Middle School Level

BALANCE IT OUT!

Choose Your Fuel and Make Your Move!

2006–2007

A Teacher’s Resource

Our guide to balancing food, fun and fitness

Bonus CD
Check it out!
Thanks for sponsoring a Jump Rope For Heart or Hoops For Heart event! We appreciate your commitment to improving your students’ health and fitness while helping to raise funds for the American Heart Association. Your donations help to fund vital research and educate the public about cardiovascular disease and stroke. Thank you for being a partner in this important cause.

Since 1924 the American Heart Association has been working to fight heart disease and stroke. Our efforts focus on research, education and advocacy led by dedicated volunteers and staff.

- Since 1996, we have funded more than $1 billion in cardiovascular research, including work on clot-busting drugs. Over 28 percent of every publicly donated dollar goes to scientific research.
- Every year our Emergency Cardiovascular Care programs train more than 9 million emergency medical services personnel, healthcare professionals and citizens in how to perform CPR or use an automated external defibrillator (AED) to save lives.
- The American Heart Association works through legislative channels to increase funding for cardiovascular research and make lifesaving equipment, such as AEDs, more widely available in public places.

The American Heart Association dedicates significant resources to helping children be more heart healthy.

- In 2004–05, the American Heart Association spent $11.7 million on research projects related to children.
- Each year, the American Heart Association highlights major gains in heart disease and stroke research. Listed among the 2005 Top 10 research advances in heart disease and stroke is the American Heart Association’s scientific statement on childhood obesity, which outlines cardiovascular consequences and suggests prevention strategies.
- The American Heart Association and the William J. Clinton Foundation have joined to form the Alliance for a Healthier Generation to combat the spread of childhood obesity and the serious diseases, such as heart disease and diabetes, associated with it. The Alliance is taking a comprehensive approach to stop the increase in childhood obesity by 2010. On May 3, 2006, the Alliance announced a landmark agreement to curb high-calorie beverages in all schools. Representatives of Cadbury Schweppes, Coca-Cola, PepsiCo, and the American Beverage Association established new guidelines to limit portion sizes and reduce the number of calories available to children during the school day.
Fact File: We need physical education in our schools

Many studies have shown that children who get sufficient physical activity have better academic results. When you add in the growing problem of childhood obesity and the risk for adult-onset diseases in our children, it’s time to fight for physical activity in schools. Here are some facts:

- Since 1980, the percentage of overweight children has nearly doubled and the percentage of overweight adolescents has nearly tripled. In 2000, 15 percent of children aged 6 to 11 were overweight and nearly 16 percent of adolescents were overweight.
- About 60 percent of overweight children already have at least one other risk factor for heart disease (e.g. diabetes, high blood pressure or high cholesterol).
- Type 2 diabetes in adolescents increased ten-fold between 1982 and 1994.
- Fewer than 1 in 4 children get 20 minutes of vigorous physical activity per day, and fewer than 1 in 4 get at least 30 minutes of physical activity per day.
- Between 1991 and 1999, the percentage of students who took physical education daily dropped from 42 percent to 29 percent.
- Participation in all types of physical activity declines as age or grade in school increases. By the time students reach their teens, nearly half of America’s youth are not vigorously active on a regular basis, and over one-third ages 12 to 17 are physically active less than 3 out of 7 days a week.
- Nearly 200 studies on the effect of exercise on cognitive functioning suggest that physical activity supports learning.
- Two studies demonstrated that providing more time for physical activity can lead to increased test scores, particularly in the area of mathematics. Another study linked physical activity programs to stronger academic achievement, increased concentration and improved math, reading and writing test scores.
- Children with daily physical education exhibit better attendance, a more positive attitude to school and superior academic performance.

Do You Know?

Heart attack and stroke are rare in children, but the process that leads to these diseases starts in childhood.
Educate Parents, Teachers and Your Community

If we expect to influence students’ behavior, consistent messages about heart health must go beyond the classroom and echo throughout the school, the home and the community! Students need to see heart-healthy food choices in the cafeteria, at home and on restaurant menus. We need to create opportunities for more physical activity and make it a part of their everyday lives. **For some students, the physical activity they get at school may be their only exercise.**

Here are some ideas to help students and their families live healthier lifestyles. Try posting these on your school Web site or distributing them at events.

