



YOUTH RUN CLUB





produced by:



**ALBERTA
MEDICAL
ASSOCIATION**



**Ever
Active
Schools**

Leading the Way! Alberta's voice for Healthy School Communities

©Doctors Nova Scotia, 2012

This document has been reproduced and adapted with
permission from Doctors Nova Scotia



*Updated May 2014.



WELCOME TO THE ALBERTA MEDICAL ASSOCIATION YOUTH RUN CLUB

Thank you for joining Alberta doctors in supporting healthy lifestyles in our youth by facilitating the Alberta Medical Association (AMA) Youth Run Club at your school.

The AMA Youth Run Club aims to educate children about the importance of leading a physically active and healthy lifestyle while giving them an opportunity to be active through running. Its goal is to instill the importance of regular physical activity in children so they form habits that become part of their everyday lives as adults.

Rates of physical inactivity among Canada's children, youth and adults are at an all time high. While physical activity has been shown to reduce the risk of over 25 chronic conditions including coronary heart disease, stroke, hypertension, breast cancer, colon cancer, type 2 diabetes and osteoporosis, Canadians are more sedentary than ever.

Recent reports have revealed that our children are receiving a mere 14 minutes of physical activity after school and are spending more time in front of a screen than they are engaged in some sort of physical activity. Even rates of physical activity among Canadian adults are disturbingly low with only 15 per cent of our adult population being active enough to

achieve health benefits from physical activity.

This handbook contains all the information you'll need to start a run club at your school. Please ensure all coaches have the opportunity to read this handbook. It can be downloaded from the Coach's Corner at www.everactive.org.

Be sure to check out the following sections in this handbook to get the AMA Youth Run Club started:

- Coach's Checklist
- Eat. Move. Play
- The stretching section for running-specific stretches
- "Tip of the week" for information to share with participants
- Making the AMA Youth Run Club fun for ways to keep participants keen

In an effort to support coaches and motivate participants, the AMA Youth Run Club Coordinator makes as many school visits as possible. To schedule a visit, contact our office at (780) 454-4745.

Thank you for helping make the AMA Youth Run Club possible. Good luck to you and your runners!

Hayley Degaust

AMA Youth Run Club Coordinator

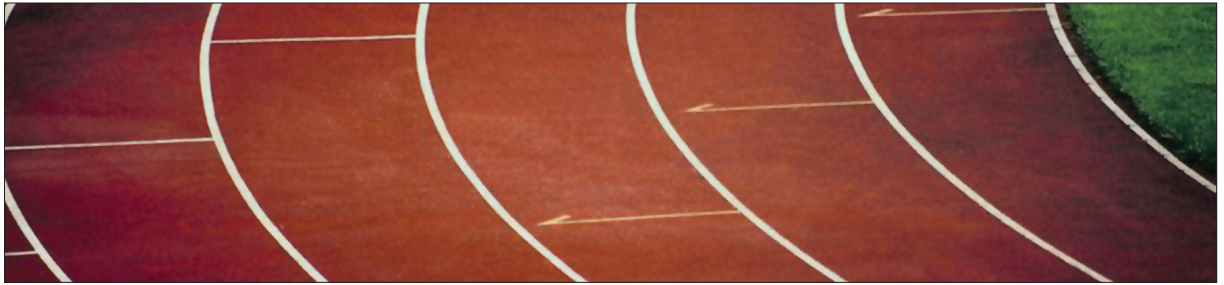
(780) 454-4745

Email: hayley@everactive.org



TABLE OF CONTENTS

Coach's checklist	page 5
Getting ready	page 6
Safety	page 8
Running clothing and shoes	page 8
 Implementing the AMA Youth Run Club	 page 9
Starting the workout	page 9
1, 2.1, 4.2 and 5K running schedules	page 10
Helping participants get the most out of run club	page 11
Topics for 'Tip of the Week'	page 12
 Running technique	 page 13
Stretching	page 16
Strength activities	page 22
Injury prevention and treatment	page 24
Common running injuries	page 25
 Making the AMA Youth Run Club fun	 page 27
Motivating participants	page 27
Spicing up the training	page 29
Physical literacy and running	page 31
Circuit training	page 34
 Healthy lifestyles	 page 36
The benefits of physical activity	page 36
Nutrition	page 36
Hydration	page 37
Fueling for exercise	page 38
Eat. Move. Play	page 39
 Resources	 page 40
Running events in Alberta	page 40
Tips for participating in a fun run	page 41
Websites of interest	page 42
Running log	page 43
Nutrition Resources	page 44
Running Games	page 46



COACH'S CHECKLIST

AMA Youth Run Club Coordinator: Hayley Degaust
(780) 454-4745 or email: hayley@everactive.org

-
- | | |
|--|--|
| <input type="checkbox"/> Register for the AMA Youth Run Club at www.everactive.org | <input type="checkbox"/> Contact the AMA Youth Run Club Coordinator to book a school visit (if needed) |
| <input type="checkbox"/> Review Coach's Handbook for tips on getting the AMA Youth Run Club started | <input type="checkbox"/> Print and post running logs |
| <input type="checkbox"/> Recruit other teachers or parents if necessary | <input type="checkbox"/> Share important info with participants during first session: |
| <input type="checkbox"/> Make copies of Coach's Handbook for other coaches | <ul style="list-style-type: none">• Details such as run days, time and what's needed to participate (proper attire, footwear, sunblock, etc.) |
| <input type="checkbox"/> Decide which grades to include | <ul style="list-style-type: none">• Safety guidelines for running |
| <input type="checkbox"/> Choose run days and times, paying attention to sun intensity, UV index, cold and wind | <ul style="list-style-type: none">• The running route |
| <input type="checkbox"/> Select and measure a running route. Consider using natural shade and/or shaded structure (i.e. building) | <ul style="list-style-type: none">• Tips on pacing and pushing themselves |
| <input type="checkbox"/> Tailor the parent letter provided and distribute to interested students | <ul style="list-style-type: none">• Importance of fun |
| <input type="checkbox"/> Print the PIPA form on www.everactive.org and send it home with students | <ul style="list-style-type: none">• Runner's Handbook – to be sent home and read |
| <input type="checkbox"/> Promote the AMA Youth Run Club, preferably during an assembly where you can emphasize the fun, non-competitive aspect | <ul style="list-style-type: none">• Runner's log in handbook for tracking progress |
| <input type="checkbox"/> Find a fun run your participants can take part in. The Runner's Handbook and our website have a list of events | <ul style="list-style-type: none">• Information about a fun run your group may use as a final event |
| | <ul style="list-style-type: none">• Amounts and types of fluids to hydrate properly |
| | <input type="checkbox"/> Contact the AMA Youth Run Club Coordinator towards the end of run club with the number of participants who have completed the club and are entitled to receive a finisher's prize |
| | <input type="checkbox"/> Visit www.everactive.org for project updates, contests and videos. |



GETTING READY

When to start the AMA Youth Run Club

- The main training programs (1, 2.1, 4.2 and 5 kms) consist of **14 runs** including a final fun run. If you plan on having one group run per week, you'll need to start 14 weeks out from the date of the fun run
- If winter conditions limit outside running, start early with indoor circuit training or running games (pages 34 and 46)
- The **length** of the club is flexible and depends on availability of coaches and facilities. It can range from four weeks to many months

Which grades to include

Although the majority of AMA Youth Run Club participants are in Grades 3-6, the program can be adapted for Grades K to 12. The younger participants require closer supervision, more adults, shorter running distances and safer running routes.

Which training program to do

The training programs are offered as options for participating schools. Most schools choose their program based on the distance of the final run their group will do. As all running events allow walking, kids of all ages can do all four distances.

Where to run

- A route of 1K is ideal (a loop or out-and-back) and can be repeated as distance increases

- Minimize crossing streets if running off school grounds
- If possible, avoid a route that contains hills
- Plan the route to avoid sunburn, using shade, combine outdoors and indoors, etc.
- If running small loops on school grounds, see tips for making it fun on page 28

When to run

- **Morning** runs limit the number of participants and time available to run but afford less sun exposure
- **Recess** runs limit running time but work well for schools whose students are bussed and have a short lunch hour
- **Lunch-hour** runs are most popular. Make sure participants eat **after** running
- **After school** runs are popular too as you're not limited for time. Some students miss out due to other activities or transportation issues
- Avoid Mondays and Fridays as you'll miss several due to holidays/PD days
- Having two runs per week allows you to offer one at lunch time and one after school

Recruiting participants

In order to attract less active participants, it's important to promote the AMA Youth Run Club in person, either class-by-class or during an assembly. This way, you can emphasize the fun, non-competitive aspect of the club and let the kids know that walking breaks are okay. By telling the kids about the AMA Youth Run Club goodies (handbooks and finisher's prize) and final fun run, you may entice kids who normally don't participate in physical activity programs.

Letter for parents and *Personal Information Protection Act (PIPA)* form

The Alberta Medical Association and Ever Active Schools have created a letter for parents which can be tailored to suit your circumstances and includes a generic school permission slip. This is an easy way to share information about the AMA Youth Run Club and receive information regarding participants who may have health issues relevant to running. The letter and the PIPA form can be found in the Coach's Corner section of the AMA Youth Run Club section at www.everactive.org.

Collect any **medical information** on participants and keep it handy during run club. Of particular importance is information related to medical conditions such as asthma, diabetes, allergies or history of sunburn which may be an issue while being active or outdoors.

Meeting spot

The gym is the ideal meeting spot as it allows for indoor workouts, but a large classroom will do as well. Find a space on the wall to post things like notices, 'Tip of the Week,' a running chart that tracks the group progress and a map of a virtual tour your runners are doing.

First meeting

- Discuss rules for participating, especially those related to safety
- Describe the running route (have a map if possible)
- Give information about what to wear, bringing a water bottle and your "bad weather" plan
- Distribute handbooks and encourage participants to share them with parents
- Encourage participants to do bonus runs to help improve their running

Dealing with bad weather

A little cold, snow or rain doesn't have to keep you indoors. Educate participants about proper clothing and use your judgment as to when to move indoors. Below are some tips for indoor workouts:

- Don't do too much **indoor running** as it can be boring and hard on the body. Limit indoor running to 20 minutes and alternate the run direction every 3-5 minutes. Play **music** if possible
- If you have the space, **running games** and **circuit-training** are fun ways to keep participants moving (see information on pages 34 and 46)
- **Winter alternatives** include snowshoeing, skating, cross country skiing and sledding. Sun protection is also important in winter. Use sunglasses or goggles, moisturizing sunblock and most importantly lipbalm with SPF (UV will not only cause damage but will precipitate cold sores, etc.)



