



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade 3rd

Unit General Nutrition

SOLs:

- 3.5 A- Explain that **energy balance** relates to good nutrition (**energy in**) and physical activity (**energy out**).

Title: Pedometer Tag

Objectives/ Goals:

[Students are learning about the importance of physical activity]

- Students will understand that we burn calories all the time, even when we aren't moving
- Physical activity is an important part of energy balance because sedentary people usually do not burn enough calories to stay in balance.
- Students will know that 60 minutes of moderate to vigorous physical activity is recommended daily

Materials:

[Equipment and Set Up]

- 1 pedometer for each student
- Food cards- face down in a corner of the gym

Procedure:

Intro- Discussion should cover:

- Review energy balance- calories in should roughly equal calories out
- Give examples of moderate physical activity: brisk walk, light biking, etc. – people generally burn about 3 times as many calories with moderate PA than they do being sedentary.
- Give examples of vigorous activity: playing basketball or soccer, jogging, biking at a fast pace- people burn 6 times as many calories with vigorous PA.
- 60 minutes of moderate to vigorous PA is recommended every day.
- The average person burns about 1 calorie per 20 steps at a normal walking pace.

Description-

Students wear pedometers. Inside the boundary area, anybody can tag anybody. When a tag occurs, the two students compare to see who has more steps. The student with more steps continues playing, the student with the lower number draws a food card. Once they draw a card, they need to “burn the calories” from the food they select. If they choose a moderate activity level pace (brisk walk) they must do 1 step for every calorie on the food card. If the student chooses a vigorous pace (running) they must take 1 running step for every 2 calories on the card. For example, if the food card has 60 calories, the student would have to run for 30 steps.

Once the student completes their steps, they put the card back and reenter the game.

Closure

- Ask students to explain what it means to be in energy balance
- Provide an example of moderate physical activity
- Provide an example of vigorous physical activity

Assessments, References & Sources:

Resources:

- <https://www.hsph.harvard.edu/obesity-prevention-source/moderate-and-vigorous-physical-activity/>
- <https://www.choosemyplate.gov/physical-activity-why>

Assessments:

Use the exit slip found below.

In class today, we learned about moderate to vigorous physical activity. Please answer the following questions:

1) Which is an example of moderate physical activity?

A) Chilling on the couch

B) A brisk walk

C) Sprinting

2) Which is an example of vigorous physical activity?

A) Chilling on the couch

B) A brisk walk

C) Sprinting