

Lesson Plan

TEACHER COPY

ACTIVITY COUNTS

Adding up the activities in your day

CURRICULUM EXPECTATIONS

- Develop an action plan for active living on a daily basis for self. (S.5.S2.A.2)
- Examine ways technology may

OBJECTIVES:

Students will:

- A. Keep a record of all activities for one day.
- B. Evaluate the activity analysis as compared to the Canadian Physical Activity Guide to Healthy Active Living.
- C. Evaluate the health implications of their activity levels.
- D. Incorporate changes to their day's activities to become healthier.

RESOURCES:

Print Materials:

- Health Canada's Physical Activity Guide to Healthy Active Living
- Activity Counts Student Handouts #1, #2, #3
- Quick Start Guide to FitFocus software

Software:

- FitFocus software for physical and health education



PROCEDURES/ACTIVITIES:

A. Activity Recall

1. Emphasize the importance of accuracy when doing an activity recall. Students are simply recording the activities and not worrying about ideal behaviour for this first exercise. They will keep a record of activities on one to three separate days using the Activity Counts Student Handout #1 sheets and then choose one of those days to enter into the FitFocus program.
2. Review use of the software.
3. Students enter the items from their chosen record to create an activity list in the FitFocus program. The activity list should be saved to a disk under that student's name in the event that the student will do additional work with that activity list.

B. Evaluate Activities

1. Review with the students that the analysis is done based on a typical adult. Also review the different displays available for endurance, flexibility and strength and the options within each display.

2. Have students make some initial comments about the activity lists by looking at the percentages and graphics on the activity list screen and record these on the *Activity Counts Student Handout #2*.
3. Have students click on **ANALYSIS**. Remind them that the analysis is based on a typical adult and while certain data such as energy consumption is generic, the general results with respect to the percentage of endurance, flexibility and strength guidelines applies to all healthy adults. By examining the displays students can continue the evaluation of their activities and record the assessment on the form provided.

C. EVALUATE HEALTH IMPLICATIONS

1. Have students click on the Benefits section of **ANALYSIS**, review the extent to which their activities are providing the recommended health protection and note any diseases or health risk areas in which they are getting less than the recommended health protection.
2. Have students use the Risks section of **ANALYSIS** to note any relevant risks.

D. MODIFY

1. Review **by TYPE, by EFFORT, and SORT** features of the FitFocus program. Students may need to select additional activities or sort their activity lists. Discuss the importance of being realistic in choosing alternative activities.
2. After reviewing the analysis, students will determine the amount and types of activities that are lacking and make appropriate changes to their activity lists. The new list should be saved as well. Both lists can then be printed out and attached to the assignment sheet.
3. Students should complete the assignment sheet (*Activity Counts Student Handout #2*), the Personal Goals for Active Living sheet (*Activity Counts Student Handout #3*), and hand in with the printouts.

WRAP-UP/HOMEWORK:

1. Students do an activity recall over the period of one week. They should keep track of the following:
 - Specific activity
 - Duration
 - Heart rate and perceived effort
 - Any related warm-up or cool down activities

EXTENSION/ALTERNATIVE ACTIVITIES:

1. Have students work in pairs and interview each other about their activities and possible improvements. (Some teachers find that students are more thorough and realistic when working with a peer.)
2. Using the FitFocus software, students determine the following:
 - What if the analysis was based on older person? What adaptations would be necessary? (For older persons, health restrictions may preclude vigorous activities. There should be more emphasis on strength, particularly in the legs, and on balance.)
 - How would you be able to meet guidelines if you were in a wheelchair? (Evaluate wheeling and appropriate hand and water activities.)

- What are activities that are considered “inactive” that are of particular importance to students?
(Excessive sleep, TV watching, video games, sitting in class, studying.)
3. Students receive a completed activity list to analyze and modify to meet physical activity guidelines.

ACTIVITY COUNTS
 Adding up the activities in your day

Student Handout #1

| DATE | ACTIVITY | 1 DURATION | 2 ELAPSED TIME | 3 EFFORT | 4 HEART RATE | 5 EXERCISES |
|------|----------|---------------|----------------------|-------------|-----------------|----------------|
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1. Record the time when you are active. For a sport, count the time playing, not sitting on the bench.
2. Record the total time used (including getting ready, travelling, showering, etc.) for this activity.
3. Choose from: No Exertion, Extremely Light, Very Light, Light, Somewhat Hard, Hard, Very Hard, Extremely Hard, Maximum.
4. Record your maximum heart rate for the activity by recording it immediately, not after a cool down period.
5. Record any stretching exercises used for warm-up, the # of sets and the # of repetitions.

ACTIVITY COUNTS

Adding up the activities in your day

Student Handout #2

A. ACTIVITY RECALL FOR ONE DAY

Use **BY TYPE** or **BY SEARCH** on the menu line to select activities and proceed to identify the amount of time you spent in each activity, the effort (including the heart rate) and any associated (warm-up or cool down) exercises.



Of the days you recorded your activities, choose the day that is most representative of your usual activity pattern. Enter the activities listed into the FitFocus program, making sure you do not forget anything. It's easy to overlook some daily activities like walking to the bus or extended TV watching.

If you don't find the exact activity, select one that is similar.

Click on **SAVE TO FILE** under **FILE** to save your data with a file name that is unique and includes your name.



B. EVALUATE YOUR ACTIVITY RECALL



As you will see, the main screen gives you immediate feedback when you enter an activity. Percentages of endurance, flexibility and strength guidelines appear.

The pictograph rainbow also gives you an indication of how well your choices meet recommendations. The length of bands in the rainbow pictograph indicates the degree to which a guideline is met and the thickness of the bands indicates the amount of information available and the variety of activities.

BE ACCURATE

Record all your activities as well as the duration and effort!

1. What comments can you make regarding your activities by simply looking at the percentages of guidelines and the rainbow pictograph?

Use **ANALYSIS** on the menu line to see the detailed analysis.



2. What percentage of the endurance objective did you achieve? _____

3. List those activities that contributed most to the endurance guidelines.

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

4. List those activities that contributed to “inactivity”.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

5. Indicate the aspect of your activities that need the most improvement.
(ie. Endurance, flexibility, or strength.)

| | | |
|-------|-----------------|-------|
| _____ | % of Guidelines | _____ |
|-------|-----------------|-------|

C. EVALUATE HEALTH IMPLICATIONS

1. List those diseases or health risk areas for which your activities are providing less than 100% of the recommended health protection (ie. see **ANALYSIS/BENEFITS** where “Your Benefits” value is less than 100%).

2. List any risks that are relevant to your activities (i.e. see **ANALYSIS/RISKS**).

D. MODIFY YOUR ACTIVITIES TO BE CLOSER TO ACTIVE LIVING GUIDELINES

1. Suggest activities or exercises which would help you meet the recommended levels for:

Endurance _____

Flexibility _____

Strength _____

2. If you did not meet healthy guidelines for avoiding inactivity, what changes do you think you could make to your daily activities to lower the health risk of inactivity?



3. Indicate which activities in your activity list

used the most time _____

used the most energy _____

were the most difficult _____

were the most vigorous _____

were the least active _____

use **SORT** to determine which activities have those attributes



4. Which activities were in the following general activity categories?

Exercise _____

Sports _____

Work _____

Other _____

5. Make realistic changes to your activity list which you would be prepared to implement and record the following information about each activity from the Activity/Endurance/Time displays.

use **BY EFFORT** to find activities at different levels of intensity.



| Activity | Actual time | Equivalent active time |
|----------|-------------|------------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

6. Complete the Personal Goals for Active Living form (*Activity Counts Student Handout #3*).