SAFETY

Keeping participants safe is your most important task. Here are some tips to help you do so:

- Use a short running route (1km or less) to prevent participants from being too spread out and/or far from the school
- Count your participants or do attendance before and after every run
- Run on sidewalks, fields or trails when possible
- Limit crossing streets
- Carry cell phones to use in an emergency

- If running on the road is unavoidable, run facing oncoming traffic and in single file
- The more coaches you have the safer your club will be, allowing you to have coaches with slower and faster runners and those who walk a lot

Safety for participants when running from home

Encourage participants to read the safety section in the Runner's Handbook. To make sure they know how to keep themselves safe, go over the tips during one of the first group meetings.

RUNNING CLOTHING AND SHOES

AMA Youth Run Club participants don't need special running clothes to participate. Here's all they need to know about what to wear:

- Wear something comfortable that isn't too tight or too loose
- Dress to stay cool in the heat and warm in the cold
- Dress in layers
- Don't overdress, think "underdress" a little and you'll be just right
- Bring shorts and a T-shirt for days when the workout is indoors
- Be sure to wear a hat and sunglasses outdoors
- Have a change of clothes and footwear at school for wet weather days

Shoes

Although proper running shoes are best for running, any kind of runner will do for the AMA Youth Run Club. For participants who plan on continuing to run once the club finishes, suggest they speak to a parent about buying proper running shoes. Otherwise, here's all they need to know about shoes:

- Use **sneakers**, not dress shoes, boots, slippers, sandals or shoes with raised heels
- Make sure they **fit properly** (a thumbnail's space between big toe and end of shoe)
- **Tie** shoes properly. Not too tight, not too loose
- Wear **socks** that won't fall down, wrinkle or cause blisters
- To dry **wet shoes** stuff them with newspaper and leave them in a warm place





IMPLEMENTING THE AMA YOUTH RUN CLUB

STARTING THE WORKOUT

- To take attendance, have runners sign in and out on grade-level sheets. Assign spots in the gym for each grade to gather. Separate groups by grade and have runners do attendance
- Share the **tip of the week** and answer any questions
- Go over your **route** for the day and reinforce **proper pacing**
- **Warm-up:** Start with an active warm-up like running games, skipping, brisk walking or slow jogging. On cold or wet days do the warm-up indoors
- Static stretching **before** running is not recommended
- Assign a **pace-setter**, especially during the warm-up to prevent participants from running too fast
- End all runs at an easy pace
- Ensure all participants stretch **after** the workout
- Encourage participants to celebrate everyone's efforts, regardless of how quickly they complete the distance
- Encourage participants to do **bonus runs** with friends and family
- Remind participants to use the **running log** at the back of the handbook



RUNNER'S HANDBOOK CHALLENGE

Want your school to be **featured on the cover** of next year's runner's handbook?

Send in a 1-minute video telling/showing us what's cool about your club. We'll feature the best videos on the Ever Active Schools (EAS) and Alberta Medical Association (AMA) websites. We'll also visit the school with the very best video to take pictures of your run club for the cover of next year's runner's handbook (and EAS and AMA websites). Photos from the two runner-up schools will also be featured in next year's runner's handbook and on the EAS and AMA websites.

To submit your video, email the video or link to runclub@everactive.org

Deadline is June 30, 2014.

THE RUNNING SCHEDULES

1 KM PROGRAM		2.1 KMS PROGRAM		4.2 KMS PROGRAM		5 KMS PROGRAM	
Run	Kilometres	Run	Kilometres	Run	Kilometres	Run	Kilometres
1	0.5	1		1	2	1	2
2	0.5	2	1	2	2	2	2
3	0.5	3	1	3	2.5	3	2
4	0.5	4	1	4	2.5	4	2.5
5	0.75	5	1.5	5	2.5	5	2.5
6	0.75	6	1.5	6	3	6	2.5
7	0.75	7	1.5	7	3	7	3
8	0.75	8	1.5	8	3	8	3
9	1	9	2	9	3.5	9	3
10	1	10	2	10	3.5	10	3.5
11	1	11	2	11	3.5	11	3.5
12	1	12	2	12	4	12	3.5
13	0.5	13	1	13	3	13	4
14	1 Fun Run!	14	2.1 Fun Run!	14	4.2 Fun Run!	14	4
						15	4
						16	4.5
						17	4.5
						18	4.5
						19	5
						20	3.5
						21	5 Fun Run!

The Alberta Medical Association and Ever Active Schools have designed four training programs based on final run distances of 1, 2.1, 4.2 and 5 kilometres. Choosing a program depends mainly on the distance of the final fun run your group will do but is also dependent on how much time you have and what type of running route you use. If you're only able to do short runs at school, encourage your participants to do their long runs from home.

The runs done in the 1 and 2.1 km program are fairly short so the participants who are fit may only be active for 5-10 minutes. In order to give participants a chance to be a bit more active, add some games, running drills or exercises.



HELPING PARTICIPANTS GET THE MOST OUT OF THE AMA YOUTH RUN CLUB

The fact that the students have joined the AMA Youth Run Club is worth celebrating. Even if they walk the entire workout each week, they are doing more than if they had stayed home to watch TV or play video games. That being said, there are ways to help students challenge themselves so they can improve. Once they start to see improvements, they're more likely to continue running on their own and sustain their increased level of physical activity.

In order to help all participants improve it's important to **have as many adult volunteers or coaches as possible**. If your group is small (perhaps 10 kids) you may be able to address individual abilities or challenges yourself. When your group goes beyond this number, additional coaches will be helpful to work with the different groups and to address safety issues. You may want to let your students run together as a large group for a few sessions to assess the different fitness levels before breaking them into smaller groups.

Break participants into groups based on the amount of walking they do. For example, one group may do mainly walking, gradually adding more running. One group may do equal portions of running and walking and another group may be running non-stop.

Offer different workouts for different groups. At one school with a very large group, the

coach split his elementary and junior high runners into seven groups which were assigned a colour rather than number or speed. He designed a different workout for each group ranging from playing running games and doing short intervals to running four kilometres without walking. You may need to alter the scheduled workout for some of your participants. Be creative and remember to keep it fun!

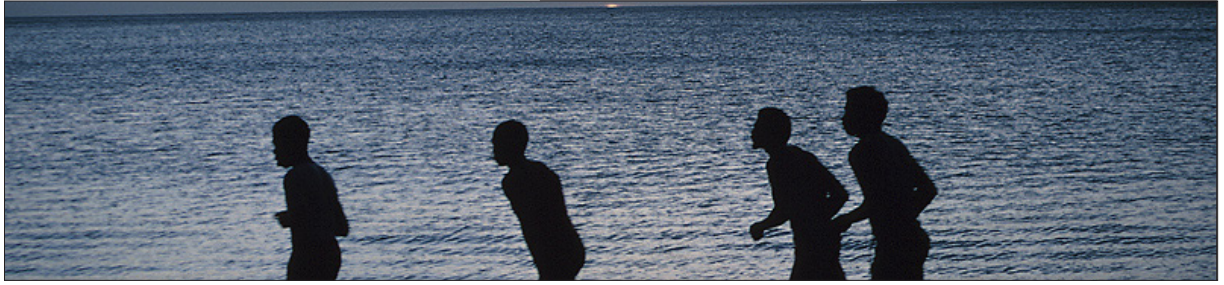


TOPICS FOR 'TIP OF THE WEEK'

An important role coaches play is to provide information to participants. The Runner's Handbook includes a lot of the same information contained in this document but in less detail. Coaches will have the opportunity to share information on various topics at the beginning of every group run. Please use the information provided in this handbook to discuss the following topics with participants:

- The benefits of physical activity
- Safety when doing individual runs
- Proper running technique (this can be ongoing)
- Pacing and pushing yourself
- Stretching – why it's important plus a few new stretches
- Running in cool temperatures
- Running in hot temperatures
- Sun protection
- Injury prevention and treatment
- Eat. Move. Play. resource
- Nutrition – this topic can easily be spread over a few sessions
- Hydration (water's best, limit sports drinks and avoid energy drinks)
- Cross-training alternatives
- Reducing screen time

We have doctors around the province willing to give free talks to your run club about physical activity, running injury-free and reducing screen time. Complete this form (<http://everactive.org/doctor-school-visit-form>) to set up your talk!



RUNNING TECHNIQUE

Running with proper technique is important as it can improve performance, conserve energy and reduce the risk of running injuries. Most people, including kids, will have a style that is unique and natural to them. Trying to make significant changes too quickly can lead to injury. That being said, there are still some basic aspects of running technique that can and should be covered. Do this head-to-toe checklist several times while running, especially as you get tired, when running form tends to deteriorate.

Head-to-toe running form checklist

- Run tall, with good posture
- Keep head level; look about 20 feet ahead, not down at the ground
- Head, shoulders and hips should be lined up over the feet
- Breathe deeply through your mouth
- Hold arms at a 90-degree angle and swing them front to back, not side to side
- Hands should be relaxed, not in a fist
- Don't bend at the hip
- Get your pelvis in "neutral" position by pointing an imaginary tail towards the ground

- Avoid pounding or slapping feet on the ground
- Don't bounce as it wastes energy and increases risk of injury. Focus on going forward not upward
- **Cadence:** The key to running well is a faster turnover or taking quicker steps. Aim for a stride rate of approximately **180 steps per minute**. Using a watch, count how many times each foot touches the ground in 30 seconds and multiply by two. Do this 30-second count every now and then so participants can work on running with a quick cadence
- Add a slight forward lean from the ankles (not the waist)

Note: Changes to running strides should be done gradually to avoid injury. Encourage participants to think about technique every now and then rather than try to make a sudden, complete change. Doing some running form drills is one way to have them work on proper form.

