



Keep On Going



What's It About?

Endurance and strength are two features of a fit body. This unit introduces activities for your pupils to enhance

their strength and endurance.

Your class will learn about the effects these activities have to their bodies and they will set up goals, apply the introduced exercises and increase their level of physical activity for the next week.

What You Will Need

- Worksheets 1 and 2 for teachers
- Tins of vegetables or small bottles of water
- Stopwatch
- Weekly Activity Diary 2 - copy for each pupil

What Your Pupils Need

- Worksheets 1 and 2 to fill in
- Completed Weekly Activity Diary 1 from Unit 1



Teaching Aims

Experience the effects of physical activity!

- How does being physically active influence your body?
- Examine changes in heart rate and breathing.

What does being fit mean? Strength and Endurance



- Make your pupils aware about how their body reacts to strength and endurance activities.
- Make a list of activities that build endurance and strength.

Step by step more active! How to set goals?

- Jointly set up achievable goals for the next week.

Teacher's Background

To maintain overall fitness we should do a combination of aerobic, strength building and flexibility activities.

This lesson will introduce them to the first two. By doing simple exercises they will find out how their heart rate and muscles react, and how these reactions differ from activity to activity.

Measuring your Pulse

Place the index and middle finger of one hand on the inside wrist of the other hand. Slide your fingers towards the thumb side of the wrist. Count the number of beats in 15 seconds, multiply by 4 - this is their heart rate in beats per minute.

Intensity of Activity

Low <120 bpm Moderate = 120 - 150 bpm.

By having a look at their completed Worksheets they should find out which activities help to build muscles and which ones improve stamina. This lesson will also encourage children to increase their activity time by setting goals for the next lesson.





Teaching Activities

PART 1 Be active!

Start your lesson with different exercises. Divide your pupils into 4 groups and let them do each of the following:

This will give you a perfect starting point to discuss why physical activity is so important.

Sitting on a chair.



5 minutes

Walk briskly up and down the stairs.



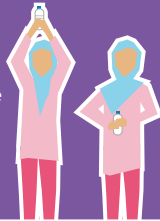
5 minutes

Do sit ups.



2 minutes

Let them hold an unopened tin of vegetables or small bottle of water and raise it over their heads.



50 times

15 minutes

Hand out copies of *Worksheet 1* to your pupils and ask them to record their body reactions. Before you start, have a look at the *Worksheet*. Explain how the pulse can be measured and ask your pupils to try it out.

