

## Sample Tag Games/Activities



### Benefits Health

Functional Fitness ✓

Body Image

Well-being

The following activities can be performed in physical education classes. Although other student outcomes may be achieved through these activities, the focus is on Outcome B.

### Safety Considerations for All Activities

- Keep activities away from walls/nets/poles.
- Remind students to be aware of space and others moving into their space.

### Amoeba Tag

Ask two students to find partners. Ask each pair to link arms or join hands, whichever they prefer. These two pairs of students start as IT.

Establish boundaries for the activity.

Students who are IT must try to tag another single student. Once tagged, the third student links arms or joins hands to make a group of three. This group tries to tag another single student. Once they become a four-person amoeba, the amoeba splits into two. This continues until there is one student left or all have been caught.

At the end of the game, do a 10-second heart-rate count and discuss students' heart rates. Have students walk slowly around the gym until heart rates are lowered to below 120 beats per minute. Once all students have lowered their heart rates, provide a variety of stretching activities. If using pedometers, record the number of steps each student uses during this activity.

### Circle the Troops

Ask students to find partners and stand behind each other. Students form two circles.

Appoint one set of partners to stand in the middle of the circle as they pass or volley a ball to each other. Upon the command UP, the ball is tossed to the middle of the circle and all the partners on the outside jump into a piggyback format with their partners. They stay there until the teacher gives the command DOWN. At this point, the partner jumps off. Continue to give these commands until you decide to CIRCLE THE TROOPS.

Once this command is given, all the partners on the outside must run around the outside of the circle in a counter-clockwise direction. Once they return to their partner, they crawl between their partners' legs to the centre of the circle.

## Appendix K (continued)

Once inside, they try to steal the ball being tossed or volleyed that has been left in the centre of the circle. The first pair to get the ball stays in the middle for the next game.

At the end of the game, all students come to the centre of the gym to check heart rates and stretch. Discuss individual differences in heart rates and possible reasons for different heart rates. If using pedometers, note the number of steps taken to record at the end of the class.

### Loose Caboose

Ask students to form groups of four or five to create a train with a locomotive and three or four cars made of students with their hands on the hips of the person in front of them. Two additional people are needed to be the “loose caboose” and “switcher.”

The object of the game is for the switcher, armed with a soft vinyl-covered ball, to tag the loose caboose with the ball before the caboose can hook onto the back of a train. If the caboose manages to link up, the locomotive at the front breaks away to become the new loose caboose.

If the switcher tags the caboose, the caboose becomes the new switcher and the old switcher gets a free trip to hook onto the back of any train and release the locomotive as the new caboose. At the end of the game, have students come to the centre of the gym to stretch.

One variation is to play with more than one caboose and switcher.

### Partner Tag

Ask students to find partners and lock elbows or hold hands. Each pair stands facing another pair. Label them pair A and pair B. If the numbers of students are uneven, make teams of three (or have three groups of two where A, B and C chase one another).

Establish boundaries for the activity. If a pair runs out of bounds while being chased they are automatically IT.

All the A pairs start as IT and remain standing. All the B pairs scatter. Each A pair can only chase their B pair by staying connected with their A partner while power walking ... no running! Once the B pair is tagged, they must stay connected and spin a complete circle before chasing their A team. This continues for a set time in order to increase heart rates and warm up muscles.

At the end of the game, have students sit in the centre of the gym. This allows for a time to stretch. Check heart-rate monitors or pedometers for fitness benefits and discuss heart-rate zones and intensity.

## Triangle Tag

Ask students to form groups of four.

Three students hold hands in a triangle facing each other. One person in the triangle volunteers to be the target. The fourth person stands outside the triangle as the chaser.

The object of the game is for the chaser to tag the target person who is part of the triangle. The three team members all cooperate to protect the target person by moving and shifting away from the chaser as necessary. The target cannot be tagged on the hands or arms or from a reach across the triangle. They must be tagged on any other part of the body. Change target person and chasers regularly so all have a chance to play each position.

At the end of the game, have students come to the centre of the gym to stretch. Discuss heart rates, pedometer results and how these relate to fitness. Ask students to enter suggestions for modifying this tag game in their log books. Have them set goals for increasing their heart rates the next time they play this warm-up game.