Running uphill

- Maintain good posture, lean forward slightly, avoid hunching over
- Take shorter strides
- Land on the balls of feet
- Pump arms more vigorously
- Look part way up the hill, not at the top of the rise or down at feet
- Maintain the same cadence on a hill as on the flats, but not the same speed. (Cadence means how often the feet hit the ground versus speed, which is how quickly the runner travels)
- Every hill run is a chance to get stronger!

Running downhill

- Lean forward slightly
- Lower arms slightly
- Keep knees bent and land heel-toe to help absorb the pounding
- Maintain normal cadence, allowing stride to lengthen slightly without bounding down the hill

Breathing

- Runners should expect to breathe heavily when running
- The body needs lots of oxygen while running so breathe in and out through the mouth
- If runners are breathing so hard they

can't talk in short sentences, they're running too fast

- Breathing will be heavier going up-hill or against the wind

Side stitches

A side stitch or cramp is very common, especially with new runners and can be very painful. They're unpleasant enough to make some people stop running altogether. This kind of cramp is not from eating or drinking before running, but associated with the diaphragm. If runners run too fast and are taking quick, shallow breathes, they're more likely to get a stitch. To **prevent** side stitches, encourage runners to warm up with slow jogging, breathe deeply and avoid running too fast. To **get rid of a side stitch** inhale deeply through the nose and exhale hard through the mouth for 30-60 seconds.

Running with Asthma

Those who suffer from asthma can still participate fully in AMA Youth Run Club. There are many endurance athletes with asthma who participate at all levels of sport. Warming up and taking breaks when necessary are very important for runners with asthma to properly control their symptoms. Encourage youth who are asthmatic to join the AMA Youth Run Club. Many may already participate in sports involving vigorous activity and know how to manage their asthma. If not, encourage them to talk to their doctor about how to best control their asthma when running.

If any participants have asthma, make sure

you are aware of any medication requirements like puffers and preferably speak with a parent about what to do in the event of an asthma attack.

For more information about asthma visit: www.ab.lung.ca or www.asthmakids.ca

PACING AND PUSHING YOURSELF

The biggest mistakes most new runners make is running **too fast** and **giving up** too soon. Participants of the AMA Youth Run Club prepare to complete a final run of 1, 2.1, 4.2 or 5 kilometres. If they run too fast, they'll probably need frequent walking breaks. If they don't learn to push themselves a bit, it will be hard for them to improve.

Most kids have two speeds: slow walking and fast running, so you'll need to **teach them about the different paces** of running and walking. Using a follow-the-leader style, do an **easy** then brisk walk, followed by an easy jog, a moderate jog or run and then a sprint so they can feel the different paces.

Tips regarding pacing

- Have participants **warm up** by walking or jogging. Have a coach or participant lead the warm-up pace to ensure it's not too fast
- Once warmed up, remind participants to keep the pace **slow**
- Encourage participants to try a slower jog rather than walk as they get tired
- Encourage participants to run with those who run the same pace

Tips regarding walking breaks

- Challenge participants to push themselves a little by running an extra 30 seconds or steps before taking a walking break
- Keep walking breaks **short** (30-90 seconds)
- When walking, keep the pace **fast**
- Find a **pattern** to alternate running and walking like: running for three minutes, walking for one; running between four telephone poles, walking between two; or running two blocks, walking one

ABC running drills

Complete these drills on the balls of the feet with elbows bent at 90 degrees.

A (high knees; can be performed at a walk, skip or run)

- Drive one knee up so the thigh is parallel to the ground. Switch legs and repeat, moving forward at a walk, skip or run

B (can be performed at a march or skip)

- Similar to A, do a high knee motion, following by a pawing action (like a horse). Switch legs and repeat, moving forward at a march or skip

C (glute kicks)

- Kick one heel up to touch the glute, using your hamstring. Switch legs and repeat



STRETCHING

Stretching is an important part of running and can help prevent injuries and stiffness, leave muscles relaxed and long and improve performance. Static stretching, the type shown in this handbook, should be done after exercise not before when muscles are cold. A warm-up including dynamic movement can include some range of motion exercises, but avoid static stretching.

Teach participants proper technique for all the stretches. As they may finish their run at different times, they will need to complete the basic running stretches on their own. If you do the stretching in a group, have participants take turns leading the stretches.

SHARE THESE TIPS WITH PARTICIPANTS WHEN TEACHING THE STRETCHES DISPLAYED IN THIS HANDBOOK:

- **Cool down** by walking for a few minutes after running before stretching
- **Don't bounce** while stretching
- **Breathe** and stay relaxed
- Hold all stretches for **15-30 seconds**
- Play counting games, alphabet games or sing songs to help children hold stretches longer
- Shake legs out between stretches
- **Repeat each stretch two or three times**
- A feeling of tension or pulling should be felt in the muscle being stretched
- If there is pain when stretching, tell the runners to ease off the stretch
- Stretch both sides of the body evenly
- Don't stretch an injured muscle unless recommended to do so by a health professional



STRETCHES



Quadriceps (the front of the thigh)

- Stand tall beside a wall or a partner for balance
- Bend right leg and grasp above the ankle with right hand
- Keep left leg slightly bent and knees together
- Gently press right hip forward
- Participants should feel the stretch in the right thigh and hip
- Switch legs and repeat



Calves (gastroc muscle)

- Stand tall and take a big step forward with right leg, placing hands against a wall for balance
- Keep both toes pointed forward
- Bend the right knee and press the heel of the left foot down
- Participants should feel the stretch in the left upper calf muscle
- Switch legs and repeat



Calves (soleus muscle) and Achilles Tendon

- Start in the same position as the calf stretch above
- Bend both knees, keeping heels on the ground
- Participants should feel the stretch in the Achilles tendon and lower calf area of the left leg
- Switch legs and repeat



Hamstring stretch

- Stand about a foot behind a low object
- Place right heel on the object and keep foot flexed
- Lean forward, bending at the hip and keeping back straight
- Participants should feel the stretch in the right hamstring
- Switch legs and repeat



Seated adductor/groin stretch

- Sit with left leg extended in front and the right leg pulled towards the body. The sole of the right shoe should touch inner thigh of the opposite leg
- Lean upper body towards the left foot, keeping the back straight and head up
- Switch sides and repeat



Inner thigh (adductor) stretch

- Sit with feet pulled towards the body, soles of shoes touching
- Place hands on ankles and elbows on knees
- Bend forward with a straight back and head up, gently pressing elbows on knees



Standing adductor/groin stretch

- Stand with feet spread wider than shoulder-width, hands on hips for balance
- Keep feet pointed forward
- Bend left knee, bringing weight over to that side
- Keep the right leg straight with knee facing forward
- Switch sides and repeat



Lower back stretch*

- Lie on back with knees bent and feet flat on the floor
- Bring right knee to chest
- Clasp hands over the right knee
- Switch sides and repeat



Hip and glute stretch (iliotibial band, gluteus muscles and piriformis)*

- Lie on back with knees bent and feet flat on the floor
- Cross the right leg over left knee at the ankle
- Hold left thigh just below the knee (slip right hand between legs), and pull towards the body
- Keep right knee at a 90 degree angle
- Participants should feel this stretch in the right glute and hip
- By leaning legs slightly left or right, the location of the stretch within the glute can be changed
- Switch sides and repeat

*Stretches marked with an asterisk are additional stretches not included in the Runner's Handbook.



Hip flexor stretch

- Kneel on the ground
- Bring the right leg forward to a 90 degree angle with foot flat on the ground
- Keep back very straight and tilt the pelvis forward
- Participants should lean forward until they feel the stretch in the front of the left hip
- Switch sides and repeat



Above head thoracic stretch

- Stand very tall and straight with hands clasped together
- Reach hands overhead, keeping arms straight
- Reach back with arms and push chest out slightly
- Don't bend the back



Behind back thoracic stretch

- Stand very tall and straight with hands clasped together behind the back at waist height
- Keep arms straight
- Participants should lift arms upward until they feel a stretch
- Don't bend the back



Step 1



Step 2

Shoulder press stretch

- Stand very straight against a wall
- Keep arms straight and the backs of the hands flat against the wall
- Raise arms to shoulder height
- Keeping elbows and shoulders aligned, bring hands closer to the head until they form a 90 degree angle
- Tell participants to slide arms up the wall until they feel a stretch

STRENGTH ACTIVITIES: CORE

Step 1



Step 2



Dead bug

- Lie on back with the right arm above head and the other at the side, keeping them both straight
- Point toes and raise the left leg and right arm toward each other
- Switch sides



Step 1



Step 2

Bird Dog

- Kneel on the floor with hands shoulder-width apart
- Lift left arm off the floor and extend forward until straight
- Lift right leg off of the floor and extend until straight
- Hold for 10 seconds then switch sides



Step 1



Step 2

Superman

- Lie face-down on the floor, reaching arms in front
- Lift arms and legs toward the sky, arching the back
- Hold for five seconds, rest and repeat

Plank

- Kneel on hands and knees
- Lower onto elbows
- Straighten legs, bringing the knees off the ground, balancing on the toes
- Keep the core tight and avoid arching the back



STRENGTH ACTIVITIES: HIPS

Step 1



Step 2



Clam shell (gluteus medius)

- Lie on right side of the body and bend the knees
- Rest head on the straightened right arm
- Place left palm on the floor in front of the stomach for balance
- Slowly lift the left knee a few inches towards the ceiling, keeping ankles together on the floor
- Lower knee back down
- Repeat 5 - 10 times and switch sides



Hip abduction

- Stand beside a wall, about a foot away
- Place the right hand against the wall for balance
- Swing the left leg out to the side at a 45 degree angle
- Hold for five seconds, then lower leg
- Switch sides and repeat



Hip extension

- Lie face-down, resting chin on hands
- Tighten core and lift the left leg, keeping it straight
- Tell participants to try to get their shoe to face the ceiling
- Slowly lower the leg until the knee is almost on the floor
- Hold for five seconds then lift it up again
- Switch sides and repeat



INJURY PREVENTION AND TREATMENT

PREVENTING INJURIES

Preventing injuries is something coaches and participants should always keep in mind. It's very discouraging to have to stop running due to an injury. To keep the participants running injury-free, follow these tips and often remind your participants of them:

- Each workout should start with a warm-up of brisk walking or slow jogging
- Go through the head-to-toe running form checklist often (page 13)
- Never try to run through pain that makes you limp or change your stride
- Follow every run with stretching
- Avoid the terrible “toos” – doing too much, too soon, too fast
- Increase running distances and speeds gradually

TREATING INJURIES

Most new runners will experience aches and pains as their bodies adapt to being used in new and more challenging ways. Some stiffness is to be expected when beginning running and stretching, especially if the individual hasn't been physically active on a regular basis. This kind of soreness will be spread evenly on both sides of the body and will be experienced one and two days after running. For example, new runners may have sore thighs or calves after their first few runs. This kind of soreness may be worse two

days after running, will gradually reduce with consistent running and should not stop one from running. Other aches and pains, especially ones that don't go away, may need more attention, possibly from a doctor or physiotherapist.

