



## CAVOC 6<sup>th</sup> Grade Fall Curriculum- Heart Health

(Cedric A. Vig Outdoor Classroom)

### Suggested Schedule-

7:50	Homerooms
7:55	Report to Commons, check in, board bus
8:10	Arrive at CAVOC
8:15	Orientation & Large Group Ropes Instruction
8:30	Session I (90 minutes)
10:00	Break – juice served at the lodge (15 minutes)
10:15	Session II (90 minutes)
11:45	Lunch (45 minutes)
12:30	Session III (90 minutes)
2:00	Clean Up
2:15	Walk to bus
2:30	Departure
2:50	Arrive JWJHS – Commons or outside
2:58	Dismissal

### **--SESSIONS--**

PT: Poet-Tree

HH: Heart Health

RO: Ropes Course

Sessions	1	2	3
Time/team	8:30 – 10:00	10:15–11:45	12:30 – 2:00
1	PT	HH	RO
2	RO	PT	HH
3	HH	RO	PT

### **Heart Health**

(~ 90 minutes)

### **Objective for Unit**

Students will explore simple heart health, aerobic activities.

Students will develop a graph and interpret their heart health through different aerobic activity.

Students will use poetry to express the emotions they can experience by participating in such activities.



**DPI Standards for Environmental Education**

A.8.1, A.8.3, A.8.4, A.8.6, A.8.7, B.8.3, B.8.4, B.8.6, C.8.1, C.8.2, C.8.5, C.8.6, C.8.7, C.8.9, C.8.10, C.8.11, F.8.1, F.8.2, F.8.3, F.8.6, F.8.7, G.8.3, H.8.3- Science Standards

A.8.2, A.8.3, A.8.4, A.8.5- Environmental Standards

A.8.2, B.8.1, B.8.2, B.8.3, C.8.2, C.8.3 D.8.1 D.8.2, F.8.1- English Language Arts Standards

A.8.1, A.8.6, D.8.1, D.8.2, D.8.3, D.8.4, E.8.1, E.8.2, E.8.3, E.8.4, F.8.2- Mathematics Standards

A.8.4, B.8.3, B.8.4, D.8.1, D.8.2, D.8.3, D.8.4 F.8.3, F.8.4, G.8.4- Physical Education Standards

A.8.2, A.8.3, A.8.4, A.8.5, A.8.6, A.8.7, B.8.1, B.8.3, B.8.4, B.8.5, C.8.2, C.8.3, C.8.4- Health Education Standards

