



Step Into Action

Educator Guide



Special Olympics
Ontario



Table of Contents

Introduction	4
What is <i>pahl</i> ?	5
What is Step Into Action?	6
Step Into Action in Schools	7
School and Community Engagement.....	8
Step Into Action Testimony.....	9
Role of Educators, Parents, or Volunteers.....	10
Role of Students.....	11
Educator Profile	12
Goal Setting Guide	14
Baseline Measurements.....	28
Model: 5-week Program	29
Lesson Plan Template	34
Pedometers.....	38
Step Tracking Sheet.....	40
Proper Walking Form	42
Walking Safety	46
Equipment/Clothing.....	48
Warm-up Guide	52
Stretching.....	56
Stretching Guide	58
Resource Guide.....	62
Nutrition Guide	66
Walking Safety Activity Sheets.....	72

Introduction

Introduction

Special Olympics Ontario (SOO) welcomes and thanks you for participating in the *pahl* **Step Into Action** program.

This is your **Step Into Action** Educator Resource Guide. The document includes the following information:

1. A long-term and short term goal setting guide for your students
2. Information on Pedometers
3. Step Tracking Sheets
4. A 5-week Step Program Template
5. A Lesson Plan Template
6. Proper Walking Form tips
7. Walking Safety tips
8. Proper Clothing/Equipment tips
9. A Nutrition Guide
10. Activity Sheets for your students

The **Step Into Action** program will supply each Program Leader with the number of pedometers they enter while registering online. Pedometers are to be used by students who are active participants in the Step Into Action program, and also, for teachers assisting with the students with the program.

If the Program Leader has any questions while working through the Educator Resource Guide or about the **Step Into Action** Program, please contact:

PAHL Program Coordinator

65 Overlea Blvd., Suite 200
Toronto, Ontario, M4H 1P1
Phone: (416) 447-8326
Toll Free: 1-888-333-5515

Step Into Action website: step.specialolympicsontario.com

pahl website: pahl.specialolympicsontario.ca

Special Thank You To:

Tameaka Gamble, Melissa Goetting, Josh Nokes, and Wendy Robinson for overseeing the pilot Walking Program and for all your hard work in helping develop the Step Into Action resource.

Michelle Commandant for developing the warm-up exercise list, and designing the layout for this resource.

What is *pahl*?

pahl (Physical Activity and Healthy Living) is a program created to promote healthy active living to individuals with an intellectual disability across Ontario.

The ***pahl*** Project aims to enhance the ability of Special Olympics athletes and students to train and compete, and empower them to invest in their overall health and well-being.

To accomplish these goals, the project is focused on the delivery of specific programs, such as Step Into Action, Healthy Athletes, TRAIN, and High Performance Training for our elite athletes.



What is Step Into Action?

Step Into Action is an interactive program designed to improve the fitness, health and well-being of each participant. The tracking feature of the website enables participants to visually measure their physical activity and nutrition in a fun and novel way, helping change their perceptions and behaviour towards living an active healthy lifestyle.

The ‘Step’ component of the program includes any type of activity that can be measured by a pedometer, such as: walking, jogging, running, participating in sports, or even dancing.

On the website step.specialolympicsontario.com:

- **Athletes/Students** can track their steps and nutrition while visually seeing their progress over time;
- **Coaches/Teachers** can download nutrition and physical activity resources, and also, track the progress of all participating athletes/students.

The **Step Into Action** program supplies pedometers and resources (free of charge) for coaches, teachers, volunteers who register as a Program Leader and create a program.

These resources are designed to educate the athletes/students about goal setting, nutrition and physical fitness; with the ultimate goal of helping them along the path of incorporating an active and healthy lifestyle into their daily lives.

Finally, **Step Into Action** aims to develop the participants skills in the following areas of: **goal setting, goal achievement, responsibility, accountability, and computer literacy.**

Step Into Action in Schools

In October of 2005 the Education Minister announced a new mandate called DPA (Daily Physical Activity). This new program ensures students in the elementary program receive 20 minutes of continuous moderate to vigorous exercise per day to promote learning and health. Although DPA is an elementary mandate, secondary teachers have had great success with their students after implementing the Step Into Action program in their classrooms last year.

The Step Into Action program is designed to meet the needs of both elementary and secondary students regardless of whether or not they are using it for DPA. The program offers a general framework that is often a starting block for educators to modify to create a framework that is functional for them. Each session involves a proper stretching period, warm up, mini health lesson and stepping activity.

Typically, walking is the stepping activity of choice enabling students of all ability levels to participate as a group. The ministry mandates that DPA is 20 minutes of continuous exercise so teachers can add the non-activity components (i.e., warm-up, health lesson) where they see fit. Generally this is done by adding to the time allotted for DPA – an extra 10 minutes should suffice or including it in the students physical education period.

Pedometers are provided so students can track their steps per session and monitor their improvement. Teachers may choose to allow their students to wear their pedometers all day or simply during the allotted time for the program. This initiative is meant to supplement the DPA program but can also be integrated into the Physical Education period.

Encouraging students to track their progress during any physical activity will help them be more aware of their bodies and bodily changes as well as encourage participation and increase commitment. Given the ease at which the Step Into Action program can be modified, it can be done one on one with a student and peer or in a large group. Teachers should feel free to take the foundational pieces of each session (stretch, warm up, health tip, activity) and integrate the activities in the most useful way to benefit you and your students.



School and Community Engagement

The *pahl* program, specifically the **Step Into Action** program, increases SOO's ability to recruit and engage new participants given the simplicity for a teacher or a SOO volunteer to implement a program. The program is not intimidating and is barrier free; meaning a teacher or SOO volunteer – who does not have a background in sport – can introduce this program in his or her classroom or community without any coaching certification. When introducing the program, students or community members who may not be interested in sport can still participate in SOO because of **Step Into Action**.

Step Into Action can also be used as the main program to get elementary or secondary schools consistently involved with SOO on a daily, weekly, monthly and yearly basis. That way, once students reach the age to transition into their community, they are already involved with **Step Into Action**, if not other community sport programs as a result of the connection made to Special Olympics Ontario early on.



Step Into Action Testimony

Marilyn Kennedy, PIP teacher and SERT, St. Francis Xavier SS

As a teacher of students with Developmental Disabilities, I am acutely aware of the statistics that place many adults with DD at risk for many health-related diseases (i.e., type 2 diabetes) due to inactivity and poor nutrition. As we know, developing healthy attitudes and actions as youth paves the way for healthier adult choices. Consequently, walking has been a part of the Planning for Independence program at St. Francis Xavier SS for the past couple of years. However, until we started using the **Step Into Action** program, we did not see the results that we had hoped for (i.e., change of attitude toward walking and better nutritional choices).