The running distances in the AMA Youth Run Club increase gradually, allowing participants to adjust to the new activity and prevent injuries resulting from doing too much too soon. Most common running injuries like muscle strains and sprained ankles can be treated by the participant under the supervision of an adult. These kinds of injuries should be treated using the **R.I.C.E** method described below:

Rest: Take a few days off running or any activity that creates pain in the injured area.

Ice: For the first 48 hours after the injury, apply ice to the area for 10 to 15 minutes three or four times a day. An ice pack, bag of frozen vegetables or crushed ice can be used. Cover the skin with a thin cloth before applying ice.

Compression: Apply a wrap to the area to prevent swelling. It should be snug but not so tight that the area becomes cold or falls asleep.

Elevate: Keep the injured area up on a pillow, above the heart as much as possible. This will reduce the blood flow to the area and prevent further swelling.



If participants experience a sharp pain anywhere while running, they should slow down or walk for a while to see if the pain goes away. If the pain doesn't go away, they should tell an adult. If participants have an injury that isn't improving, especially after using the R.I.C.E. method, advise them to stop running until they see a physician for an assessment, diagnosis and treatment that will commonly

include the services of a physiotherapist.

Contact the parent(s) and give them any information you have about the injury. Advise them to consult with their family doctor or physiotherapist before returning to running. Unless you are professionally qualified to do so, don't evaluate or diagnose a participant's injury yourself.

COMMON RUNNING INJURIES

Achilles Tendinopathy is an injury to the Achilles tendon that causes pain at or just above the heel that commonly occurs in runners. Symptoms may include:

- Pain and tenderness along Achilles tendon
- Pain is worse with the first few steps after resting
- Achilles tendon may swell or thicken

Osgood-Schlatter Syndrome is a condition that causes a painful lump below the knee cap. Symptoms may include:

- Pain, swelling and tenderness below the knee cap (worse with running or kneeling)

Patellofemoral Pain Syndrome is a condition that causes pain under the knee cap. Symptoms may include:

- Pain worsens with squatting, walking down stairs or after sitting for a long time
- Might feel or hear a grating or grinding in the knee

Plantar Fascitis: An overuse injury of the plantar fascia causing pain on the bottom of the heel or foot. Symptoms may include:

- Pain on the bottom of the heel or foot, caused by walking or running and is relieved by rest
- Pain is typically worse during the first few steps in the morning and while walking after periods of prolonged rest

Posterior Tibialis Tendinopathy: An injury to the tendon of the posterior tibialis muscle, causing pain on the inside of the lower leg and ankle. Symptoms may include:

- Pain, tenderness or swelling around the bone on the inside of the ankle
- Pain may be present in the calf muscle
- Often associated with fallen arches or flat feet

Shin Splints are a lower leg and shin pain caused by exercise and commonly affects runners. Symptoms may include:

- Dull pain that can progress to sharp pain along the shin
- Tenderness and swelling
- Pain is usually worse when running

Sever's Disease is a repetitive injury caused by excessive strain of the Achilles tendon on the heel bone. Commonly occurs in young athletes during periods of fast growth. Symptoms may include:

- A localized dull ache and tenderness in the back of the heel
- Heel pain that is worse with running uphill or climbing stairs
- Pain may cause limping, especially after activity

Note: Refer all runners with a suspected injury to a physician for an assessment, diagnosis and treatment that will commonly include the services of a physiotherapist. Until any sharp or persistent pain and/or swelling in a joint has been assessed, the participant should stop running.



MAKING THE AMA YOUTH RUN CLUB FUN

MOTIVATING PARTICIPANTS

Keeping your participants coming back each week will not only benefit them individually, but also keep group morale high. Here are some examples of ways to encourage participation:

- **Play games** that incorporate running. A list of games is provided in this handbook (page 46)
- Have a **final fun run** planned (see the list of events on www.everactive.org) or choose your own
- **Track progress** by logging individual and/or group distance. The total distance, including bonus runs, can be mapped over a certain area like around Alberta or across Canada. The goal distance you choose will depend on the size of your group. Plan a celebration for when you reach your chosen destination
- Spend time running/walking beside as many of the participants as possible, helping them with pacing and offering encouragement and tips on how they can improve
- **Individual runs** are important for helping participants improve, especially if your group only meets once a week. One way is to encourage participants to do bonus runs at home at the end of each group workout
- **Name** your running club, incorporating the school name, such as Ridgecliff Runners
- Purchase **T-shirts** with club name through fundraising or support from the Parent-Teacher Association
- Have **treats** like bottles of water and fresh fruit after each workout or every other week
- **Challenges:** Challenge classes, staff and parents to participate. Challenge another school with a similar population size to see who can get the most participants or most kilometres logged. Challenge or invite parents to come out and join their children at least once

- Have **weekly draws** for things such as vouchers (healthy restaurants, sport facilities, bowling or movies) or items encouraging activity like balls, Frisbees or skipping ropes
- **Final draw:** Have a few bigger items, preferably donated. Participants receive a ballot for every run they attend which goes in the hat for a draw for a final grand prize. The more often they come, the more chances they have to win
- Invite **guest** speakers to talk about running, nutrition and other forms of physical activity or schedule a Doctor Talk
- Give your participants information about **other events** they may want to train for and participate in. It helps to have specific goals in mind when training
- Provide a weekly **newsletter** which contains “tip of the week” and helps keep parents informed about the AMA Youth Run Club
- Have **music** playing when the group is together and the coach doesn’t need to be heard
- Participate in AMA Youth Run Club contests posted on www.everactive.org

MAKING SHORT LOOPS FUN

Some school groups have no choice but to use a short, concrete loop on their school grounds. Although it’s not ideal it can still be fun. Using fun, creative ways to count laps will help motivate participants to keep running. One example is having an adult, maybe even the principal, stand in one spot and give participants a “token” each time they pass. This can be a Popsicle stick*, elastic, counting cube, stamp or bingo blotter “blot” on a piece of paper. You can then track individual and group distances which works well if your group is trying to run a specific distance like around Alberta or your community. Adding some of the ideas above like awarding stickers when participants reach certain distances works well to keep the enthusiasm up.

*Use plain Popsicle sticks to represent one lap and coloured sticks to represent five laps. This way the kids run harder to get the coveted coloured sticks.

The schools that have the most success tend to have many parent volunteers each week. Be creative and be sure to share your ideas with the AMA Youth Run Club coordinator so they can be passed on to other schools.

SPICING UP THE TRAINING

Most running programs include tempo, speed and hill workouts as a way to improve speed and power and add variety to training. These kinds of workouts are normally added after participants have been running for a while. Advise your new runners to take it easy during these workouts. Only one of these workouts should be added each week (i.e. hill workout one week, tempo or interval the next), ideally followed by a rest or easy day. You may not have time to include these workouts in your group sessions, but you can give participants some instruction on how to do them as bonus runs.

“Pick-ups or Fartleks”

Adding some of these to a regular run is a great way to not only improve running in general, but can turn a bad run into a good one. Fartleks are short spurts of faster running added to normal runs after warming up and can last from 20-90 seconds. They are not meant to be all-out sprints and should not be so numerous the participant is exhausted after the workout. Their purpose is to add a little challenge and perk up the run.

Tempo run

A tempo run helps the runner prepare their body to maintain their “race-pace.” Start with a 10-minute easy jog warm-up followed by the tempo run. The pace will be only slightly faster than the runner normally does in their group runs. The length of the tempo run will depend on the distance the runner is preparing to race. For a 4.2K race, a tempo run of 10 minutes is

sufficient. For a 5K distance, a 10-15 minute tempo run will do. It’s best to have an adult supervise this kind of training to ensure the youth do not overdo it.

Hill workout

Find a hill that is 50-100 metres long, not too steep, but steep enough that participants notice the incline when running up it. The hill should be in a safe location, ideally away from traffic, with footing that is fairly smooth. Participants should avoid running on the road.

Have participants do a 10-minute warm-up of slow jogging or a game followed by dynamic stretching.

Participants should do five to eight repeats of running up the hill and walking or jogging back down. Tell them not to sprint but instead run at about a 75 per cent effort. It may not necessarily be faster than the speed they do when jogging. They should finish this workout feeling like they could do a couple more repeats. If not, they’ve probably run too fast or done too many repeats.

The workout should finish off with a five-minute cool-down jog or walk followed by stretching.

Remind participants to listen to their bodies with any form of exercise that is new to them. Running hills can be very difficult so they should go easy at first, building their effort and the level of difficulty gradually.

INTERVAL WORKOUT - JR. OR SR. HIGH

This workout will help improve power and speed for running. It can be challenging but fun and will add variety to training. An ideal location for an interval or speed workout is a track or flat field. Measure distances of 100, 200 and 400 metres. Use a watch if possible.

Do the same warm-up, cool-down and stretching done for the hill workout.

The workout is made up of repeats of different distances depending on the fitness levels of the participants. These repeats are not meant to be all-out sprints. Participants should run at about 75 per cent of their full effort. As with the hill workout, they should finish feeling like they could do a couple more repeats. Below are some examples of interval workouts. The first two are for new runners and the second two are for more experienced/fitter runners. Choose only one workout per training session.

