

## Learning Objectives

- Students will learn how to find, measure and record their heart rate.
- Students will participate in MVPA for sustained periods of time.
- Students will work cooperatively with others.

## Learning Targets

- I can explain how to find and measure my heart rate.
- I can actively participate in activities that keep my heart rate up.
- I can cooperate with peers in a group activity.

## Teaching Cues

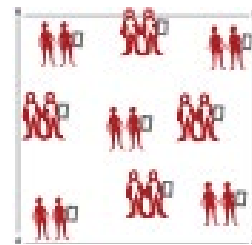
- Take your pulse immediately after your 1-minute activity.
- To find your pulse on your neck, place your index & middle finger in the groove of your neck to the side of your windpipe.
- To find pulse on your wrist, place tips of your right index and middle fingers onto your left wrist, just under your thumb.

## PREP

- 1 timer or stopwatch per 2 students
- 1 jump rope per 2 students
- 1 basketball (or similar) per 2 students
- 1 *Heart Rate Activity and Prediction Log* ([SPARKfamily.org](http://SPARKfamily.org)) per student
- Music and player (optional)

## SET

- Create a large (40 x 40 paces) activity area.
- Scatter pairs within the activity area.
- Provide a *Heart Rate Activity and Prediction Log* for each student



## TEACH

### 1. Lesson Objective

- The object of *Introduction to Heart Rate* is to learn what heart rate is, how to find and measure it, and how to use it to gain more knowledge about your health and fitness levels.

### 2. Background Knowledge

- During physical activity, our bodies require more energy and the heart beats faster to pump more oxygen throughout our body. When your heart beats, it sends a wave of pressure across your arteries as they carry that oxygen. This pressure can be felt in certain parts of the body (like when an artery passes over a bone) and this pressure is called a pulse. Your pulse is used to measure your heart rate.
- To find your pulse, place your index and middle fingers in the groove of your neck to the side of your windpipe. You will notice your pulse pounding if you softly press down (*it can be a bit tricky to find this pulse, so some may not be able to feel it*).
- You can also use your wrist to measure your heart rate. Put your left hand out in front of you with your thumb pointing up. Gently place the tips of your index and middle fingers from your right hand onto your left wrist, just under your thumb, and press down lightly.

### 3. Activity Instructions

- You will work with a partner to measure how different types of activities can change your heart rate.
- Find space away from other pairs and take turns completing each of the activities.
- First student will make a prediction and guess how many heart beats per minute you think you will count for the activity. Then you will record your prediction on the sheet.
- Next, your partner will count 1 minute on the timer/stopwatch.
- As soon as the minute ends, ask your partner to reset the timer/stopwatch.
- Now quickly find your pulse and count the number of beats you can feel in 1 minute. This is your Actual Heart Rate.
- Record this number on the table using bpm (for example, 112 bpm).
- Now your partner will repeat these steps for the same activity.
- Once they are done recording their Actual Heart Rate move on to the next activity on the list.
- Continue until both you and your partner have completed all of the activities.

## Standards Alignment

### Standard 1: Outcome 3

Demonstrates competency in health-related fitness activities.

### Standard 2: Outcome 1

Applies terminology associated with exercise and participation.

### Standard 2: Outcome 2

Uses movement concepts to analyze & improve performance.

### Standard 3: Outcome 1

Describes how being physically active leads to a healthy body.

### Standard 3: Outcome 3

Participates in aerobic fitness activities.

### Standard 4: Outcome 1

Accepts responsibility for improving levels of fitness.

### Standard 4: Outcome 5

Applies best practices for participating safely in activity.

### Standard 5: Outcome 3

Generates positive strategies in a partner challenge.

### Standard 5: Outcome 6

Demonstrates respect for self and others during activities.

## SEL Competencies

### Self-Awareness

Peer interaction

### Self-Management

Self-discipline

### Responsible Decision-Making

Evaluating

## Reflection Questions

- What is heart rate and how do you measure your heart rate?
- Why does your pulse increase as you participate in exercise?
- How well did you do on your predictions? What impact does that have on future physical activities that you participate in?

## SPARK It Up!

### 1. Choose Your Own Activity

- You and your partner decide on 6 new activities to test your heart rate. Make sure to use one with different aerobic levels.

### 2. Partner Prediction

- Instead of predicting your own Actual Heart Rate, predict your partner's for each activity.

## Teaching Suggestions

- Have students use both methods to find their pulse for the first 2 activities then they can use the one that works best for them.
- To add a math challenge, ask students to count how many beats they can hear in 30 or 15 seconds, then double or quadruple the figure to get the number of beats per minute.
- Play music to increase motivation.

## Integration

The heart is a muscle that acts as a powerful pump that circulates blood throughout the body. The left ventricle, right ventricle, left atrium, and right atrium are the four chambers that make up the heart. These chambers work together to oxygenate the blood and pump it to all of the body's other organs. Veins and arteries are the two types of blood vessels that carry blood from the heart to every area of the body. Arteries transport blood away from the heart, whereas veins return blood to it. This entire process is referred to as circulation.

## Teacher Reflections

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