I cannot give enough praise to this amazing program! Our students, who used to complain about walking every day, now enthusiastically pronounce that PAHL is their favourite time of day. It does not even require a full period, just 30 – 45 minutes per day, depending on how it fits in with your day. It is a great fit for the ascribed curriculum, which includes **Physical Activity & Healthy Living**. The pedometers provide them with the necessary visual evidence of their efforts and provide us with data to support their improved physical activity. One of the side benefits we have observed is an improvement in the behaviour of some of our students with behavioural difficulties.

We implemented the program in October, after contacting Jules Sylvestre, the PAHL Specialist with Special Olympics Ontario. The materials that he provided, including record-keeping for the activity as well as the nutritional piece, were exactly what was needed to help motivate our students. The program is easy to follow, with hard copy goal-setting materials provided for classroom use and a website that allows us to collect data daily by recording the number of steps taken, as well as individual students' food choices. After some weeks of recording the food choices, our students began to see the patterns of "missing" food groups in their diet (most fruits and vegetables) and began to make the effort to choose more of those foods.

The benefits of this program can be life-changing for people with Developmental Disabilities because it is transferable to their daily lives, now and in the future. While, as educators, we can introduce our students to myriad activities (i.e., bowling, swimming, ball sports) during their tenure in the school system, there is no single activity as adaptable and lifelong as walking. Obviously, the benefits of this program are life-changing and I recommend it to you without reservation.

Role of Educators, Parents, or Volunteers

A. Program Leaders

For the purpose of this program, the person who creates a Step Program for his or her students is called a **Program Leader**. A **Program Leader** can be a teacher, parent or volunteer. This individual is responsible for:

1. Creating a Step Challenge for his or her students,
2. Ensuring his or her students keep track of their steps online,
3. Encouraging and motivating his or her students to achieve their personalized physical activity and nutrition goals.

B. How to Register and Create a Step Program

Start by visiting the Step Into Action website step.specialolympicsontario.com. Once on the home page, follow the steps below:

1. To register as a Program Leader, please refer to page 8 of the **Step Into Action Guide**.
2. To create a Step Program for your students, please refer to page 9 of the **Step Into Action Guide**.
3. To download available Step Into Action Resources, click on the Red button— Resources.



Role of Students

A. Students / Step Participants

A **Step Participant** can be a primary or secondary school student with an ID. These students are responsible to `step into action` and record their steps and nutrition on a daily basis.

B. How to Register

1. A student can be registered in two ways:
 - i. Send your students the link given to you after creating the Step Program, OR
 - ii. Have the student click on the Green Button— Track Your Steps
2. Once registered, the student can track their steps every day and view their progress!

C. Step Recommendations

In order for the participants to receive maximum benefits from this program, it is suggested the participant is 'stepping' for 30 minutes per day, increasing the duration or intensity on a weekly basis. This time allotment is only a recommendation as each participant's needs, abilities and progress will vary from participant to participant.



Educator Profile

Name: _____

School: _____

Contact Information: _____

Below, write down what you want to achieve while participating in the **Step Into Action** Program.

Goal Setting

Goal Setting Guide

Goal setting is a very important part of this program! Goals give you a clear idea of what you want to achieve and how hard you have to work to achieve your goals. Goal setting is a great way to help motivate you, help you stay focused, and help you maintain your commitment to training.

There are two types of goals, dream-goals and short-term goals, both types are important to have. Dream-goals are set for the future – in this case, we want you to consider the main goal you want to achieve by taking part in the **Step Into Action** Program. Short-term goals are set weekly or at the beginning of each practice. The short-term goals will help you reach your dream-goals by focusing on specific areas of your activities that you would like to improve.

Things to consider when setting goals:

- What do I want to do?
 - Who can help me work towards my goals?
 - How am I going to do this?
 - When do I want to accomplish my goals?
- * Be very **specific** when writing your goals – this will allow you to develop a picture in your mind of you successfully completing your goal!
- * Set **realistic** goals – goals that are difficult enough to push you, yet something you will be able to accomplish with hard work!
- * Focus on setting goals that are within your control...how you want to perform and what you want to do!

Dream-Goals

The first step in goal setting is to set your dream goals for the Step into Action Program.

My Step Into Action goals are:

Weekly Goals (Short-term)

At the first class of each week, work with your teacher to decide what your goals will be for the week. Write down your goals in the space provided on your weekly goal setting sheet. Take time at the beginning of each practice to review your goals so you know what you want to work towards for that practice. If you and your teacher decide on a new goal specific to that practice, make sure you add it to your book.

At the end of each practice, look at your goals for that week and determine how successful you were in reaching the goals. Feel free to make changes to your goals, adjust them by making them harder or easier.

Here are a few weekly goal setting examples to help get you started:

- Before I perform, I will imagine what it's going to feel like.
- For each negative thought, I say 2 positive things.
- I will arrive at least 10 minutes early before each practice.
- I will drink 3 glasses of water before each practice.
- I will eat 4 servings of veggies and 3 pieces of fruit daily.
- I will give my team mates 2 compliments at each practice.
- I will go for a 15 minute walk after supper Monday, Wednesday, and Friday.
- I will go to the gym on my day off for some light workout on the bike.
- I will take the stairs and walk as much as I can.
- I will work on my hamstring stretches every day for 5 minutes by trying to touch my toes.

Weekly Goal Setting

In Week 1, _____ (dates) my goals are:

Tip of the week

Nutrition Tip

Drink plenty of fluids throughout the day, especially water. Choose pop less often, such as once per week.

Strength & Conditioning Tip

Stretching tip: to get the most gains from stretching, hold for 30 seconds and do this 2-3 times

Mental Training Tip

Positive thoughts are powerful!

In Week 2, _____ (dates) my goals are:

Weekly Goal Setting

In Week 3, _____ (dates) my goals are:

Tip of the week

Nutrition Tip

Include whole grain breads and cereals, whole wheat pasta, rice, vegetables, fruit, beans, peas and lentils to provide you with energy.

Strength & Conditioning Tip

Warming up for 5 minutes before activity will lower your chances of getting hurt and increase recovery

Mental Training Tip

Each practice is just as important as any competition...how hard are you training!?

In Week 4, _____ (dates) my goals are:

Weekly Goal Setting

In Week 5, _____ (dates) my goals are:

Tip of the week

Nutrition Tip

Choose dark green and colourful vegetables and fruit more often. Have more vegetables than fruit every day.

Strength & Conditioning Tip

Exercise tip: to tone muscles do 8 to 12 repetitions of a lower weight

Mental Training Tip

Have fun & enjoy every moment of this experience It is a privilege to train and compete for Team Ontario!

