

GRADE 1: LESSON PLAN 3

EXERCISE: EXERCISE FOR A STRONG HEART

Goals

Students will recognize the role that physical activity and exercise play in keeping the body and heart strong and healthy.

Instructional objectives

Students will be able to

1. Explain that exercise keeps the heart strong and healthy.
2. Identify activities that are good for the heart.

Background information

When we engage in physical activities, we breathe faster, and our lungs take in more oxygen. As we breathe faster, our hearts begin to pump faster to deliver the oxygen-rich blood to all parts of our bodies. Regular exercise makes our heart grow stronger.

Materials

1. Illustration: "Inside Me" (Activity 1–A)
2. Booklet: "I'm Heart Smart!" (Activity 1–E) (Redistribute the students' booklets that were begun in the previous lesson)
3. Newspapers and magazines
4. Scissors, glue, crayons, paper
5. Taped music
6. Worksheet: Word Search (Activity 1–G)
7. Worksheet: Word Scramble (Activity 1–H)

Introduction

Gather students in an area where they can move safely. Tell students they are going to play "Follow the Leader" as you lead them in dance movements and exercises. Tell them when the music starts, they can begin marching in place. Then have them copy your movements until the music stops. After you lead them through a variety of movements and exercises, stop the music. While students continue to stand and cool down from their exercising, ask questions to elicit discussion about the signs they can see and feel that show them their hearts and lungs are working harder. Suggest that they hold one of their hands in front of their nose and mouth. "Are you breathing heavily or softly?" Now put your hand on your chest, over your heart. "Do you feel it beating harder? Are you feeling warmer than you were before? What do you think this kind of exercise will do for your heart?"

Lesson procedures/activities

Refer to an enlarged version of the illustration "Inside Me" (Activity 1–A). Identify the lungs and explain that they are the parts of the body that help us breathe in good air and breathe out used air. Explain that when we exercise, our lungs work harder to take in more oxygenated air. The lungs fill the blood with oxygen, and the heart begins to pump faster to get that oxygen-rich blood to other parts of the body. Explain to students that that is why we feel our heart beating faster and why we begin breathing harder during and after we exercise. Remind them that when we exercise our muscles, they get stronger. Ask them if our heart is a muscle. Will it grow stronger if we exercise?

1. Just as we need to eat foods from different food groups to nourish our bodies, we

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also need to perform different kinds of exercises to keep our bodies strong and healthy. Show pictures of people, of all ages, involved in different types of sports and exercises. Also show pictures of people doing daily activities, such as mowing the lawn, cleaning the house, or washing the car. Encourage students to talk about activities that they have done, and allow them to demonstrate a few.

2. Talk about how some exercises make our muscles stronger (strength-building exercises), some make the heart and lungs strong and healthy (aerobic exercise), and some stretch the muscles and keep the body flexible (flexibility exercises). Ask students to follow your actions as you lead them through simple strength-building, aerobic, and flexibility exercises. Lead them in “cool-down” exercises to rest the heart and lungs. Lead a discussion about how we need to be engaged in a variety of exercises so that all parts of our bodies grow strong and stay healthy.

Adaptations

For students with physical challenges, fine or gross motor, show them ways to approximate the movements or have them use adapted equipment or materials for their participation. For example, for those unable to march in place, have them swing their arms as if they were marching. Accept and encourage any movements a child can do. For students who have difficulty cutting with scissors, use pictures on sticker sheets instead. Adapted scissors are also an option. When planning for these students, consult with the physical education teacher or occupational or physical therapists who serve your school for ideas in adapting the activity. A classroom aide or parent volunteer will be helpful in implementing the adapted activity.

Guided practice

On chart paper, have students list all of the activities that they have done since yesterday. Divide the chart paper into three sections: activities at school, activities after school, and activities with family at home. Call on volunteers to come to the chart and draw a star by the activities that they think will exercise the heart. Then call on volunteers to come to the chart and write “shh” by those activities that are quiet activities. Remind students that activities such as

reading a book, drawing, or playing a board game are good for the mind, but such activities are not active enough to help the heart. Discuss how we need to have both types of activities every day—quiet activities to exercise our minds and active activities to exercise our bodies.

Independent practice

Distribute the students’ “I’m Heart Smart!” booklets (Activity K–E), which they began in the previous lesson, and have them turn to the pages about active and inactive things that we like to do. On one page, ask them to draw or cut and paste pictures from magazines that show physical activities that exercise the heart. On the opposite page, have them draw or paste pictures that represent quiet activities that rest the heart. On the last page, they can draw a happy picture of themselves. After they have completed their booklets, allow them to take them home to share with their families.

** Additional activities (Activities I–G and I–H) are included in the Lesson Plan Activities section.*

Assessment

Using an observation checklist, assess students’ understanding of the lesson objectives during large-group discussions and by their responses in their booklet product.

Closure

Have students tell a partner at their table something they learned about the heart and exercise.

Culminating activity

Ask students to involve their families in charting their physical activities for one week. Challenge them to think of creative ways to involve their entire family in different activities. Remind them that daily activities and work, such as yard work and cleaning the house, are also types of physical activity that can exercise the heart. Suggest some fun things families can do together, such as a kickball game, skating or biking, chasing a Frisbee, or swimming. The following week, encourage students to share their charts and family pictures. Challenge students to set a personal goal to do one additional physical activity over the weekend. Have students share their goals including what activity they will choose and which family members can help them achieve their goal.