## Ultimate Sponge Ball<sup>14</sup>

Divide the class into equal teams of four to eight players. Each field/court has two sidelines and two goal lines. When the whistle is blown, each team moves into the court. Each team begins at their own goal line with one of the teams in control of a sponge ball. The object is to move the ball all the way down the playing area and make a successful pass to a teammate behind the opponent's goal line. When this occurs, a point is scored and the ball is dropped. The opposite team can pick up the ball and try to score a point. The game never stops and is played continuously unless the teacher stops the game to rotate teams or take heart rates.

The team in control of the ball must move the ball down field by passing it to each other. The student who catches or has control of the ball cannot run with it, but may pivot. Allow for two steps before a travel violation is called and a change of possession occurs. All other offensive players should be trying to move into an open space. They can move anywhere in the playing area as long as they stay in bounds.

The defensive team must stay at least two arms lengths away from the player with the ball and may NOT grab the ball from the offensive player when in control of the ball. The offensive team loses possession of the ball through an incomplete pass or a pass knocked down by a defensive player. If the ball lands on the ground or outside the sidelines, the ball is automatically turned over to the other team. The defensive team must play person-to-person defense. Have students check their heart rates two or three times throughout the game.

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14. Adapted with permission from Abby (Galcik) Gorsline, "# 2653. Ultimate Sponge Ball," *Teachers.Net*, posted August 7, 2002, [www.teachers.net/lessons/posts/2653.html](http://www.teachers.net/lessons/posts/2653.html) (Accessed July 2005).

## Wall Ball Chaos Activity

Divide the students into two teams. Ask one team to wear pinnies. One team aligns along the wall as the batting team (team A). The other team is the fielding team (team B). Designate two safe lines at either end of the gym.

Choose one kicker from team A and one pitcher from team B. The pitcher rolls the ball to the kicker who stands at the pre-determined home plate area. When the pitcher rolls the ball, the kicker kicks the ball anywhere in the gym. The ball is played off the roof, walls, basketball hoops or other permanent object in the gym. Team B attempts to catch the ball before it hits the floor, or collects the ball after it hits the floor and throws the ball at a runner from team A.

The kicker **MUST** run to the opposite safe line/zone along with anyone else on the batting team who thinks they can get to the safe zone. One batter must remain behind to be the next kicker. If the runners make it to the opposite safe zone, they can wait for another kicker to send them home or run back to the batting end safe zone. Any player who runs out of the safe zone on either side of the court must continue to run. They cannot run back to the safe zone. It does not matter how many players stay at the safe zone as long as the batting team does not run out of kickers. A run is counted each time a runner comes back to the batting end safe zone.

A ball caught in the air must be set directly down on the floor and is an automatic out and an exchange of teams occurs. If any of the team A players are hit by the ball as they run to a safe zone or the fielder catches the kicked ball before it hits the floor, team B exchange places with team A. As team B runs into the batting safe zone, team A runs into the field, picks up the ball and attempts to hit one of the team B players before he or she cross the safe line. If this happens, team A must run to the batting safe zone before team B hits one of them with the ball.

This sequence continues until one team is successful at getting all their players in the batting safe zone before getting hit with the ball. The teacher can blow the whistle to indicate the exchange to help with learning the game.

Variations:

- Eliminate throwing balls at the runner and instead designate a number of passes; e.g., two needed to be made by the fielding team before the ball is passed to a fielder standing in the end zone. If the fielding team player in the end zone catches the ball before the runner arrives back, it is an out and the exchange occurs.
- Allow the fielding team to run with the ball and stipulate an underhand throw from a set distance or a tag to eliminate the runner.

## **Wall Soccer/Hockey Activity**

Divide the class into two equal teams with each team wearing different coloured pinnies.

The objective of the game is to kick the ball against the opposing team's goal/wall and have the entire team run back to tag the defending wall in order to collect one point.

The goal area is the entire width of the wall below waist height. Each team is allowed as many goalies as they want. There is no goal crease and only goalies may use their hands to block the ball.

Teams play an indoor-soccer-type game, using soccer rules to try and get close enough to kick the ball (below waist height or lower) against the opponent's wall/goal. When the ball hits the wall, the entire offensive team must run back to their defending wall and tag it. No point is scored until all offensive team members have a hand on their wall at the same time. The game is continuous so the opposing team can score at any time during this transition.

