



Normal Is a Range

Grade-3

Lesson

1

Lesson Objectives – Students identify at least three physical attributes, including weight, for which “normal” means a range of values.

	Time	Page
Prepare Students	5 min.	58
Attention Grabber	5 min.	58
Explain/Demonstrate/Practice		
Exercise Activity	10 min.	59
Review and Preview	5 min.	60
 Total Time	 25 min.	

- Equipment & Materials**
- ✓ Pictures of rare things in nature, such as a four-leaf clover and a bald eagle in Appendix 3-1A.
 - ✓ Pictures of Bob Hope and Cheryl Haworth in Appendix 3-1B.
 - ✓ Chart for recording heart rate results in Appendix 3-1C.

- Teacher Preparation**
- Prior to the start of this lesson:
- ✓ Make copies of the photographs and chart in the Appendix, pp. 61-66.

This lesson addresses the following content standards:

Michigan Standards		National Standards	
<i>Physical Education</i>	<i>Health Education</i>	<i>Physical Education</i>	<i>Health Education</i>
Standard #12 Standard #14	Standard #1	Standard #6	Standard #1

This lesson relates to Michigan Model for Comprehensive School Health Education:

Grade 3 Lesson I-12: There's No One Quite Like Me Or You and
Grade 6 Lesson V-14: Pulse and Blood Pressure.

Key Message & Background Information for Teachers**Key Messages:**

I accept people as they are and believe the differences among us make the world more interesting and beautiful.

Background Information:

Regardless of our age, most of us feel a desire to “fit in,” particularly with respect to the way we look. Very tall people sometimes slump their shoulders to look shorter while very short people sometimes wear special shoes to look taller. We tend to confuse “average” with “normal.” Although the average height for a woman is 5’4” and the average man is 5’10,” healthy people come in a wide variety of heights. Growing children need to be assured that “normal” is a range rather than an absolute. They need to be encouraged to view their exceptional physical qualities as assets rather than problems.

Prepare Students**5 min.**

Gather students together in a group seated on the floor.

Introduce the lesson:

- Today we are going to talk about what it means to be “normal.”

Attention Grabber**5 min.**

Show the students the pictures of the four-leaf clover and the bald eagle.

Ask students:

- What do these things have in common?

Tell students:

- These objects are found in nature and are rare. Most clovers have three rather than four leaves. There are only a few bald eagles left in the world. They are an endangered species.
- These things are valued by people. Four-leaf clovers are thought to bring good luck. People feel really lucky if they ever see a real bald eagle.
- When it comes to our bodies, rare differences often aren’t valued in the same way. Instead, people whose bodies are—for some reason—different are sometimes teased for not being “normal.”
- For the next few minutes you will do an activity to learn more about what “normal” means.

Exercise Activity

10 min.

Explain/Demonstrate

Practice

Teacher tip: This activity will show students that “normal” is a range rather than an absolute.

Before Exercise

Before exercising, have students learn to take their heart rate:

- Show students how to feel their pulse on the side of their neck with their index and third fingers.
- Have them practice measuring their heart rate a few times. To do this, ask them to count their heart beats while you time six seconds on your watch or on a clock.
- Ask the students to add a zero to the number they determined. This gives their heart rate. For example, if they counted 7 beats, their heart rate would be 70.

Teacher tip: You may pair students as they learn to take their pulse. Also, give students who cannot find their pulse a second opportunity.

Tell students that not everybody’s heart rate is the same. A “normal” heart rate can cover a range. Usually there are more students at the middle of the range than at the extremes.

Exercise

Have all students do an exercise continuously for 2 minutes (jogging in place, etc.). All the students should do the same exercise.

After exercise, have students:

- Measure their heart rate immediately.

Record the results in the After Exercise column on the chart. Put an “X” in each space for each student with that heart rate. For example:

Beats per Minute	After Exercise
Under 50	X
51-60	XX
61-70	XXXXX
71-80	XXX
81-90	XX
91-100	X
101-110	
111-120	
Over 120	

Teacher tip: If time permits, let each student put his or her X on the chart.

Have all students sit down in a group on the floor

Ask students:

- Is there one “right” heart rate?

Tell students:

- “Normal” is not a single measurement, but a range of measurements. This is true for heart rate and for many other characteristics.

Ask students:

- What are some other characteristics where “normal” is a range? (Height, shade of hair color, weight, length of fingers.)

Explain:

- Even though what “normal” looks like varies quite a bit, people at the “high” and “low” ends are sometimes made to feel that there’s something wrong with the way they are. Some people, though, appreciate the ways they are different, and don’t let other people make them feel bad.

Show picture of Bob Hope.

- Bob Hope was a very famous comedian who had an unusual nose. Many people teased him about his nose, and some even said that he should have surgery to make it look different. But Bob didn’t care. He liked his nose and refused to change it. Now he—and his nose—are famous.

Show picture of Cheryl Haworth.

