



Learning Tasks

Discuss with students what they think moderate physical activity is.

Have students take their Resting Heart Rate and record it on their sheet.

Complete the Getting To Know You activities beginning with the warm up and finishing with the cool down.

During the *Getting To Know You Activity* have students take their pulse to determine their Heart Rate whilst performing moderate intensity activity.

After completion of all of the activities, have students discuss:

- Physiological changes to their body during the activity. Including; increased breathing rate, heart rate and body temperature as well as feeling slightly 'puffed', but still being able to talk.
- How moderate intensity activity can improve cardiovascular endurance.
- Why this activity would be considered a moderate intensity activity?
- The different types of activities they could do that would be considered moderate intensity activities.

Getting to Know You Activity

Warm up

Bee Sting Tag

Area: flat, clear and even surface

Equipment: bean bags, marker cones to mark area

Description

2 students are chosen as taggers (Bees) and have a bean bag in one hand; the other students find a free space in the designated area. On 'Go' signal, Bees chase students. If tagged, students collect a bean bag and become a bee as well. Game continues until all students are Bees.

Safety

- Bees can only tag by gently touching another student with the hand holding the bean bag.
- Bean bags must not be thrown or swung.
- Tagging is only permitted between the shoulder and knee level.
- Remind students to watch where they are going at all times.
- Begin the game at a walking pace and increase intensity by changing locomotor patterns, such as jogging, skipping, and galloping.





Moderate Intensity Activity

Getting to Know You

Area: flat, clear and even surface

Equipment: marker cones to mark distance

Description

Students choose a partner to work with and perform the activities between 2 marked court lines or cone marked lines approximately 20/30 metres apart.

With their partner, students will begin by walking up and back between the lines asking their partners set questions.

Slowly change the pace to a moderate intensity by changing locomotor patterns. Such as jogging, skipping, galloping, side stepping.

As students return to the beginning they are given another question or discussion point to share with their partner. (NB one student asks the question and is given an answer, the other student then asks the same question and is given an answer).

Safety

- Remind students to watch where they are going at all times.
- Ensure allocated times for students to re-hydrate.

Some suggested questions

- What are your favourite physical activities or sports?
- What is your favourite food?
- If you could go anywhere in the world where would it be and why?
- Who is your favourite movie star and why?
- If you could meet someone famous who would it be and why?

Stretching

Click Here: [Muscle Stretching Resource](#)

When stretching, it is important to only stretch to a point of slight discomfort and not pain; if a stretch is painful it should be released.

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Support materials and references

For Kids

1Seven article: [What is Physical Fitness?](#)

1Seven article: [How Hard Do I Have to Exercise?](#)

1Seven article: [Wet Workouts](#)

For Teachers & Parents

1Seven article: [Think Creatively & Get Your Child Moving](#)





Thinking Strategies

Bloom's Taxonomy

Remember	Understand	Apply	Analyse	Create	Evaluate
•	•	•			•

Gardner's Multiple Intelligences

Verbal/ Linguistic	Bodily/ Kinesthetic	Musical	Logical/ Mathematical	Interpersonal	Visual/Spatial	Intrapersonal	Naturalist
•	•		•	•		•	

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
•	•		•		