**Materials**

Pencils

Graph Paper

Stopwatches

Paper

Chart tablet

Markers

Colored pencils

Decorative papers

**Desired Location**

Lodge

Surrounding Trails

Open Area

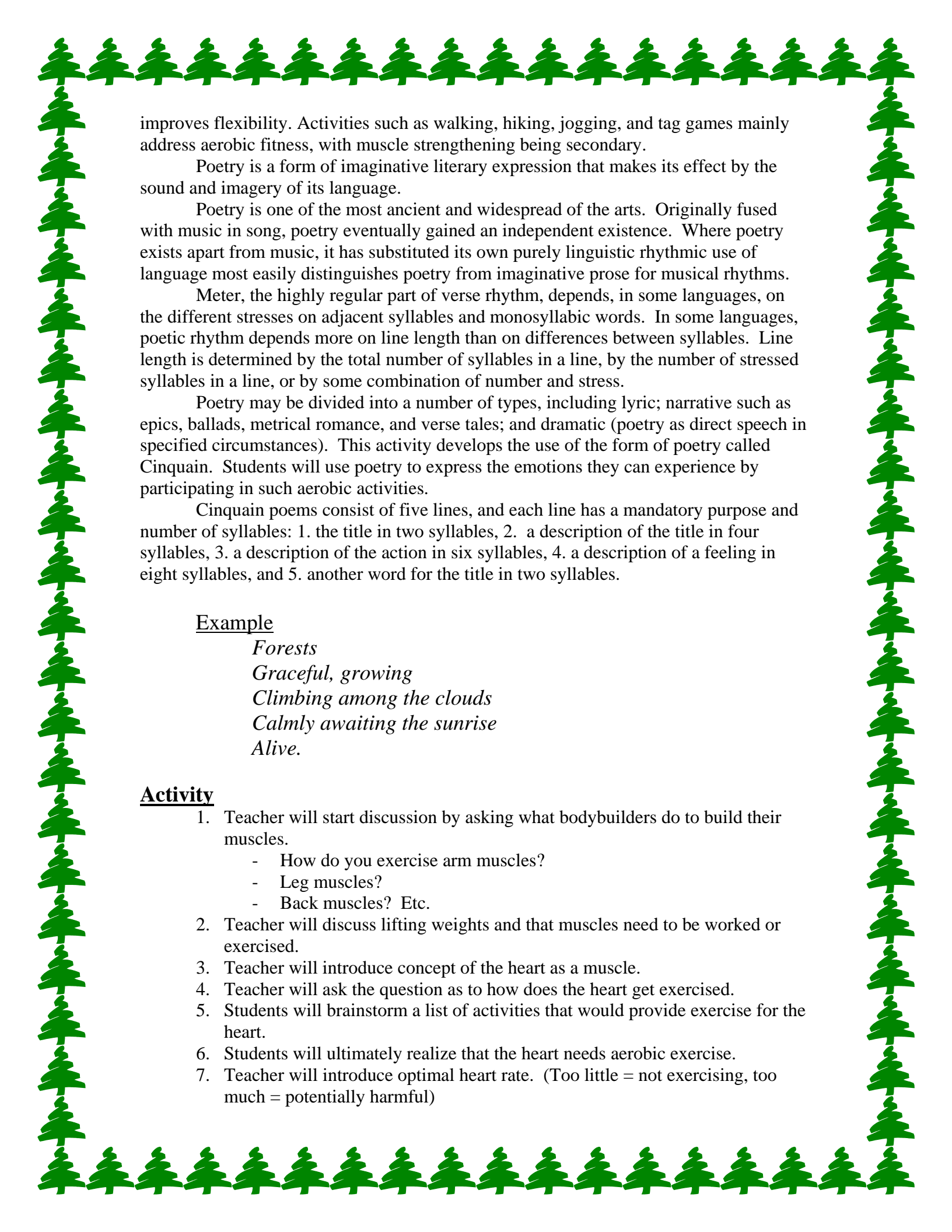
**Resource**

Project Learning Tree

Project Wild

**Background Information**

The first part of this lesson is designed for students to better understand aerobic activity, muscle building, and optimal and maximum heart rates. Students will utilize the outdoors to experience/explore simple heart-health, aerobic activities that can be used over a lifetime. Exercise activities can be classified into three major categories: those which improve aerobic fitness, those which strengthen muscles, and those which



improves flexibility. Activities such as walking, hiking, jogging, and tag games mainly address aerobic fitness, with muscle strengthening being secondary.

Poetry is a form of imaginative literary expression that makes its effect by the sound and imagery of its language.

Poetry is one of the most ancient and widespread of the arts. Originally fused with music in song, poetry eventually gained an independent existence. Where poetry exists apart from music, it has substituted its own purely linguistic rhythmic use of language most easily distinguishes poetry from imaginative prose for musical rhythms.

Meter, the highly regular part of verse rhythm, depends, in some languages, on the different stresses on adjacent syllables and monosyllabic words. In some languages, poetic rhythm depends more on line length than on differences between syllables. Line length is determined by the total number of syllables in a line, by the number of stressed syllables in a line, or by some combination of number and stress.

Poetry may be divided into a number of types, including lyric; narrative such as epics, ballads, metrical romance, and verse tales; and dramatic (poetry as direct speech in specified circumstances). This activity develops the use of the form of poetry called Cinquain. Students will use poetry to express the emotions they can experience by participating in such aerobic activities.

Cinquain poems consist of five lines, and each line has a mandatory purpose and number of syllables: 1. the title in two syllables, 2. a description of the title in four syllables, 3. a description of the action in six syllables, 4. a description of a feeling in eight syllables, and 5. another word for the title in two syllables.

