Totally Healthy YOU

Using Knowledge, Food and Fitness to Keep Your Body Healthy

GET MOVING!

TOBACCO FREE!

BALANCED DIET!

Middle School Level
2008–2009

A Teacher’s Resource

Presented nationally by:

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 fund vital research and educate the public about cardiovascular disease and stroke. Thank you for being a partner in this important effort.

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.

**Research:** Since 1949, we have funded more than $2.9 billion in cardiovascular and stroke research, including work on clot-busting drugs. Almost 22 percent of every publicly donated dollar goes to scientific research.

**Education:** Last year, our Emergency Cardiovascular Care programs trained about 11 million healthcare providers, lay rescuers and members of the general public in CPR and emergency cardiovascular care.

**Advocacy:** Through strategic government and media relationships as well as grassroots advocacy efforts, we have played a major role in the debate over the Family Smoking Prevention and Tobacco Control Act. This bipartisan legislation would give the Food and Drug Administration the authority to regulate the sale, marketing and production of tobacco products. At the state level, we led campaigns to increase the amount of time devoted to physical education in schools, resulting in increased physical education requirements and funding in nine states.

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

- Since 2003, the association has committed over $54.2 million for research projects related to children. In 2006–07 alone, we committed $10.1 million for research related to children.

- 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 associated with it, such as heart disease and diabetes. The Alliance is taking a comprehensive approach to stop the increase in childhood obesity by 2010. On March 27, 2007, the Snack Food Association announced its endorsement of the Alliance’s goals and unveiled new Healthier Generation Snack Food Guidelines.

- The American Heart Association is currently funding 100 diabetes-related projects that total $15.9 million. In the past 10 years, we have awarded $47.4 million for diabetes-related research.

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**Materials Included in This Kit**

- One Teacher’s Resource Guide
- Four Educational posters
- One Bonus CD
Many thanks to AAHPERD and the special project team of educators for helping develop the materials in this kit: Caroline Taylor, Dr. Derrick Mears, Julie Webb, Sue Long, Bonnie Ferneau, Kaye Cochran, Kelly Duell and Marlene Tappe. If you have an activity or lesson idea that you would like to have considered for the 2009–10 Educational Kit, please send it to Caroline Taylor at AAHPERD, CTaylor@AAHPERD.org.

Monica Mize
AAHPERD President

“Through participation in Jump Rope For Heart and Hoops For Heart, millions of children have the opportunity to raise funds to fight cardiovascular disease and stroke. For many of these children, this is the first time they have been involved in such a noteworthy endeavor. We are very proud of our long relationship with the American Heart Association as we jointly strive to improve the health of all our citizens.”

Heart Disease Deaths Plummet Ahead of 2010 Goal
By Steve Sternberg, USA TODAY, January 23, 2008

Heart disease deaths in the USA have fallen below the American Heart Association’s prevention goal for 2010, and deaths from strokes are nearing their own record low, the AHA said Tuesday.

New government data show that heart disease death rates dropped 25.8% between 1999 and 2005, from 195 to 144 deaths for every 100,000 people, surpassing the AHA’s 25% target reduction. Stroke deaths dropped 24.4%, from 61 to 47 deaths per 100,000.

That adds up to roughly 160,000 lives saved in 2005. If the trend holds, the AHA predicts that as many as 240,000 lives may be saved this year.

Signs of trouble loom on the horizon, among them twin epidemics of diabetes and obesity in young people, says Daniel Levy of the National Heart, Lung, and Blood Institute’s Framingham Study, a 50-year-old examination of heart disease in a Massachusetts community.

“We haven’t yet paid the full price in heart disease and stroke deaths for the obesity epidemic in our children that began 25 years ago,” he says.

M. Cass Wheeler
Chief Executive Officer, American Heart Association

“This means that our 2010 strategic goal for reducing deaths from coronary heart disease has been achieved, and for stroke nearly achieved — well ahead of schedule. This is an amazing accomplishment for the American Heart Association and for the health of our country.”
American Association for Health Education Standards

Health Education teachers are expected to provide learning opportunities that support their students in achieving the eight standards as determined by the American Association for Health Education.

AAHE National Standards for Health Education

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on standard health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

National Association forSport and Physical Education Standards

Physical Education teachers are expected to provide learning opportunities that support their students in achieving the six physical education standards as determined by the National Association for Sport and Physical Education (NASPE)

NASPE Standards for Physical Education

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction.