PART 2 Knowledge

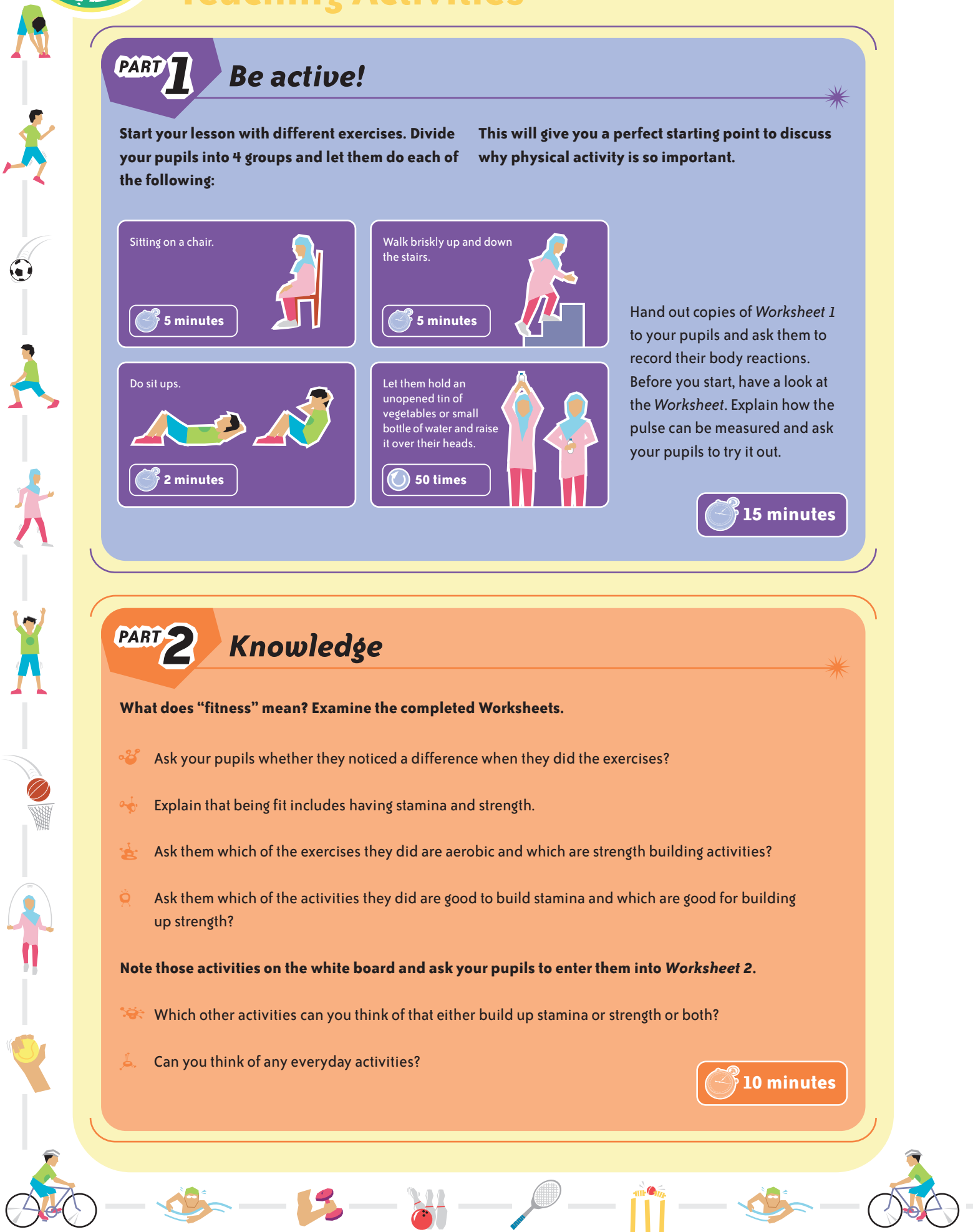
What does "fitness" mean? Examine the completed Worksheets.

- Ask your pupils whether they noticed a difference when they did the exercises?
- Explain that being fit includes having stamina and strength.
- Ask them which of the exercises they did are aerobic and which are strength building activities?
- Ask them which of the activities they did are good to build stamina and which are good for building up strength?

Note those activities on the white board and ask your pupils to enter them into *Worksheet 2*.

- Which other activities can you think of that either build up stamina or strength or both?
- Can you think of any everyday activities?







10 minutes



PART 3

Ways to be active

Analyse the completed *Weekly Activity Diary 1* from Unit 1.






-  How many minutes of daily activity can your pupils account for?
-  Are your pupils more or less active for 30 minutes per day?
-  To start increasing your pupils activity level, ask them to do at least 15 minutes extra of either strength or stamina building activities per day for the following week. Their *Worksheet* will give them a lot of good ideas!
-  Ask them to try being active for at least 30 minutes per day.
-  Ask them to track all of their activities for another week.
-  The *Weekly Activity Diary 2* is a bit more detailed. It consists of hourly logs that need to be filled in.

 10 minutes

PART 4

What we learnt?

Review the lesson and give an outlook for the next one.

-  People can be physically fit in very different ways - discuss with your pupils that 2 aspects of fitness are stamina and strength.
-  Repeat activities which build up stamina.
-  Repeat activities which build up strength.
-  Set goals for the next week: e.g. everybody tries to be 15 minutes more active every day by either building up stamina or strength.
-  Remind pupils to fill in their *Weekly Activity Diary 2* for their next lesson.

 5 minutes




Exercise 1

What happens to your body when you are physically active?

