward arrow to skip the descriptions and just work through the poses.

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

After the Yoga activity, look at your picture or phrase again, and fill in the "after" column with a new picture or phrase. Questions for discussion:

- What is the difference between your before and after pictures?
- Do you feel different?
- If so, why do you think you feel different?
- What do you think you could do the next time you are feeling 'bad' to make yourself feel better?

Follow Up Activity: Mathematical Stress Activity: Give students a math problem to complete. Present the math problem out loud for students to complete within 30 seconds. Students will feel rushed, but do not slow down. Read only the equation of the problem, not the answers. A example of an equation to read depending on your student's knowledge is: $4 + 3$ (7), minus 2 (5), $+ 10$ (15) minus 5 (10) $+ 6$ equals (16). After completing the problem explain to your students that you are not interested in the correct answer. Rather, you are interested in how they reacted to trying to keep up with you. Have the students share what they felt as they listened to you. For example, did they notice an increase in the rate of their heartbeat, notice their muscles tightening or even perspired. Explain that however they reacted to trying to keep up with you, they were experiencing stress. Let them know that everyone experience stress and sometimes the effects can be harmful to a person's body. There are both healthful and harmful ways to deal with stress. Healthful ways to discuss that deal with stress include: talking to a responsible adult, doing physical activity.

Extension to Learning: Have students color the handout "*The Effects of Stress On The Body*" and take it home.

Supplemental materials: Yoga Techniques for the Classroom details and fee handout.

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



Grade 3 Specific Outcome: L-3.3 Students will generate alternative solutions to a problem and predict consequences of solutions; e.g. how they could affect physical, emotional, social wellness

Materials: Obstacle-free area, 2 - 4 buckets, 20 - 30 beanbags, Two task cards with activity instructions on them, Student Activity Master #28 L-3.3 (Appendix C.29 – Health and Life Skills Guide to Implementation)

Related Resources: Health and Life Skills Guide to Implementation, Alberta Education

Warming Up to Learning: Identify and discuss ‘problems/conflicts’ the students may encounter. Inquire how they currently solve their problems. Discuss the meaning of consequences and what consequences might arise from their solutions.

Learning Activity: Keeping it Clean: Set the stage for the activity by communicating that the “overall” mission of the game is to keep the play area safe and free of objects. Clarify that each group will have a specific objective in this game. Groups must not communicate the objective on their task card. And must follow their instructions. Separate the students into two groups. One group reads Task Card A **privately** while the other group reads Task Card B **privately**. Encourage the students to keep the ‘objective’ on their card a secret. On a signal, both groups start the activity. Continue for 3 – 5 minutes. Have both groups rejoin and work through the question/discussion portion of this activity.

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

- Identify what the other groups’ ‘objective’ was in the game
- Have students establish that the objectives were conflicting, thus a problem was created
- Have students identify the problem
- Allow students to expand on the feelings they experienced
- The game could be compared to real life scenarios (littering, keeping the house/classroom clean)
- Have students brainstorm possible solutions to the problem

Provide Student Activity Master #28 L-3.3 IDEA decision maker (Health and Life Skills Guide to Implementation). In small groups or as individuals, have students complete the IDEA decision maker sheet. As a class, work through the activity sheet and record solutions and consequences on chart paper. Have students determine what they think the best solution would be.

TASK CARD A Activity: Keeping it Clean

Spread your team members out around the play area. The object of the game is to pick up all the bean bags and place them onto the polypspots, so the entire area is clean and safe! Each player may pick up only one bean bag at a time.

TASK CARD B Activity: Making it Messy

Spread your team members out around the play area. The object of the game is to empty all the poly-spots and scatter all the bean bags on the floor. Each team member may only carry one bean bag at a time. When the bean bag is placed in a good space on the floor, you may get another one.

Follow Up Activity: Review the suggested solutions the students came up with. Recreate a similar game that incorporates the student’s cooperative solutions of working together.

Extension to Learning: Students identify other problems they face in their life and work through the IDEA decision maker model. Challenge students to role-play or create a game that reflects one problem and solution.

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



Grade 6 Specific Outcome: W6.1 Students will evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection

Materials: Obstacle-free area, 5-6 Decks of Playing Cards, Chart paper, felts

Related Resources: Health and Life Skills Guide to Implementation, Alberta Education, Ever Active Schools, *Beyond 'One Size Fits All': Differentiated Instruction in Physical Education* workshop participant handout

Warming Up to Learning: Discuss with students: “What is balance?” and “How important is it to have balance in your life?”

Learning Activity: Deck of Fun!