More information on how Jump Rope For Heart and Hoops For Heart meet the NASPE and AAHE standards can be found on the Bonus CD in this kit!
This year, each activity has a summary icon showing which areas of student health or knowledge that activity addresses.
Diagram of the Heart

- Superior Vena Cava from Upper Body
- Pulmonary Artery to Right Lung
- Pulmonary Vein from Right Lung
- Pulmonary Artery
- Aorta
- Pulmonary Artery to Left Lung
- Pulmonary Vein from Left Lung
- Right Atrium
- Right Ventricle
- Left Atrium
- Left Ventricle
- Tricuspid Valve
- Mitral Valve
- Aortic Valve
- Inferior Vena Cava from Lower Body

A worksheet of this diagram can be found on the Bonus CD in this kit!
This language can be used as a tool for teaching how the heart works and helping students visualize the progress of blood through the four chambers of the heart.

The walls of the heart are made of thick muscle. When they contract, blood is pushed through tubes called blood vessels.

There are different types of blood vessels.

- Arteries are large, thick blood vessels that carry blood away from the heart. They bring oxygen and nutrients to the body. The aorta is the largest artery.
- Veins are large blood vessels that carry blood back to the heart. Veins carry carbon dioxide and other wastes from the body. Veins are thinner than arteries, are closer to the skin and have a bluish color.
- Capillaries are the smallest blood vessels. These tiny vessels ensure that every cell gets the nourishment it needs. Arteries eventually become capillaries. The capillaries deliver the oxygen and nutrients in the blood, then pick up wastes and feed into veins.

Blood constantly travels from the heart to the arteries, capillaries and veins. The heart and blood vessels are called the circulatory system because blood keeps circulating through this network of blood vessels.

You can think of the heart like two pumps side by side. The pump on the right side moves blood to your lungs, where the waste gas carbon dioxide is removed and oxygen is added. Freshly oxygenated blood returns to the pump on the left side, which moves it out into the rest of your body.

Your heart is similar to a two-story house with four rooms: two rooms on the top floor and two rooms on the bottom floor. Each room is called a chamber. The right atrium and left atrium are the upper chambers. The right ventricle and left ventricle are the lower chambers. Blood carrying carbon dioxide travels from the right atrium to the right ventricle, then into the lungs where carbon dioxide is exchanged for oxygen. Blood carrying oxygen travels from the left atrium to the left ventricle and onward to the rest of the body.

The heart has valves that control the direction of blood flow. Think of these valves as doors between the rooms that open and close to let the blood in or to stop it from entering.
Objective:
Students will write instructions for their favorite simple exercises that can be done in the gym or classroom, and the students will demonstrate these activities.

Materials and Set-up:
3" × 5" note cards
Resources for various exercises (Internet, library)

Procedure:
1. Teacher provides students with 3" × 5" cards. Students write down various exercises that develop muscular strength and endurance, cardiorespiratory endurance or flexibility.
2. Each exercise card should include:
   a. The name of the exercise to be performed.
   b. The number of repetitions or time in which the exercise is to be performed.
   c. The component of health-related physical fitness that the exercise addresses.
   d. The muscles involved in the exercise.
   e. Why they enjoy performing this exercise.
3. Teachers will develop and use a scoring guide/checklist to evaluate submitted activities to determine if they accurately meet the criteria to be included in the grab bag. Approved activities will be included in the grab bag to be used as introductory activities in future lessons.

Safety Considerations: The teacher should monitor students’ activity selection to ensure safety and exercise appropriateness. Exercise selection should also be monitored to ensure students do not perform contraindicated exercises.

This activity meets NASPE Standard 2 and AAHE Standards 3.5.2, 3.8.2, 6.5.2, 7.5.2 and 7.8.2.
Objective:

Students will identify facts about risk factors for cardiovascular disease and will demonstrate the basketball skills of dribbling, passing and shooting.

Materials and Set-up:

Milk crates – 1 for each team  
Basketballs – 1 for each team  
Risk Factors Worksheet – 1 for each team

Prior Knowledge:

Basketball skills should be at a proficient level.