Interval workout #1

- 200 m x 3 (1 minute walking break between each 200)
- 2 minute break
- 100 m x 4 (1 minute walking break between each 100)

Interval workout #2

- 200 m x 2 (1 minute walking break between each 200)
- 2 minute break
- 100 m x 6 (1 minute walking break between each 100)

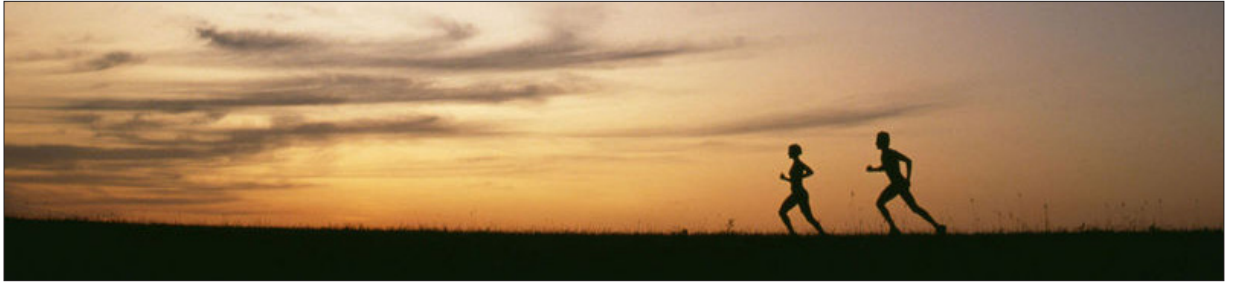
Interval workout #3

- 400 m x 2 (1-2 minute walking break between each 400)
- 2 minute break
- 200 m x 2 (1 minute walking break between each 200)
- 2 minute walking break
- 100 m x 4 (1 minute walking break between each 100)

Interval workout #4

- 200 m x 5 (1 minute walking break between each 200)
- 2 minute break
- 100 m x 6 (1 minute walking break between each 100)

Elementary-aged runners can participate in speed or interval work if slight modifications are made. Reducing the distance by 50 per cent will enable younger runners to participate, while reducing the risk of injury.



PHYSICAL LITERACY AND RUNNING

Running is a great activity for children and youth of all ages however, it is important to remember to give children and youth an opportunity to explore a wide range of movements in a variety of environments to encourage the development of physical literacy.

When training for running, incorporating many of the Fundamental Movement Skills (FMS) can help further develop running abilities and performance but can also lead to the participant having greater self-confidence and being an overall more competent mover. This development of a physically literate individual increases their chances of staying active throughout their lifetime and thus living a healthier, longer life.

The Be Fit For Life Network has created a resource called Move and Play Through Physical Literacy, which is a collection of games that focus on the development of FMS and physical literacy. Using game-based cross training, especially for the younger ages, is a great way to incorporate some fun into regular training. Included on pages 32 and 33 are a couple of games from the resource – give them a try and watch your participants have fun while learning to move with confidence and competence!

For more information on:

- **Move and Play Through Physical Literacy, visit:** www.befitforlife.ca.
- **Physical literacy and fundamental movement skills, visit:** www.canadiansportforlife.ca and www.activeforlife.com.

MOVE & PLAY THROUGH PHYSICAL LITERACY

FUNDamentals - Age 6-9 (boys); 6-8 (girls)

FUNDAMENTALS






Meteor Shower

Equipment

- Open activity space
- Pylons
- Beanbags

Activity Description

- In an open gym, field, or room, place pylons in alternating planes of movement across the ground.
- Have participants warm up by moving from cone to cone, running forward, backwards, and side shuffling, and touching each cone on their way through the course.
- Once they are comfortable, warn them that a "meteor shower" has hit. They must continue to complete the course while dodging the meteors being thrown at them from the front of the space.
- Have participants or assistants help in launching the meteors (beanbags) towards the participants.

16

Skills Explored

Dodging, throwing, running

Tips...

- Get low
- Quick feet and transitions
- Push off

Safety

- Warn participants to keep an eye open for beanbags that have landed in order to not step on them
- Have a pattern set up for returning back to the end of the line
- Avoid throwing "meteors" to the neck and head area of the participants
- Use large open activity space

Remember...

If beanbags or other soft balls are not available for this activity, scrap paper crumpled into a ball works great for meteors!

Variations...

- Set up the course with more obstacles
- Use poly spots instead of pylons or balls instead of beanbags




MOVE & PLAY THROUGH PHYSICAL LITERACY


Learning to Train - Age 9-12 (boys); 8-11 (girls)

LEARNING TO TRAIN

MOVE & PLAY
Through Physical Literacy



Circle Throw & Circle Kick



Equipment	Activity Description
<ul style="list-style-type: none"> Open activity space 1 ball per group (4 to 8 people per group) 	<ul style="list-style-type: none"> Standing in a circle, before play begins, every participant identifies 1 other participant to whom he or she will pass the ball. Each participant will pass and receive the ball only once per cycle. When play begins, once a pass has been made, the person who passed the ball runs around the outside of the circle in a clockwise direction back to his or her original spot. The person who catches the pass must pass to the participant previously identified, then run around the outside of the circle. If the ball is dropped, then the person who would be passing the ball next picks it up and play continues from there. This continues cycle after cycle until the group needs a break! Activity can be done the same way by kicking the ball to each other.

6

For more ideas on fun ways to improve running skills and keep participants active, refer to page 46 for running games after the run portion of each workout or as a warm-up. They are also good options for indoor running days due to weather.

Skills Explored

Throwing, kicking, running

Tips...

- Focus on where you are throwing or kicking to
- Maintain body control as you throw, kick, and run
- Make transitions quick by pushing off on the balls of your feet

Safety

- Have participants become comfortable throwing or kicking in the circle without any running first so that the pattern is comfortable
- Remind participants to do a quick shoulder check before running around the circle to avoid any collisions

Remember...

Using activities such as this for a warm-up or icebreaker is a great way to build group dynamics. By having participants learn each other's names as they pass the ball they will be more comfortable working as a group.

Variations...

- Alter the weight and size of the ball
- Have participants follow their pass by crossing inside the circle. This adds more hand-eye coordination and movement within the circle.

Adapted from Great Gator Games, CIRA Ontario at www.ciraontario.com/ehf/page/resources-gator



CIRCUIT TRAINING

An exercise alternative for bad weather days

Due to the climate in Alberta, there will be days when the weather may prevent outdoor running. If you have access to a gymnasium or large classroom, you can provide the participants with a workout that will challenge them aerobically and work on their strength. Circuit training involves moving from one exercise to the next with minimal rest between sets.

SETTING UP FOR CIRCUIT TRAINING

- Break participants into groups of four to eight
- Organize the stations so similar activities are not beside each other (e.g. wall jumps should not be beside wall sit)
- Demonstrate all exercises before beginning
- Post a sign and picture at each station describing the exercise to be done
- Use a stopwatch and whistle to move participants from station to station
- Do a 5 or 10 minute warm-up and cool-down of jogging or play a game
- Music can be used to motivate participants and indicate when to switch stations
- Each station lasts one minute, with 30 seconds to move to the next station
- The number of stations you have will also dictate how long the workout is. If you have 10 stations with one minute at each

station, and 30 seconds rest between, that is 15 minutes for a full rotation. Plan on doing the circuit training for approximately 30 minutes, not including warm-up and cool-down

SAMPLE EXERCISES

Abdominal crunches: Choose from a variety of abdominal exercises. Have mats at this station if possible.

Bicycle: A good overall abdominal exercise. Have participants lay on their back, alternating touching opposite elbow to knee, keeping shoulders off the ground.

Modified Plank: Great core exercise. Have participants lay face-down on the floor with weight resting on forearms and toes, keeping the rest of the body flat like a plank by engaging the abdominal, glute and lower back muscles. It's important to keep the spine in-line with head looking at the floor. Add an extra challenge by asking them to rock forward and back.

Back strengthening exercises: Back extensions are done lying face down and lifting arms and legs either separately or together. Participants hold the position for 10-15 seconds, rest and repeat. An easier version is to alternate raising left arm and right leg, then right arm and left leg.

Running laps: This activity is only possible if you have a gymnasium to use. Set up pylons to prevent corner cutting and stop participants from running through other stations.

Skipping on the spot: Have participants skip continuously on the spot. Ensure this station has enough space to accommodate the number of students skipping.

Wall jumps: Have participants stand facing the wall. They must jump off the ground with both feet and try to touch their hands as high as possible on the wall. They should continue jumping until the whistle is blown.

Lunges: Have participants stand with their hands on their hips and alternate stepping forward with each leg, letting their weight drop so the front leg bends at a 90-degree angle. The lunge should stop when the knee is in line with the toes. Lunges should be done fairly slowly. Options are walking lunges, step-back lunges, twisting lunges or lateral lunges.

Kick backs/butt kicks: Have participants do a running motion and try to kick their buttocks with alternating feet. This is done on the spot, as fast as possible and with knees pointed towards the ground.

Push-ups: The push-up is a great upper body exercise. Remind participants to keep their bodies flat, hands under their shoulders and not allow their butts to stick up. The three-quarter or modified push-up (avoid calling it a “girl’s push-up”) is easier and is done with the participants’ weight being supported on their knees rather than toes. This exercise is meant to be done slowly.

Squat jumps: Have participants squat down part way and then jump up, in an explosive manner, reaching as high as they can, returning to the squat position.

Step ups: Have a box, step or bench that will not tip as participants step on it simultaneously. Have them step up with one leg, touch the top of step with the other foot, and then step back down. Make sure they are alternating legs when stepping up. The height of the step should not be greater than 12-18 inches.

Wall sit: Have participants lean against the wall and bend down into a sitting position. They will need to walk their feet out slightly in order to do this. Their knees should be at a 90-degree angle. Participants should hold this position until they need a break.

High knee leg rises: Have participants go through the running motion with an exaggerated knee-lifting action and hopping off the ground. The direction of motion is more upward not forward so this can be done on the spot. The upper body is kept upright with arms pumping vigorously. This exercise should be done at a quick tempo.

Triceps/bench dips: Use a bench or step that won’t tip for this exercise. Students have their backs to the bench and reach back so their hands are on the edge of the bench, fingers pointing towards their body. They should walk their feet out slightly so their knees are bent at a 90-degree angle. The students then drop and lift their weight by bending and straightening their arms. This exercise works the triceps. It can also be done on the floor.

