



I “Heart” Exercise

By Breezie Bitter

Topic: Exercise, especially aerobic, is good for our hearts.

Time: 1-2 30 minute lesson periods

Health Standards:

3.H.1.1.1 Recognize the importance of fitness for overall wellness.

3.H.5.1.3 Recognize the benefits of exercise and how it enhances mental and emotional health.

Objective:

SWBAT *recognize* the importance of fitness for overall wellness by participating in fitness activities, finding their heart rates after exercises, and by *discussing* and *defining* fitness vocabulary correctly.

Assessment:

SWAT *recognize* the importance of fitness for overall wellness by participating in fitness activities, finding their heart rates after exercises, and by *discussing* and *defining* fitness vocabulary correctly.

Materials Needed:

Items that can be used for indoor physical games that will get the students hearts pumping. Some examples may include:

- Paper towel rolls or toilet paper rolls
- Jump Ropes (about 3)
- Frisbees (5-10)
- Balls (smaller, like hackie sacks)
- Some sort of bin to throw balls into
- Cones (Orange, small)
- Physical class and individual challenges, and vocabulary challenges (Attachment A), alter as needed
- Cone Drill Signs (Attachment B)
- Heart Shaped container(s) (to put challenge strips in)
- Clock or stopwatch

Classroom Setup:

- Put desks into groups (4-6 depending on class size).
- Circle groups around an activity area or allow for an activity area in the front of class. (Enough room for jumping rope or doing whatever activities you have decided on.) Place 4 cones at the corners of the space along with cone drill signs.
- Whiteboard with a space for each team to track how many beats per minute they get during the activities.
- Heart containers with challenges in them on table in front of room.

Lesson Procedures-

1. Gain Attention:

Have equipment for the games laid out and the graphs for each team on the board.

2. Recall Prior Knowledge:

Ask students what they know about the heart (students should have had previous lessons on the heart, but not specifically relating to exercise). Let students share what they know about the functions of the heart.

3. Teacher Input:

- a. Talk about resting heart rate and have class take their own heart rate.
- b. Discuss with class what a “target heart rate is”. Tell them that theirs is between 18 and 26 beats in 10 seconds while exercising.
- c. Ask the class to recall what aerobic exercise is. Explain that when your heart rate is elevated for long periods of time you are getting an aerobic workout. Discuss with them examples of aerobic exercise to help them better understand it. (Running, walking at a steady pace for long periods of time, any activity that you do for 15+ minutes at a steady pace). Consider listing them on the board.
- d. Discuss the benefits of aerobic exercise for the heart. (Stronger, pump easier, prevent heart disease etc.)

4. Instructions & Application:

- a. Explain to students that they will be doing different exercises in short bursts to demonstrate how we can get our heart rates up. Then they will count their beats per minute in order to get their team points.
- b. Have each student get a partner within their group. Pass out one paper tube to each pair. For demonstration, have one group stand and one member of the pair be the “doctor” and the other the “athlete”. Ask the athlete to perform a physical task for 30 seconds or so and then instruct the doctor to use their “stethoscope”(the tube) to take their heart rate. Explain to students that this will be what they do when a “class challenge” is chosen (on strip of paper). Practice this with the whole class one time.
- c. Explain that the highest heart rate in each group will be recorded on the teams graph (on white board) after each challenge.
- d. Inform class about the team challenges where certain teams can get “bonus beats” by doing the individual challenges and also vocabulary bonus where a person can define a vocabulary word for 10 bonus beats.
- e. Begin the game by having a member from one team select a slip of paper and read the first challenge.
- f. Continue the game while always checking for student understanding and re-teaching concepts with necessary.

***Accommodations-** Be aware of any students who may have physical disabilities that would prevent them from participating. If this is the case have them do special or modified activities along with the class so that they will still be involved.

5. Closure:

Reflect with students on how they feel after doing the activities. (Happy, good, healthier) Ask students once more how exercise relates to their hearts.

(Appendix A) Cut into strips and put in individual heart containers or one large container.
Class Challenge: Run in place for 20 seconds.

Class Challenge: Do 20 jumping jacks.

Class Challenge: Do 10 push-ups.

Class Challenge: Do 10 sit-ups.

Class Challenge: Dance in place for 20 seconds.

Individual Challenge for 20 BONUS BEATS: Cone drills, at each cone do the different activity it tells you to do. You have 30 seconds to complete all of the drills.

Individual Challenge 10 BONUS BEATS: Try and make 8 baskets with the balls. You have 20 seconds. You must retrieve your own balls.

Individual Challenge 10 BONUS BEATS: Pick 2 other people from different teams. Jump rope for 30 seconds with them. The person with the highest heart rate wins!

Individual Challenge 10 BONUS BEATS: Frisbee Flip! Flip all of the Frisbees on their fronts and back again while doing the crab walk. You have 30 seconds.

Vocabulary Challenge: Use the word endurance in a sentence.

Vocabulary Challenge: Name an aerobic activity.

Vocabulary Challenge: Show what flexibility looks like.

Vocabulary Challenge: What are nutrients?

(Attachment B) Cutout and place by 4 separate cone stations.

5 sit-ups

5 push-ups

10

jumping jacks

3

lunges