



Step Into Action

Student Guide



Special Olympics
Ontario



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Introduction

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.**

Your Role as a Student

A. Who can be a Step Participant?

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. There are two ways for you to register:
 - i. Your teacher can send you a link to click on directly, OR
 - ii. You can click on the Green Button — [Track Your Steps](#) – on the Home page
 - i. After clicking on the Green Button, click on the Orange Button on the right side of the page.
 - ii. After clicking on the Orange Button, fill out the online form with your teacher or parent.
 - iii. When registering, be sure to select the program your teacher created for you!
2. Once registered, you can start tracking your steps every day and view your progress!

C. Step Recommendations

In order for you to receive the maximum benefit from this program, it is suggested you `step` for 30 minutes each day, increasing the distance or intensity on a weekly basis. The time of 30 minutes is only a recommendation – feel free to `Step` for a shorter or longer time period – go as far as you can until you are tired.



Student Profile

Name: _____

Birthday: _____

School: _____

Emergency Contact Information: _____

Allergies: _____

My role model / someone I look up to is: _____

Sports and Activities I play: _____

My hobbies & interests: _____

My favourite food: _____

My favourite movie: _____

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

Notes:

Goal Setting



Goal Setting Guide

Goal setting is a very important part of the Step Into Action 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 goal.

There are two types of goals, **dream-goals** and **short-term goals**, both types are important. **Dream-goals** are set for the future – in this case, we want you to consider your goals for Step Into Action. **Short-term goals** are set. 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)

On the first day 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 week. 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 day, 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 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 classmates 2 compliments each day.
- I will go for a 15 minute walk after dinner 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:

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. The intent for this program is to help you participants become familiar with your daily routine and become mindful of how many steps you take on a daily basis. The long term goal is to help you become aware of your daily physical activity level.

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 you 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

Your teachers will help you if you need some friendly reminders on these tips for your form. A great way to start off is by walking a short distance and then checking your pedometer.

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 you are comfortable with the pace. When you move forward your arms do not swing in front of the mid line of your body.

Walking Safety



Walking Safety

Here are some important points of interest when it comes to being safe while walking:

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

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

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 you 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.

Tips:

- Dress appropriately for the weather
- Wear bright and reflective clothing so that cars can see you
- Wear a comfortable pair of shoes
- Walking with a friend or family member is a great way to keep you motivated

Warm Up Guide



Warm-up Guide

Walking Warm-Up



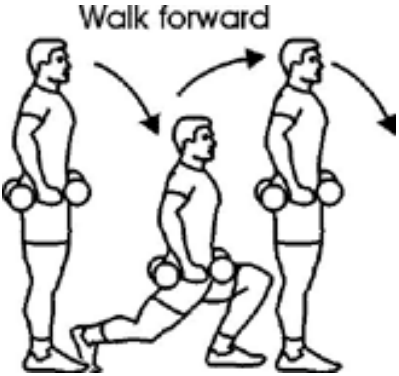
While walking as a group in a large circle, begin to add in different forms of activity and movement. Add in modifications to ensure that everybody can participate safely. Examples include arm circles (forward/back), side shuffling, high knees (walk or gallop), skipping, jogging, swimmer arms, power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


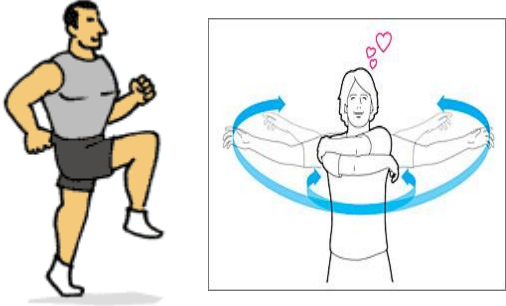
Wall Sits/Squats and Push-Ups

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

<u>Exercise</u>	<u>Picture</u>	<u>Explanation</u>
Running, Biking, 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 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>
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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>
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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>
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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>
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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>
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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>
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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



Vegetables and Fruit

Choose at least 1 dark green vegetable and 1 orange vegetable daily.

