



GET ACTIVE WITH THE CHILL CHALLENGE - LESSON PLAN

Introduction to Chill Challenge - ½ hour lesson plan

Materials

Chill Challenge Activity Log Sheet - one for each student
Recording Your Heart Rate (Appendix A) - one for each student
Fitness Circuit Rules & Non Elimination Simon Says Rules (Appendix B)

Description

Students are involved in an Exercise in Disguise activity that will demonstrate moderate and vigorous exertion levels as well as introduce the Get Active with the Chill Challenge.

Expectation Code

Learning Expectation

P23	participate on a regular basis in physical activities that maintain or improve physical fitness (ie tag games)
4p29	identify the factors that motivate participation in daily physical activity (ie fun, improved health, increased energy level)
4p34	use a goal setting process (ie set a realistic goal, identify and address barriers, prepare an action plan, decide who can help and identify how to know when the goal has been reached) to physical activity
7p31	participate on a regular basis in physical activities that maintain or improve physical fitness (ie power walking, hiking)
7p37	apply the factors that motivate participation in daily physical activity (ie competing, attaining improved fitness level) to their personal action plan
7p41	apply a goal setting process (ie set a realistic goal, identify and address barriers, prepare an action plan, determine and access sources of support, and how to know when the goal has been reached) to short term and long-term goals related to physical activity or fitness

Introduction

The intent of this lesson is to teach about attaining moderate and vigorous activity levels; setting goals and overcoming barriers to being active; and to explain the Get Active with the Chill Challenge.

TEACHING / LEARNING STRATEGIES

Student Instructions

Part 1: Moderate and Vigorous Exertion Levels

Teaching about Target Heart Rate

- Use Appendix A to teach about Target Heart Rate. Instruct students on how to take their pulse, about their target heart rate for moderate and vigorous activity. Record Resting Heart Rate.
- Explain that the Target Heart Rate is used to help set goals for the level of exertion during exercise. Instruct the students to always remember the number of beats when determining heart rate in order to adjust exertion level during exercise (ie working at a moderate or vigorous pace)
- Pose the question: How do you move from moderate to vigorous activity (write suggestions as a list)
 - Discuss increasing the pace and the effort within the activity
 - Suggestions: move more than 1 body part, kick harder, and punch faster
- Review with them the Borg Scale (Appendix A) to help students relate their Heart Rate to the Scale in order to determine exertion level (moderate or vigorous)

Participate in an Exercise in Disguise Activity

- Explain that they will now do an activity, with the goal of increasing heart rate to a moderate or vigorous level. Ask them to complete Question 2 on the worksheet, setting an exertion goal for the activity.
- Do the Exercise in Disguise Activity (Fitness Circuit or Simon Says in Appendix B. After 3-5 minutes, ask students to take their 10-second heart rate. Did they meet their goal
- Resume activity, advising them to increase speed or effort in order to increase heart rates.
- End the activity after another 3 minutes. Take the 10-second heart rate, and ask about how they would rate on the Borg Scale of Perceived Exertion. Complete Question 3 on the Student Worksheet.

Part 2: Introduction to the Get Active with the Chill Challenge

Goal is to be moderately active for 30 minutes a day, 5 days a week for 2 weeks in a row (give the dates of your challenge)

- Activities are to be completed on the student's own time (ie recess or away from school) with the exception of Phys. Ed class. Phys. Ed classes count, as long as the students are actually active for the entire period.
- Physical activity can be added up in blocks of at least 10 minutes at a time
 - Pose the question: what types of activity can be used
 - List examples of moderate and vigorous activities (see below):

Ex. Of vigorous activities

Running
Jogging
Cycling hills
Playing tag
In-line skating Basketball
Soccer Skipping Aerobics

Ex. Of moderate activities

Brisk walking
Baseball
Dancing
Biking

- Discuss barriers. When will I have the time Encourage students to engage in vigorous activities for at least 10 minutes daily (ie walking, biking, skateboarding or roller lading)

Introduce Activity Log Sheet. Explain that every time an activity is completed, students are to record it on the activity log along with the date and duration.