Procedure:

1. Students are divided into four teams; each student on a team is assigned a number.
2. Four crates, each containing a basketball, are placed in the center circle of the basketball court.
3. Teacher calls a number, and the students from each team who are assigned that number run to the center circle and retrieve a ball from the crate closest to their team. The students dribble the basketball back to their teams, pass it to each team member and then shoot the ball until they make a basket.
4. Once the student completes the passes and the basket, they dribble the ball back to the center and put it back in the crate. The student runs back to the team. As a group, they answer the “risk factor” question and record their response on the answer sheet.
5. The first team to successfully complete the task and get the correct answer to the “risk factor” question receives two points. If other teams successfully complete the task and get the right answer, they receive one point.
6. Teacher calls out another number representing a group of students and the game continues.

This activity meets NASPE Standards 1, 2 and 5 and AAHE Standards 7.5.2, 7.8.2, 7.5.3 and 7.8.3.
Objective:

Students will demonstrate knowledge of what foods constitute a healthy versus unhealthy diet while operating scooters.

Materials and Set-up:

Soft yellow ball, Letter cards (4–5 alphabet sets), Heart cutouts (5 for each alphabet set), Scooters, Vocabulary list (available on Bonus Materials CD)

Prior Knowledge:

Students should have prior knowledge of the terms on the vocabulary list.

Introductory Activity:

1. Students choose a partner and form a “glob” by either locking body parts (wrists or elbows) or using equipment (bicycle tube or tag-a-long straps).
2. One pair of students is given the “glob of fat” (soft yellow ball) and acts as taggers to begin the game. On the signal the taggers and fleers move about the space. The taggers “tag” a pair of fleers and then pass the soft yellow ball to the pair of fleers. This pair then becomes the taggers and try to tag and pass the soft yellow ball to another group of fleers.
3. The cycle continues for three minutes until the teacher gives the signal to end the round. The partnership holding the “glob of fat” (soft yellow ball) then performs 25 jumping jacks or other designated exercise to burn off the “fat.”
4. Play continues for as many rounds as time allows.

Procedure:

1. Teacher randomly scatters letters and heart cutouts at one end of the gymnasium. At the opposite end of the gymnasium, students are divided into four teams.
2. Each team is given a scooter and a paper plate.
3. On the signal, one student with the plate rides the scooter (seated), using their legs to propel the scooter the length of the gymnasium.
4. When students arrive at the scattered cards, they fill their plate with the letters and heart cutouts and return to their team’s side of the gymnasium.
5. The second person in the group takes the scooter and repeats the process until all of the letters and hearts have been “eaten” or taken by the teams.
6. Each team is given a list of words related to nutrition or a nutrition article. Students work together using the letters from their plate to create as many words as possible from the list, writing them on the team worksheet. Words can be organized individually or as a crossword puzzle with letters. Heart cutouts are classified as “wild” and can replace missing letters within any word (limit two “wild” hearts per word).
7. Re-scatter letters and hearts and repeat as time allows.

Safety Considerations: Students should be aware of personal space during the tag game and should obey scooter safety rules.

This activity meets NASPE Standards 1, 2, 3 and 5 and AAHE Standards 5.5.3, 5.8.4, 5.5.5 and 5.8.6.
Objective:
Students will learn how blood travels through the heart while practicing a variety of basketball skills, including dribbling, passing and shooting.

Materials and Set-up:
Basketballs
Heart Facts Quiz (available on Bonus Materials CD)
Station signs (available on Bonus Materials CD)

Introductory Activity:
1. Teacher walks the students through the various stations for the activity. At each station the teacher places a station sign and a basketball.
2. As the students follow, the teacher reads the heart function detailed at each station and has another student demonstrate the various types of basketball handing skills that are to be practiced at each station.

Procedure:
1. Students are randomly assigned to one of the nine stations. Each student is given a Heart Facts Quiz Sheet to complete as they circulate through the stations.
2. On the start signal, students read the heart station signs and answer the related quiz question. The student then performs the basketball handling skill listed at the station.
3. On the rotation signal, students rotate one station clockwise. The circuit continues until each student completes the nine stations.

Discussion:
The teacher reviews the key information from the heart station signs and discusses the answers to the quiz questions.

This activity meets NASPE Standards 1 and 5 and AAHE Standards 7.5.2 and 7.8.2.
Objective:

Students will demonstrate cooperative elements of equality, participation, success and trust during team-building activities while demonstrating knowledge of addition, subtraction, multiplication and division.

Materials and Set-up:

- Hula hoop, jump rope and basketball for each group of four
- Cones to create a track around the outside of the activity area
- Team Marathon Challenge List (Five versions are available on Bonus Materials CD)

Introduction Activity:

Teacher walks the students through the various activities in the team marathon challenge list.