In Week 6, _____ (dates) my goals are:

Weekly Goal Setting

In week 7, _____ (dates) my goals are:

Tip of the week

Nutrition Tip

Choose healthy snacks more often, such as veggies, fruit, low-fat yogurt and cheese, hot-air popcorn, or a handful of unsalted nuts.

Strength & Conditioning Tip

Did you know that you can train your balance by standing on one leg and holding for 15 seconds?

Mental Training Tip

Focus on how you want to perform (technique, personal bests, etc.)... and not the outcome of the competition (medals, placing).

In Week 8, _____ (dates) my goals are:

Weekly Goal Setting

In Week 9, _____ (dates) my goals are:

Tip of the week

Nutrition Tip

Choose a variety of low-fat meat and alternatives, such as different kinds of fish, chicken, turkey, pork, beef, and beans, peas and lentils.

Strength & Conditioning Tip

Working your abdominal muscles will help you stay strong in sport, and will also help you with every day activities.

Mental Training Tip

How you feel and what you say to yourself will impact your performance – training your thoughts and emotions to help you perform takes time...keep working on it!

In Week 10, _____ (dates) my goals are:

Weekly Goal Setting

In Week 11, _____ (dates) my goals are:

Tip of the week

Nutrition Tip

Remember to eat a healthy balanced breakfast every day. This will help improve your concentration, reduce hunger, and help you maintain a healthy diet. Look for fast and easy choices such as whole grain breads and muffins, cereal with milk, fruit and fruit juice, yogurt and yogurt shakes, cheese, and eggs.

Strength & Conditioning Tip

“Stressors” are things that can distract you from your training. Pay attention to make sure that you are getting enough sleep, eating well and keep your social life in check to lower your stressors.

Mental Training Tip

Always desire to learn something useful.

In Week 12, _____ (dates) my goals are:

Weekly Goal Setting

In Week 13, _____ (dates) my goals are:

Tip of the week

Nutrition Tip

Add berries into your yogurt, smoothies, pancake batter, or into muffins. This is a great and easy way to get all of your fruit servings for the day.

Strength & Conditioning Tip

Everyone is different, so some may improve at faster rates than others. Do not get discouraged. Continue on with your training and maximize your potential.

Mental Training Tip

One way to keep momentum going is to have constantly greater goals.

- Michael Korda

In Week 14, _____ (dates) my goals are:

Weekly Goal Setting

In Week 15, _____ (dates) my goals are:

Tip of the week

Nutrition Tip

Remember to eat a VARIETY of foods because no single food is perfect.

Strength & Conditioning Tip

Flexibility training will leave you feeling nice and refreshed. Yoga is a great morning workout, and will leave you feeling great for the rest of the day.

Mental Training Tip

What you do today can improve all your tomorrows.

- Ralph Marston

In Week 16, _____ (dates) my goals are:

Weekly Goal Setting

In Week 17, _____ (dates) my goals are:

Tip of the week

Nutrition Tip

To be healthy, you must eat healthy

Strength & Conditioning Tip

Power training can help you jump higher, turn faster and do more explosive movements.

Mental Training Tip

Each practice is just as important as any competition...how hard are you training!?

In Week 18, _____ (dates) my goals are:

Weekly Goal Setting

In Week 19, _____ (dates) my goals are:

Tip of the week

Nutrition Tip

Enjoy eating well, being active and feeling good about yourself.

Strength & Conditioning Tip

If you want to be faster, you have to train faster. To be powerful, train powerfully. Train how you want to compete.

Mental Training Tip

Positive thoughts are powerful!

In Week 20, _____ (dates) my goals are:

Notes:

Baseline Measurements



Baseline Measurements

It's a good idea to record basic measurements at the beginning, end and at times throughout the program to track any physiological changes and improvements the participants may have.

Simple measurements such as height, weight, waist circumference and heart rate will reflect any improvements the participants are seeing.

Height – measure height at the beginning and end of the program. Any weight gains may be attributed to an increase in height.

Weight – tracking the participant's weight over monthly over the duration of the program will track the participant's weight loss or gain. You can use this measurement along with waist circumference and heart to see if the intensity of the program needs to be increased or not.

Waist circumference – waist circumference is an optimal way to measure the fat around to abdomen. Just measuring one's weight alone gives an overall idea of body weight, but does not differ between (heavier) muscles mass and fat mass. Measuring the waist circumference measures the fat around the abdomen and is a great way to track progress of any weight loss.

To measure the waist circumference properly one should measure it with the tape around the waist at the tops of the hip bones (iliac crest). For simplicity it can also be measured at the belly button. Whichever method you choose, stick with that method to ensure reliable and viable results.

Heart Rate – taking heart rates during each session should reveal that after a period of time the participants resting and exercise heart rates are lower than at the beginning of the program. The maximum heart rate can be determined by subtracting your age from 220 (220-age = heart rate max).

Model: 5 Week Program



Model: 5-week Program

The following is a model to follow for the first 5 weeks of the program:

Week/Session 1

Topic	Objective
Baseline measurements	Take baseline measurements for all students and record. Inclusive of waist circumference, height, weight, and sit and reach
Walking Form	Overview proper walking form- heads up, shoulders back, regular step length, eyes look 15-20 feet a head, walk for recommended 20 minutes
Equipment/Clothing	Pedometers and shoe tying
Nutrition	Importance of water
Heart Rate	Overview and introduce palpating for heart rates

Pre -exercise questions to the students

1. What is exercise for everyday living?
2. What do you think you will gain from this?
3. How do you feel about exercise? Do you like it? Why?
4. What do you do now for exercise? How many think you have to sweat to exercise?
5. How many of you ask for a ride to your friend's house or to the mall? Who knows the distance to walk around the track once?)

Week/Session 2

Topic	Objective
Walking	+/- 20 min walk
Equipment/Clothing	Appropriate Clothing
Nutrition	Fruits and Vegetables
Games	Introduce Stretching and Breathing, incorporate some games

Week/Session 3

Topic	Objective
Walking Form	Stride length and leg turnover, walk +/- 20 minutes
Equipment/Clothing	Appropriate shoes
Nutrition	Meats, Eggs, and Alternatives
Games	Balance and Flexibility Activities, other games

Week/Session 4

Topic	Objective
Walking	Walk 20+ minutes
Walking Safety	Personal and physical safety while walking
Nutrition	Dairy products and sugary drinks
Games	Balance/flexibility/proprioception games

Week/Session 5

Topic	Objective
Walking	Walk 20+ minutes
Walking Safety	Review walking safety
Nutrition	Grains, Cereals and fats
Games	Choose a fun game to play

Rewards

Rewards will keep the participants motivated and excited about the program.