Have the students assign an individual activity, representative of each component of fitness (i.e., cardiovascular endurance, flexibility, strength) to each suit of a deck of playing cards; i.e., hearts = bench step ups (cardio), clubs = wall sprints (cardio), spades = v-sit (strength), diamonds = hamstring stretch (flexibility). Each group of 4-5 students is given half a deck of cards. On the signal to begin, a group leader deals each group member one card and then remainder of the deck is placed on a bench or in a pocket. Simultaneously, everyone turns over his or her card. Each student is then challenged to complete the activity on the card (jack of spades = v-sit for 11 seconds) before another group hand can be dealt. Once your required activity is completed, help teammates compete their activities to be able to deal another hand more quickly. The group challenge is to deal all of the cards and complete all activities. Aces are bonus cards, if one group member turns over an ace, all other activities do not need to be completed – all group members travel together to touch all four walls and then deal another hand.

Consider having autistic students or those with ADHD work with only one partner to decrease the distraction of working with a large group. Where possible, provide a picture of each activity. Try Full House! Have groups of 4-5 students travel through an obstacle course or complete laps of the field at their own pace. With every completed lap, every student receives a playing card. Groups must communicate throughout the activity as they try to build a full house (3 of one card, 2 of another, i.e., 3 kings, 2 aces).

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

- How was balance created in this activity?
- What are some ways to balance what you do on a daily basis?

Follow Up Activity:

Download the teacher-developed assessment activity *Healthy Retreat*, go to the Alberta Assessment Consortium’s website at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *Healthy Retreat*.

Extension to Learning: Have students go to the BAM: Body and Mind website, www.bam.gov and click on the “Your Life” section at the top. Have students select “Feelin’ Frazzled...?” on the left-hand side to check out the “10 tips to keep you cool, calm and collected”. Give students time to look at the other activities on the site related to the need to balance daily activities.

Supplemental Resources: *Healthy Retreat* Assessment Activity, www.aac.ab.ca

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



Grade 5 Specific Outcome R-5.8 Students will develop strategies to address personal roles and responsibilities in groups

Materials: Obstacle free play area, 5 tarps (6' X 8'), tennis balls, soft Frisbees, Student Activity Sheet #32 R-5.8, (*How can I help my group*)

Related Resources: Health and Life Skills Guide to Implementation, Alberta Education, Activity Master #32 R-5.8 C.33

Warming Up to Learning: Brainstorm the various 'roles and responsibilities students experience on a daily basis at home, school, within a team/club situation. Record the ideas.

Learning Activity: Tarp Challenges

Arrange students into groups of 4 – 6. Give each group a plastic tarp. Give instructions orally while students perform the following tasks:

- While all members of the group are standing on the tarp, flip it over and stand on the other side, group members may not touch the floor.
- Group members are on the tarp. Move the tarp ten feet in any direction while NOT touching the floor
- As a team, try and cover as much of the tarp as possible so none of it is showing
- Enclose the entire group IN the tarp. Be sure NO team member can be seen
- Make an igloo and protect yourself from the cold, no one can be showing
- Scatter tennis balls throughout the play area. Using the tarp, each group tries to collect as many tennis balls as they can, (ONE at a time). Once they have a tennis ball on their tarp, they must run to a bucket and without touching the tennis ball with their hands, put the ball into the bucket.
- Each group catches thrown Frisbees into their tarp. One group member throws three Frisbees from a designated line, the rest of the group catches them in the tarp. Each team member takes a turn throwing three Frisbees for the group to catch
- Each group creates 2 – 4 'tarp challenges' and tries them out. If time permits, have groups share one activity with another group or with the entire class

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

- Within their group, have students discuss the various roles each of them participated in
- Discuss the interaction that went on among group members
- Have students share "I liked" statements (with regards to the interaction that took place)
- Have students share "I wish we tried" statements (with regards to the interaction that took place)
- Did everyone have the same 'role and responsibility' for each activity?
- Identify the roles/responsibilities they enjoyed/found easy and the ones they did not enjoy/found difficult
- Identify what actions/attitudes are necessary for a group to work together cooperatively to accomplish a common goal

Provide Student Activity Master #32 R-5.8 from the Health and Life Skills Guide to Implementation. Have students complete the activity sheet individually and share it with their group.

Follow Up activity: Students participate in Tarp activities created by another group. Encourage students to incorporate what they learned about roles and responsibilities of working with a group while completing the new task.

Extension to Learning: Have students observe and journal about their personal roles and responsibilities.

