



Exercise keeps us fit and healthy



Level 3

Years 5 & 6



Length of lesson

90 minutes



Learning style

Guided/groups/
independent/outdoor



Resources

- + Activity Sheet 4.1 – Your heart
- + Activity Sheet 4.2 – Your muscles
- + Stopwatch or phone (timer)
- + Coloured pencils



WALT

Recognise that exercise is important for our physical health because it keeps our heart healthy, and our muscles fit and strong (Taha tinana).



Learning Outcomes

Students will:

- + Learn how to measure and record their own heart rates after a period of resting, walking, running and cooling down;
- + Record their heart rates on a bar graph and interpret the information to make valid conclusions;
- + Recognise the positive effects of exercise on the heart and understand that vigorous exercise helps to lower your resting heart rate and increases your maximum heart rate making you fitter;
- + Identify the muscle groups that are used when walking, cycling and scootering.



Vocabulary

Heart, heart rate, pulse, beats per minute (BPM), muscle, oxygenated blood, pump, low impact, briskly, gluteals, hamstrings, quadriceps, calf muscles, abdominals, deltoids, biceps, triceps

Lesson Plan 4

Exercise keeps us fit and healthy



Learning Activities

1. Begin a class discussion about the heart by asking students the following questions:
 - + Where do you think your heart is located?
 - + What do you think is the main function of the heart?
 - + What do you need to do to keep your heart healthy?
2. Provide students with the **Activity Sheet 4.1 – Your heart**. As a guided reading activity, read the information about the heart and look at the image as a class - discuss.
3. Take the students outside (if possible) and use the heart rate tracking instructions that follow. Demonstrate the steps with students first to enable them to complete the activity successfully.
4. Students then follow the instructions and record their heart rate at rest, walking briskly, running and cooling down. They plot this data on their heart rate tracker (on **Activity Sheet 4.1 – Your heart**).
5. Students then answer the questions in **task 3** by interpreting the information from their heart rate tracker which highlights what happens to the heart rate during exercise.
6. Provide students with **Activity Sheet 4.2 – Your muscles**. As a guided reading activity, read the information about muscles as a class.
7. Students then independently colour in the muscles that are used when walking and cycling on the diagram provided (**task 2**). They will choose a different colour for each muscle group and colour the key to match.



Extra activity

Students work independently or in pairs to create a working model of a heart.



Go to the [Ready, Steady, Go! homepage](#) for a video of how to make a working heart model. Students share their working models with the class/school.

Lesson Plan 4

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Heart rate tracking instructions

Remind students that taking their pulse is a way to measure their heart rate and teach them how to do this with two fingers (not thumbs), either on their wrist or their neck.

1. When seated and rested, ask students to take their pulse counting from zero. Time them for six seconds and ask them to make a note of the number of beats in box 1 on the heart rate tracker. Students then multiply this number by 10 to calculate beats per minute (BPM) which they plot in the first column on the chart – this is their normal resting heart rate.
2. Next, ask students to walk around briskly for 2-3 minutes, swinging their arms, or they can march on the spot if that's easier.
3. Repeat, taking the pulse again counting from zero, time them for 6 seconds, students record this number in box 2, and again multiply it by 10 to show BPM which they plot in the second column.
4. Next, ask students to run around for 2-3 minutes. As soon as you say stop, students take their pulse again counting from zero. Time them again for six seconds, students write this number in box 3 and again multiply it by 10 to get BPM which they plot in the third column.
5. Finally, ask students to cool down by walking slowly for two minutes, then take their pulse for the last time and calculate the BPM in the same way. Students plot their BPM in the fourth column.

Task 3 – Answers

Question 9 - The **faster** your heart rate returns to your normal **resting** heart rate after exercise, the fitter you are.