The following outlines an example reward system:

Action Point Reward System

1 Action Point for recording their steps each day

1 Action Point for 'Stepping' for 20+ continuous minutes a day

1 Action Point for 'Stepping' every day of the school week

+1 Action Point for the bonus challenge (Program Leaders choice)

- The students can receive an additional **Action Point** for completing an additional goal (which could be anything the Program Leader/educator see's appropriate. Ex. playing a soccer game, walking to school, achieving their weekly stepping goal)

Notes:

Lesson Plan Template



Lesson Plan Template

(Example)

DATE: _____

Instructor: _____

Review of last week’s nutrition, activities and healthy lifestyle choices:

Nutrition Topic of the Week (choose from suggestion list):

Warm Up Activity:

Walk (check): _____

Duration: _____

Physical Activity/Game(s) (choose from suggestion list):

Cool Down/Stretch:

Notes/Other:

Notes:

Pedometers

Pedometers

Purpose of a Pedometer

A pedometer is a device that calculates the number of steps taken by a person. It is an effective way of tracking the number of steps taken in a day. A person can wear the device all day, every day or they can wear it to record their daily walk. The intent for this program is to have the participants become familiar with their daily routine and become mindful of how many steps they take on a daily basis. The long term goal is to make the participants aware of their daily physical activity level. The teacher/leader should discern depending on the participant's abilities whether or not the pedometers are taken home and recorded or just recorded throughout the school day. It should also be decided whether the pedometer should be worn every day, or one day a week.

Pedometer Use

A pedometer is clipped onto a person's waistband and counts the number of steps taken during their daily activity. As a part of this program it will be important for the students follow these three steps:

1. Wear your pedometer during your daily routine or once a week.
2. Record the number of steps taken at the end of the day or walk in your tracking sheet.
3. Achieve daily goal of at least 6,000 steps a day. The optimal step count per day is 10,000

Wearing the pedometer properly

1. Find the part of your waistband or belt that is directly over your knee, and secure the pedometer at that exact location.
2. Wearing your pedometer in the middle or too far on the side of your pants will affect the accuracy of the reading.
3. To check if your pedometer is working correctly, press reset and walk 30 steps.
4. Stop, check the pedometers readings. If the pedometer reads 27-33 steps, then the pedometer is relatively accurate.

Step Tracking Sheet



Step Tracking Sheet

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

Proper Walking Form



Proper Walking Form

Before implementing changes and providing suggestions to improve the students walking form, you need to observe them as they currently walk. The most effective way of doing this will be to observe the students walking form in an open area (outside of a classroom) and pin point specific areas for improvement. This observation strategy will give additional information about their posture and form, which will in turn allow you to make suggestions. To execute this lesson, we will emphasize walking short distances and checking their pedometers (if pedometers are used).

Proper walking form

- Eyes forward looking about 15-20 feet ahead,
- Shoulders in line over the hip,
- Ears in line with the shoulders
- Arms are at their sides and do not cross the mid-line when in motion.

Slowly start with a warm-up walk. The arms move parallel to the side. Gradually increase the pace of walking until everyone is comfortable with the pace. Group leaders may need to be appointed because of different paces. When the student moves forward the arms do not swing in front of the mid line of the body.

Activity 1

- **Objective:** Observe each of the students walking patterns and gaits, and correct improper forms.
- **Materials:** Dixie cups or small foam balls.

Instructions:

The students will be given large plastic cup to tuck underneath their chin. When holding the cup under their chin, their eyes are directed upward and forward, and the upper body straightens. At this point gravity will no longer pull them slightly forward. The corrected position will allow for faster walking as they are able to direct the most force beneath the foot to propel forward. This strategy will hopefully encourage them to increase their walking pace and decrease the risk of falling and tripping.

Activity 2

- **Objective:** To educate students of the proper stride length (short and long)
- **Materials:** None

The participants will be encouraged to keep their normal walking stride throughout the program. For those students who need more of a challenge: they will be encouraged to go faster. They can do this by shortening their step length and speed up the pace between the strides.

- Play the metronome game for pacing cueing

Metronome Game

- **Objective:** This is a very simple game to play that encourages listening skills and helps develop and increase walking pace, as well as balance and to a lesser extent proprioception.
- **Materials:** Metronome

Metronome Game

- Set the volume on the metronome as loud as it will go.
- Set the pace on the metronome to 25 beats per minute (bpm). The students move forward one step for every beat. This is a very slow pace, and makes them control their steps. Observe.
- Change the pace in increments of 10 bpm every 2 minutes. 35, 45, 55, 65, 75bpm and so on.
- Observe the participants for form and ability. As the bpm increases so does the difficulty. Have the participants try the best they can.
- Holding the metronome walk just ahead of everyone else so while listening to the beats they can follow your footsteps as well.

Notes:

Walking Safety



Walking Safety

Objective: It is important to educate the participants on personal and physical walking safety.

Materials: Refer to pg. 28 for the walking safety activity sheets

Here are some important points of interest:

1. Never talk to strangers if you are by yourself.
2. Always cross at the lights or at a corner. Never jaywalk or cross against the lights.
3. Make eye contact with the car driver before you start to cross the road.
4. Stay on the sidewalk. The road is for cars.
5. Pick a route with lots of streetlights.
6. Wear bright colours during the day.
7. Always tell someone your route, and stay with it.
8. Tie your shoes in double knots
9. Bring a water bottle with you (even in the winter).
10. Wear sunscreen all year.
11. Wear clothing with reflective material on at night.

Equipment/Clothing

Equipment/Clothing

Objective: Educate students on proper clothing for different situations.

Materials: Different seasonal items you can wear (ex: hat, mitts, rain boots, etc.) and activity sheets (pg. 36)

Appropriate clothing for walking:

- Make sure clothing is the proper size to prevent chafing
- Ladies should be wearing a supportive sports bra
- Clothing should be suitable for the day/season. During winter, clothing should consist of the following items: hat, gloves, scarf, winter jacket, and warm boots.
- For safety, wearing bright colours during the day and reflective clothing at night will help you be seen by traffic.
- Indoor/outdoor wear
- Follow the schools uniforms guidelines

Weather Bag Clothing Association Game

This activity works on the students' ability to associate the difference between different weather conditions and seasons and the appropriate type of clothing that should be worn.

Have a bag filled with different types of clothing and outerwear that would be worn for different seasons. Pull out one item from the bag at a time and have the students identify the weather conditions/season that they would wear the item in. As each item is pulled from the bag, either hold it up or put on the item as it would be worn.

