



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade: 3rd

Unit: Fitness – Intensity Levels

SOLs:

3.3 The student will describe the components and measures of health-related fitness.

d) Identify that there are levels of intensity in moderate to vigorous physical activity (MVPA)

Title: Partner Animal Chase

Objectives/ Goals:

The student will ...

- Identify levels of intensity throughout activity
- Demonstrate an activity at varying intensity levels

Materials:

Procedure:

Introduction:

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

Created by: Thomas Landseadel

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.
- Increase difficulty of this activity by having partners become groups of 4 and varying the tagger job. Continue choosing animals of varying speeds as students continue to switch roles while reminding to students to be aware of their breathing and heart rates.

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)
- Why is MVPA (Moderate to Vigorous Physical Activity) good for us?

Assessments:

- Assess formatively through teacher observation
- Students give teacher a high five and name an example of a MVPA on their way out

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>