- Fill in start date and finish date of challenge
- Fill in Return It section (Deadline, Draw Date, Name)

Introduce the date and time of the Soccer Clinic by the Chill players. Have the students record the date on their log sheet as it counts towards one activity.

Explain eligibility for PRIZES

Student Prizes:

2 draw prizes for your class (all students eligible)

1 Micro balls & 1 Chill Shirt (donated by Take Heart Schools)

School Grand Prize

1 Soccer Ball (donated by Thunder Bay Chill)

APPENDIX A

HEART RATE AND PERCEIVED EXERTION - STUDENT WORK SHEET

Heart Rate

Using your index and middle fingers, take either a:

Radial Pulse: located on your wrist just below your thumb

Carotid Pulse: located on the side of your neck, almost straight down from the inside edge of your ear

This is blood flowing through your artery. Each pulse you feel represents one heart beat.

Count the number of beats or pulses you feel in 10 seconds - record that number.

Multiply the number of beats by six. This number is your heart rate in beats per minute.

Definitions

1. Resting Heart Rate: is the pulse taken when body is at rest and still for a minimum of 5 minutes.
2. Maximum Heart Rate: is calculated by subtracting your age from 220 (ie $220 - 14 = 206$). The 10 second heart rate is therefore 34.
3. Target Heart Rate: refers to how hard your heart needs to beat in order to build fitness.
Moderate activity levels are at 65% to 80% of your maximum heart rate. (A count of 22 beats to 27 beats in 10 seconds)
Vigorous activity levels are 80% to 90% of your maximum heart rate. (A count of 27 to 31 beats in 10 seconds)
4. Active Heart Rate: your heart rate when active

Borg Scale of Perceived Exertion

If there is no time to take your heart rate, you can assess how hard you are working, and choose a number on the Borg Scale of Perceived Exertion. Set a goal to work Somewhat Hard to Very Hard.

6	No exertion at all	13	Somewhat Hard (moderate activity)
7		14	
8	Extremely Light	15	Hard (vigorous activity)
9	Very Light	16	
10		17	Very Hard
11	Light	18	
12		19	Extremely Hard
		20	Maximum Exertion

APPENDIX B

FITNESS CIRCUIT - Use for Grade 6, 7, 8 lessons

Suggested Location: Classroom / Hallway
Equipment Needed: Fitness Task Cards (music, tape/CD player)
Prep Time: 5 minutes

Activity Sequence:

Create six fitness task stations around the room or hallway. Divide students into six groups and assign to a station. Play music while students work at station for 1 - 2 minutes until a signal is given (music stops). Students can track their progress by completing a fitness log.

Station 1	Jump and wall touch
Station 2	Stand up / sit down
Station 3	Jump and twist
Station 4	Can Can Kicks
Station 5	Jogging on the spot with arm circles
Station 6	Alternate knee lifts

Adapted from: OPHEA (Overview Section)

Source: Exercise in Disguise, Waterloo Catholic District School Board

NON ELIMINATION SIMON SAYS - Use for Grade 4,5 lessons

Suggested Location: Any Location
Equipment Needed: None
Prep Time: 5 minutes

Activity Sequence:

Divide the class into two groups.

Two leaders start two games of Simon Says using fitness activities (ie 10 toe touches, 10 tuck jumps, 5 knee lifts)

If Simon catches someone doing the action without the prompt Simon Says, the person caught moves to the other side of the class to join the other game.

Source: Exercise in Disguise, Waterloo Catholic District School Board

STUDENT WORKSHEET

1. My resting Heart Rate is: _____
2. Before beginning the activity, determine and record your personal goal for the exertion level you would like to achieve. Is it moderate or vigorous? How many beats in 10 seconds. Write it below.

3. Record your Active Heart Rate immediately following the activity.

ACTIVE HEART RATE (10 sec): _____

1. Did you meet your goal: _____
2. How far away were you from your Target Heart Rate (# of beats) _____
3. What was your exertion level? How can you adjust it to meet your goal
_____?

4. What was your exertion level according to the Borg Scale
_____?