Item Suggestions:

Winter hat

Scarf

Boots

Mittens

Sunglasses

Sunscreen

Flip Flops

Running shoes

Baseball Hat

Shoe tying

- The shoe fits properly for walking /running if there is thumb width length from your longest toe to the end of the shoe. The big toe is not always the longest toe.
- Do not check the toe yourself, someone standing in front and facing you should bend down and do it.
- Before you start your walk or your run, tie your laces in a double knot. If you have Velcro shoes make sure the Velcro is snug and fastened down.
- The best socks for any sport or exercise are not made out of cotton. Smart wool and cool max socks move the sweat to the shoe and keep the feet dry and warm.
- Shoes should be replaced at least once a year or every 800km (500 miles). Often they look good on the top but may have lost the ability to absorb the impact of the foot strike.
- Any foot problems should be referred to your doctor and he will refer you on to a specialist.

Notes:

Warm Up Guide



Warm-up Guide

Walking Warm-Up



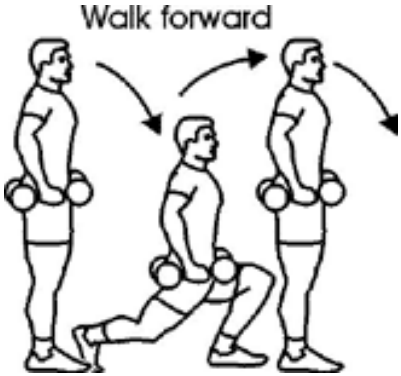
While walking as a group in a large circle, begin to add in different forms of activity and movement. Add in modifications to ensure that everybody can participate safely. Examples include arm circles (forward/back), side shuffling, high knees (walk or gallop), skipping, jogging, swimmer arms, power walking etc.


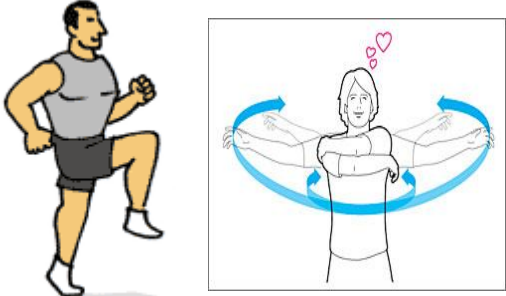
Wall Sits/Squats and Push-Ups

This is a great way to encourage muscle work for those who have not been exposed to it before. Have the entire group find a place against the wall and when ready, everybody slides down into a squatted position and maintains it, engaging the muscles to hold that position. Slowly increase the amount of time the position is to be held with each wall squat.

For the wall push-ups, count out loud and have everybody do it together. Walk around and observe to ensure proper technique. Slowly increase the amount of repetitions each time.

Warm Up Exercises

Exercise	Picture	Explanation
Walking, Running, Skipping		5 minutes just to get the blood flowing
High Knees (10 m, there and back)		At about a skipping pace, travel ten metres ‘running’ with high knees – bringing each knee toward your chest with each step. Repeat this going back to the start.
Bum Kicks (10 m, there and back)		At about a skipping pace, travel ten metres ‘running’ while kicking your legs backward as if to kick yourself in the bum. Repeat this going back to the start.
Walking Lunges		Starting in an upright position, take a large step forward and bend your front knee to 90 degrees and bringing the back knee toward the floor – do not let the back knee touch the ground. Push off the BACK leg, and bring that leg forward so you are standing upright again. Step forward with the ‘back’ leg and repeat for 5 repetitions.

<p>Squats</p>		<p>Starting in an upright position, bend at the hips and knees as if you were sitting in a chair. Do not let your knees go past your toes. Repeat for 5 repetitions.</p>
<p>Skipping with Arm Hugs</p>		<p>Travel about ten metres with skipping while swinging your arms in front of you as if you were going to hug yourself. Continue this coming back to the start.</p>

Stretching



Stretching

Objective: Introduce the students to a couple basic stretches that focus on major muscle groups of the body. By repeating the stretches weekly throughout the program the students will know what and why they are stretching and will gain the knowledge to be able to stretch outside of the classroom and Step Into Action.

Materials: Stretching/yoga mats if available

Arm circles

- **Why:** Gets blood flowing to the upper extremities and warms the muscles up.
- **How:** Stand straight, with arms pointed straight out to the sides. Rotate the arms in a circular motion, alternating forward and backward movements.

Modified hurdler:

- **Why:** Primarily stretches the hamstrings, while also stretching the calves and low back muscles.
- **How:** Sit down and extend the right leg straight out in front of the body. Bring your left foot over to the right knee so the bottom of the foot is resting against the side of the knee. Reach for your toes on your right foot with your right hand while keeping the right knee flat on the floor. Alternate legs.

Quad Stretch

- **Why:** Stretches the quadriceps.
- **How:** Stand on your left foot and raise your right foot back towards your behind. With your right hand pull the right foot towards the buttocks. Alternate legs.

Wall stretch

- **Why:** Stretches the calves.
- **How:** Place your hands against the wall, shoulder width apart. Move the left foot forward and bend the left knee. The right foot approximately 15 inches behind the left foot. Keep the right leg straight. Lean your weight into your hands on the wall, keeping your left knee bent and your right leg straight.

Breathing

- For 1-3 minutes breathe deeply while raising and lowering arms. Raise arms on each inhale and lower them during exhalation.

After the participants are comfortable with the stretches have them take turns leading the stretches and counting out loud.

Balance/Proprioception Activities

After stretching balance and proprioception activities can be introduced to test and improve the participants balance and body awareness.

- **The windy tree** – students stand on one leg with their hands forming a circle above their heads. As they try to balance the group leader will walk beside each participant and lightly nudge them so they must try to balance themselves as if the wind was blowing the tree over.
- **Left/Right** – the object of this activity is to improve coordination and balance. One partner will call out right or left while facing their partner. The other students will side step to whatever direction is called; moving only one foot. (Ex. Right is called. Student takes a step with their right foot to the side without moving their left)
- **All fours** – instruct all students to go on their hands and knees. Call out to lift their right and left hands and feet. For beginning stages of this exercise begin calling out to lift one limb. As the exercise progresses call out to lift either left leg and right arm, or right leg and left arm.

Optional Exercises for those who are ready for a more advanced challenge

- **Inch worm** – start in stand position, bend over so hands are touching the floor and move your hands forward until you assume the push up position. As soon as you reach the push ups position start stepping your legs forward until you are back to the folded starting position. Move back to the push up position and continue this cycle.
- **V-Sit** – start by sitting down and hugging your knees to your chest. From there slowly lift your legs off the ground and away from your body and lean your torso back slightly. Your upper legs and torso should form a v – shape. The narrower the V the easier the exercise, the wider the V the harder this activity gets.


Stretching Guide

Arm circles

- **Why:** Gets blood flowing to the upper extremities and warms the muscles up.
- **How:** Stand straight, with arms pointed straight out to the sides. Rotate the arms in a circular motion, alternating forward and backward movements.


Modified hurdler:

- **Why:** Primarily stretches the hamstrings, while also stretching the calves and low back muscles.