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



Grade 4 Specific Outcome L- 4.4 Students will distinguish among, and set different kinds of goals

Materials: Obstacle-free area, rope (one per group of 5-6), poly-spots (4 per group of 5-6), Student Activity Sheet #31 L-4.4

Related Resources: Health and Life Skills Guide to Implementation, Alberta Education, Student Activity Sheet Master #31 L-4.4 pg. C.32, Physical Education Online website: 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.

Learning Activity: Swamp Walk: Students will demonstrate what it looks like to achieve a group goal. Divide the students into groups of 5-6. Designate a line as the “shore” and have students stand on the line. Designate another line approximately 4-5 metres away as the opposite “shoreline”. The middle area between the shorelines is the “swamp”. The group’s goal and only hope of survival is to cross the “swamp” while holding onto the rope (their “lifeline”). Provide each group with a ringette ring and 4 poly-spots. The group’s mission is to get all of the students across the swamp at the same time. If anyone falls in (touches the floor), they get eaten by crocodiles and the entire group must start again. If anyone lets go of the rope, they catch a rare swamp disease and the group must begin at the start again. Feel free to create some swamp hazards, such as “quicksand” for students to crawl under, over and through.

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

- Depending on how the students are doing in their groups, you can ask what adjustments they can make in order to reach their goal?
- Is their goal realistic/reachable for them?

Follow Up Activity:

Students choose a timely personal goal that they would like to achieve on their own. Remind them even though they might share their goal with others, there is no need to compare their goal since everyone has different abilities and interests. Provide Student Activity #31 L-4.4 – Goal Planning sheet. Have students work through the planning sheet individually, then share it with a partner and discuss. Teacher guides the process.

Extension to Learning: Students research John Goddard, the world’s greatest goal achiever, who is most famous for his amazing “life list”, created when he was 15 years old of goals that he set out to experience or achieve. Have students create their own “life list” of goals and choose one long-term goal and two or three short-term goals. Using the “*Goal Planning*” sheet, have students record their goals.

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



Grade 7 Specific Outcome: W-7.4 Students will analyze the messages and approaches used by the media to promote certain body images and lifestyle approaches

Materials: Obstacle-free area, Domino cards (approximately 10-15), domino sets (2-3), activity choice cards (Domino Fitness cards can be found on the Ever Active Schools website), information on Creatine

Related Resources: Health and Life Skills Guide to Implementation, Alberta Education, Physical Education Online website: www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**

Warming Up to Learning: Provide students with magazines and articles related to substance abuse, performance-enhancing substances and “the perfect body”. Discuss ways that body builders enhance their particular body type. Now ask students to list the consequences/costs of using performance-enhancing drugs? Ask them to come up with a list of ways that would achieve the same results. Ask students to read the Creatine handout and reflect on an activity they participate in regularly. Would Creatine, a performance-enhancing substance, affect their performance? Discuss the pros and cons of using this product. Is it “cheating” to enhance performance with supplements? Would a vitamin supplement be seen as a performance-enhancing product? What can help achieve the same results as a performance-enhancing drug? Answer: Physical activity (using the three components of fitness: Cardiovascular endurance, Muscular strength and Flexibility) and healthy eating. Tell them that they are going to participate in a physical activity that includes the three components of fitness.

Learning Activity: Domino Fitness: Post domino cards around the playing area and post two activity choices under each letter. Place one or two sets of dominoes face down in the middle of the playing area. On the signal, students travel on their own or with a partner to the middle and flip one domino over. After locating that domino on the wall, the student(s) runs over and performs the activity beside their matching domino the number of repetitions that is indicated on the card. The activity continues for a certain amount of time or until everyone flips 5-10 dominoes. Try playing music to motivate your students! Make this a cooperative learning activity by having students work with a partner. Domino activity choices include:

- running on the spot or walk the length of the playing area
- alternating knee lifts or jumping jacks
- water break or stretch
- speed skipping or squats
- plank pose of push-ups
- curl-ups or v-sit

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

- Can physical activity that combines the three components of fitness achieve the same results as a performance-enhancing drug? Why?
- What is missing besides physical activity to achieve these results? Answer: Healthy eating plan

Follow Up Activity: Chews and Moves: As a homework assignment, have your students keep a log of what they eat and the physical activities they usually do for a period of time (up to a week). Use the log forms (daily nutrition, physical activity) provided or create your own. Ask students to record how they felt during the activity and ask if they felt they had made appropriate food choices in relation to the Canada’s Food Guide to Healthy Eating. For copies of Canada’s Food Guide to Healthy Eating visit the Health Canada website, www.hc-sc.gc.ca. Click on **Food & Nutrition**, then **Canada’s Food Guide**, then click on **Get Your Copy**.