School is the Starting Point!

- **Sponsor a Jump Rope For Heart or Hoops For Heart event and get all students and their families involved.**
- **Each morning as the school day starts, coordinators can direct each classroom to get up from their desks and perform a variety of exercises based on directions given over the school’s PA system. The physical educator in the school will teach the students and teachers the exercises that will be performed each morning. This is a great way to kick-start the brain’s learning abilities with increased blood flow.**
- **Schedule a day once a month as Fitness Day. Set up games and activities for the students to participate in. Make it fun with music and special decorations.**
- **Schedule Family Fitness at your school. Set up non-competitive games and activities for students and their families to participate in together on one or two evenings throughout the school year.**
- **Provide nutrition and physical activity information for your school newsletter. If your school doesn’t have one, publish your own version! News could include ways to increase physical activity or recipes for low-fat, nutritious snacks or lunches.**
- **Provide information about purchasing pedometers or use them in physical education classes. Pedometers measure the number of steps taken each day. Wearing a pedometer will encourage students and teachers to be more physically active.**

Ambassadors of Heart Health: Advocacy Ideas for Teachers and Students

As you work to promote healthy eating habits and increased physical activity in and beyond your classroom, draw on the energy and enthusiasm of some of the best ambassadors — your students! Involve them in educating their peers, family members, friends and local citizens in the how’s and why’s of eating right and exercising. Try some of these ideas to promote healthier lifestyles and check out the Web sites in the Resources section for more. Be an advocate!

- **Advocate within your school and school district for more opportunities for students to be physically active. Encourage students who may not participate in traditional sports to take part in after-school activities that improve their fitness. Ideas might include cycling, skateboarding, inline skating or joining a climbing club.**
- **Work with the PTA to map out a safe walking trail or course around the school grounds. Challenge grades/schools to walk and create a competition between the grades. Individual classroom teachers may want to include graphing or estimating to help students learn how to apply their math knowledge to life. If supervision is available, students may arrive at school early to walk the course, or stay after school.**
- **Get active with your students. Encourage other teachers and parents to become involved in physical activity. Show children how much you enjoy physical activity.**
- **Advocate within your school district for better nutritional choices. Work with the PTA or create a plan on how to phase out foods that don’t contain the best balance of nutrition.**
- **In your school announcements or school newsletter, provide information about local events such as 5Ks or clean-up days. Encourage students and their families to participate in outdoor activities together.**
Understanding your heart rate — Counting your pulse

Knowledge needed

The heart is a muscle that can be trained and strengthened like other muscles in the body. Students may have already realized that their heartbeat will increase as a direct result of physical activity.

Objective

Students learn that by exercising at the right rate, they can work their heart at the right level to keep it strong and efficient.

Materials

- Stethoscope for teacher and/or students.
- Pencils and paper.
- Watch with second hand.
- Different types of music for different activities. (Slow music for walking, faster music for fast walking or skipping, faster music for more strenuous activities like jumping rope.)

Set Up

- Have students spread out so they have room for physical activity but can see the teacher.
- Introduce the word “pulse” and discuss how the pulse translates into heart rate. Explain that your pulse can be felt on certain parts of the body like the wrist and neck. Have everyone “check” their pulse.
- Explain that the doctor uses a stethoscope to listen to a patient’s beating heart. The heart beating is what makes the pulse. Inform students that today they will find their pulse after doing different levels of activity and learn how they can increase or decrease their heart rate.

Do You Know?

The more risk factors someone has, the more likely that person is to develop heart disease or stroke.
**Procedure**

- Have the students check their pulse while being still. (Count the pulse for 10 seconds and multiply the number by 6 to get the resting heart rate). Have students record this number on their sheet.

- Play slow music and have the students walk quietly in place or around the room. Then have them stop and take their pulse, writing it down on their sheet.

- Play fast music and have them skip or jog in place or around the room. Then have them stop and take their pulse again, writing it down on their sheet.