Variations:

- Use floor hockey rules with sticks and a ball.
- Use basketball rules and throw the ball at the wall below waist height.

## Principles of Training

Certain types and amounts of activity are most effective in developing the various components of physical fitness; e.g., cardiovascular endurance, flexibility and strength.

Changing the capacity of a system in the body requires changing the amount of work it does. This work done by the body is the basis of physical conditioning and is dependent upon the four variables in the FITT formula.

### The FITT formula Applied to Components of Fitness

Component of Fitness	Cardiovascular	Flexibility	Muscular Strength
Frequency	4–7 x week	4–7 x week	2–4 x week
Intensity	moderate to vigorous	stretch to feel mild-moderate tension (no pain)	sets to failure high resistance
Time	20 minutes +	hold 30–60 seconds	to fatigue
Type	continuous	static stretch	type of contraction

The **FITT formula** outlines the four essential ingredients in the development of each area of fitness. Consider the FITT formula when planning your physical activity routine. Your FITT formula should be based on your own personal physical activity goals.

- **Frequency** – How often you are active. Find a routine that will fit with your schedule and stick with it.
- **Intensity** – How hard the activity is. Use a variety of intensities, as well as your perceived level of exertion scale to exercise at a comfortable but challenging level.
- **Time** – How long you are active. Time is dependent on effort/intensity. See Canada's Physical Activity Guide (PAG) recommendations.
- **Type** – The type of activities you choose. Combine a variety of activities in your routine depending on your goals.

The Physical Activity Guidelines recommend:

Endurance: 4–7 days/week

Flexibility: 4–7 days/week

Strength: 2–4 days/week

Accumulate 30–60 minutes of activity every day of varying intensities.

### Target Heart-rate Zone

It is important to exercise within the appropriate intensity range to improve cardiovascular fitness and reduce the likelihood of injury. To calculate this zone, see the Heart Zones Training™ Plan on page 30. After determining a personal target zone, monitor exercise heart rates at intervals throughout each exercise period to maintain this intensity.

## Assessment Tests: Sample for Initial Fitness Level Assessment

### Endurance Assessment

Be sure that students warm up for at least 5 to 10 minutes before initiating any cardiovascular test that requires activity at a higher intensity.

- A 12-minute run: record the distance (laps or km) and/or the average and MHR rate, if available (aerobic measurement).
- A 20-m shuttle run: record what stage or level students reach and heart rate data, if available (anaerobic measurement).
- A 5 km run: record the time, and the average and peak heart rate, if available.
- Steady state test: students run/walk/bike for 15 minutes at an intensity level where they can comfortably talk; record the distance and average heart rate, if available.
- Recovery heart rate: one minute recovery from five minutes activity at a steady state of 75 percent of MHR; record the bpm drop in one minute.
- Morning heart rate: take on a regular basis.
- Walk test: any distance record time and average heart rate, if available.
- If students have heart-rate monitors and know their heart rates in the different zones in advance, they could try the “Heart-rate Criss-Cross Test.” Choose two levels of intensity; e.g., 70 percent of MHR and 85 percent of MHR. Students work out so that they get their heart rates up to 85 percent and down to 70 percent as many times as they can in 10 minutes (up and down = 1 time). How many ups and downs can they get in the designated time?

### Flexibility Assessment

Light stretches before an activity will warm up the muscles and longer stretching should occur after the workout. For a variety of stretches, see <http://www.education.gov.ab.ca/PhysicalEducationOnline/TeacherResources/toolbox/files/gtstret.pdf>.

- Sit and reach (hip flexibility)
- Touch toes from standing (hip flexibility)
- Touch fingers behind back (shoulder flexibility)

### Strength Assessment

Warm up the muscles initially with activity before beginning assessment and stretch well after the assessment. For examples of strength activities, see Appendix J, pages 117–142.

# PAR-Q & YOU <sup>15</sup>

(A Questionnaire for People Aged 15 to 69)

Regular physical activity is fun and healthy, and increasingly more people are starting to become more active every day. Being more active is very safe for most people. However, some people should check with their doctor before they start becoming much more physically active.

If you are planning to become much more physically active than you are now, start by answering the seven questions in the box below. If you are between the ages of 15 and 69, the PAR-Q will tell you if you should check with your doctor before you start. If you are over 69 years of age, and you are not used to being very active, check with your doctor.

