



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade 4th

Unit Fitness Goal Creation

SOLs:

- 4.3 C-) Create a **SMART (specific, measurable, attainable, realistic, timely) goal** for at least one health-related component of fitness to improve or maintain fitness level.

Title: Exercise Intensity Intro

Objectives/ Goals:

[Students are learning about exercise intensity and how it relates to creating a fitness plan]

- Students will learn what exercise intensity means and how to measure it
- Students will also be measuring their heart rates after activities at various intensity levels

Materials:

[Equipment and Set Up]

- None

Procedure:

Intro- Discussion should cover:

- Intensity- rate your work on a scale of 1-5 on how much the activity strained you. This is not a rating of how difficult the activity is, but of how hard you had to work to complete it.
- For an example using cardio, a rating of 1 might be a light walk. A rating of 5 would be how you feel after maxing out on the Pacer test. 2-4 are in between.
- Show students how to find their pulse. Have them count for 12 seconds, and multiply

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by 5

Description-

Have students measure their heart rates at the end of the intro talk.

Activity 1: Walk and talk with a friend- have students walk around for about a minute. Ask them to calculate their heart rates as soon as that time is up. Ask students to show on their fingers what intensity level they were working at (1-5).

Activity 2: This time, students will move at a moderate jogging pace for 1 minute. Again, have them measure their heart rate as soon as the time ends. Ask students to show on their fingers what intensity level they were working at (1-5).

Activity 3: mangos and melons- This is a partner tagging game: 1 partner is the mango, the other is the melon. The teacher will call either Mango, or melon. Whichever fruit is called becomes "it" and chases their partner. This is a continuous game, and the teacher should switch fruits every 10 to 15 seconds. Students have to transition quickly from chasing to being chased. Play for about 3 minutes, then have students measure their heart rates one final time. Ask students to show on their fingers what intensity level they were working at (1-5).

Closure

- Which activity was most intense for you?
- Remind students that intensity levels vary for individuals depending on personal fitness. Someone who is super fit might have only been at a 3 or 4 during mangos and melons, but someone who isn't very fit might have been at a 4 or even a 5 during the timed jog.

Assessments, References & Sources:

Resources:

- <https://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/exercise-intensity/art-20046887>
- <https://www.verywellfit.com/f-i-t-t-principle-what-you-need-for-great-workouts-1231593>

Assessments:

The student record sheet used in lesson 2 will assess content learned in this lesson.

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