Procedure:

1. Teacher divides the class into groups of four students and the groups scatter around the gymnasium.
2. Each person in the groups is assigned a letter: A, B, C or D.
3. On the floor in front of each group, place a hula hoop, jump rope and basketball.
4. On the signal, each group reads the task on their Team Marathon task sheet and begins working on their challenge. The students are reminded that they are to complete the tasks in A, B, C, D order with each student waiting until the student ahead of them on the list has completed their task. During the activity, the teacher should circulate to ensure that students accurately complete the various challenges and can accurately calculate the mathematical solutions.

Safety Considerations: Ensure students travel in the same direction around the track and remind students of personal space when performing the activities.

This activity meets NASPE Standards 1, 2, 3, 4 and 5 and AAHE Standards 7.5.2 and 7.8.2.
Objective:
The students will work through the game board to learn facts about energy balance and nutrition.

Materials and Set-up:
Hula hoops, Jump ropes, Basketballs, Paddles, Balls
Games pieces from Bonus Materials CD (left foot, right foot, Move Ahead, Move Back, Start and Finish)

Introductory Activity:
1. The teacher discusses the importance of physical activity. Remind students that physical activity is good for the heart because, like other muscles, the heart muscle works better when it gets exercise.
2. The teacher provides students with two game pieces on which they are to create the specific directions for the Pathway to a Healthy Heart game.
3. The students are instructed to choose an exercise to develop muscular strength or endurance, cardiorespiratory endurance or flexibility and write it on the left foot template. The students should include:
   a. The name of the exercise to be performed.
   b. The number of repetitions or time in which the exercise is to be performed (total time required should be less than 2 minutes).
   c. The component of health-related physical fitness that the exercise addresses.
   d. The muscles that are involved in the exercise.
4. The students are instructed to choose an activity based on the equipment available and write it on the right foot template. The students should include:
   a. Description and/or the name of the activity to be performed.
   b. The number of repetitions or time in which the activity is to be performed (total time should be less than 2 minutes).
   c. The motor skill or movement pattern that the activity addresses.

Procedure:
1. Teacher hangs the student-created game pieces, Move Ahead game pieces and Move Back game pieces around the gym, creating a large gameboard. Hang the Start game piece and Finish game piece.
2. Students are divided into pairs. Each pair is given a number cube (or two depending on the size of the game board) and a numbered cone.
3. Students roll the number cube and move along the gameboard. When the students land on a game piece, they place their cone under the game piece and place the number cube(s) under the cone. The students read and perform the exercise or activity. When finished, they roll the dice again. Continue until someone gets to the finish line.

Safety Considerations: Check each game piece to determine the safety and appropriateness of the exercises and activities written by the students.

This activity meets NASPE Standards 1, 2, 3 and 5 and AAHE Standards 1.8.1, 1.8.7, 2.8.3, 2.8.8, 5.8.4 and 7.5.1.
Objective:
Students will develop oral communication, basketball handling skills, dodging, fleeing and tagging skills during cooperative group activities with competency.

Materials and Setup:
One basketball per student, 3–4 heart shapes per student

Prior Knowledge:
Students should be provided knowledge of the Hoops For Heart (HFH) event and how the dollars raised are used to fund research and to provide educational materials to help everyone have healthier hearts.

Introductory Activity:
1. Each student is given a basketball and on the signal begins demonstrating basketball skills.
2. Once a student reaches 30 seconds they are awarded one heart shape. The students continue demonstrating skills for an additional 30 seconds and get an additional heart shape for each 30-second interval completed.
3. The cycle is repeated until each student has approximately three to four heart shapes.

Procedure:
1. Students are assigned one of two roles: either a HFH Participant (tagger) or a HFH Sponsor (fleer).
2. On the signal the taggers attempt to tag the fleers. Once a student has been tagged, the tagger plays the role of a HFH participant and asks the sponsor, “Would you like to help the American Heart Association combat Heart Disease and Stroke?”
3. The Sponsor (fleer) may ask one question about the event, such as: “When is your event?”, “What is your school fund-raising goal?”
4. If the Participant (tagger) answers the question correctly, the Sponsor (fleer) says “Yes, I’d be happy to sponsor you!” and gives one heart shape to the Participant (tagger).
   
   Be sure that each Participant (tagger) says “Thank You!” to the Sponsor (fleer).