- Play really fast music and have them running, jumping rope or doing another very strenuous activity. Once again, have them stop and take their pulse and write it down.

- Let them sit for a while. During this time discuss the need to train your heart and how important it is for the heart to be adequately exercised. You should get your heart rate up with physical activity for 30 minutes a day. Tell them that a normal heart beats between 60 and 99 times per minute. Resting heart rates give a good indication of cardiovascular fitness. As people get in better shape, their resting heart rate goes down because the heart is more efficient.

- Introduce the working heart rate: the rate the heart is working when doing exercise. Introduce the recovery heart rate: the rate the heart is working for about 60 seconds after doing exercise. To achieve the best results when exercising your heart, you should be in your target heart rate zone.

- Have students calculate their maximum heart rate by subtracting their age from 220. To be doing the best work for their heart health, the heart rate should be between 50%–85% of their maximum while doing the activity.

**Homework**

Get students to go home and get the family involved. Get the family members to sit still, move slowly, move fast, etc. and write down their pulse rates, calculating their maximum and resting heart rates.
Risky Business — Learning risk factors for heart disease, heart attack and stroke

Knowledge needed
Students should know the risk factors that contribute to heart disease or stroke. The more risk factors a person has, the higher the likelihood that they will develop heart disease or stroke. The students should also know that there are some risk factors that a person may have no control over, such as heredity, age, sex and race.

Objective
Students will participate in a cardiovascular tag game while learning the risk factors for heart disease and stroke.

Materials and Setup
- Risk Factor Cards: (See CD to print out Risk Factor Cards or make your own.) Each card has a risk factor listed on it. Some card suggestions if you’re making your own are: Overweight, High Blood Pressure, Smoking, High Cholesterol, Physical Inactivity and Diabetes.
- A box to put the cards in
- 12–15 poly spots
- 3–4 red nerf balls
- 3–4 red pennies for “Heart Attackers”
- 1–2 black/white pennies for “Heart Patrol”
- 1–2 blue pennies or lab coats for “Cardiologists”

Procedure
- Place poly spots with Risk Factor cards taped on them randomly around gym floor.
- Designate the boundaries of the game: Assign a fitness run track course area. All spots are considered “safe.” To get a student off base, the “Heart Attackers” or another player must say “Buzz off PLEASE!” The student must leave.
- “Heart Attackers” (taggers) try to tag students by touching them with their cholesterol (nerf) ball.
- When a player is tagged, they must go get a Risk Factor card out of the box. Each time they are tagged they must get a different risk factor. Once a player is carrying a Risk Factor card, they are not safe on spots with that risk factor on them.

Do You Know?
Compared to active children, inactive children weigh more, have higher blood pressure and have lower levels of heart-protective HDL (“good”) cholesterol.

continued on next page
After a student gets the fourth Risk Factor card, they are at greater risk for having a heart attack. They must go to the “Cardiologist” who puts them on an exercise program. They are sent on the “fitness run” track around the outside perimeter of the game. After completing each lap, they return a Risk Factor card to the Cardiologist. After four laps, they are considered to have a reduced risk and can then return to the game.

“Heart Patrol” is one or two students who walk around checking spots and Risk Factor cards. If a student is found standing on a spot where they are not safe (holding that Risk Factor), the Heart Patrol will give them another Risk Factor card (ticket).

STROKE! The teacher calls this anytime during the game and all students are temporarily paralyzed — they can’t move or speak. Use this time to switch Heart Attackers, Heart Patrol or to correct problems or safety issues.

Discussion

Ask the students what they learned about the number of risk factors you should have. Ask students to give ideas on what can be done to prevent each of the risk factors or reduce the chance for heart attack or stroke. Give homework and instructions for completion.

Homework

Send home the Risky Business Worksheet. Have all family members check off the risk factors that they have for heart disease and stroke. When students return their sheets, figure out what percentage of the students’ family and friends are at risk for heart disease and stroke and discuss the results with the class. Compare the results from the class with the national averages and/or trends.

Do You Know?

