



Move4Life



Session 8

Aerobic Fitness

Mental Wellbeing



The Commonwealth

WELCOME TO SESSION 8 OF THE MOVE4LIFE SERIES

This session will focus on **aerobic fitness** and the life-skills related to **mental wellbeing**. Aerobic fitness is an important factor in sports that require stamina or endurance. In addition to aerobic fitness endurance activities also require a strong mental capacity. Having good mental health is important in both sport and life. Move4Life sessions link with several personal development dimensions and contribute to the Sustainable Development Goals. In this session we have chosen to link to physical and emotional dimensions and SDG3 – Good Health and Well-Being.



Physical Dimension



Cognitive Dimension

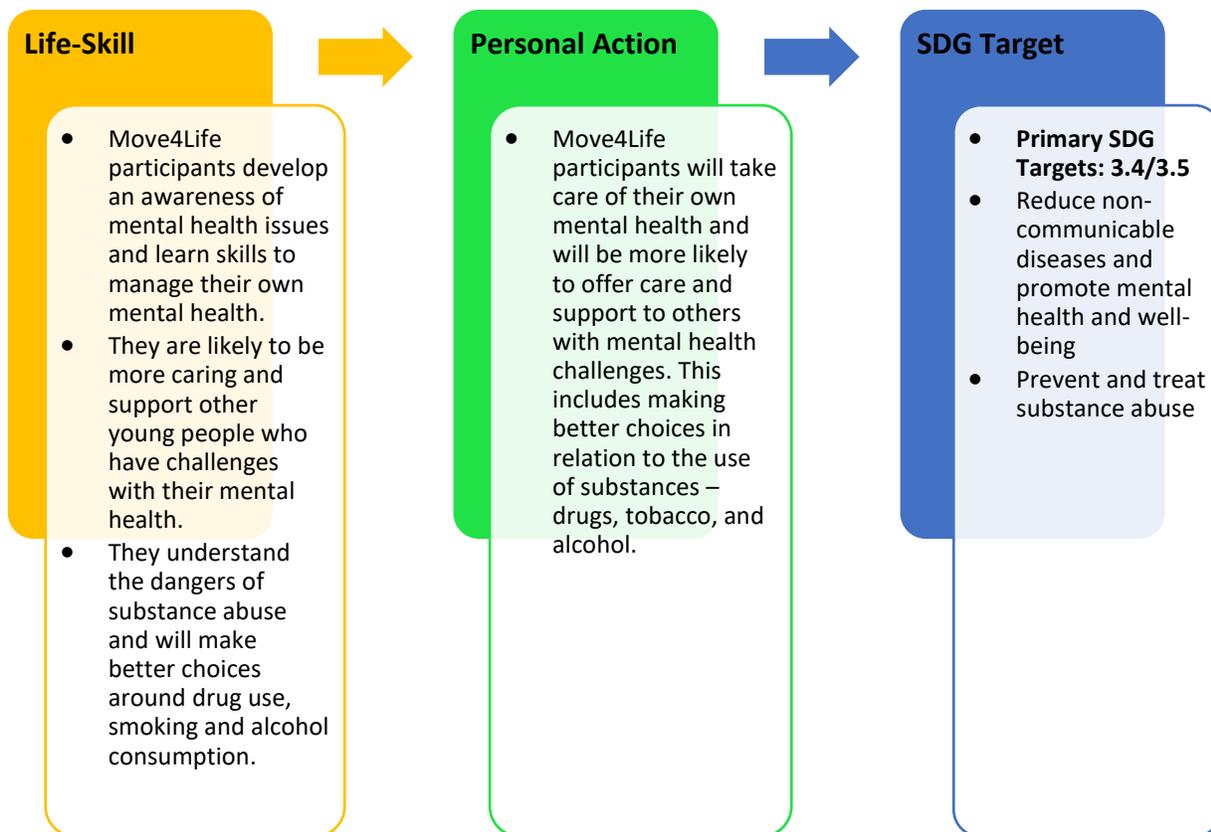


Emotional Dimension



Social Dimension





Click here [Move4Life and the Sustainable Development Goals](#) for further information on Move4Life and the Sustainable Development Goals:

Move4Life is a proud supporter of the International Safeguards for Children in Sport and believes it is important that all children taking part in physical education, sport, and physical activity should be safeguarded from harm. Children should be able to take part in safe and inclusive activities whether at home, at the sports field, or online.

