

**Please note:** Activities are member submitted and not approved prior to uploading by SHAPE America staff.

Name of Activity	
<b>Heart Walkers</b>	
<b>Submitted by</b>	<u>Janet Fendos</u>
<b>National Standard(s)</b>	Physical Education <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.  <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
<b>Grade Level Outcome or Performance Indicator</b>	<b>GLOs</b> <b>S2.E2.3</b> Recognizes locomotor skills specific to a wide variety of physical activities. <b>S3.E2.3</b> Engages actively in the activities of physical education class without teacher prompting. <b>S3.E2.4</b> Engages actively in the activities of physical education class, both teacher-directed and independent <b>S3.E2.5</b> Engages actively in all of the activities of physical education.
<b>Activity Objective</b>	To allow students the opportunity to listen to their hearts after different levels of exercise to compare a resting heart beat to the heart beat after running.
<b>Grade(s)</b>	3-5
<b>Materials</b>	One red ball, one blue ball, 2 stethoscopes, sanitizing wipes to wipes stethoscopes clean, pedometers (optional), music to run or jog to.
<b>Prior Knowledge</b>	Previous discussion of oxygen-rich blood and oxygen-poor blood and which type of blood vessel carries each of these 2 types of blood.
<b>Vocabulary</b>	Blood vessels, fitness, oxygen-rich, oxygen-poor, stethoscope, and heart rate.
<b>Safety Considerations</b>	Moving safely in the gym without running into others. Cleaning the stethoscopes after use (teach how to clean to students)
<b>Activity Description</b>	

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Use as a warm-up/ASAP after having a previous lesson on heart rate and how it changes with physical activity. However, you could pair it with a fitness unit.

A couple students have the red ball and a couple have the blue ball. If you have the red ball, you must run your fastest two laps around the gym, then pass the ball to a friend, run to the table with the stethoscopes and listen to your heart beating after working hard, then rejoin the group of students that are walking/jogging. If handed a blue ball, you may only walk. After two walking/jogging laps go through the same process of listening to your heart and compare and contrast your heart rate. The balls are passed throughout the class so that every student gets a turn with each color ball.

**Conclusion/Assessment:**

Ask students to explain the differences they noted from their observations of listening through the stethoscopes.

**Modifications**

***Include ways to modify this activity for advanced, lower level and inclusion students.***

You can add pedometers to this activity so the students know how many steps they've taken as well as their MVPA level. You could also incorporate a pulse station. For students who are wheel chair bound or may have difficulty running, provide an alternate activity (3-5lb weights, toss a weighted ball, etc.) to help them increase their heart rate.