Hamstrings		<p>Sit on the floor with both legs out in front of you. Bring one foot in and place it on the inside of your other leg. Slowly bend forward at the hips and reach toward the toes on your out stretched leg. Hold for thirty seconds and then repeat with the other leg.</p>
------------	---	--


Quad Stretch

- **Why:** Stretches the quadriceps.

Quadriceps		<p>Standing, bend one knee and bring heel to your bum. Hold onto your foot with your hand. Hold for thirty seconds then repeat with the other leg. This stretch can also be done while lying on your side.</p>
------------	---	--


Wall stretch

- **Why:** Stretches the calves.

<p>Calves</p>		<p>Stand facing a wall. Bring one leg forward and place toes on the wall, and your heel on the ground – your foot should be on an angle in contact with the wall and the floor. Slowly lean forward. You should feel the stretch in your calf. Hold for thirty seconds then repeat with the other calf.</p>
---------------	---	---

Gluteal Stretch:

- **Why:** Stretches out your bum

<p>Gluteals</p>		<p>Sit on the ground with both legs extended in front of you. Bending at the knee, slide one leg toward your body. Place your leg on the other side of the extended leg. Place your opposite arm on the outside of the bend leg. Gently push your arm against your leg feeling the stretch in your bum. Hold for thirty seconds, and then repeat with the other leg.</p>
-----------------	--	--


Breathing

- For 1-3 minutes breathe deeply while raising and lowering arms. Raise arms on each inhale and lower them during exhalation.

Balance/Proprioception Activities


After stretching, balance and proprioception activities can be introduced to test and improve the participants balance and body awareness.

- **The windy tree** –stand on one leg with your hands forming a circle above your heads. As you try to balance the group leader will walk beside each participant and lightly nudge them so you must try to balance yourself as if the wind was blowing the tree over.

<p>Tree pose</p>		<p>Stand normally on both feet. Slowly lift one leg, and place foot on inside of thigh. KEEP YOUR ABDOMINAL MUSCLES TIGHT. If you are able to keep balance, slowly reach your arms above your head for an increase in difficulty. Hold for a minimum of thirty seconds, repeat on the other leg.</p>
------------------	--	--

Optional Exercises for those who are ready for a more advanced challenge

- **Inch worm** – start in stand position, bend over so your hands are touching the floor and move your hands forward until you assume the push up position. As soon as you reach the push ups position start stepping your legs forward until you are back to the folded starting position. Move back to the push up position and continue this cycle.
- **V-Sit** – start by sitting down and hugging your knees to your chest. From there slowly lift your legs off the ground and away from your body and lean your torso back slightly. Your upper legs and torso should form a v – shape. The narrower the V the easier the exercise, the wider the V the harder this activity gets.

<p>V-Sit</p>		<p>Sit on the Floor with your knees bent at 90 degrees and feet flat on the floor. Slowly lean backward so you are at an angle of about 45 degrees and lift your feet off the ground. KEEP YOUR ABDOMINAL MUSCLES TIGHT. Hold for a minimum of thirty seconds for at least two repetitions.</p>
--------------	--	---

Resource Guide

Resource Guide

Walking Warm-Up

While walking as a group in a large circle, begin to add in different forms of activity and movement. Add in modifications to ensure that everybody can participate safely. Examples include arm circles (forward/back), side shuffling, high knees (walk or gallop), skipping, jogging, swimmer arms, power walking etc.

Pictionary

Simple, fun and educational game that will test, teach, and reinforce the participants' knowledge of a healthy lifestyle and physical activity.

To Play:

Choose a participant to start with drawing a picture that they believe depicts a healthy lifestyle and physical activity. As they draw the other participants can guess as soon as they think they know what it is. After the correct guess is made open up that topic for discussion as to why it is an important part of a healthy lifestyle.

Wall Sits/Squats and Push-Ups

This is a great way to encourage muscle work for those who have not been exposed to it before. Have the entire group find a place against the wall and when ready, everybody slides down into a squatted position and maintains it, engaging the muscles to hold that position. Slowly increase the amount of time the position is to be held with each wall squat.

For the wall push-ups, count out loud and have everybody do it together. Walk around and observe to ensure proper technique. Slowly increase the amount of repetitions each time.

Josh Says

Touch your toes (both hands touch or one hand touches to opposite foot), touch your head, reach over your head and touch your opposite (or same) shoulder, touch your knee with the opposite hand, reach back and grab your ankle, be a crane (then gently nudge your partner), lift your knee, kick your butt, jump up and down, touch the sky...be creative.

Balance/Flexibility/Proprioception Games

Over/under – all students stand in one straight line. The student at the front of the line starts with the ball between their legs to the person behind them. Then the second student reaches down to get the ball and then must pass their ball over their head to the student behind them. That student gets the ball and passes it between their legs to the person behind them. Repeat this process down the line.

***instead of passing over the head and under the legs, rotating the upper body to one side to pass the ball without moving the feet can also be done.*

One football pass – in pairs the students must stand on one leg and pass a ball back and forth. Switch feet halfway through the activity.

One foot stick pull - still in pairs the students will each have one end of a meter stick (*or any object that the students can pull on*). While on one foot the students will gently tug on their end of the stick trying to try and get their partner off balance.

Heart Rate and Function Demonstration

Objective: The purpose of this exercise is to provide a simple explanation of how the heart works it reacts to exercise.

Materials: 1 balloon slightly inflated to about the size slightly larger than a fist.

The function of the heart is explained as being a pump to move the blood all around the body; the pump is a muscle called a heart. The blood enters the heart and fills the heart chamber (open the hand and the balloon is filled with air). When the heart chamber fills up and there is no more room for more blood, it squeezes the blood into the veins and arteries. (The hand squeezes the balloon flat). The students are then told the pressure from the heart squeezing the blood pushes the blood throughout the body into the arteries and veins, returning to the heart and re-filling the chamber. The heart then fills again. (Open the hand around the balloon.)

The demonstrator opens and closes the hand around the balloon multiple times to simulate the pumping action of the heart.

After the concept of normal heart rate (beat) is taught and the participants grasp the concept, the effect of exercise on heart rate is then introduced. To demonstrate how the heart speeds up during exercise, the hand is opened and closed around the balloon at a much faster rate. The concept of feeling for their own pulse rate can be introduced at this time. Each student can be taught where to feel for a pulse rate on their own body. It helps them to make a connection as to why they are exercising their bodies, if they can feel the heartbeat. The act of teaching how to find the pulse rate can be demonstrated either by feeling for the carotid artery pulse or wrist pulse. Each student should be assisted in finding and feeling their own so that they are better able to understand that each feel of the pulse beat is a heartbeat.