Common sense is your best guide when you answer these questions. Please read the questions carefully and answer each one honestly: check YES or NO.

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	1. <b>Has your doctor ever said that you have a heart condition <u>and</u> that you should only do physical activity recommended by a doctor?</b>
<input type="checkbox"/>	<input type="checkbox"/>	2. <b>Do you feel pain in your chest when you do physical activity?</b>
<input type="checkbox"/>	<input type="checkbox"/>	3. <b>In the past month, have you had chest pain when you were not doing physical activity?</b>
<input type="checkbox"/>	<input type="checkbox"/>	4. <b>Do you lose your balance because of dizziness or do you ever lose consciousness?</b>
<input type="checkbox"/>	<input type="checkbox"/>	5. <b>Do you have a bone or joint problem (for example, back, knee or hip) that could be made worse by a change in your physical activity?</b>
<input type="checkbox"/>	<input type="checkbox"/>	6. <b>Is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart condition?</b>
<input type="checkbox"/>	<input type="checkbox"/>	7. <b>Do you know of <u>any other reason</u> why you should not do physical activity?</b>

**If  
you  
answered**

## YES to one or more questions

Talk with your doctor by phone or in person BEFORE you start becoming much more physically active or BEFORE you have a fitness appraisal. Tell your doctor about the PAR-Q and which questions you answered YES.

- You may be able to do any activity you want — as long as you start slowly and build up gradually. Or, you may need to restrict your activities to those which are safe for you. Talk with your doctor about the kinds of activities you wish to participate in and follow his/her advice.
- Find out which community programs are safe and helpful for you.

## NO to all questions

If you answered NO honestly to all PAR-Q questions, you can be reasonably sure that you can:

- start becoming much more physically active — begin slowly and build up gradually. This is the safest and easiest way to go.
- take part in a fitness appraisal — this is an excellent way to determine your basic fitness so that you can plan the best way for you to live actively. It is also highly recommended that you have your blood pressure evaluated. If your reading is over 144/94, talk with your doctor before you start becoming much more physically active.

### DELAY BECOMING MUCH MORE ACTIVE:

- if you are not feeling well because of a temporary illness such as a cold or a fever — wait until you feel better; or
- if you are or may be pregnant — talk to your doctor before you start becoming more active.

**PLEASE NOTE:** If your health changes so that you then answer YES to any of the above questions, tell your fitness or health professional. Ask whether you should change your physical activity plan.

**Informed Use of the PAR-Q:** The Canadian Society for Exercise Physiology, Health Canada, and their agents assume no liability for persons who undertake physical activity, and if in doubt after completing this questionnaire, consult your doctor prior to physical activity.

**No changes permitted. You are encouraged to photocopy the PAR-Q but only if you use the entire form.**

NOTE: If the PAR-Q is being given to a person before he or she participates in a physical activity program or a fitness appraisal, this section may be used for legal or administrative purposes.

"I have read, understood and completed this questionnaire. Any questions I had were answered to my full satisfaction."

NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

SIGNATURE OF PARENT  
or GUARDIAN (for participants under the age of majority) \_\_\_\_\_

WITNESS \_\_\_\_\_

**Note: This physical activity clearance is valid for a maximum of 12 months from the date it is completed and becomes invalid if your condition changes so that you would answer YES to any of the seven questions.**



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15. Source: Physical Activity Readiness Questionnaire (Par-Q) © 2002. Reprinted with permission from the Canadian Society for Exercise Physiology. <http://www.csep.ca/forms.asp>