1 serving = 1 medium fruit, ½ cup vegetables or fruit			
	$=$		
$=$			
Apple		Baseball	Broccoli
			Light bulb

Examples of Vegetables and Fruit:



Cucumber



Orange



Banana



Strawberry



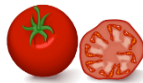
Blueberry



Raspberry



Blackberry



Tomato



Potato



Salad



Carrot



Beans



Grain Products

Grain products give you energy. Choose whole-grain products when possible.

1 serving = 1 slice of bread or ½ small bagel		1 serving = ½ cup of pasta or rice	
=		=	
Slice of Bread	CD Case	Rice	Spaghetti
			Fist

Examples of Grain Products:



Cereal



Bread/Toast



Pita Bread



Bagel



Rice



Pasta


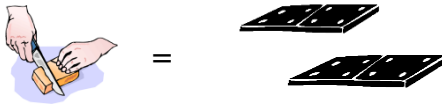


Baguette



Milk and Alternatives

Milk and alternatives are excellent sources of protein and calcium. Choose low or non-fat when possible.

1 serving = 1 cup or 250ml milk or milk alternative		1 serving = 50 g of cheese	
			
Milk	Soy or rice beverage	Cheese	2 Domino pieces

Examples of Milk and Alternatives:



Milk



Cheese



Yogurt



Soy Beverage



Meat and Alternatives

Meat and alternatives are sources of protein.

1 serving of meat:		1 serving of eggs:	1 serving of peanut butter:
Meat	Palm cards hand	2 Eggs	2 Ping-pong balls Tablespoons

Examples of Meat and Alternatives:



Beef



Pork/ham



Fish



Chicken/Turkey



Beans



Canned Fish



Nuts



Tofu



Fluid Intake

It's important to stay hydrated throughout the day so that you can perform at your best!

1 serving of fluids = 1 cup or 250ml of water, juice, milk, sport drinks or other fluids. Pop, coffee and tea do not count towards your fluid intake.



8 ounces or 250 ml of fluid will equal 8 gulps!

Examples of Fluids:



Water



Juice












Milk

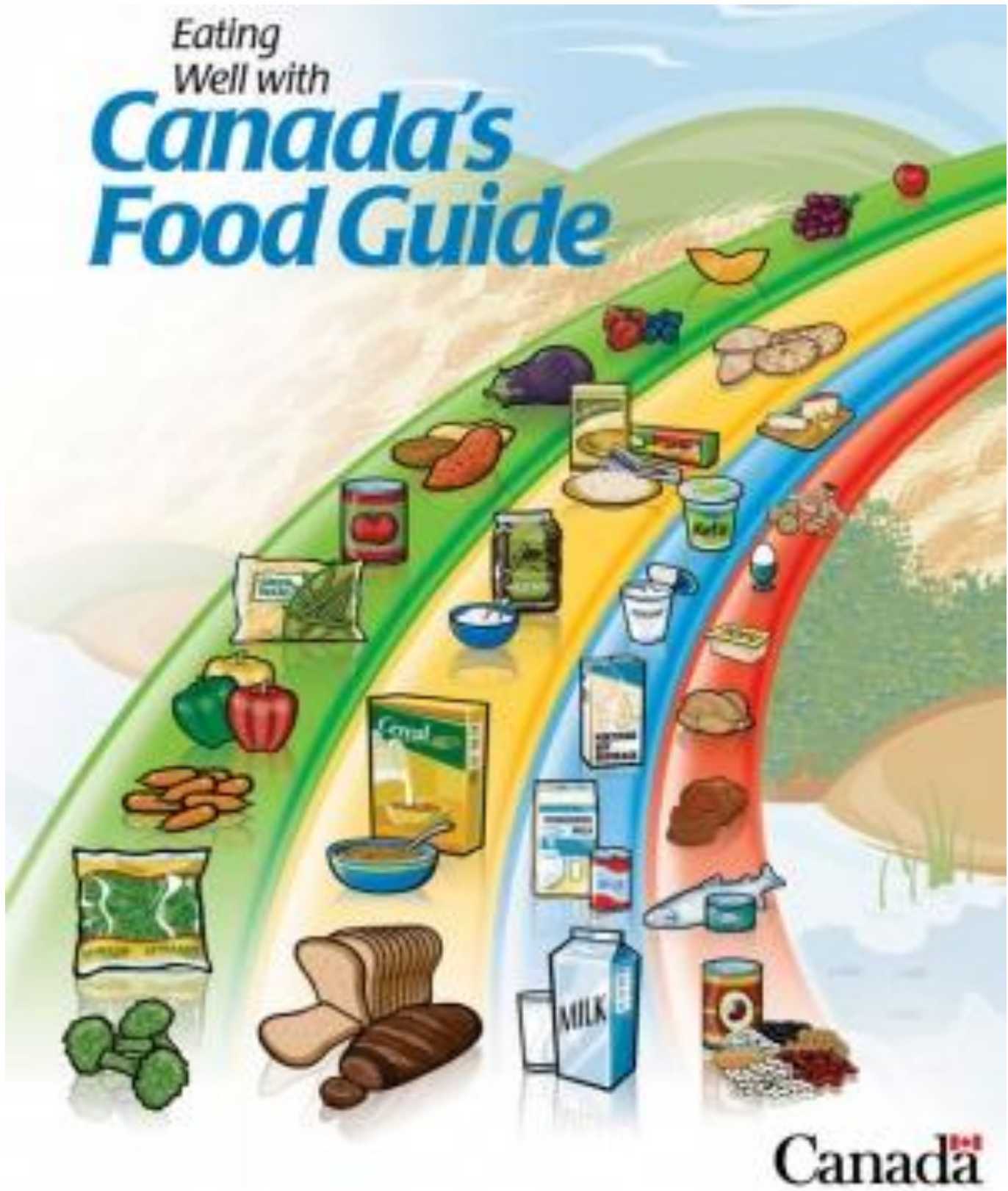


Sport drinks

Choose "more often" foods more often and "less often" foods less often!

'More Often' Foods	'Less Often' Foods
   	    

Use the Canadian Food Guide to refer to as you learn about nutrition and the food groups.



Water

It is really important while exercising and in everyday activities to drink lots of water to stay hydrated. It is suggested that you consume a minimum of 8 servings of water a day. A regular 8oz. cup equals **1** 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 keep your body cool. 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. An easy way to help you increase the amount of water that you drink is to start carrying around a water bottle with you. If it's there and you are thirsty, you are likely to drink it!

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

- According to Canada's Food Guide, it is important to get 7-10 servings of Fruits and Vegetables daily.
- 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.
- If you have a meal that is very colourful, you are sure to be some of the necessary vitamins and minerals
- Candy, chips and pop contain very few vitamins and minerals and are high in sugar and/or fat.
- Some examples of Fruits and vegetables are:
 - Apples
 - Cucumbers
 - Tomatoes
 - Lettuce
 - Onion
 - Peppers (green, red, yellow)

Meats and Alternatives

- According to Canada's Food Guide, it is important to get 2-3 servings of meats, eggs, and alternatives daily.
- Processed lunch meats are generally high in fat and sodium, try to have reduced sodium and fat options.
- Some examples of meats are
 - Beef
 - Chicken
 - Pork
 - Fish
- Some examples of meat alternatives are:
 - Peanut butter
 - Tofu
 - Beans

Dairy Products

- According to Canada's Food Guide, it is important to get 2-4 servings of milk and dairy products daily.
- Calcium, which is found in milk and other dairy products, is a major mineral needed in the body to keep your bones strong and healthy.
- Some examples of dairy products are:
 - Milk
 - Yogurt
 - Cheese

