

**ACTIVITY 2**

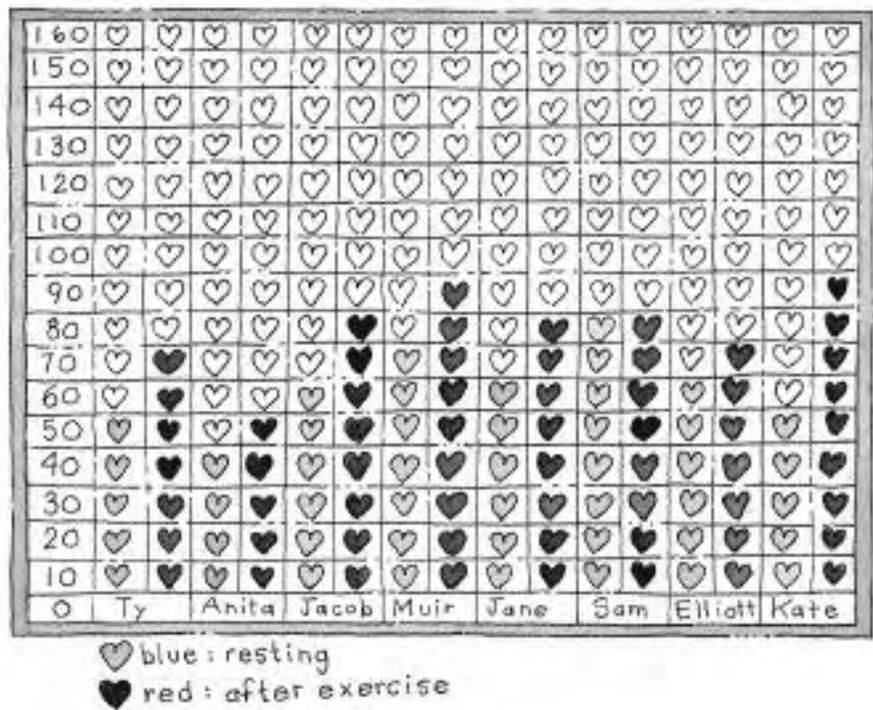
# Listen to My Heartbeat

Students investigate their heart rates after rest and exercise.

**Materials**

- \* chart paper
- \* glue stick
- \* blue and red crayons
- \* Science Journal page from Activity 1

*Note: Before the activity, use the chart paper to set up a graph like the one illustrated here.*



- 1 Start this activity after children have been sitting for a while. Give each child a copy of the reproducible worksheet. Ask them to predict how many times they think their hearts beat in one minute and write this number in the place provided on the worksheet.
- 2 Explain that one way to find out the number of times your heart beats is to locate your pulse. Demonstrate this for the children by placing your index and middle fingers on the pulse point in your neck. Help students to do the same. Remind them that when they locate their pulse point, they only need to lightly place their fingers on this spot.

- 3 Tell them to try counting the number of beats in six seconds. Keep time for them while they count silently. Do this a couple of times or until they have the hang of it.
- 4 Now tell them this time they will be counting to find their heart rates for one minute. Again, time for six seconds. At the end of this six seconds have students add a zero to their count and record this number on their journal pages. (You are multiplying their count in six seconds by ten to determine heartbeats per minute.) Next to their names on the class graph, they can then color in one heart for every ten seconds with blue crayon. For example, if the heart rate is 90, color in nine hearts.
- 5 The next step is to have students predict what effect exercise will have on their heart rates. Listen to their ideas and have them jot down predictions on their journal pages. Then select an activity for students to do for one minute, such as jumping jacks, a brisk walk with you up and down a staircase, etc.
- 6 After one minute of exercise, count beats, add zero, and record on the worksheet. As before, have students complete this part of the worksheet, then color in one heart for every ten, this time with red crayon.
- 7 Work together to create a key for the graph. Draw or glue a blue heart next to the graph and ask: What do the blue hearts represent? (Heart rate before exercise, or resting.) Draw or glue a red heart next to the graph and ask: What do the red hearts represent? (Heart rate after exercise.)
- 8 Guide a discussion of the results with the following questions:
  - \* Are the heart rates the same before and after exercise?
  - \* Why do they think the heart rates are higher after exercise?
  - \* Does everyone have the same heart rate?
  - \* What is the class range in resting heartbeats? In active heartbeats?
- 9 Have students complete Part 2 of their Science Journal pages.