

# GRADE K: 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 K–A)
2. Booklet: “I’m Heart Smart!” (Activity K–E) (Redistribute the students’ booklets that were begun in the previous lesson)
3. Newspapers and magazines
4. Scissors, glue, crayons, paper
5. Taped music

### 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 the enlarged version of the illustration “Inside Me” (Activity K–A). Point to the lungs and explain that these 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 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

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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.

### 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

Divide a piece of butcher paper into two sections. Label the first section “Quiet Things I Do” and label the second section “Things I Do That Exercise My Heart.” Give each table of students a pile of magazines and scissors and tell them to find a picture for each topic. Encourage partners to work together. Have each student or pair of students share their activities with the class, as they place their activities on the class collage. Talk to students about how it is important to do quiet activities, such as reading, drawing, working on puzzles, and playing board games, but that it is the active activity, such as running, skating, and playing ball, that exercises our hearts.

### Independent practice

Give students their “I’m Heart Smart!” booklets (Activity K–E), which they began in the previous lesson, and have them turn to the pages about physical activity. On one page, direct them to draw pictures or cut and paste pictures from magazines that show activities or exercises they like to do. On the opposite page, have them draw or paste pictures of activities they want to learn how to do. On the last page, they can draw a happy picture of themselves. After students have completed their booklets, allow them to take them home to share with their families.

*\* An additional independent activity, “Which Exercises Help My Heart?” (Activity K–G), is 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

Using the class collage, ask students to help you make a chart of quiet activities and exercise activities that they would like to do this week. Ask them to check to ensure the class has included some of each type of activity every day. Hang the chart on the wall, and check off their activities each day.

### Culminating activity

Encourage students to participate in a “I’m Heart Smart” class campaign. Have them create campaign signs to carry and ribbons or badges to wear that remind everyone to “Eat Well” and “Exercise Your Heart.” With the school’s permission, students could parade in the hallways at the beginning of school or in the cafeteria during lunch, carrying their campaign signs and wearing their badges.