Click here [Move4Life Safeguarding Advice](#) for further advice on Move4Life and Safeguarding.

SESSION OUTCOMES

By the end of the session, participants will be able to

- (i) Perform a simple test of aerobic (cardiovascular) fitness.
- (ii) Check their heart rate during exercise.
- (iii) Explain why exercise is good for your physical fitness and mental wellbeing.
- (iv) Identify different feelings.
- (v) Perform some relaxation exercises.

KEY MESSAGES

MOVEMENT SKILLS

- Aerobic (Cardiovascular) fitness is important for your health and success in most sports.
- Aerobic (Cardiovascular) fitness is developed through exercise that raises your heart rate.
- Aerobic (Cardiovascular) fitness or endurance is one of the four pillars of physical fitness along with muscular strength, flexibility, and speed/agility.

LIFE SKILLS

- Exercise releases endorphins (hormones in the brain) which reduce pain and increase feelings of happiness.
- 20-30 mins of exercise a day can help improve mental wellbeing along with sharing your feelings with someone you can trust, practicing relaxation techniques and mindfulness.
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At Home Activity

HEALTH & SAFETY

- Find a safe area where you can mark out a measured running circuit.
- If you are injured or in pain, stop running right away and seek medical advice. If you continue you may make the injury worse.

SAFEGUARDING

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field. Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for participants practicing Move4Life sessions at home:

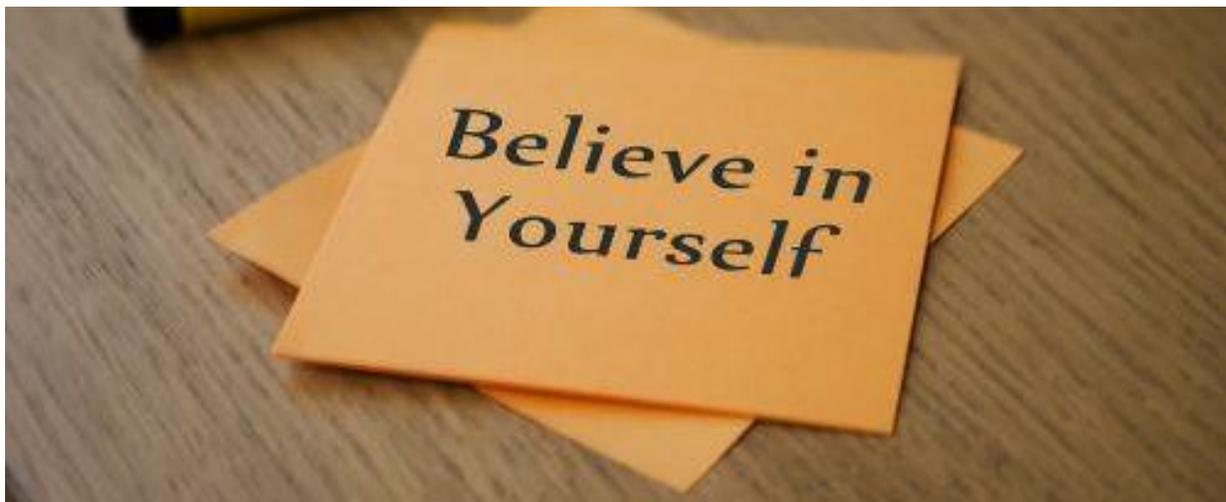
- It is not acceptable to be ridiculed, bullied, or abused whilst practicing at home. If you feel this is happening to you, talk to a parent, guardian, or a trusted adult about what you are experiencing and how it makes you feel.
- When you are spending time at home you may be keeping up with your friends on social media. Be aware that there are dangers online. That people you do not know may not be who they say they are. Only connect to people online that you know in real life.
- If you are being bullied or abused online, it is not okay. Tell your parents, guardian, or a trusted adult about it.
- Never share personal information with people you do not know in real life, especially not your name, address, school, clubs you attend, photographs. Alert your parents or a trusted adult if someone is asking you for such information.
- If you feel uncomfortable about communications from anyone online, including your teacher or coach or another participant, tell your parents or a trusted adult
- Avoid meeting up with or being alone again with any person who makes you feel uncomfortable or has tried to harm you either in person or online.