Extension to Learning: Ask students to go to the site: www.brandnamefoodlist.ca/UsingBrandNameList/Home.aspx to investigate the nutritional information/ caloric breakdown of food. Have students estimate their activity habits using total # of minutes of activity per day (low=20 minutes or less, moderate=21-40 minutes, intense=41+ minutes/day). Students can determine an eating plan that they think will meet their requirements for peak performance; e.g., a chocolate bar may have the energy to get you through a sprint, but how will you feel when the sugar rush runs out?

Supplemental Resources: Canada’s Healthy Eating Food Guide, Alberta Nutrition Guidelines, 2008

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



Grade 8 Specific Outcome R-8.9 Students will describe the characteristics of, and demonstrate skills of, an effective leader and group member

Materials: Obstacle-free play area, Triple t-chart handout: *Effective Leaders*

Related Resources: Health and Life Skills Guide to Implementation, Alberta Education, Physical Education Online website: www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.

Warming Up to Learning: Brainstorm with your students different ways people can contribute to a group. Discuss the importance of contributing to the group whether or not you are a leader. As a class, complete a triple t-chart provided showing what an effective leader looks, sounds and thinks like.

Learning Activity: Rope Circle: Divide the students into groups of 5-6 and provide each group with a rope that's ends are tied together. Each group member holds onto the rope while standing on the outside. Provide challenges for the groups to complete at the same time. The challenges can include:

- Move the rope around the circle once without moving your feet.
- Try the same challenge as above, but come up with a strategy on how to move the rope faster.
- Try the same challenge as above, but moving the rope in the opposite direction.
- Move in a circle while moving your feet one complete rotation until each member is back where they started.
- Try the same challenge as above, but come up with a strategy on how to move faster.
- Try moving in the opposite direction

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: Group Juggle: Divide students into groups of 8-10 and ask one student from each group to step out of the room, so they cannot see the task you are about to give the remaining students. Students start standing in a circle with their hands held out in front of them, waiting for an object to be passed. A leader starts by passing the object to one person who then throws to another person who has their hands held out in front of them. After passing the object, the participant puts their hands down. The pattern ends when everyone has caught and thrown the object, the last person throws back to the leader. Participants must remember who passed the object to them and whom they passed the object to. Repeat the same pattern ensuring that participants throw underhand and always make eye contact and say the name of the person they are throwing to before throwing! The leader adds more objects (e.g., rolled up sock, crumpled piece of paper) so the group is juggling. While groups are passing the objects, go out and talk to the students that were asked to leave their group and ask them to return to their group and do whatever they can to enter the activity. Watch as students try to re-enter and stop the activity after 2-3 minutes. Ask the students how they felt about the student trying to re-enter. Ask the student who tried to re-enter how they felt about the activity.

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



Grade 9 Specific Outcome L- 9.4 Students will refine personal goals and priorities relevant to learning and career paths

Materials: 5 Facts About Goal Setting handout, juggling scarves, beanbags, or plastic garbage bags (3 for each student), juggling progressions sheet

Related Resources: Health and Life Skills Guide to Implementation, Alberta Education, *Dynamic DPA*, 2008, Ever Active Schools Participant Handout

Warming Up to Learning: 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. 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.

Extension to Learning: Students can research different careers and choose one to create a presentation on. The presentation can include: The name of their chosen career, education requirements, salary, workplace environment and something interesting about the career.

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.

K-9 Health & Life Skills Recommended Resources

Curriculum Material

Health and Life Skills:

This site contains teacher resources, links to other resources, program of studies

<http://education.alberta.ca/teachers/core/pe.aspx>

Physical Education:

This site contains lesson activities organized by outcome for the K-12 Physical Education program of studies, www.education.gov.ab.ca/physicaleducationonline

This site contains teacher resources, links to other resources, program of studies,

<http://education.alberta.ca/teachers/core/pe.aspx>

Learning Resource Centre, <http://www.lrc.education.gov.ab.ca/pro/default.html>

Daily Physical Activity:

This site contains a literature review supporting DPA, evaluation of DPA, the DPA manual as well as the wording of the DPA policy: <http://education.alberta.ca/teachers/resources/dpa.aspx>

Wellness Choices:

Power to Play curriculum (K-3), Alberta Milk, <http://www.powertoplay.com/index.htm>