You are going to do each of the activities in the list below. Please write down how it made you feel.

| | Breathing | Heart Rate | How it feels |
|------------------------|-----------|------------|---|
| Sitting | Normal | Normal | Relaxing |
| Walking stairs briskly | Very fast | Very fast | Quite difficult Slightly breathless Hot |
| Doing sit ups | Fast | Fast | Difficult Tenses you stomach and back muscles |
| Lifting cans | Fast | Fast | Difficult Achy muscles |

How to measure your heart rate

Place the index and middle finger of one hand on the inside wrist of the other hand. Slide your fingers towards the thumb side of the wrist. Count the number of beats in 15 seconds, multiply that number by 4 - this is your heart rate in beats per minute.



Intensity of activity

Low < 120 bpm

Moderate = 120 - 150 bpm

Did you know that?

If you can talk while doing a physical activity, you are moving at a pace that is right for you.

If you are too breathless to talk, slow down.





Exercise 2a

Which SPORTS help you to build up stamina and strength or both?

| Stamina | Strength | Both |
|-------------------------|-----------------|------------------|
| Jogging / running | Lifting weights | Cycling |
| Aerobics / step aerobic | Tug of war | Playing tennis |
| Playing football | Rowing | Circuit training |
| Swimming | Ten pin bowling | Playing squash |

Exercise 2b

Which EVERYDAY activities help you to build up stamina and strength or both?

| Stamina | Strength | Both |
|--|----------------------------------|-----------------------------------|
| Walking around the shopping mall | Washing your parents car by hand | House work and cleaning your room |
| Walking around the park or along the beach | Carrying out the rubbish | Walking up the stairs |
| Running to catch the school bus | Working in the garden | |
| Walking the dog | Carrying groceries | |





Exercise 1

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|------------------------|-----------|------------|--------------|
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| Walking stairs briskly | | | |
| Doing sit ups | | | |
| Lifting cans | | | |

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Exercise 2a

Which SPORTS help you to build up stamina and strength or both?

Stamina

Strength

Both

| Stamina | Strength | Both |
|---------|----------|------|
| | | |
| | | |
| | | |
| | | |
| | | |

Exercise 2b

Which EVERYDAY activities help you to build up stamina and strength or both?

Stamina

Strength

Both

| Stamina | Strength | Both |
|---------|----------|------|
| | | |
| | | |
| | | |
| | | |
| | | |





WEEKLY Activity DIARY

PAGE 1 of 2

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NAME: _____

| Time | SATURDAY | SUNDAY | MONDAY | TUESDAY |
|----------|----------|--------|--------|---------|
| 7.00 am | | | | |
| 8.00 am | | | | |
| 9.00 am | | | | |
| 10.00 am | | | | |
| 11.00 am | | | | |
| 12.00 pm | | | | |
| 1.00 pm | | | | |
| 2.00 pm | | | | |
| 3.00 pm | | | | |
| 4.00 pm | | | | |
| 5.00 pm | | | | |
| 6.00 pm | | | | |
| 7.00 pm | | | | |
| 8.00 pm | | | | |
| 9.00 am | | | | |



WEEKLY Activity DIARY

NAME: _____

| Time | WEDNESDAY | THURSDAY | FRIDAY |
|----------|-----------|----------|--------|
| 7.00 am | | | |
| 8.00 am | | | |
| 9.00 am | | | |
| 10.00 am | | | |
| 11.00 am | | | |
| 12.00 pm | | | |
| 1.00 pm | | | |
| 2.00 pm | | | |
| 3.00 pm | | | |
| 4.00 pm | | | |
| 5.00 pm | | | |
| 6.00 pm | | | |
| 7.00 pm | | | |
| 8.00 pm | | | |
| 9.00 am | | | |

Please remember to fill in what you have done and for how long you have done it. (for example: Watching TV / 50 mins).

Be precise: try to fill in the information as often as possible.



How to transform inactive time into active time?

- Stretch yourself when you laze around in bed.
- Do star jumps while watching TV.
- Lift weights while talking on the telephone to your friends.