The brighter the food on your plate, the more vitamins and minerals you will consume.
**Directions:** Ask your friends and family to note which risk factors they have. For each person, create a total number of risk factors.

**NAME**
___________________________________________________________________________________________

**DATE**
___________________________________________________________________________________________

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<tr>
<th>NAME OF PERSON</th>
<th>Which risk factor do they have?</th>
<th>How many risk factors do they have?</th>
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**Risky Business — Learning risk factors for heart disease, heart attack and stroke**

**ACTIVITY SHEET**
Knowledge needed

Students should understand that a healthy diet contains a mixture of all food groups. There are some foods we call “Everyday foods” that are more nutritious and provide better fuel for your body. “Sometimes foods” may taste good, but they do not provide as much nutrition for our bodies, or they provide too many calories. To be your best and perform your best, you should balance the energy IN with the energy OUT.

Objective

Students will become aware of how choosing the right foods helps their bodies work better, keeping them healthier throughout their lives and giving them more power and energy to “win.”

Materials and Setup

- One card with a food item on it per student (at least 5 different colors should be used). Assign each color a type of food. (Example: Green for veggies, Red for hot dog/hamburgers, Blue for French fries, Yellow for fruit, Brown for soda, etc.) Make sure you have a good division of “everyday food” and “sometimes food” choices. Assign each color/type of food a certain exercise. The “everyday foods” can be less difficult and the “sometimes foods” should be harder. (Example: Green for veggies is 10 jumping jacks, while Blue for French fries is 20 jumping jacks.)

- One poster board per color, listing the type of food and an exercise. This should be large enough for each student to be able to see it.

Procedure

- Display the poster board with the colors/foods/exercise levels where all can see. Go over the different foods and exercise levels.
- Give each student a beanbag or color dot.
- Put students in two circles.
- When the music starts, have the students pass their beanbags/color dots around the circle continuously until the music stops. When the music stops, each student should have one beanbag.
- The students then spread out, the music starts again and they have to do the exercise that goes with the color of their beanbag. Students with “sometimes food” beanbags will have to exercise harder. Students with “everyday food” beanbags still have to exercise, but not as hard.

Discussion

Now if you get to CHOOSE which fuel to put in your body, which would it be? The fuel that gives your body better energy to use during your activities or the fuel that requires you to work harder to keep up?

Homework

Send home the Tracking What You Eat Worksheet and Physical Activity Log to be filled out. Suggest that the students keep track of their foods and their activity to track if they are matching energy IN with energy OUT.
Directions: Record daily food choices. Ask family members or friends to record their food choices. Under each meal, list each food eaten on a separate line. For each food, place a check mark under the category where that food item belongs and indicate if that food is an “everyday food” or a “sometimes food.”

NAME ______________________________ DATE ______________________________

<table>
<thead>
<tr>
<th>Food Selection</th>
<th>“Everyday food”</th>
<th>“Sometimes food”</th>
<th>Fruit</th>
<th>Vegetable</th>
<th>Bread, cereal, pasta</th>
<th>Milk, cheese</th>
<th>Lean meat</th>
<th>Fats, oils, sweets</th>
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| LUNCH          |                 |                  |       |           |                     |              |           |                 |
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| DINNER         |                 |                  |       |           |                     |              |           |                 |
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| SNACK          |                 |                  |       |           |                     |              |           |                 |
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**Directions:** Fill out the form and bring it back to class. Encourage others in your family to also participate. Consider keeping track for one month.

DUE DATE

NAME

GRADE ____________________________ CLASS PERIOD ____________________________

### Week 1

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Guardian Signature: __________________________________

### Week 2

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Guardian Signature: __________________________________

### Week 3

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Guardian Signature: __________________________________

### Week 4

|--------|----------------------------------|----|-----------------------------------------------|---------------------------------------|----|-----------------------------------------------|----------------------------------|----|

Guardian Signature: __________________________________

Choice Activity must be an exercise that raises the heart rate for at least 30 minutes. Suggestions: walking, jogging, biking, skating, inline skating, skateboarding, swimming, sports (basketball, soccer, hockey, etc.)

If you make a different choice, write it here. Make sure that your teacher approves it before you begin using the activity on your chart.