Power 4 Bones (Gr. 5), Alberta Milk, <http://www.power4bones.com/>

David Thompson Health Region Nutrition Lesson Plans (K-9),

<http://www.dthr.ab.ca/resources/documents/nutrition/index.htm>

Peace Country Health Region Nutrition Lesson Plans (K-9),

<http://www.pchr.ca/Default.aspx?tabid=450>

Healthy Eating is in Store for You, Dietitians of Canada, <http://www.healthyeatingisinstore.ca/>

Mission Nutrition (K-8), Kellogg's Canada,

<http://www.missionnutrition.ca/missionnutrition/index.html>

Fat Wise, Portion Wise and Sugar Shockers Educational kits, Capital Health,

<http://www.capitalhealth.ca/EspeciallyFor/SchoolsandPreschools/SchoolHealth/More+Information?TAL1ID=14&TAL2ID=99&SDTID=46&type=2>

Long Live Kids-Media Literacy kit (K-9), Concerned Children's Advertisers,

<http://longlivekids.ca/>

Classroom Healthy Eating Action Resource (K-3, 4-7) and Action Pages!, Action Schools! BC,

<http://www.actionschoolsbc.ca/content/home.asp>

Healthy U, www.healthyalberta.com/AboutHealthyU/280.htm, This site government site is run by Alberta Health and Wellness and has many, many resources and tools for physical activity and nutrition. Create a Movement materials can be found here, as well as the Snackivity Box. The site also has:

- Cookbooks for Kids
- Food Fit: 10 smart bites to a Healthier U
- Nutrition Guidelines
- Healthy Eating and Active living for Your 6 – 12 Year old (for parents)
- Food Serving Sizes for Children 6 – 12 (for parents)
- YOU! Magazines (for students)
- Links to the Wellness Fund and the Healthy School Communities Award

Dietitians of Canada, <http://www.dietitians.ca/> This Website contains interactive online tools like EaTracker, Recipe Analyzer, and Let's Make a Meal!, as well as healthy eating tips, FAQ's, and information on various nutrition topics.

Health Canada, Nutrition and Healthy Eating, <http://www.hc-sc.gc.ca/fn-an/nutrition/index-eng.php>, Gives you information on trans fats, sodium, children's nutrition issues, etc.

- The Nutrition Guidelines for Children and Youth were launched on June 4, 2008 and now you can check them out online, <http://www.healthyalberta.com/AboutHealthyU/280.htm>
- Canada's Food Guide, www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html
- Keeping Healthy, http://www.bbc.co.uk/schools/scienceclips/ages/9_10/keeping_healthy.shtml
- Powerful Girls Have Powerful Bones, www.cdc.gov/powerfulbones. Click on Fun & Downloads, then Quizzes and take the Bone Health Habit Quiz. Next, click on Games to try a few.
- Dole Superkids, www.dole5aday.com
- Dove, Campaign for Real Beauty, <http://www.campaignforrealbeauty.ca/flat2.asp?id=6960>. This site focuses on improving the self-esteem of females and helping girls to overcome life-damaging hang-ups by putting the "beauty world" into perspective.
- Kids & Teen Health, www.kidshealth.org
- Teaching Sexual Health, www.teachingsexualhealth.ca. An Alberta resource for teaching sexual health from grades 4-9 & CALM 10-12 containing lesson plans, SMART Board activities and more.
- AADAC, www.aadac4kids.com, contains handouts plus interactive games for children and youth focusing on drug, alcohol and tobacco addictions.

Relationship Choices:

- Out on a Limb: A Guide to Getting Along, www.urbanext.uiuc.edu/conflict/intro3.html
This site contains interactive stories and information for K-2 students.
- Team Heroes, www.teamheroes.ca/website/index.html, an interactive anti-bullying site for K-6 students.
- B-Free, www.b-free.ca/about.html, is an anti-bullying site developed in cooperation with a group of Albertan youth. It contains inspirational stories, contest, links and much more.
- BAM: Body and Mind, www.bam.gov, is a site that contains a wide variety of health-related activities such as a Stress-O-Meter Quiz, Peer Pressure Comic Creator Game, Ad Decoder, The Great Bully Round-Up Interactive Board Game and much more.
- Calgary Police Service, Kids and Teens, www.calgarypolice.ca/kids/index.html, a website with links to programs and online activities for children and youth on bullying, drugs, staying safe on the internet, gangs, and much more

Life Learning Choices:

- Kids & Teen Health, www.kidshealth.org. This site contains information for teens on dealing with feelings, playing safe, food and fitness, school and jobs and more.
- Education World, www.educationworld.com/a_lesson/lesson/lesson160.shtml, a site for career planning. Scroll down the page to find links to a work interest quiz, resume builder, dream job handout and more.