For further advice on keeping yourself safe whilst participating in the Move4Life sessions at home and whilst you are online [click here](#).

OPENING REFLECTIONS

On your own take five minutes before starting your session. Sitting or lying down, close your eyes, listen to your breathing, count your breaths, slow deep breaths. Focus on your body as you count your breaths, feel your body relaxing. Open your eyes and look around you. Name **five** things you can see. Name **four** things you can touch. Name **three** things you can hear. Name **two** things you can smell. Name **one** thing you can taste. You are now ready to commence your session that will develop physical fitness and mental wellbeing.



WARM UP

TIME

5 Minutes



EQUIPMENT

Stopwatch, Smart phone with a watch/timer app, flag, cones for markers.



SET UP

Mark out a measured running/walking route.

Spend 5 minutes jogging, skipping, leaping, side-ways running (change sides) and backward jogging to raise your heart rate.

For a demonstration [click here](#)

ACTIVITY

TIME

15 - 20 Minutes



EQUIPMENT

Stopwatch, Smart phone with a watch/timer app, flag, cones for markers.

SET UP

Mark out a measured running/walking circuit of 200m-400m. Measure the distance around the circuit.

RUNNING/WALKING TEST

Using your measured circuit, run or walk continuously for 12 minutes. Do not start off at top speed as you will end up exhausted halfway through the test. It is best to keep a steady pace throughout the run/walk. When the 12 minutes are over, mark the spot where you are at that moment. Count how many laps you completed, calculate the distance (# laps x distance for the circuit) run or walked. Then measure the distance you ran or walked on the last lap. i.e. The distance from your start point to your finish point. Add this to the distance covered for full laps.

Search for the value belonging to the covered distance in the tables provided to see your score which will be between 1 and 5 stars. The higher the number of stars the better your aerobic endurance.

Boys

Star Rating	12 years	13 years	14 years	15 years	16 years	17 years	18 years
5	>2575m	>2625m	>2675m	>2750m	>2800m	>2850m	>2925m
4	2450-2550m	2475-2600m	2525-2650m	2575-2725m	2600-2775m	2700-2825m	2750-2900m
3	2300-2425m	2325-2450m	2375-2500m	2425-2550m	2475-2575m	2525-2675m	2575-2725m
2	2075-2275m	2125-2300m	2150-2350m	2200-2400m	2275-2450m	2300-2500m	2350-2550m
1	<2050m	<2100m	<2125m	<2175m	<2250m	<2275m	<2325m

Girls

Star Rating	12 years	13 years	14 years	15 years	16 years	17 years	18 years
5	>2150m	>2175m	>2200m	>2225m	>2250m	>2275m	>2300m
4	1925-2125m	1975-2150m	2000-2175m	2025-2200m	2050-2225m	2075-2250m	2125-2275m
3	1800-1900m	1825-1950m	1850-1975m	1875-2000m	1925-2025m	1950-2050m	2000-2100m
2	1675-1775m	1700-1800m	1725-1825m	1750-1850m	1775-1900m	1825-1925m	1850-1975m
1	<1650m	<1675m	<1700m	<1725m	<1750m	<1800m	<1825m

ENDURANCE ACTIVITY

Run 150m to 200m at a moderate speed. At the end of the run take your heart rate using your carotid artery.

To check your pulse over your carotid artery, place your index and middle fingers on your neck to the side of your windpipe. When you feel your pulse, look at your watch and count the number of beats in 15 seconds. Multiply this number by 4 to get your heart rate per minute.



COOL DOWN

TIME : 5 MINUTES

Finish your session by performing a few stretching exercises. For a few examples, [click here](#)

CLOSING REFLECTIONS

ON YOUR OWN

Why not keep a Move4Life diary of your session? Write down what you did and how you felt about the different activities in the session. But before you do that practice another period of relaxation and reflection. Repeat what you practiced in the opening reflection. Sitting or lying down, close your eyes, listen to your breathing, count your breaths, slow deep breaths. Focus on your body as you count your breaths, feel your body relaxing. Open your eyes and look around you. Name **five** things you can see. Name **four** things you can touch. Name **three** things you can hear. Name **two** things you can smell. Name **one** thing you can taste. Now reflect on the session. How did the exercise make you feel? How do you feel now after exercise? Have the endorphins (hormones in the brain) which are released with exercise increased feelings of happiness? Has focusing on your breathing and grounding exercise allowed you to centre your thoughts and feelings? Do you feel?

