



For The Teacher

Middle Primary Years 3 & 4

Week 2

Title **Feeling the Effects!**

Theme **Physical Activity and the Human Body**

Overview

Students will perform physical activities at varying intensities to feel the effects on their heart rate, breathing and any other changes to their body, including sweating and increases in body temperature.

Students will feel their pulse after being physically active at each of the different exercise intensities. They will measure their resting heart rate before beginning the activities. All heart rates will be measured for 15 seconds and then the students will be required to calculate what their heart rates are for one minute/60 seconds. The 15-second figure can easily be doubled to find the 30-second figure and then doubled once again to determine their heart rate over 60 seconds or multiply the 15-second figure by 4.

Time Required

50 minutes

Background information and possible discussion points

Heart and lung (cardiovascular) endurance is the sustained ability of the heart, lungs and blood vessels to carry oxygen to the working muscles of the body while carrying away waste products (carbon dioxide and lactic acid) during increased physical activity. Fast walking, running, swimming and riding a bike are the simplest ways to increase and improve cardiovascular endurance.

The best way to measure heart rate or pulse is to place your first two fingers near the centre but to the side of the neck (on one side only) to find the carotid pulse (usually a stronger pumping pulse because it is closest to the heart).

To find your pulse in your neck put two fingers onto your Adam's apple in your throat (that's the bit that sticks out and goes up and down when you swallow). Feel gently to the side of it, and you will find your pulse beating (you can feel it going up and down).

To illustrate how different exercise intensities affect the human body students will be required to walk, slow run and fast run for a certain period of time. These examples were chosen because of their simplicity and ease, not only to perform (requiring only a clock and tape measure), but also taking into consideration individual physical capacities and abilities.

Students will also be required to think about and record everyday situations at work or leisure that may increase their heart rates to a similar degree. You may like to encourage your students to predict what changes will happen to their heart rate for each activity before they begin.





Support materials and references

For Kids

- 1Seven article: [Stroll to School a Healthy Habit](#)
- 1Seven article: [How Hard Do I Have to Exercise?](#)
- 1Seven article: [Look After Your Lungs](#)
- 1Seven article: [Exercise Your Brain](#)

For Teachers & Parents

- 1Seven article: [Top Marks For Regular Exercise](#)
- 1Seven article: [Excess Sport a Strain](#)
- 1Seven article: [Meditations on Exercise](#)

Stretching

[Click Here](#) for Stretching Resource

Thinking Strategies

Bloom's Taxonomy

Remember	Understand	Apply	Analyse	Create	Evaluate
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Gardner's Multiple Intelligences

Verbal/ Linguistic	Bodily/ Kinesthetic	Musical	Logical/ Mathematical	Interpersonal	Visual/Spatial	Intrapersonal	Naturalist
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Edward De Bono's Six Thinking Hats

White Hat Information	Red Hat Feelings	Black Hat Judgement	Yellow Hat Benefits	Blue Hat Thinking	Green Hat Creativity
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