## Career and Life Management (CALM)

<b>General Outcome</b> _____ <b>Specific Outcome</b> _____	
<b>Time Frame</b> _____ <b>Date</b> _____	
<p style="text-align: center;"><b>Activating learning activities</b></p> <p>Ask students to measure their resting heart rates prior to any physical activity and have each student record the number. Then, have students do a particular set of repetitions for a set time using normal conditions, such as:</p> <ul style="list-style-type: none"> <li>• bench steps for two minutes</li> <li>• jumping jacks for one minute</li> <li>• high knee running on the spot for two minutes.</li> </ul> <p>Immediately after the activity, have students measure their heart rates and record them.</p>	<p style="text-align: center;"><b>Content/background information</b></p> <p>Ensure students are aware that tobacco has many dangerous components—cyanide, toluene, nicotine and tar to name a few. This activity focuses on the long-term effects of tobacco use that reduce the capacity of the lungs to take in air and exchange oxygen/carbon-dioxide (O<sub>2</sub>/CO<sub>2</sub>) properly.</p>
<p style="text-align: center;"><b>Application learning activities</b></p> <p>Cut small-to-medium diameter straws into short lengths for each participating student. Have students place a straw in their mouths and breathe through the straw only, not through their noses. This simulates the restricted airflow of most long-term smokers. Repeat the previous activity for the same time period and have students breathe through the straws only, while participating in a physical activity.</p>	<p style="text-align: center;"><b>Home/school/community connections</b></p> <p>Ask students to try this activity at home with their parents/guardians. Compare students' findings to family findings.</p> <p>Did students find any surprising results?</p> <p>Seek out someone who has asthma or other conditions that affect lung capacity and discuss how vigorous exercise affects him or her.</p>
<p style="text-align: center;"><b>Extension learning activities</b></p> <p>Discuss how a person's breathing capacity is one factor to consider when being active. Have students summarize why it is important to be aware of personal limitations from a health standpoint and of individual physical capabilities for activities.</p> <p>Measure heart rates immediately after the activity and compare the normal activity heart rate to the simulated long-term smokers' heart rate for the same activity and time. What trend, if any, did they find? Discuss how it felt to breathe through the straw while exercising. What thoughts ran through their minds as breathing became more difficult?</p>	<p style="text-align: center;"><b>Assessment</b></p> <p>Students assess the effects of restricted lung capacity on health.</p> <p>Students analyze risk-taking behaviours, such as smoking, as contributors to physical well-being.</p>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Straws of small-to-medium diameters</li> </ul>	

**Career and Life Management (CALM)**

<p><b>General Outcome</b>_____ <b>Specific Outcome</b>_____</p> <p><b>Time Frame</b>_____ <b>Date</b>_____</p>	
<p><b>Activating learning activities</b>            Discuss the importance of fuelling the body before, during and after physical activity. Include a brainstorming session on what types of food to consume before, during and after competition and/or exercise to help the body work at an optimal level.</p>	<p><b>Content/background information</b>            Start by discussing nutrition and how it affects a healthy, active lifestyle.            Nutrition complements physical activity as students pursue a wellness lifestyle. If a student is physically active, he or she will burn more calories so it is important to eat nutritionally and rehydrate.</p>
<p><b>Application learning activities</b>  <b>POWER SNACK ASSIGNMENT</b>            Divide the class into groups of three or four. Each group is responsible for creating a power snack. Once the snack is created, each group provides a small taste sample of their nutrition snacks for the rest of the class.</p> <p>The assignment includes the following requirements:</p> <ul style="list-style-type: none"> <li>• a brand name for the power snack</li> <li>• the recipe and a list of ingredients</li> <li>• the amount of fat</li> <li>• the amount of carbohydrates</li> <li>• the amount of protein</li> <li>• the amount of fibre</li> <li>• an explanation and rationale of what makes this snack fuel-efficient</li> <li>• the benefits to using this snack before, during or after physical activity.</li> </ul>	<p><b>Home/school/community connections</b>            Ask students to share their snacks at home with their parents/guardians and friends. Compare students' comments and feedback with family's and friends' comments. Did students find any surprising results?</p> <p>Seek out someone who exercises regularly and ask what they eat for fuelling and refuelling. Ask how food affects his or her performance.</p>
<p><b>Extension learning activities</b>            Have students vote on their favourite snack in the classroom.</p>	<p><b>Assessment</b>            Students describe how individuals have control over physical well-being.            Students analyze nutritious choices as contributors to physical well-being.</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Snack sample for class</li> </ul>	