- Cheryl Haworth is a champion weightlifter. Cheryl is much bigger and stronger than most of her classmates. Instead of feeling bad because she’s different, Cheryl has taken advantage of her body’s natural size and shape to become an Olympic bronze medalist. Millions of people now look up to and respect her for what she has accomplished.

Review & Preview**5 min.**

Remind students:

- Every human body is unique, and has its own unique measurements. Some noses are big, some are small. Some people are short, some are tall. Some people are thin, some are large. Some feet are big, some are small.
- “Normal” is not one exact size or shape. It would be abnormal if we all had the same measurements!

Remind students:

- The four-leaf clover and the bald eagle, even though they are normal, are very special. We give a special value to the clover and bald eagle, since they are uncommon.
- We should value things about ourselves and others that are unique.

Ask students:

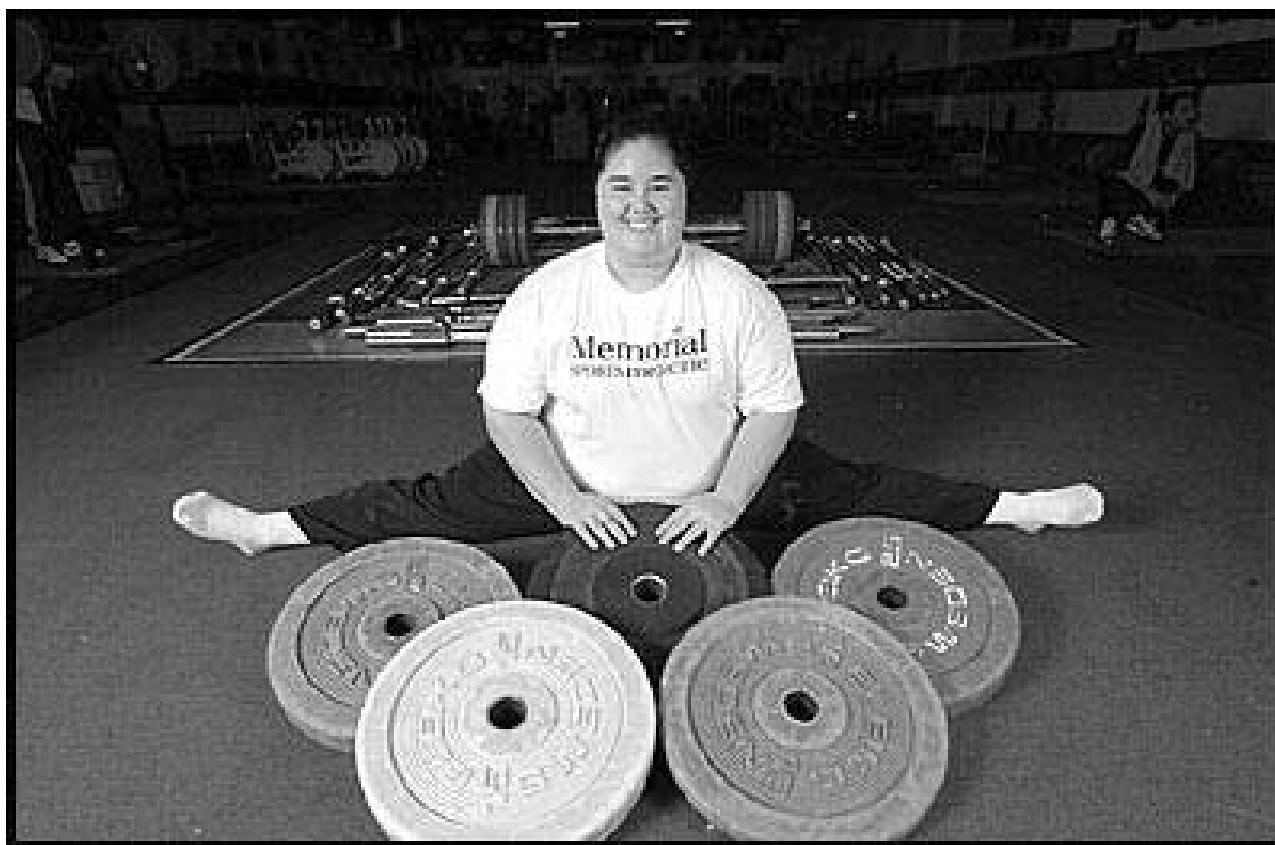
- What are some physical attributes that vary from person to person? Potential responses include:
 - Δ Height
 - Δ Weight
 - Δ Shoe size
 - Δ Hair or eye color
 - Δ Skin color
 - Δ Hair texture

Remind students:

- This variety is normal. In fact, these differences are what makes the world interesting. We should value the ways we are unique. Instead of appreciating unique things in others, some students tease or act mean to others who have different characteristics.
- Remember to value the unique things about yourself and others.









Heart Rates	
Beats per Minute	After Exercise
Under 50	
51-60	
61-70	
71-80	
81-90	
91-100	
101-110	
111-120	
Over 120	