My Special Choice Activity is: ____________________________
Basketball Course — Anatomy of the Heart

Knowledge needed

Students should know that the heart and lungs work together to deliver oxygen to the entire body through blood. There are four chambers of the heart that provide a path for blood to follow as it picks up and delivers oxygen and waste products.

Objective

Students will learn the four chambers of the heart and learn the path for the blood through those four chambers.

Materials and Setup

- Four hula hoops are set up throughout a gym to represent the four chambers of the heart. Position the hula hoops (chambers) evenly distanced from each other.
- Cones are placed between the two left and two right chambers to create “passageways” representing the valves the blood passes through to go to the next chamber.
- A basketball will represent the blood molecule moving through the heart chambers.

Procedure

- Students are divided into groups of four with each student standing next to the designated chamber. Student 1 states that he or she is in the right atrium as he or she dribbles a basketball around the hula hoop, then passes the ball (blood molecule) through the cone passageway (valve) to Student 2. When passing the ball through the passageway, the student states that he or she is passing through the valve.
- Student 2 receives the ball, dribbles around the right ventricle hula hoop (stating his or her location), continues through the valve to the pulmonary trunk, and passes to Student 3.
- Student 3 dribbles around the left atrium hula hoop and passes the ball through the passageway (valve) to Student 4 in the left ventricle.
- Student 4 dribbles around the left ventricle hula hoop and passes the blood molecule out through the valve to a target on the wall that represents the body. For a variation, set up the course so that the basketball goal is in the center and students can shoot at the goal to represent the blood leaving the aorta and going to the body.
- Have students rotate within each heart group after two trials at each chamber.

Discussion

Explain that the blood exits from the right ventricle and passes to and from the lungs (via the pulmonary artery and pulmonary vein) returning to the left atrium. Replace the left ventricle hula hoop with a bigger hula hoop and discuss how the left ventricle is larger than the other chambers. Explain that the reason for the size difference is that the left ventricle pumps oxygenated blood to the rest of the body via the aorta.
**RESOURCES**

**Educational Web Resources for Teachers**

**www.americanheart.org/jump**
The Jump Rope For Heart Web site provides information for teachers, students and parents about the Jump Rope For Heart program. It’s an excellent resource to help make your event a success.

**www.americanheart.org/hoops**
The Hoops For Heart Web site provides event resources for coordinators, as well as information for students and parents about the Hoops For Heart program.

**www.americanheart.org**
The American Heart Association Web site offers a wide variety of valuable information including patient education about diseases and conditions, a Heart and Stroke Encyclopedia, healthy lifestyle information and ways to order materials, including cookbooks.

**www.americanheart.org/healthierkids**
Former President Clinton and the American Heart Association have joined forces to stop the increasing prevalence of childhood obesity in the United States. They will identify issues that contribute to the problem and help with solutions by providing tools for schools that inspire all young Americans to develop life-long healthy habits. You can register for e-mail updates.

**www.healthiergeneration.org**
The Alliance for a Healthier Generation is a partnership between the American Heart Association and the William J. Clinton Foundation dedicated to fighting childhood obesity. This site contains updates on the programs and partnerships that are being developed to address this issue on all fronts.

**www.aahperd.org**
The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) is the American Heart Association’s partner in Jump Rope For Heart and Hoops For Heart. AAHPERD is the largest organization of professionals supporting and helping those involved in physical education, leisure, fitness, dance, health promotion and education and all specialties related to achieving a healthy lifestyle.

**www.aahperd.org/naspe/physicalbest**
Physical Best is a comprehensive health-related fitness education program of AAHPERD for use in conjunction with existing K–12 physical education curricula.

**www.nhlbi.nih.gov/health/public/heart/obesity/wecan**
We Can! (Ways to Enhance Children’s Activity & Nutrition) is a national program designed as a one-stop resource for people interested in practical tools to help children ages 8–13 stay at a healthy weight. Tips and fun activities focus on three critical behaviors: improved food choices, increased physical activity and reduced screen (TV, computer, etc.) time.