Shuttle run relay: This can be done if you have groups of four or more per station. Designate a distance of approximately 10 metres and mark it with a line or piece of tape. Have each person run to the tape, touch the ground and return to the end of the team’s line.

Calf raises, burpies and jumping jacks are additional exercise options.



HEALTHY LIFESTYLES

BENEFITS OF PHYSICAL ACTIVITY

It's important to share information regarding the benefits of physical activity with participants. The hope is to not only to educate them but to motivate them to continue leading active, healthy lives. Please share the following information during one of your "tip of the week" sessions.

Being active everyday can improve your health and well-being by:

- Building strong bones and muscles
- Strengthening your heart
- Lowering your risk of disease
- Helping you grow and develop properly
- Promoting good posture, flexibility and balance
- Helping achieve a healthy weight
- Providing a chance to meet new friends
- Improving self-esteem
- Helping you deal with stress and to relax
- Increasing energy levels
- Having a lot of fun

The new Canadian **Physical Activity Guidelines** for children and youth recommend a **minimum of 60 minutes** of moderate- to vigorous-intensity daily physical activity. Included in this are vigorous activities at least three days

per week and muscle and bone strengthening activities a minimum of three days per week. (Visit www.csep.ca for more information.) Spend a few minutes in one of the first running clubs to get participants to brainstorm the many ways they can be active (activities like playing games, skipping and using active transportation count as physical activity).

Health Canada also recommends kids try to **reduce** the amount of **non-active time** they accumulate each day. Challenge your participants to spend an hour less per day doing activities that don't require much energy like watching television or playing on the computer. (The maximum amount of screen time recommended for kids aged 5-17 years is two hours.)

NUTRITION

Inactivity is only one of the unhealthy habits leading to the increase in overweight, obesity and disease in today's society. Poor eating habits are equally to blame and we must do something to improve them. You're in a position to not only provide participants with information about healthy nutrition but to have an impact on their eating habits by convincing them of the importance of taking care of their bodies. Remind them they have only one body to last a lifetime and that it will perform and last better if it's run on high versus low quality fuel.

We have included some basic information in the Runner’s Handbook about the Alberta Nutrition Guidelines for Children and Youth and healthy food choices and encourage you to remind participants of ways they can strive for a healthy diet. For information on serving sizes, see pages 44-45. Please share the following tips with participants:

- Eat three meals a day, including breakfast
- Use the Alberta Nutrition Guidelines for Children and Youth to learn about healthy foods (see pages 44-45)
- Learn how to read food labels and ingredient lists
- Drink lots of water throughout the day
- Include at least one vegetable or fruit with each meal and snack
- Choose lower fat milk products such as skim or 1%
- Avoid foods and drinks high in sugar, fat, sodium and artificial ingredients
- Pack healthy snacks and lunches for school or outings
- Avoid temptation by not having unhealthy foods in the house

HYDRATION

Staying properly hydrated by drinking water regularly is important when exercising and for overall health. Whether being active or sitting in class, the body needs water. In fact, over 60 per cent of the body requires water to function properly, so encourage participants to drink healthy drinks regularly throughout the day.

Drinking fluids is especially important when exercising as it replaces water lost through sweat, helps you perform to the best of your ability, prevents dehydration and helps maintain a healthy body temperature.

Here are some tips regarding hydration:

- Encourage participants to drink water throughout the day

- Participants don’t need to carry water with them during their runs unless running for longer periods (more than 40 minutes) or on very hot/humid days
- **Sports drinks** taste good, but are **only** necessary if exercising for more than 45-60 minutes without rest or in extreme heat or humidity. Sports drinks can be hard to

THINK YOUR DRINK	
CHOOSE MOST OFTEN	Water and low-fat milk
CHOOSE SOMETIMES	100% fruit juice, milk and fruit smoothies
CHOOSE LEAST OFTEN	Sports drinks, pop and fruit drinks like fruit punch or juices with added sugar
CHOOSE NEVER	Caffeinated/energy drinks

digest resulting in a stomachache and contain lots of sugar

- Sweating still occurs when running in colder temperatures so remind participants to stay hydrated when exercising in the winter
- **Low fat milk** can be a great post-exercise drink as it contains water, carbohydrates and protein
- **Caffeinated drinks are not recommended** for children and youth and should be discouraged

FUELING FOR EXERCISE

A healthy diet consisting of a variety of foods and beverages from the four food groups will prepare participants for any type of exercise, including running. There's a lot of information available regarding what our bodies need before, during and after exercise, but it can be confusing. Here are some basic tips to share with participants regarding fueling before, during and after running:

- Stay hydrated during the day by **drinking water regularly**
- Plan your **meals and snacks** so that you run two hours after a meal but have had a snack to prevent starting your run feeling hungry
- Unless you're running for more than 45-60 minutes, **water** is the best drink to stay hydrated
- **Drinking during a run:** unless your run is expected to be 45 minutes or more, or in very hot, humid conditions, having water while running is not necessary. If you are properly hydrated, you'll be able to complete your run comfortably. Make sure to have a drink of water when you finish
- **Sports drinks** were developed for athletes

participating in a vigorous activity for more than one hour. They contain a lot of sugar and other ingredients most athletes don't require. If you're expecting to be very active for more than an hour and will need something to keep you going, make your own "sports drink" by mixing 1/3 cup 100 per cent fruit juice with 2/3 cup water

- **Eating during exercise** isn't recommended as you will likely get a stomach ache, especially if you're doing an activity like running that involves bouncing. However, if you know in advance that you'll be active for several hours, like at a track meet or tournament, you'll need to bring healthy snacks that can be eaten in small quantities. Some examples are fruit, yogurt, cereal or granola bars, small amounts of nuts or seeds, or cheese and crackers
- **Refueling after running** is also important, especially if you've had a long or hard workout. Drinking water and having a healthy snack will do the trick in most cases
- **Energy/caffeinated drinks** are not safe for children and youth because of high levels of caffeine, sugars and other stimulants. A young person with a healthy diet has enough energy to last all day, even if they're very active



EAT. MOVE. PLAY.

Adequate physical activity and eating a balanced diet are the keys to good health. This means we must not only help participants increase their level of physical activity but also help them adopt healthy eating habits.

In an effort to encourage both physical activity and proper nutrition, the AMA Youth Run Club includes Eat. Move. Play., found online. To complete the challenge successfully, participants are asked to achieve 60 minutes* of daily physical activity, list a healthy item they ate or drank and an unhealthy item they chose not to eat or drink and reduce their screen time by one hour every day for five days.

Once you've established the basic running program, choose one particular week to focus on this challenge in order to give it some extra time in your discussions. Check in with participants to see how they are doing, especially in regards to their eating habits. You may want to send a note home to parents to explain how the challenge works and encourage them to work together or even as a family to complete the challenge.

It's quite possible for your participants to have a significant impact on their entire family's activity level and eating habits. Encourage

them to share what they learn from you with their parents. Participation in the AMA Youth Run Club may be just the impetus they need to make important changes.

Eat. Move. Play. can be used as a classroom tool to support healthy living curriculum. For more information contact Hayley Degaust at (780)454-4745 or email:

hayley@everactive.org.

***The new physical activity guidelines recommend a minimum of 60 minutes physical activity each day but state that more health benefits will occur with more physical activity.**

EAT. MOVE. PLAY.					
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1 PHYSICAL ACTIVITY Choose one bar for every 10 minutes of activity you do	 My favourite activity	 My favourite activity	 My favourite activity	 My favourite activity	 My favourite activity
2 HEALTHY EATING Choose healthy foods and drinks of ten. See other side for more information	Today I ate/drank (something healthy) instead of (something unhealthy)	Today I ate/drank (something healthy) instead of (something unhealthy)	Today I ate/drank (something healthy) instead of (something unhealthy)	Today I ate/drank (something healthy) instead of (something unhealthy)	Today I ate/drank (something healthy) instead of (something unhealthy)
3 SCREEN TIME ALTERNATIVES Reduce your screen time by at least one hour. See other side for ideas on what to do instead	I reduced my screen time by 1 hour today What I did instead:	I reduced my screen time by 1 hour today What I did instead:	I reduced my screen time by 1 hour today What I did instead:	I reduced my screen time by 1 hour today What I did instead:	I reduced my screen time by 1 hour today What I did instead:

Leading a healthy life isn't as hard as you think.

Here's a chance to give it a try.

Your goal is to get 60 minutes of physical activity, replace an unhealthy food or drink with something healthy and spend at least 1 hour less in front of a screen everyday for five days.

Encourage your family to take on the Challenge with you. Plan a fun family event like going bowling or for a hike to celebrate having completed the Challenge.

ALBERTA MEDICAL ASSOCIATION

Ever Active Schools

VISIT WWW.EVERACTIVE.ORG AND WWW.ALBERTADOCTORS.ORG FOR MORE INFO ABOUT HEALTHY LIVING



RESOURCES

Coach's Corner on www.everactive.org

Visit the Ever Active Schools' website (www.everactive.org) and follow the link to the AMA Youth Run Club where you will find all the information related to the program. There is a special section for coaches containing downloads of the handbooks, parent letter and "Eat. Move. Play." resource.