**Career and Life Management (CALM)**

<p><b>General Outcome</b>_____ <b>Specific Outcome</b>_____</p> <p><b>Time Frame</b>_____ <b>Date</b>_____</p>	
<p style="text-align: center;"><b>Activating learning activities</b></p> <p><b>Part A: Nutrition Challenge</b>            Have students ask their family members to record their daily nutritional intake using the What did you eat today? worksheet on page 155.            The worksheet can be posted on the fridge for easy access. Students will be asked to use the Daily Nutrition Log, page 156, to record nutritional intake in more detail.</p> <p><b>Part B: Physical Activity Challenge</b>            Have students' family members record their number of activity minutes and nonactivity minutes for each day of the week on the What did you do this week? worksheet on page 155.            Ask students to use the Physical Activity Log, page 157, as it will allow them to record in more detail.            Students will compare the results of each family member to formulate answers for the assignment.</p>	<p style="text-align: center;"><b>Content/background information</b></p> <p>In order to determine activity levels and nutritional content, students will be asked, along with their families, to keep a log of the food they consume and the physical activities they usually participate in for one week.</p> <p>The best ways for people to achieve personal functional levels of fitness are to:</p> <ul style="list-style-type: none"> <li>• choose activities they enjoy</li> <li>• choose activities that fit with their lifestyle preferences</li> <li>• choose activities that meet the components of fitness; e.g., strength, cardiovascular endurance, flexibility.</li> </ul>
<p style="text-align: center;"><b>Application learning activities</b></p> <p>Analyze the data by completing the following.</p> <ul style="list-style-type: none"> <li>◆ Did students feel that they and their families made appropriate food choices in relation to <i>Canada's Food Guide to Healthy Eating</i>, and for their activity levels? Have them explain their results and how they were or were not appropriate.</li> <li>◆ Have them suggest improvements to food choices. Could these changes be made easily? Would they and their families be willing to make these changes? Why or why not?</li> <li>◆ Have them reflect on recorded activity levels. Were they appropriate in relation to <i>Canada's Physical Activity Guide to Healthy Active Living</i> <a href="http://www.phac-aspc.gc.ca/guide/">http://www.phac-aspc.gc.ca/guide/</a>?</li> <li>◆ Have students record how they felt during their activities. (They can use the Personal Intensity Scale worksheet, page 38.)</li> </ul>	<p style="text-align: center;"><b>Home/school/community connections</b></p> <p>After students have analyzed the collected data, discuss the results.            Did students find any surprising results?            Was the log helpful?            Did it increase student and family awareness?            Variation: Ask students to complete the following as part of a log book assignment.</p> <ul style="list-style-type: none"> <li>• This assignment was informative or not informative because ...</li> <li>• List suggestions to make this assignment more beneficial to students or their families.</li> </ul>

**Extension learning activities**

- ◆ Have students investigate Canadian Internet sites that provide nutritional information and the caloric breakdown of food. They should try to include the types of foods they and their families eat on a regular basis. They should record the Web sites used (in brackets) at the end of the assignment.
- ◆ *Canada's Guide to Healthy Eating and Physical Activity* does not replace the current *Canada's Food Guide to Healthy Eating* and *Canada's Physical Activity Guide to Healthy Active Living*. It is a combination of important points from both guides into one document, which promotes the benefits of eating well and being active and helps you make wise choices everyday. For more information, see [http://www.phac-aspc.gc.ca/guide/index\\_e.html](http://www.phac-aspc.gc.ca/guide/index_e.html).
- ◆ Visit <http://www.healthyalberta.com> for help.

**Note:** *These Web sites are listed as a service only to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these sites rests with the user.*

The final written report should:

- include a title page
- be neatly typed
- include the detailed daily nutrition log
- include the detailed activity log
- include the Personal Intensity Scale, with results
- include any other information discovered about lifestyle habits while doing this assignment.

Develop a plan for healthy living. Have students consider the following.

- What activities do they like to do?
- What components of fitness are important in each activity; e.g., flexibility, strength, cardiovascular, endurance, speed, agility?
- What can students do to improve performance at each activity? (Set goals.)
- Consider the information from the Personal Intensity scale worksheet when planning.
- What is the most significant change they can make to their nutrition plan?
- Are they balancing their meals with foods from all food groups?

**Assessment**

Students describe how individuals have control over physical well-being.  
Students analyze nutritious choices as contributors to physical well-being.

**Resources**

- What did you eat today? and What did you do this week?, page 155.
- Daily Nutrition Log, page 156.
- Physical Activity Log, page 157.
- Personal Intensity Scale, page 38.
- Computer access to Internet.

## What did you eat today?

Choose foods from each food group daily.