### Example

*Forests*

*Graceful, growing*

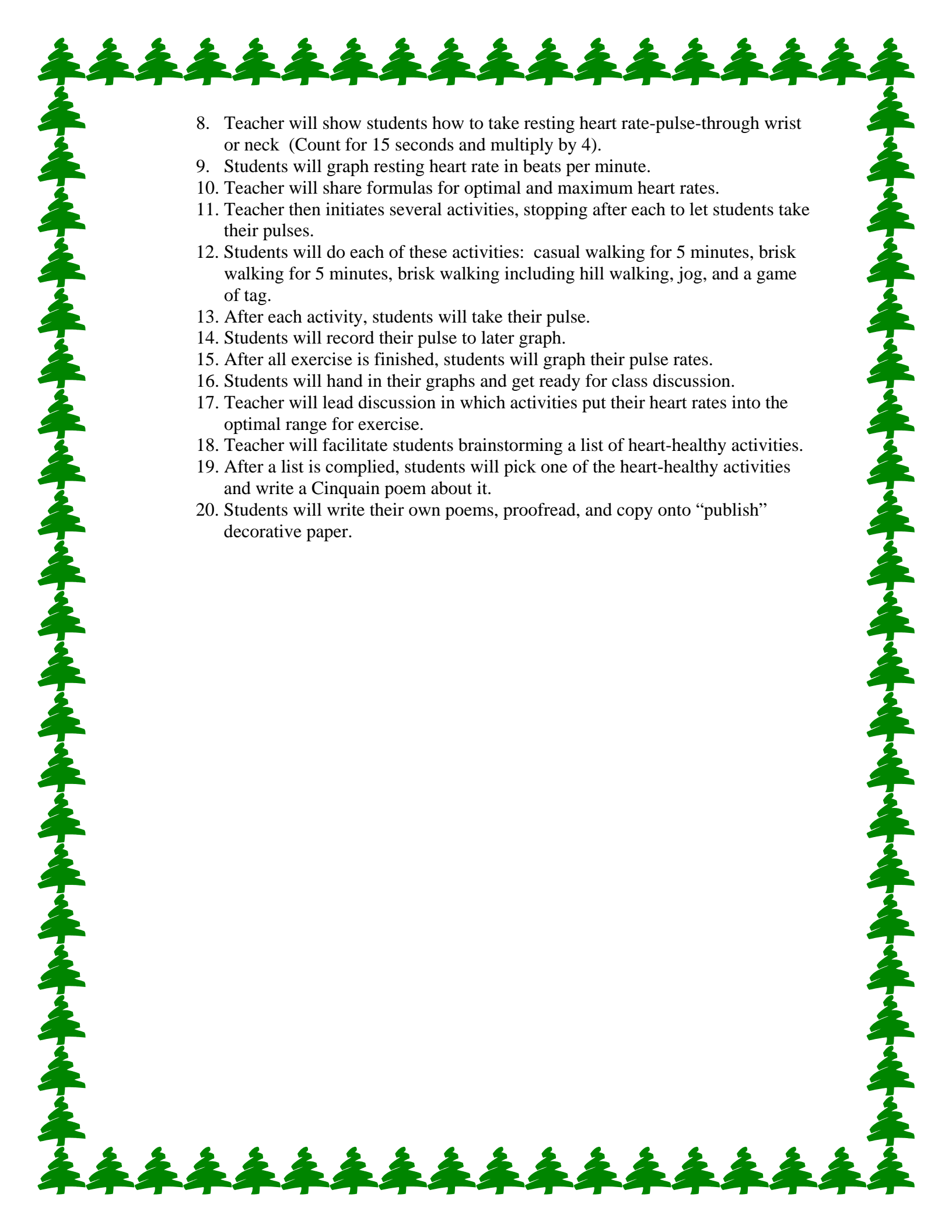
*Climbing among the clouds*

*Calmly awaiting the sunrise*

*Alive.*

### Activity

1. Teacher will start discussion by asking what bodybuilders do to build their muscles.
  - How do you exercise arm muscles?
  - Leg muscles?
  - Back muscles? Etc.
2. Teacher will discuss lifting weights and that muscles need to be worked or exercised.
3. Teacher will introduce concept of the heart as a muscle.
4. Teacher will ask the question as to how does the heart get exercised.
5. Students will brainstorm a list of activities that would provide exercise for the heart.
6. Students will ultimately realize that the heart needs aerobic exercise.
7. Teacher will introduce optimal heart rate. (Too little = not exercising, too much = potentially harmful)

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8. Teacher will show students how to take resting heart rate-pulse-through wrist or neck (Count for 15 seconds and multiply by 4).
  9. Students will graph resting heart rate in beats per minute.
  10. Teacher will share formulas for optimal and maximum heart rates.
  11. Teacher then initiates several activities, stopping after each to let students take their pulses.
  12. Students will do each of these activities: casual walking for 5 minutes, brisk walking for 5 minutes, brisk walking including hill walking, jog, and a game of tag.
  13. After each activity, students will take their pulse.
  14. Students will record their pulse to later graph.
  15. After all exercise is finished, students will graph their pulse rates.
  16. Students will hand in their graphs and get ready for class discussion.
  17. Teacher will lead discussion in which activities put their heart rates into the optimal range for exercise.
  18. Teacher will facilitate students brainstorming a list of heart-healthy activities.
  19. After a list is compiled, students will pick one of the heart-healthy activities and write a Cinquain poem about it.
  20. Students will write their own poems, proofread, and copy onto “publish” decorative paper.