Nutrition

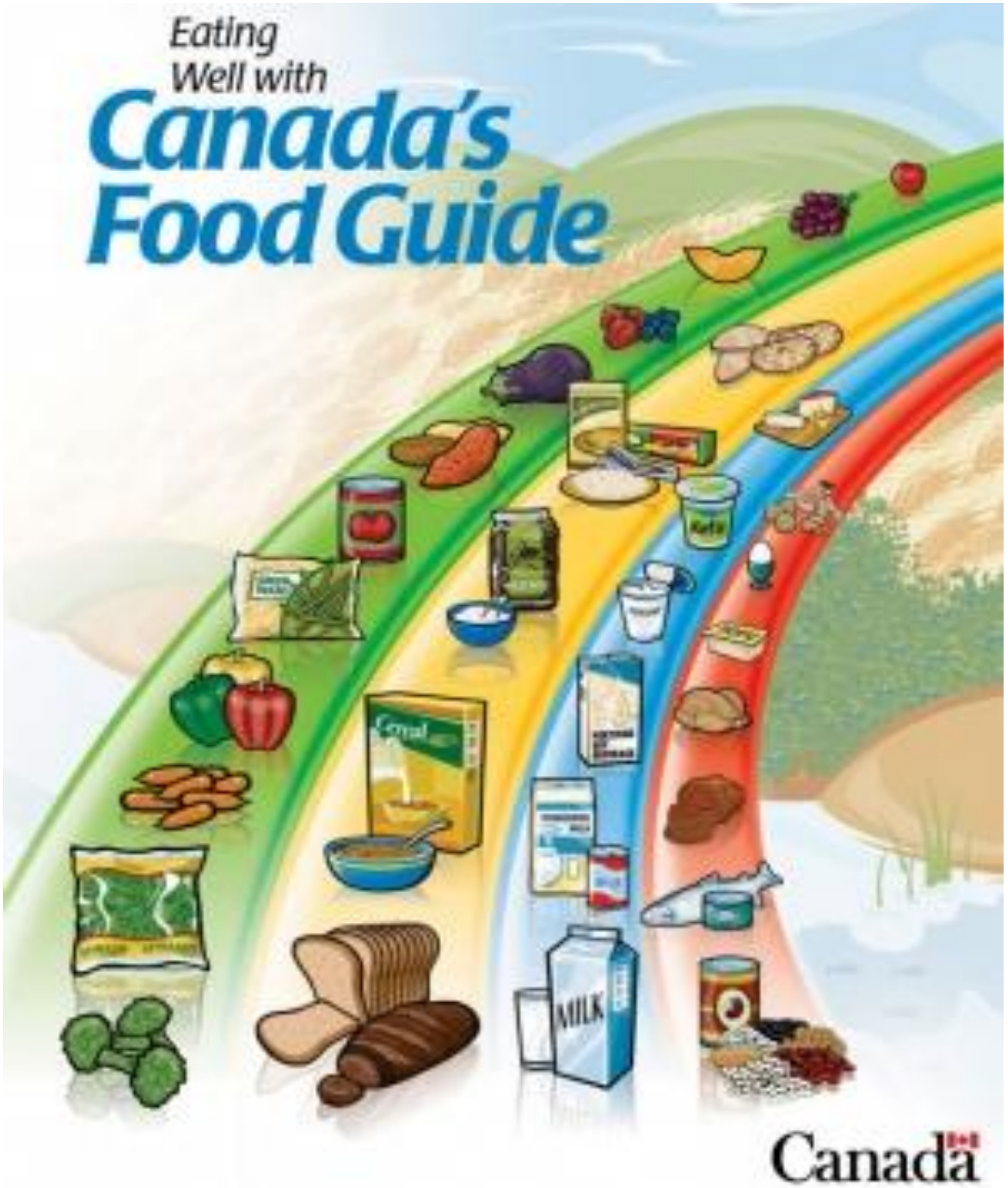


Nutrition Guide

In the following chart, you will see how many servings from each of the four food groups you should try to eat every day. As you eat a food or drink from each of these groups, check off a box in your Daily Tracking Tool to see how you are doing at eating the right number of foods from each of the food groups! Try to check off all the boxes in the Daily Tracking Tool, without having extras. If you find that you are not eating enough from some food groups, or you are eating too much food from some groups, you can try to work on changing what you eat so that the number of boxes you check is the same as the recommended number.

To find out what a serving is from each of the food groups, look at the examples on the next few pages.

Recommended Food Guide Servings Per Day	
Food Group	General Guidelines
Vegetables & Fruit	7-10
Grain Products	6-8
Milk & Alternatives	2-4
Meat & Alternatives	2-3



Nutrition Lessons

Use the Canadian Food Guide to refer to as you teach lessons surrounding nutrition.

Water

The goal of this nutrition component is to stress the importance of drinking water. Emphasises should be placed on consuming a minimum of 8 servings of water a day. A regular 8oz. cup equals one serving and a 500ml water bottle counts as 2 serving. It is important to drink 8 servings to stay hydrated throughout the day as your body uses water to cool the body down. Exercise increases our need to drink more water to replace fluid lost because of sweat. Maintaining a healthy hydration level is essential to learning and exercise.

The best way to know if you are drinking enough is to look at the colour of your pee in the toilet. It should be clear or a light yellow. If it's dark yellow you need to drink more. Pop and other carbonated drinks don't replace water as a serving.

Fruits and Vegetables

- Fruits and vegetables have vitamins and minerals that our bodies need.
- Fruits and vegetables come in many different shapes and sizes and many different colours.
- Candy, chips and pop contain very few vitamins and minerals and are high in sugar and/or fat.
- Initiate conversation about what they had in their lunches that day. Make suggestions based on Canada's food Guide on how to improve choices.

Meats and Alternatives

- Follow Canada's Food Guide with portion sizes of meats, eggs, and alternatives.
- Interactive discussion on what kinds of meats and proteins they have been eating.
- Suggest healthy protein snacks. Nuts, cottage cheese with fruit, and yogurt.
- Initiate an interactive discussion on snacks – focusing on protein containing snacks. (If so did they enjoy eating it, if not how come they have not tried them yet, etc.)
- Ask what they think and feel about the kinds of food they are eating.
- Initiate conversation with the students about the kinds of dips or sauces they have been using and teach them which ones are healthier. Show them the portion size suggested for healthy eating.

Dairy Products

- Initiate conversation with the students starting with the question ‘what is your favourite drink’? Guide the conversation towards dairy products and use Canada’s Food Guide as your reference.
- Review key vitamins in this food group and identify them.
- Key components - Calcium, Vitamin D (sunshine vitamin), protein, carbohydrates, fat.

