

# Health and Wellness: Biggest Generation Part 4

## Lesson Title: A is for Active

### Grade Level: 3-5



#### Essential Question:

What role does exercise play in your life?

#### Materials:

- Open space for exercise

### Procedure:

#### Introduction:

1. Begin the lesson by introducing Part 4 of THE BIGGEST GENERATION: Kids can enforce positive peer pressure on their friends to be healthy and can fight to change what food is offered in their schools.
2. Ask students to define “positive peer pressure” and predict how they think it will be described in the video.
3. Watch the video.
4. Ask students to discuss how they saw positive peer pressure examples in the video. Why is this important? Do they think of themselves as role models for their peers in terms of healthy eating and exercise? Why or why not? What was the most shocking thing they learned from the video? What are some healthy snack choices we can make?

#### Direct Instruction (I do):

1. Talk about a person’s pulse — the speed at which your heart beats and sends blood through your body. Demonstrate how to use your fingers at your wrist or at your neck to try to locate your pulse. Place your index and third fingers on your neck to the side of your windpipe. To check your pulse at your wrist, place two fingers between the bone and the tendon over your radial artery — which is located on the thumb side of your wrist. When you feel your pulse, count the number of beats in 15 seconds. Multiply this number by 4 to calculate your beats a minute.
2. When we are sitting or ‘resting,’ our pulse will be slower than when we have been exercising.

3. Discuss how a healthy resting heart rate can be calculated by using the following formula:

$$220 - \text{your age} = \text{bpm (beats per minute)}$$

Be brave — share your age and calculate what your heart rate should be. If you do not care to share, ask for a volunteer and calculate for the volunteer.

### Guided Exploration (We do):

1. Have students calculate their personal resting heart rates and explain that they will compare and contrast their resting heart rate to a post-exercise rate.
2. Have students move desks to create a big open space.
3. Next, gather students on floor to discuss how easy it can be to make exercise, even small activities, a part of our everyday life. Tell students “we are going to play a game” and explain how it will ensure exercise.
4. Remind students of the rules of playing “Simon Says”. Then, incorporate simple activities by playing this game with students. Leaders do movements (such as jumping jacks, toe touches, reaching in the air) while reciting “Simon Says... do 10 jumping jacks, etc.” If teacher doesn’t say “Simon Says” before introducing a new activity and students partake, they should sit down and wait until the next round. Play as many rounds as time permits.

### Independent Practice (You do):

1. When game is done, have students locate their pulses on their wrist or neck. Ask them if it is beating faster than the first time they tried to find their pulse and have them calculate their new heart rate. Explain that exercise gets our heart rates going.
2. Have students compare and contrast their exercise heart rates to their resting heart rates. What do they notice? Why do they think this is so? How is this healthy?

### Conclusion:

Ask students to help you summarize what they learned in today’s lesson and list ways they plan to incorporate exercise into their daily lives.

### Notes:

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