4. Both students return to the game and the Participant (tagger) must tag another Sponsor (fleer).
6. Students can be “OUT” when they have no more heart shapes. If time permits, students can be allowed to earn more heart shapes during the activity by going to the Fitness Bank (Teacher) and performing basketball skills for 30 seconds to receive another heart shape.

Safety Considerations: When two students are stopped in a Participant/Sponsor transaction, other students should maintain a safe distance.

Discussion:
Remind students about the appropriate way to ask for donations and to always thank their sponsors.
Review the reasons for participating in the HFH program.

This activity meets NASPE Standards 1, 3 and 5 and AAHE Standards 7.8.1, 7.8.2 and 7.8.3.
Make a Hoops For Heart Promotion

Objective:
Students will create a brochure or PowerPoint presentation to promote the school’s HFH event and also incorporate heart-health ideas. They will research heart-health information to share, making sure they have accurate and up-to-date information.

Materials and Set-up:
Computer and Internet access.

Prior Knowledge:
Students may use the directions included on the CD to help create the PowerPoint presentation or brochure.

Introductory Activity: Physical Education — Technology/Research Project
The student’s name and class period needs to be included in the brochure or PowerPoint presentation.

Procedure:

1. Each student is responsible for creating either a brochure or PowerPoint presentation to promote the Hoops For Heart event and cardiovascular disease prevention. The brochures or presentation should include:
   a. A title (must include Hoops For Heart)
   b. Date of the event
   c. Purpose of participating in a Hoops For Heart event
   d. A slogan or catch phrase promoting Hoops For Heart

2. In addition to the above requirements, each project should include seven of the following:
   a. List at least three facts about heart disease
   b. List at least three risk factors for developing heart disease
   c. List at least three warning signs of a stroke
   d. List 10 benefits of regular physical activity
   e. Create a healthy meal plan for at least one day
   f. Explain how to find your pulse and your heart rate
   g. Define body mass index and describe how to determine it
   h. List five benefits to learning that physical activity provides
   i. Compare calories, total fat (grams), cholesterol, etc. in three fast-food items from three different restaurants

Safety Considerations: Monitor students’ Internet usage as needed to comply with school policies.

Conclusion/Assessment:
The students will present the completed projects to the class and also create a display for the school.
Objective:
Students will learn factual information relative to heart attack and strokes while accessing valid health information on the Internet.

Materials and Set-up:
Computer with Internet capabilities
Internet Scavenger Hunt Sheet (available on Bonus Materials CD)

Prior Knowledge:
Skill in searching the Internet.

Introductory Activity:
This Scavenger Hunt is designed to familiarize students with the many Web sites available to obtain health information. As the students search for answers to the questions, they will complete the worksheet.

Procedure:
1. Introduce the lesson with a class discussion about heart health. If you wanted to find information about heart health, where would you look?
2. Explain the assignment. Each student will complete a Scavenger Hunt Worksheet. They will visit different Web sites and find information to answer the questions.
3. Students will log on and connect to the Internet.

Safety Considerations: Monitor students as needed to comply with school policies.

Discussion:
Have students share their answers on the Worksheet in small groups or as a class.

This activity meets NASPE Standards 4 and 5 and AAHE Standards 1.8.1, 2.8.3, 4.8.4, 5.8.3, 7.8.1 and 8.5.1.
Objective:
Students will improve hand-eye coordination by practicing dribbling skills with different objects. Students will compare and contrast dribbling the different kinds of balls.

Materials and Set-up:
1 basketball and 1 tennis ball for each student

Prior Knowledge:
Before moving on with the enhancements, practice the crossovers without the tennis balls. Use a rhythm of either “1–2 cross” or “1–2 through.”

Introductory Activity:
1. All students begin with a basketball in the middle of a marked off area, grouped in pairs. On the signal, the teacher calls out a basketball handling skill. All students perform that skill until one of the partners makes a mistake. The partner who made a mistake first, leaves the marked off area and is “out.” Exiting students should take their basketballs with them. The remaining students must each select a new partner. On the signal, the teacher calls out a different basketball handling skill. Play continues until there is a showdown between the last two students.

2. The final winner gives everyone else a tennis ball for the next game.

Procedure:
1. Practice pound dribbling in place with the basketball. Use good athletic stance and push the elbow through the ball with eyes up. Once they have done this for a while, add a tennis ball in the opposite hand. As they dribble basketball with one hand, have them toss the tennis ball up (about 1 foot in air) and catch with the same hand.