Grains, Cereals and Breads

- Initiate conversation with students discussing the difference between a grain and cereal.
- Following Canada’s Food Guide recommendations of 6-7 servings a day
- Review the student’s knowledge: benefits whole grains and fibre, (nutrients haven’t been processed away, flavour, takes longer to digest, full feeling, takes longer to chew.)
- Identify the type of energy grains provide (carbohydrates, easiest source of energy for body to use)

IF YOU REQUIRE ADDITIONAL NUTRITION INFORMATION, PLEASE REFER TO THE **PAHL NUTRITION GUIDE!!**

Daily Nutrition Tracking Sheet Sample








Below is a sample on how your students can fill out a daily food tracking sheet.

Dinner: Beef stir fry served over whole grain rice with a glass of skim milk

- If you aren't sure what amount makes up one serving, be sure to check the **What is One Food Guide Serving** picture on page 9 of the *pahl* Nutrition Guide.
- Remember, the dots on the tracking sheet are just a guide. When, and how much of each food group you eat at each meal is up to you! Just keep in mind the recommended amount of each serving on page 8 of the *pahl* Nutrition Guide.

*** See page **61 to 66** of the *pahl* Nutrition Guide to view the Daily Tracking Sheets for each day of the week. These can be photocopied for your students to use.

	Breakfast	Snack	Lunch	Snack	Dinner	Snack
 Vegetables Fruits		●	●	●	● ● ✓ ✓	●
 Grain Products	● ●	●	● ●	●	● ● ✓	
 Dairy Products	●		●	●	● ✓	
 Proteins (Meats & Alternatives)			●		● ● ✓ ✓	
 Glasses of Water	●	●	● ●	● ●	●	●

Other Foods I ate:


Walking Safety Activity Sheets



Walking Safety Activity Sheets

<h2>Safety</h2>	
<h2>Traffic</h2>	
<h2>Weather</h2>	
<h2>Bright</h2>	
<h2>Physical</h2>	

<h1>Awareness</h1>	
<h1>Think</h1>	
<h1>Strangers</h1>	
<h1>Look</h1>	
<h1>Up</h1>	
<h1>Checklist</h1>	

<h1>Buddy</h1>	 An illustration of two children, a girl with orange hair and a boy with brown hair, both wearing yellow shirts and red shorts, and carrying backpacks. They are walking towards the right. The illustration is enclosed in a red rectangular border.
<h1>Close</h1>	 A photograph of two stylized figures sitting together on a black circular base. The figure on the left is blue and the one on the right is orange. They are both smiling and have white faces. A small white figure is sitting between them. The base is on a green textured surface.
<h1>Lights</h1>	 A photograph of streetlights at night. The image is split into two panels. The left panel shows a tall, modern streetlight with multiple glowing lamps. The right panel shows a similar streetlight with a different design, also with multiple glowing lamps. In the background, city buildings and a fountain are visible under a dark sky.

Safety Word Search (A)

L	O	O	K	T	I	O	L
P	S	Y	T	H	I	N	K
C	A	U	P	L	R	Y	L
L	F	N	T	K	B	T	D
O	E	F	O	C	F	O	E
S	T	R	A	F	F	I	C
E	Y	L	I	G	H	T	P
B	U	D	D	Y	O	I	F

Word Bank:

Safety



Traffic



Think



Look



Up



Buddy



Close



Light



Answer Sheet (A)

L	O	O	K	T	I	O	L
P	S	Y	T	H	I	N	K
C	A	U	P	L	R	Y	L
L	F	N	T	K	B	T	D
O	E	F	O	C	F	O	E
S	T	R	A	F	F	I	C
E	Y	L	I	G	H	T	S
B	U	D	D	Y	O	I	F

Word bank:

Safety	Traffic	Think	Look
Up	Buddy	Close	Lights

Safety Word search (B)

C	L	O	S	E	A	O	E	H
A	L	U	R	L	K	E	Y	F
E	C	W	L	I	S	N	D	A
Y	I	E	I	I	T	U	D	H
T	F	A	G	W	H	I	U	P
E	F	T	H	G	I	R	B	D
F	A	H	T	N	N	S	D	O
A	R	E	S	S	K	O	O	L
S	T	R	A	N	G	E	R	S

Word Bank:

<p>Safety</p> 	<p>Traffic</p> 	<p>Weather</p> 
<p>Bright</p> 	<p>Think</p> 	<p>Strangers</p> 
<p>Look</p> 	<p>Up</p> 	<p>Buddy</p> 
<p>Close</p> 	<p>Lights</p> 	

Answer Sheet (B)

C	L	O	S	E	A	O	E	H
A	L	U	R	L	K	E	Y	F
E	C	W	L	I	S	N	D	A
Y	I	E	I	I	T	U	D	H
T	F	A	G	W	H	I	U	P
E	F	T	H	G	I	R	B	D
F	A	H	T	N	N	S	D	O
A	R	E	S	S	K	O	O	L
S	T	R	A	N	G	E	R	S

Word Bank:

Safety	Traffic	Weather
Bright	Think	Strangers
Look	Up	Buddy
Close	Lights	

Clothing/Equipment Activity Sheets

Clothing Word Search (A)

C	O	A	T	A	H
S	I	Z	E	T	S
S	O	C	K	S	N
S	H	O	R	T	S
S	H	I	R	T	P
P	A	N	T	S	T

Word Bank:

<p>Shorts</p> 	<p>Pants</p> 	<p>Size</p> 
<p>Coat</p> 	<p>Socks</p> 	<p>Shirt</p> 

Answer Sheet (A)

C	O	A	T	A	H
S	I	Z	E	T	S
S	O	C	K	S	N
S	H	O	R	T	S
S	H	I	R	T	P
P	A	N	T	S	T

Word Bank:

Shorts	Pants	Size
Coat	Socks	Shirt

Clothing Word Search (B)

E	C	O	A	T	K	C	B
L	Z	T	S	S	S	T	T
B	R	I	G	H	T	T	F
I	S	Z	S	I	R	S	S
X	T	H	I	R	O	O	I
E	N	I	Z	T	H	C	S
L	A	Y	E	R	S	K	T
F	P	N	T	X	P	S	S

Word Bank:

<p>Bright</p> 	<p>Coat</p> 	<p>Layers</p> 
<p>Shorts</p> 	<p>Pants</p> 	<p>Tshirt</p> 
<p>Flexible</p> 	<p>Socks</p> 	<p>Size</p> 

Answer Sheet (B)

E	C	O	A	T	K	C	B
L	Z	T	S	S	S	T	T
B	R	I	G	H	T	T	F
I	S	Z	S	I	R	S	S
X	T	H	I	R	O	O	I
E	N	I	Z	T	H	C	S
L	A	Y	E	R	S	K	T
F	P	N	T	X	P	S	S

Word Bank:

Bright	Coat	Layers
Shorts	Pants	Tshirt
Flexible	Socks	Size