If you are feeling anxious, worried, sad or depressed, we suggest you share your feelings with a trusted adult – your parent/guardian, care-giver, teacher, facilitator, doctor or other health professional.



ADAPTATIONS

- If running or walking is not possible consider another activity that can be measured and undertaken for up to 12 mins. Cycling, Swimming, Using a wheelchair.

At the Sports Field

HEALTH & SAFETY

- The facilitator should ensure a safe running circuit is set up for the participants.
- Ensure that the surface for stretching exercise is dry and clean so that participants can sit or lay down.
- If a participant is injured or in pain, ensure they stop running right away and seek medical advice. If they continue this may make the injury worse.
- If any participant reports that are feeling anxious, worried, sad or depressed, suggest they share their feelings with a trusted adult – your parent/carer, doctor or other health professional. Make a note to check-in with the participant at future sessions. Consider the following actions:
 1. Assess for risk of suicide or harm
 2. Listen non-judgmentally
 3. Give reassurance and information
 4. Encourage appropriate professional help

Encourage self-help and other support strategies



SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.



The following are some safeguarding tips for facilitators delivering Move4Life sessions at the sports field:

- Facilitators (teachers, coaches, or activators) should never be alone at the sports field with children or young people. There should always be another adult present and where you are working with a mixed-sex group there should be an adult of both sex present. This is known as the rule of 2.
- Facilitators should have knowledge of and be able to recognise indicators of different forms of harassment, abuse, and exploitation. You should also know where and how to report concerns.
- Children and young people should never share changing accommodation and showers with adults. If there are no suitable changing and shower facilities, they should arrive and depart in their sports attire.
- Facilitators should never abuse or discriminate against children and young people attending Move4Life sessions and should conduct themselves in a manner that makes them a positive role model for all participants.
- Facilitators should make sure that children and young people are never left on their own at the sports field. They should arrive before the participants and ensure that all participants have departed safely before they depart the field.

For further advice on safeguarding children and other vulnerable groups participating in Move4Life sessions at the sports field [click here](#).

OPENING REFLECTIONS

The facilitator should ask participants to sit or lay down on the floor. Make sure participants are 1-2 meters apart and that they can hear you. Ask participants to close their eyes, listen to their breathing, count their breaths, slow down to deep breaths. Focus on their body as they count their breaths, feel their body relaxing. Open their eyes and look around them. Ask participants to name things but quietly in their minds not out loud. Name five things you can see. Name four things you can touch. Name three things you can hear. Name two things you can smell. Name one thing you can taste. Participants are now ready to commence your session which will develop physical fitness and mental wellbeing.

WARM UP

TIME

5 Minutes



EQUIPMENT

Stopwatch, Smart phone with a watch/timer app, flag, cones for markers.



SET UP

Measure and mark out a running/walking route.

The facilitator asks the group to 5 minutes jogging, skipping, leaping, side-ways running (change sides) and backward jogging to raise your heart rate. Remind participants to remain 1.5 to 2 metres apart from each other.

For a demonstration [click here](#)

MAIN PART

TIME

20 Minutes



EQUIPMENT

Stopwatch, Smart phone with a watch/timer app, flag, cones for markers.

SET UP

Mark out a measured running/walking circuit of 200m-400m. Measure the distance around the circuit

RUNNING/WALKING TEST

The facilitator marks out a running/walking circuit of 200m to 400m. A running track is ideal but you can use a football pitch and run around the perimeter or use cones to mark out a circuit.

Start the participants running from a starting line or mark. Start your watch or timer as they start running/walking for 12 minutes. Advise participants not to start off at top speed as they will end up exhausted halfway through the test. It is best that they keep a steady pace throughout the run/walk.

Record each lap that the participants complete.

When the 12 minutes are over get participants to stand at the spot they were when you call time up.

Measure the distance from the start mark/line to where they stopped.
Calculate the distance each participant covered (distance of circuit x # of laps plus distance covered on the last lap from start to finish mark).

Use the tables below to search for the values belonging to the covered distance in the tables provided to see each participant's score which will be between 1 and 5 stars. The higher the number of stars the better their aerobic endurance.