Grains, Cereals and Breads






- According to Canada's Food Guide, it is important to get 6-7 servings of grains daily.
- Some examples of grains are:
 - Breads
 - Crackers
 - Whole grain Cereals
 - Oats
 - Rice

Daily Nutrition Tracking Sheets



Daily Nutrition Tracking Sheet

Date: Monday, _____ Name: _____

	Breakfast	Snack	Lunch	Snack	Dinner	Snack
 Vegetables Fruits		●	●	●	●	●
 Grain Products	● ●	●	● ●	●	● ●	
 Dairy Products	●		●	●	●	
 Proteins (Meats & Alternatives)			●		● ●	
 Glasses of Water	●	●	● ●	● ●	●	●
Other Foods I ate:						






- * Food options can be moved from one meal or snack to another.
- * Bring fluids and a healthy snack to school and all events.

This week, my goals are:

I will try my best to achieve my goals by:

Daily Nutrition Tracking Sheet

Date: Tuesday, _____ Name: _____






	Breakfast	Snack	Lunch	Snack	Dinner	Snack
 Vegetables Fruits	● ●	●	●	●	●	●
 Grain Products	● ●	●	● ●	●	● ●	
 Dairy Products	●		●	●	●	
 Proteins (Meats & Alternatives)			●		● ●	
 Glasses of Water	●	●	● ●	● ●	●	●
Other Foods I ate:						

- * Food options can be moved from one meal or snack to another.
- * Bring fluids and a healthy snack to school and all events.

Today, I worked to achieve my weekly goals by:

Daily Nutrition Tracking Sheet

Date: Wednesday, _____ Name: _____






























	Breakfast	Snack	Lunch	Snack	Dinner	Snack
 Vegetables Fruits	● ●	●	●	●	●	●
 Grain Products	● ●	●	● ●	●	● ●	
 Dairy Products	●		●	●	●	
 Proteins (Meats & Alternatives)			●		● ●	
 Glasses of Water	●	●	● ●	● ●	●	●
Other Foods I ate:						

- * Food options can be moved from one meal or snack to another.
- * Bring fluids and a healthy snack to school and all events.

Today, I worked to achieve my weekly goals by:

Daily Nutrition Tracking Sheet

Date: Thursday, _____ Name: _____

	Breakfast	Snack	Lunch	Snack	Dinner	Snack
 Vegetables  Fruits						
 Grain Products						
 Dairy Products						
 Proteins (Meats & Alternatives)						
 Glasses of Water						
Other Foods I ate:						






- * Food options can be moved from one meal or snack to another.
- * Bring fluids and a healthy snack to school and all events.

Today, I worked to achieve my weekly goals by:

Daily Nutrition Tracking Sheet

Date: Friday, _____

Name: _____

	Breakfast	Snack	Lunch	Snack	Dinner	Snack
 Vegetables Fruits	● ●	●	●	●	●	●
 Grain Products	● ●	●	● ●	●	● ●	
 Dairy Products	●		●	●	●	
 Proteins (Meats & Alternatives)			●		● ●	
 Glasses of Water	●	●	● ●	● ●	●	●
Other Foods I ate:						

My weekly goal was:

Did I achieve my goal? Why or why not?



Walking Safety Activity Sheets



Walking Safety Activity Sheets

<h2>Safety</h2>	
<h2>Traffic</h2>	
<h2>Weather</h2>	
<h2>Bright</h2>	
<h2>Physical</h2>	 <p>u17629509 fotosearch.com</p>

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

<h1>Buddy</h1>	 A cartoon 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, white, round figures sitting side-by-side on a black circular base. The figure on the left is wearing a blue shirt, and the figure on the right is wearing an orange shirt. They are both smiling. A small white figure is sitting between them.
<h1>Lights</h1>	 A photograph of several tall, modern streetlights at night. The lights are illuminated, and the background shows a city skyline with lit-up buildings.

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



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> 	

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> 

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> 