RUNNING EVENTS IN ALBERTA

Running Room Events

<http://www.events.runningroom.com>

5 Peaks Race Series

<http://www.5peaks.com>

Calgary Roadrunners Races

<http://www.calgaryroadrunners.com/races>

MEC Events

<http://events.mec.ca/find-an-event>

Athletics Alberta Events

<http://www.athleticsalberta.com>

Ellis Track and Field

<http://www.ellistrack.ca/>

TIPS FOR PARTICIPATING IN A FUN RUN

- Remind participants that drinking too little or too much water can have a negative effect on their performance. They should be well hydrated before the run and unless they expect to be running long distances (i.e. over five kilometres) won't need to bring a water bottle with them. Most fun runs have water stops which will be sufficient for keeping them hydrated
- Remind participants to have a healthy meal approximately two hours before the event and make suggestions on healthy food choices
- Runners should check the forecast in order to know what to wear. Dressing in layers will allow them to remove items as they warm up
- If the temperature is hot or gets warmer during the race, runners should make sure they don't push themselves too hard. Higher temperatures will increase the need for water and can make running more difficult
- Stress the importance of running at the pace they've been doing during their training. Getting caught up in the excitement and trying to run faster because it's a fun run or race will likely result in them getting tired sooner and possibly not completing the distance
- It doesn't hurt to remind participants to tie a double-bow in their laces
- Remind participants to keep it fun. Being too serious may take away from the enjoyment of the whole experience



WEBSITES OF INTEREST

Alberta Medical Association
www.albertadoctors.org

Ever Active Schools
www.everactive.org

Running Room (Alberta)
www.runningroom.com

Physiotherapy Alberta
www.physiotherapyalberta.ca

Healthy U
www.healthyalberta.com

Be Fit for Life
www.provincialfitnessunit.ca/about-bffl/

Alberta Tourism, Parks and Recreation
www.tpr.alberta.ca/

Canadian Academy of Sport and Exercise
Medicine
www.casem-acmse.org

ParticipACTION
www.participaction.com

KidSport
www.kidsport.ab.ca

Coaching Association of Canada
www.coach.ca

Health Canada: Canada's Food Guide
www.hc-sc.gc.ca

Canada's Physical Activity and Sedentary
Behaviour Guidelines
www.csep.ca

Alberta Health Services School Nutrition
Education Resource List
www.albertahealthservices.ca/2914.asp



RUNNING LOG

This is a sample of the running log included in the Runner's Handbook. Encourage participants to include group and individual runs in their logs.

DATE	DISTANCE KMS	DURATION MIN	COMMENTS	DISTANCE TO DATE
April 2	2 kms	25 min	woooahoo! I ran 2 kms!	2 kms!

RUNNING LOG

SERVING SIZE GUIDELINES FOR 5-11

Alberta Health and Wellness — Healthy Eating and Active Living For Your 5 to 11 Year Old









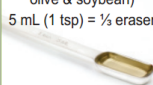
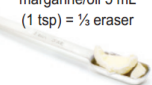
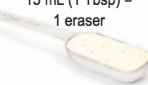
Food Guide Serving Sizes for 5 to 11 Years

As children grow and become more active, the quantity of food they eat will increase. Offer a variety of nutritious foods from all food groups and encourage your child to eat until comfortably full. Parents and caregivers should be role models of healthy eating. *Eating Well with Canada's Food Guide* recommends serving sizes and amounts for ages 2 to 51+.

Number of Servings Each Day		Food Group	What One Food Guide Serving Looks Like Each		
Girls & Boys 5 – 8 years	Girls & Boys 9 – 11 years				
5 servings	6 servings	Vegetables and Fruit <ul style="list-style-type: none"> • Eat at least one dark green & one orange vegetable per day. • Fresh, frozen or canned are all good choices. • Choose vegetables & fruit prepared with little or no added fat, sugar or salt. • Choose vegetables & fruit more often than juice. • Limit juice to one food guide serving a day 125 mL / ½ cup. 	Cooked vegetables 125 mL (½ cup) = 1 hockey puck 	Fresh or soft cooked vegetable slices 125 mL (½ cup) = 1 hockey puck 	Leafy salad vegetables 250 mL (1 cup) = 1 baseball
			1 medium fresh fruit = 1 tennis ball 	Diced fresh, frozen or canned fruit 125 mL (½ cup) = 1 hockey puck 	100% unsweetened juice 125 mL (½ cup) = 1 hockey puck
4 servings	6 servings	Grain Products <ul style="list-style-type: none"> • Choose whole grains at least half of the time. • Choose grains that are lower in fat, sugar or salt. 	Roll, dinner, whole wheat (28 g) = 1 tennis ball 	Rice or pasta 125 mL (½ cup) = 1 hockey puck 	Bannock (2.5" x 2.5" x 0.75") (6 cm x 6 cm x 2 cm) = 1 hockey puck
			Roll, hamburger, mixed grain = 1 puck 	Hot cereal 175 mL (¾ cup) = 1 tennis ball 	Cereal (corn bran) 250 mL (1 cup) = 1 baseball
2 servings	3 to 4 servings	Milk and Alternatives <ul style="list-style-type: none"> • Depending on age, 2 to 4 servings of milk or fortified soy beverage help meet vitamin D requirements. • Select lower-fat milk alternatives. 	Milk or fortified soy beverage 250 mL (1 cup) = 1 baseball 	Cheese 50 g (1 ½ oz) = 2 erasers 	Yogurt 175 g (¾ cup) = 1 tennis ball

© 2008–2012 Government of Alberta. March 2012

Alberta Health and Wellness — Healthy Eating and Active Living For Your 5 to 11 Year Old

Number of Servings Each Day		Food Group	What One Food Guide Serving Looks Like Each			
Girls & Boys 5 – 8 years	Girls & Boys 9 – 11 years					
1 serving	1 to 2 servings	Meats and Alternatives <ul style="list-style-type: none">• Have meat alternatives such as beans, lentils and tofu more often.• Eat at least 2 servings of fish per week.• Choose lean meat and alternatives prepared with little or no added fat or salt.	Cooked fish, poultry, lean meat, wild meat 75 g (2.5 oz) = 1 hockey puck 	2 eggs 	Cooked legumes such as beans or lentils 175 mL (¾ cup) = 1 tennis ball 	
			Tofu 175 mL (¾ cup) = 1 tennis ball 	Peanut butter 30 mL (2 Tbsp) = 1 golf ball 	Nuts and seeds 60 mL (¼ cup) = 2 golf balls 	
What About Oils & Fats? Offer 30 – 45 mL (2 to 3 Tbsp) unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine & mayonnaise.		Oils and Fats <ul style="list-style-type: none">• Limit butter, hard margarine, lard and shortening.	1 serving is: Oil (such as canola, olive & soybean) 5 mL (1 tsp) = ½ eraser 	1 serving is: Non-hydrogenated margarine/oil 5 mL (1 tsp) = ½ eraser 	1 serving is: Salad dressing 15 mL (1 Tbsp) = 1 eraser 	Nutrition Facts: 4 g fat = 1 tsp fat = ½ eraser
Quench Thirst with Water!			Drink water regularly. Drink more water when you are more active or in hot weather.			

What about other foods & beverages high in calories, fat, sugar or salt (sodium)?

Limit foods and beverages such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, fruit flavoured drinks, soft drinks, and sweetened hot or cold drinks. Caffeinated beverages and sport or energy drinks should not be given to young children.

How often should I provide food for my child?

Offer small nutritious meals and snacks throughout the day since children have small stomachs and need to eat often. Serve 3 meals and 2 – 3 snacks throughout the day. Active children need to refuel often.



Should I restrict how much fat I give my child?

No. Offer a variety of nutritious foods which are naturally high in fat such as nuts, avocados and fatty fish.

Why are family meals so important?

Eating together as a family has been shown to improve healthy food choices, lifestyle habits and overall health in young children and preteens.



This chart is also available as a separate resource –
NT0052: Web: 978-0-7785-8318-9; Print: 978-0-7785-8317-2









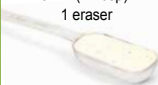
SERVING SIZE GUIDELINES FOR 12-17

Food Guide Serving Sizes for 12 to 17 Years

Number of Servings Each Day		Food Group	What One Food Guide Serving Looks Like Each		
Female 12 – 17 years	Male 12 – 17 years				
6 to 7 servings	6 to 8 servings	Vegetables and Fruit <ul style="list-style-type: none"> Eat at least one dark green & one orange vegetable per day. Fresh, frozen or canned are all good choices. Choose vegetables & fruit prepared with little or no added fat, sugar or salt. Choose vegetables & fruit more often than juice. Limit juice to one food guide serving a day 125 mL / ½ cup. 	Cooked vegetables 125 mL (½ cup) = 1 hockey puck 	Fresh vegetable slices 125 mL (½ cup) = 1 hockey puck 	Leafy salad vegetables 250 mL (1 cup) = 1 baseball
			1 medium fresh fruit = 1 tennis ball 	Diced fresh, frozen or canned fruit 125 mL (½ cup) = 1 hockey puck 	Juice 125 mL (½ cup) = 1 hockey puck
6 servings	6 to 7 servings	Grain Products <ul style="list-style-type: none"> Choose whole grains at least half of the time. Choose grains that are lower in fat, sugar or salt. 	Roll, dinner, whole wheat (28 g) = 1 tennis ball 	Rice or pasta 125 mL (½ cup) = 1 hockey puck 	Bannock (2.5" x 2.5" x 2.5") = 1 hockey puck
			Roll, hamburger, mixed grain = 1 puck 	Bagel 1/2 (45g) large = 1 hockey puck 	Cereal (corn bran) 250 mL (1 cup) = 1 baseball
3 to 4 servings	3 to 4 servings	Milk and Alternatives <ul style="list-style-type: none"> Milk or fortified soy beverage help meet vitamin D requirements. Select lower-fat milk alternatives. 	Milk 250 mL (1 cup) = 1 baseball 	Cheese 50 g (1 ½oz) = 2 erasers 	Yogurt 175 g (¾ cup) = 1 tennis ball

Are you active? If so, then you may need more servings from all food groups.



Number of Servings Each Day		Food Group	What One Food Guide Serving Looks Like Each			
Female 12 – 17 years	Male 12 – 17 years					
2 servings	2 to 3 servings	Meats and Alternatives <ul style="list-style-type: none">Have meat alternatives such as beans, lentils and tofu more often.Eat at least 2 servings of fish per week.Choose lean meat and alternatives prepared with little or no added fat or salt.	Cooked fish, poultry, lean meat, wild meat 75 g (2.5 oz) = 1 hockey puck 	2 eggs 	Cooked legumes such as beans or lentils 175 mL (¾ cup) = 1 tennis ball 	
			Tofu 175 mL (¾ cup) = 1 tennis ball 	Peanut butter 30 mL (2 Tbsp) = 1 golf ball 	Nuts and seeds 60 mL (¼ cup) = 2 golf balls 	
What About Oils & Fats? 30 – 45 mL (2 to 3 Tbsp) unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine & mayonnaise.		Oils and Fats <ul style="list-style-type: none">Limit butter, hard margarine, lard and shortening.	1 serving is: Oil (such as canola, olive & soybean) 5 mL (1 tsp) = ½ eraser 	1 serving is: Non-hydrogenated margarine/oil 5 mL (1 tsp) = ½ eraser 	1 serving is: Salad dressing 15 mL (1 Tbsp) = 1 eraser 	Nutrition Facts: 4 g fat = 1 tsp fat = ½ eraser
Quench Thirst with Water!			Drink water regularly. Drink more water when you are more active or in hot weather.			