Boys

Star Rating	12 years	13 years	14 years	15 years	16 years	17 years	18 years
5	>2575m	>2625m	>2675m	>2750m	>2800m	>2850m	>2925m
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3	2300- 2425m	2325- 2450m	2375- 2500m	2425- 2550m	2475- 2575m	2525- 2675m	2575- 2725m
2	2075- 2275m	2125- 2300m	2150- 2350m	2200- 2400m	2275- 2450m	2300- 2500m	2350- 2550m
1	<2050m	<2100m	<2125m	<2175m	<2250m	<2275m	<2325m

Girls

Star Rating	12 years	13 years	14 years	15 years	16 years	17 years	18 years
5	>2150m	>2175m	>2200m	>2225m	>2250m	>2275m	>2300m
4	1925- 2125m	1975- 2150m	2000- 2175m	2025- 2200m	2050- 2225m	2075- 2250m	2125- 2275m
3	1800- 1900m	1825- 1950m	1850- 1975m	1875- 2000m	1925- 2025m	1950- 2050m	2000- 2100m
2	1675- 1775m	1700- 1800m	1725- 1825m	1750- 1850m	1775- 1900m	1825- 1925m	1850- 1975m
1	<1650m	<1675m	<1700m	<1725m	<1750m	<1800m	<1825m

ENDURANCE ACTIVITY

The facilitator asks the participants to run 150m to 200m at a moderate speed. At the end of the run ask participants to take their heart rate using their carotid artery.

To check your pulse over your carotid artery, place your index and middle fingers on your neck to the side of your windpipe. When you feel your pulse, look at your watch and count the number of beats in 15 seconds. Multiply this number by 4 to get your heart rate per minute.

Then wait 90 seconds and ask them to take their heart rate again.

Notes for the Facilitator

Maximum heart rate (MHR) is used to formulate exercise training intensities or target heart rates (THR) in adults. The classic method for obtaining maximum heart rate is an estimation based on an individual's age subtracted from 220 i.e. the estimated MHR for a 20 year old would be 200 ($220 - \text{Age (20 years)} = 200 \text{ beats} \cdot \text{min}^{-1}$).



Target training zones for aerobic training in adults using the Heart Rate Max Formula would be 70% for the lower limit and 90% upper limit of the MHR.

Children have higher resting heart rates that progressively decrease with age into adolescence. Their heart rates are increased due to the smaller heart size, decreased stroke volume and decreased blood volume. Explaining why $(220 - \text{age})$ is inaccurate for this population. This makes using predicted maximum heart rate problematic for children.

COOL DOWN

TIME : 5 MINUTES

Finish your session by performing a few stretching exercises. Here are a few examples:

For a demonstration of a few examples [click here](#)

CLOSING REFLECTIONS

The coach should ask participants to sit or lay down on the floor. Make sure participants are 1-2 meters apart and that they can hear you. Ask participants to close their eyes, listen to their breathing, count each breath, slow down to deep breaths. Focus on their body as they count their breaths, feel their body relaxing. Open their eyes and look around them. Ask participants to name things but quietly in their minds not out loud. Name **five** things you can see. Name **four** things you can touch. Name **three** things you can hear. Name **two** things you can smell. Name **one** thing you can taste. Now ask participants to quietly reflect on the session. How did the exercise make you feel? How do you feel now after exercise? Have the endorphins (hormones in the brain) which are released with exercise increased feelings of happiness? Has focusing on your breathing and grounding exercise allowed you to centre your thoughts and feelings? Ask the participants to sit up and to feedback how they felt when performing the Aerobic (Cardiovascular), breathing and mindfulness exercises? Ensure that you give all participants an opportunity to share their feelings.

If any participant reports that are feeling anxious, worried, sad or depressed, suggest they share their feelings with a trusted adult – your parent/guardian, care-giver, doctor or other health professional. Make a note to check-in with the participant at future sessions. Consider the following actions:

- Assess for risk of suicide or harm.
- Listen non-judgmentally.
- Give reassurance and information.
- Encourage appropriate professional help.
- Encourage self-help and other support strategies.



ADAPTATIONS

- If running or walking is not possible consider another activity that can be measured and undertaken for up to 12 mins. Cycling, Swimming, Using a wheelchair.
- If working with visually impaired participants, ensure that they have a guide
- Use a flag to indicate time up for participants with a hearing impairment.