2. Enhancement #1: instead of catching tennis ball with palm up, make them catch the tennis ball with palm down.

3. Enhancement #2 for older students: dribble basketball twice, toss tennis ball up in the air and catch with opposite hand. While the tennis ball is in the air, make a crossover dribble with the basketball to the opposite hand.

4. Enhancement #3 for older students: same as enhancement #2, but cross the basketball between the legs

5. Enhancement #4 for older students: same as enhancement #2, but dribble the basketball behind the back. Make sure the crossover dribble is identical to the one in front; except that it goes behind the legs.

This activity meets NASPE Standards 1 and 5 and AAHE Standards 7.5.2 and 7.8.2.
**Partner Dribbling and Star Passing**

**Objectives:**
Students will improve basketball-handling skills while working cooperatively with a partner.

**Materials and Setup:**
One basketball for each student

**Prior Knowledge:**
Star Passing

1. Demonstrate Passing. Cues: Two hands on the ball, ball at the chest, thumbs pointing down, push ball down (don’t throw), bounce ball halfway between you and the receiver.
2. Starting with one ball per group, establish the passing order in a star pattern.
3. Player who starts with the ball passes to the next player and so on until the ball is passed to all players and back to the starting player.
4. Once the ball has been passed successfully around the star several times, add a second ball.
5. For safety, stress that each player is ready (looking for the ball, showing a target) before the ball is passed to them. If they still have a ball to pass, do not pass them a second ball.
6. Each group can work their way up to five balls going at a time.

**Procedure:**

1. Each student begins with a basketball. Form groups of two.
2. Partners face each other with the basketballs in their right hands.
3. Partners touch with left hands, as if they were shaking their hand or touching elbows. This should be a light touch, not a firm grasp, in order to change hands quickly.
4. Use the rhythm of “1–2 cross” and as they cross the basketball to their left hand, have them hold out their right hand to “touch.” Have them communicate back and forth by saying, “1–2 cross” as they cross the ball back and forth.
5. Enhancement #1: as they get the rhythm down, make them go as fast as they can. The player who misses, does a push-up or award points to the players who don’t miss.
6. Enhancement #2: instead of crossover dribble, try a dribble between the legs.
7. Enhancement #3: instead of crossover dribble, try a dribble behind the legs.

This activity meets NASPE Standards 1 and 5 and AAHE Standards 7.5.2 and 7.8.2.
Objective
Students will use a wide range of tobacco refusal phrases while demonstrating basketball passing and defense skills.

Materials and Set-up
Clothespins (several), Basketballs

Prior Knowledge:
Basketball passing skills and correct defensive position. Students also need prior knowledge into tobacco refusal skills.

Introductory Activity:
Students will work with the teacher to create a list of potential tobacco refusal skills. Teacher will guide the students in creating a variety of useable phrases.

Procedure:
1. Divide the class into teams of 3–4 students. Have two teams challenge each other and find a safe playing area.
2. To begin, Team A passes the ball among their team members, trying to get four consecutive passes without having the ball taken away. Each time a student catches a pass, he or she will yell out a tobacco refusal skill (for example, student suggests doing something else).
3. Team B plays defense and attempts to steal the ball. If Team B steals the ball, they become the offense and Team A becomes the defense. Team B now tries to complete four consecutive passes.
4. When a team completes four consecutive passes, that team sends one player to the teacher to get a clothespin. That player attaches the clothespin to his or her shirt and returns to play as quickly as possible.
5. Play rounds lasting 3–5 minutes and rotate teams to play different opponents. Remember to have the players thank their opponents as they leave the court area.
6. Have the teams keep the clothespins until the end of the class. Talk about the different phrases the students used during the game.

Safety Consideration: Remind students to show a target (hands up, thumbs together) when waiting for a pass.

Conclusion/Assessment:
Talk with the students; was it difficult to think of things to say? Why do you think that was the case?
**Obstacle Course Dribble Stations**

**Objective**
Students will perform a variety of skills moving though an obstacle course while identifying the different areas of fitness as they complete the activities.

