



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade: 1st

Unit: Fitness – Introduction to Intensity

SOLs:

1.3 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.

- b) Identify one activity that increases heart and breathing rates to make the heart stronger.
- c) Describe and demonstrate activity at two or more intensity levels.

Title: Partner Animal Chase

Objectives/ Goals:

The student will ...

- Be able to identify an activity that increases heart and breathing rates
- Demonstrate an activity at varying intensity levels

Materials:

Procedure:

Introduction:

- Teacher should discuss how moving our bodies causes our hearts to beat faster and our breathing rates to increase. Some activities make them beat faster or slower than others.

Created by: Thomas Landseadel

Teacher should ask students what activities or exercises they think speed up or slow down heart and breathing rates.

Description:

- Teacher should have students partner up and designate one of the partners to begin as the “animal” partner (the tagger).
- The teacher will call out an animal. The tagging partner must move like that animal while trying to get their partner. Some animals should be fast moving (cheetah, greyhound, human) while others should be slow moving (turtle, crab, snail).
- For each new animal, partners should switch jobs. The tagger should allow 3-5 seconds head start for their partner to get away once the animal is called.
- While the tagger could be crawling or crab walking, the fleeing partner is always on their feet and should move just fast enough to keep from getting tagged.
- Continue this activity choosing animals of varying speeds as students continue to switch roles.

Closure:

- Discuss with students which animals were easy to get away from and which were hard. Did they have to move at different speeds to get away? Which speed (fast or slow) made them more tired? Do you think the body is working harder when we run fast or when we jog slowly?
- Teacher should relate the activity to exercise intensity and how we can perform exercises and activities at varying levels to make our body work harder. Help students to understand the difference by having them show you an example in place of a Low, moderate, and vigorous activity. (slow, medium, fast are good examples for younger grades to help them understand)
- At what level do you think your heart beats the fastest?

Assessments:

- Assess formatively through teacher observation
- Students give teacher a high five and name an example of a low, moderate, OR, vigorous exercise/activity. (or animal movement they just completed)

References & Sources:

- <https://www.heart.org/en/healthy-living/fitness/getting-active/moderate-to-vigorous-what-is-your-intensity>
- <https://www.cdc.gov/physicalactivity/basics/children/index.htm>