Name	Grain Products 5 - 12 servings per day	Vegetables & Fruit 5 - 10 servings per day	Milk Products 3 servings per day	Meat & Alternatives 2 - 3 servings per day
Example	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓	✓ ✓

## What did you do this week?

Do 30 minutes of vigorous activity or 60 minutes of light activity every day.

Decrease time spent watching TV, playing video games or surfing the net.

S	M	T	W	T	F	S
15 min.	30 min.	60 min.	15 min.	45 min.		

**HEALTHY ACTIVE LIVING**  
Design your plan for active lifestyle by choosing a mix of activities from these 3 types:

- ENDURANCE** (4-7 days a week)
- FLUIDITY** (4-7 days a week)
- STRENGTH** (2-4 days a week)

Always satisfy your thirst. Choose water often and be sure to drink more in hot weather or when you are very active. (Source: Health Canada, Using the Food Guide, 1997)

Children: 4-9 yrs: 2-3; Youth: 10-16 yrs: 3-4; Adults: 2-4; Pregnant & Breast-feeding women: 3-4

1 slice of bread, 30 g dried cereal, 1/2 bagel, pasta or flour, 1/2 cup pasta or rice

1 medium sized vegetable or fruit, 1/2 cup beans, frozen or canned vegetables or fruit, 1/2 cup juice, 1 cup milk

1 cup milk, 50 g / 2 slices of cheese, 50 g / 2 slices of meat, 1 egg, 1/2 cup yogurt, 3/4 cup yogurt

50 / 100 g meat, poultry or fish, 1/2 / 1 cup lentils, 1/2 / 1 cup beans, 1/2 / 1 cup peanut butter

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Daily Nutrition Log

17



Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Class: \_\_\_\_\_

Date	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Lunch							
Dinner							
Snacks							
Milk Products 3-4							
Grain Products 5-12							
Meat and Alternatives 2-3							
Vegetables and Fruits 5-10							

17. This chart © 2005 Government of Alberta—Reprinted with permission from Alberta Health and Wellness.

**Physical Activity Log**

18



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date							
Physical Activity							
Minutes of Activity							
How Hard Did I Work							
How I Felt							

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**Career and Life Management (CALM)**

<p><b>General Outcome</b> _____ <b>Specific Outcome</b> _____</p> <p><b>Time Frame</b> _____ <b>Date</b> _____</p>	
<p><b>Activating learning activities</b>                  Students research varied fast food restaurants for the amount of fat and calories in their menu choices. Encourage students to choose some of their favourite fast food locations.</p>	<p><b>Content/background information</b>                  Fast Food Facts                  Eating at fast food chains is convenient, but there can be negative consequences to continued consumption of high-fat food choices. Most fast food chains promote overindulgence by advertising that bigger is better.</p>
<p><b>Application learning activities</b>                  Have students collect the pamphlets from at least five different fast food venues and create a chart to indicate the most nutritious food choices at each restaurant.</p> <p>Have them list the healthiest two or three choices from each venue and indicate the number of calories and amount of fat in each. They should include the name of the fast food restaurants in their compiled lists.</p>	<p><b>Home/school/community connections</b>                  After students have analyzed the collected data, have them share their findings with their families.                  Did students find any surprising results?                  Did it increase their own and their families' awareness?                  Variation: Ask students to complete the following as part of a log book assignment.</p> <ul style="list-style-type: none"> <li>• This assignment was informative or not informative because ...</li> <li>• List suggestions to make this assignment more beneficial to students or their families.</li> </ul>
<p><b>Extension learning activities</b>                  Have students analyze the nutritional information of their favourite menu options at a fast food outlet by answering these questions.</p> <ul style="list-style-type: none"> <li>• What did they learn by doing this assignment?</li> <li>• Is this information useful?</li> <li>• Will this assignment make them choose different foods when eating fast food? Why or why not?</li> <li>• How many times on average per week do they eat fast food?</li> <li>• Will they continue to eat fast foods as often? Why or why not?</li> <li>• Include any other relevant comments.</li> </ul> <p>The final written report should:</p> <ul style="list-style-type: none"> <li>• include a title page</li> <li>• include a bibliography of the pamphlets collected stapled to the research report</li> <li>• include a list of Web sites or other resources used</li> <li>• be neatly typed.</li> </ul>	<p><b>Assessment</b>                  Students analyze nutritious choices as contributors to physical well-being.                  Students demonstrate the effects of eating fast foods.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Pamphlets from five fast food places.</li> </ul>