**www.pecentral.org**
PE Central is ideal for PE teachers. The site offers physical education curriculum, programs and resources for children and youth.

**www.healthychoices.org**
The Healthy Choices for Kids nutrition education program was created by the growers of Washington state apples. This program consists of four separate volumes, each comprising a complete, ready-to-use curriculum guide, including Eat a Wide Variety of Foods, Choose a Healthy and Active Lifestyle, Eat Plenty of Fruits, Vegetables, & Grains and Choose Healthy Snacks.

**www.nutritionexplorations.org/index.asp**
Sponsored by the Dairy Council, Nutrition Explorations is a great resource for teachers. It provides nutrition lessons, nutrition news and FAQs, grade-level ideas and teacher idea exchange area. The site also has an extensive section for parents, kids and even the cafeteria or foodservice.

**www.bam.gov/teachers/index.htm**
BAM — Body and Mind is a children’s Web site of the Centers for Disease Control (CDC). This teachers’ resource center helps you to incorporate CDC health, safety and science topics into your classroom. The site also offers your students interactive content to investigate topics for school or for a personal interest.
www.health.discovery.com
The Discovery Channel's online health resource. Contains news, health tools, information on diseases and conditions, diet and fitness, and even podcasts.

Educational Web Resources for Students

www.Kidshealth.org
KidsHealth is the largest and most-visited site on the Web providing doctor-approved health information about children from before birth through adolescence. Created by The Nemours Foundation’s Center for Children’s Health Media, KidsHealth provides families with accurate, up-to-date, and jargon-free health information they can use. The site offers games and activities for kids and advice for teens.

www.healthyfridge.org
A Web site devoted to bringing awareness to the importance of healthy eating habits and developing those healthy habits at an early age. Offers fun activities and information for both parents and teens.

www.nutritionexplorations.org/kids/main.asp
The Diary Council's great kid’s site filed with games, activities, contests, kid’s panel, recipes and fun links. Helps kids explore the world of nutrition and learn good eating habits.

www.healthiergeneration.org/kids
Check out this new Kid's Site! The movement for a Healthier Generation begins with youth. It’s all about being active and having fun!

www.mypyramid.gov/kids/index.html
This site teaches the new Food Pyramid to kids. It has resources for parents, games for kids and information for teachers. There are posters to download and tips on nutrition and physical activity.

www.bam.gov
BAM — Body and Mind is a children’s Web site of the Centers for Disease Control (CDC). Has a cool interactive Create Your Own Fitness Calendar feature for kids to make a personalized calendar of the activities they are planning to do and a recipe finder for healthy snacks. Also neat activity cards that show how different activities affect the body.

Advocacy Web Resources

www.americanheart.org/yourethecure
You’re the Cure is the American Heart Association’s nationwide network of people dedicated to finding a cure for heart disease and stroke. You’re the cure when you speak up for vital research funding, or when you advocate for public policies that increase physical activity and improve nutrition in schools. You’ll get everything you need to succeed including a Welcome Packet to get you started. Timely action alerts ask you to call, write or visit policymakers.

www.rwjf.org/files/publications/otherlist.jsp
Robert Wood Johnson has published “Healthy Schools for Healthy Kids,” which highlights the best and most promising health-related practices in schools. Look for this PDF released in December 2003.

www.nasbe.org/HealthySchools/index.html
The National Association of State Boards of Education's Healthy Schools program is a great resource for school health policies in each state and sample policies on physical education and nutrition issues in schools.

The North Carolina Health Schools Program has put together a comprehensive guide to create effective school health advisory councils.

www.walkinginfo.org/walkingchecklist.htm
Walkinginfo.org has a great checklist to help you decide if your neighborhood is a friendly place to walk. It will also give you suggestions on how to fix problems that you find.

http://member.aahperd.org/advocacy
The AAHPERD Legislative Action Center provides information and resources needed to address the health, physical activity, dance and sport issues being debated on Capitol Hill. In addition, this site serves as an election, media and training resource.

www.tobacco-freekids.org
Offers the Campaign for Tobacco-Free Kids, with reports, statistics, Youth Action program and many ways to help keep our kids tobacco-free.