Quench Thirst with Water!

Drink water regularly. Drink more water when you are more active or in hot weather.

Remember to limit other foods & beverages high in calories, fat, sugar or salt (sodium).

How do I count Food Guide serving sizes in a meal?

Food Guide Servings in a 12-inch Sandwich

- 2 servings of Vegetables and Fruit
- 5 servings of Grain Products
- 0.5 servings of Milk and Alternatives
- 2 servings of Meat and Alternatives
- 30 mL (2 Tbsp) mayonnaise (a fat)



12 inch sub-type sandwich

Check it out

Restaurant and Take-Out Food serving sizes usually contain more food than we need at one meal. Learning to eat appropriate portion sizes and getting in touch with your body's signals for "on empty" and "I'm full" are key to healthy eating.





RUNNING GAMES

Another way to add some fun and keep participants active is by including running games after the run portion of each workout or as a warm-up. Below are some ideas for games that can be played on a field or in a gymnasium.

Animal Pacing Game: (Younger elementary participants) This game is a fun way to teach participants about pacing. Pick an animal to symbolize different walking and running paces such as a turtle for walking, donkey for slow jogging, horse for running and cheetah for sprinting. Call out the different animal names and have participants do the appropriate pace. There is no “winner” in this game.

British Bulldog: One person is “it” and stands in the middle of the field or gym. The other participants stand on a line at one end of the field or gym. When the person who is “it” yells “British bulldog” everyone tries to run to the other side without being tagged. Those who are caught, join in the middle to try tagging remaining participants. The last person to be caught becomes “it” in the next game.

Catch-up or Centipede: This is more of a running drill and easy way to add some distance to a workout. Have participants line up behind one another in groups no larger than 8 to 10. These groups will jog laps around a specific area or to a destination and back. The goal is for the last person in line to sprint to the front of the line. The pace needs to be fairly slow for this drill to work. Have the

groups keep running until everyone has been to the front a few times. The Centipede version involves using a baton which is passed from the front to the back. When it reaches the last person, they run to the front of the line and pass it back.

Crab Walk Soccer: Pretty straight forward, soccer played in the crab position.

Islands: This game is played like statues (see page 48) except when the whistle is blown, participants must run to one of the islands (hula hoops or small mats placed on the floor). The islands can be shared but participants are not allowed to touch each other. The last one to land on an island is out. Reduce the number of islands as your group becomes smaller.

Ladders: Break the group into two teams. Two lines are formed, facing each other. Have participants sit down, legs straight out, feet just touching. Give each pair a number. When a number is called, the two opponents jump up, run over the legs of the other pairs in one direction, then run outside the ladder to the other end and then continue over the legs of the other pairs until they get back to their original spot. The first person back to their spot wins a point for their team. Be sure to space the seated pairs with enough room for players to run between their legs without stepping on anyone.

Loose Caboose: One person is the loose caboose while the remaining participants break into groups of three, forming small trains by holding on to the hips of the person in front of them. The loose caboose chases the trains and tries to attach to one of the ends. When the caboose successfully attaches to one of the trains, the lead person of that train becomes the new loose caboose.

Obstacle Course: This can be done inside or out, depending on the size of your group and space available. Include as many actions as possible such as going over, under, or around items, crawling, hanging, hopping, skipping, etc. Participants can do this individually, one after another, or in a relay format. Include some calisthenics like push-ups, sit-ups or lunges somewhere in the obstacle course to add some variety.

Octopus: Played like British Bulldog except the player in the middle is an octopus that runs and tries to tag players as they cross the field or gym. As the octopus tags people, they remain in their spot and act as tentacles, trying to tag players without moving their feet. To make this game go a little faster, try limiting the playing space or starting off with more than one octopus in the middle.

Pacing Triangle: (More of a running drill than game) Set up a triangle in a gym or field using three pylons, 25-50 metres apart. Participants will walk between pylons 1-2, jog between 2-3 and sprint between 3-1. Repeat several times and change directions after a few minutes.

Port and Starboard: Tell participants to imagine they are on a ship. You yell out commands and the participants must obey. The last person to complete the command is out of the game. Some of the commands you can try are starboard (run to the right), port (run to the left), bow (run to the front), stern (run to the back), scrub the deck, hit the deck (lying face down), submarine (lying on back with one leg up in the air), and Captain's coming (stand at attention and salute). Be creative and make up some of your own commands.

Rabbits and Hounds: Choose three or four of the faster participants to start out as hounds while the rest are rabbits. Start the rabbits running around a lap of the field or gym. Once they get a head start, let the hounds loose by yelling "the hounds are loose" or "who let the dogs out?" The hounds run after the rabbits which are considered caught once they are passed by the hounds. Depending on the size of your lap, let the kids do one or two laps. Choose

your next hounds from the group of rabbits who were not caught.

Relay Race: There are an endless number of relay races to choose from. Use forward, backward or sideways running, hopping, skipping, crawling, cart-wheeling, running in pairs, wheelbarrows in pairs, leap frog, etc. Incorporate actions like sit-ups, push-ups, or jumping jacks at the turn-around spot. If you want to keep participants really active, have them do jumping jacks or run on the spot while waiting their turn to go.

Rock, Paper, Scissors: Played like the hand game except participants are in teams and act out the action. Have two teams face each other on two lines. Each team goes into a huddle to choose rock, paper or scissor. They return to face each other and on three, display their choice with their bodies (rock by squatting, paper by reaching to the sky and scissors with arms scissoring). The "winning" team chases the other team to try to tag players before they reach an out-of-bounds line. Those tagged, join the other team. The team with the most members at the end wins.

Simon Says: Use actions like 10 jumping jacks, push-ups, burpies or run two laps to make this traditional game really active.

Snatch It: Divide the group into two lines. Have the opposing teams form lines facing each other approximately 20 feet apart. Number the members of each line from opposite directions so that the number one participant of one team is opposite, for example, the number 20 participant of the other team. Place an object, such as a bean bag, in the middle of the floor between the two teams. Yell out a number and have corresponding players race each other to pick up the object. The player who is able to snatch the object and return to their spot without being tagged by their opponent gets a point for their team.

Statues: Try playing this popular game with or without music. Have the kids jog around the field or gym. When the music stops or you blow a whistle, everyone must freeze like a statue. Anyone caught moving is out.

Stormy Seas: This is a variation of British Bulldog. Divide participants into two groups, one being fish, the other being whales. Line each team up at different ends of the field. Choose one or more sharks to stand in the middle of the field. The sharks yell out either “fish” or “whales.” Those participants must then try to run to the other side of the field without being tagged. If tagged, they become seaweed and must stand on the spot and try to touch others

as they cross the field. If the sharks yell “stormy seas” members from both teams run across the field. The last person to be caught starts off the next game as the shark.

Tag: There are many variations of tag that will keep the kids running. To reduce overly zealous tagging which can result in participants being hurt, use a two-foot section of a pool noodle to be used by taggers. If you have a large group, you may want to have a few kids as “it.”

Frozen Tag: can be played many ways. The person who is tagged and therefore “frozen” must stand still with their legs open. He/she becomes free when another player crawls between their legs or runs under one of their out-stretched arms. If you have a large group, designate a few people to be “it.” To change this game a little, try having participants do 10 jumping jacks or five push-ups to free themselves instead of running under each other’s legs.

Blob or Amoeba Tag: involves the person who is “it” holding hands with those they tag and gradually forming a huge line of players that works as a unit to continue chasing the others. The blob can break into groups of two, three or four and continue trying to tag the remaining players.

Heads and Tails tag: is played in teams, one team with hands on their heads, the other with hands on bottoms. They chase each other and have to convert if tagged.

Partner Tag: starts by everyone but the person who is “it” finding a partner. The person who is “it” chases the pairs. When one partner of a pair is tagged, the other partner breaks loose and becomes “it.” The person who was “it” remains with the new partner and tries to avoid getting tagged.

Hospital Tag: is similar to traditional tag except that once tagged, the person must hold the place they were touched, like it is an injury, and continue running around. If they are tagged again, they must use their other hand to hold the second injured area. A third touch means they are out of the game. This can be a lot of fun if the people who are it are able to touch people in different spots, like a leg or top of the head.

Ultimate Frisbee: This is a variation of football. Divide the group into two teams. The object of the game is to get the Frisbee across the field and into the end zone. Players may not run with the Frisbee. The only way to get a turnover is when the Frisbee is dropped or intercepted.



COACH'S NOTES

Being active is
too important to
have an injury get
in your way.

Get Moving. Keep Moving.



Physiotherapy Alberta
College + Association

Find a Physiotherapist Today.

www.physiotherapyalberta.ca/findaPT



YOUNG ATHLETE FOOTWEAR

Reliable, quality athletic gear is an absolute must when undertaking an active lifestyle. As simple as that sounds, it's no less true for footwear and doubly as important for boys and girls. Developing young bodies need lots of exercise, so the footwear tends to take a bit of beating. Here at the Running Room we recognize how much wear active young Canadians put on their shoes.

Running Room now carries youth sizes of a variety of well known footwear lines from the same great names that supply adult running shoes. Now moms and dads can be sure their child's feet are properly assessed, measured and then matched with their ideal shoe with the same foot strike analysis.

This Youth program not only ensures that appropriate shoes are used to help children stay active and healthy, but also to help boys and girls across Canada to learn more about athletic footwear and maintain that active lifestyle well into adulthood.



ASICS GEL-NIMBUS 15



ASICS GEL-NOOSA TRI 8



BROOKS PURE FLOW 2



BROOKS ADRENALINE GTS 13



SAUCONY KINVARA 4

AVAILABLE IN BOYS' AND GIRLS' SIZES 1 TO 7
SIZES AND AVAILABILITY MAY VARY BY STORE AND STYLE
SOME MODELS MAY NOT BE EXACTLY AS SHOWN



19  LOCATIONS IN ALBERTA OR SHOP ONLINE AT [RUNNINGROOM.COM](https://www.runningroom.com)