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<p><b>Activating learning activities</b> Using the Web sites listed in the Content/Background Information section and their own resources, have students answer questions 1–17 on a separate sheet of paper.</p> <p>They should reference their own resources with their answers.</p>		<p><b>Content/background information</b></p> <p><b>Note:</b> <i>These Web sites are listed as a service only to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these sites rests with the user.</i></p> <p><a href="http://www.weightlossforall.com">http://www.weightlossforall.com</a>  <a href="http://www.weightlossforall.com/metabolism.htm">http://www.weightlossforall.com/metabolism.htm</a>  <a href="http://www.weightlossforgood.co.uk/basal_metabolic_rate.htm">http://www.weightlossforgood.co.uk/basal_metabolic_rate.htm</a>  <a href="http://motionworksfitness.com/bmr.htm#BMR-F">http://motionworksfitness.com/bmr.htm#BMR-F</a>  <a href="http://americanheart.org/presenter.jhtml?identifier=1200000">http://americanheart.org/presenter.jhtml?identifier=1200000</a>  <a href="http://www.heartmonitors.com/heart_rate_basics.htm">http://www.heartmonitors.com/heart_rate_basics.htm</a>  <a href="http://www.phac-aspc.gc.ca/pau-uap/fitness/pdf/handbook_eng.pdf">http://www.phac-aspc.gc.ca/pau-uap/fitness/pdf/handbook_eng.pdf</a></p>	
<p><b>Extension learning activities</b></p> <p>Have students ask family members to complete questions 14–17 and compare the results with their own answers.</p> <p>Discuss the social aspects of life that influence healthy decisions; e.g., few friends interested in activity. Brainstorm other questions that came to mind while completing this assignment.</p>			
<p><b>Application learning activities</b></p> <ol style="list-style-type: none"> <li>1. What is metabolism?</li> <li>2. What is basal metabolism?</li> <li>3. List four ways to boost metabolism.</li> <li>4. Calculate your beats per minute (BPM).</li> <li>5. What is the total number of calories that you need per day?</li> <li>6. What exercise burns the most calories per day? The least?</li> <li>7. Give four examples of why it is important to drink water.</li> <li>8. How much water should people drink per day?</li> <li>9. Why should they drink it cold?</li> <li>10. What is aerobic exercise?</li> <li>11. List five examples of aerobic exercise.</li> <li>12. Define resting heart rate. What is your resting heart rate?</li> <li>13. Define target heart rate. What is your target heart rate?</li> </ol> <p>For questions 14–17, use the Public Health Agency of Canada’s <i>Physical Activity Guide to Healthy Active Living</i> handbook at <a href="http://www.phac-aspc.gc.ca/pau-uap/fitness/pdf/handbook_eng.pdf">http://www.phac-aspc.gc.ca/pau-uap/fitness/pdf/handbook_eng.pdf</a>.</p> <ol style="list-style-type: none"> <li>14. Fill out the Physical Activity Readiness Questionnaire.</li> <li>15. What are some things you can do to become more active every day?</li> <li>16. What are the three fitness categories and briefly describe each one.</li> <li>17. With the information you have gathered from doing this assignment, write a paragraph outlining whether or not you think you are physically fit. Provide reasons and examples.</li> </ol>			

## Appendix O (continued)

### Home/school/community connections

In order to complete these questions, students and families should be familiar with the Public Health Agency of Canada's *Physical Activity Guide to Healthy Active Living* handbook at [http://www.phac-aspc.gc.ca/pau-uap/fitness/pdf/handbook\\_eng.pdf](http://www.phac-aspc.gc.ca/pau-uap/fitness/pdf/handbook_eng.pdf).

<b>Resources</b>	<b>Assessment</b>
<ul style="list-style-type: none"><li>• Alberta Centre for Active Living</li><li>• Internet</li><li>• Books or magazines</li><li>• Health or fitness professionals</li></ul>	<p>Students describe how they will control their physical well-being.</p> <p>Students analyze safety/risk-taking behaviours, nutritious choices and physical activities as contributors to physical well-being.</p>