**Materials and Set-up**
Basketballs, Glow sticks, Obstacle course materials, Hula hoops

**Prior Knowledge:**
Students should be familiar with the basketball dribbling skills in the obstacle course.

**Introductory Activity:**
1. Ball Handling and Dribbling Station: see the CD for a list of skills.
2. Dribble Tag: Give everyone a basketball. Make sure four students have a different colored ball from all the rest. Those four students are “it” and try to tag another student who is dribbling around the room. Once tagged, students switch balls and the tagged player is “it.” No tag backs.
3. Obstacle Course: Students dribble a basketball while going through an obstacle course. The obstacle course can be set up in the stands, hallway, stage, etc. Have two or three students on the course at a time. As one finishes, start the next in line. Do a variety of dribbling activities:
   - Dribbling up steps or a ramp
   - Go through a tunnel, while sitting on a scooter
   - Dribble and pass against a wall
   - Dribble while laying down
   - Dribble while walking across a balance beam
   - Dribble through a series of hula hoops
   - Dribble while stepping over hurdles

**Procedure:**
1. Glow In The Dark Shooting: Have all students line up at a basketball hoop. Once everyone is in line, turn off lights and let the “glow shooting” begin.
   
   Purchase glowing basketballs at a sports supply store. To keep them glowing throughout the day, place them near a light when not in use. Rotate them periodically so they stay bright on all sides.

   Purchase glow sticks, glow bracelets or glow necklaces from a crafts store. Glow bracelets or necklaces can be taped to the basketball rim. Glow bracelets or necklaces can also be taped on all the lines of the basketballs with clear mailing tape to create extra glow balls. To keep basketballs glowing throughout the day, place them in a garbage bag and store them in a freezer until you need them. The balls will hold their glow longer.

2. Sharks: Spread hula hoops out on the gym floor. Half of the students (sharks) find a hoop and stand inside it. The other half of the students try to dribble across the floor without letting a shark touch their ball. If the ball is touched by a shark, they trade places. The sharks should not touch the body, only the ball. This helps students develop skills in dribbling and positioning the body to protect the dribble. Have the sharks and dribblers trade places often.

This activity meets NASPE Standards 1, 3 and 5 and AAHE Standards 7.5.2 and 7.8.2.
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.
- During the official start of the school day, coordinators can direct each classroom of students to get up from their desks and perform a variety of exercises announced each morning on 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 per school year.
- Provide nutrition and physical activity information for your school newsletter. If your school doesn’t have a newsletter, publish your own version! News could include ways to increase physical activity, such as information about local events (5Ks or community clean-up days). You can also include a regular feature with 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.
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. Whether you need jump rope skill instructions or tips for making your event success, you can find that information here.

www.americanheart.org/hoops

The Hoops For Heart Web site provides event resources for coordinators, such as tournament set-up suggestions of forms needed to order thank-you gifts.

www.americanheart.org

The American Heart Association Web site offers a wide variety of valuable information including current research developments, detailed explanations for many diagnoses and heart-healthy tips.

www.americanheart.org/healthierkids

Former President Bill Clinton and the American Heart Association have joined forces to stop the increasing prevalence of childhood obesity in the United States. These tools for schools will inspire all young Americans to develop life-long healthy habits. You can register for e-mail updates on the latest progress for this cause.

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

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.aahperd.org/naspe/stars

STARS is a program developed by the National Association for Sport and Physical Education (NASPE). This awards program features five levels of achievement to recognize outstanding physical education programs in K–12 schools across America. This is an opportunity to gain national recognition for your school and PE teachers by documenting the excellence of your PE program.

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 years 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 curricula, program ideas and resources for teaching children and youth.

www.healthychoices.org

The Healthy Choices for Kids nutrition education program was created by the growers of Washington apples. This program consists of four separate volumes: 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 a teacher idea exchange area. The site also has an extensive section for parents, kids and even the cafeteria or foodservice staff.
www.kidsnutrition.org
The USDA/Agricultural Research Service’s Children’s Nutrition Research Center site contains research, news, calculators (including children’s BMI calculator), a Portion-Distortion Quiz and an interesting article on how parents’ attitudes help shape kids’ “athletic identity.” The site also has a poster gallery you can download and print materials.

www.bam.gov/teachers/index.htm
BAM — Body and Mind is a children’s Web site of the Centers for Disease Control and Prevention (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 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. The site offers fun activities and information for parents and teens.

www.nutritionexplorations.org/kids/main.asp
The Dairy Council’s site is filled with games, activities, contests, a kids’ panel, recipes and fun links. It helps kids explore the world of nutrition and learn healthy eating habits.

www.healthiergeneration.org/kids
The movement for a Healthier Generation begins with youth and this site is all about being active and having fun!

www.mypyramid.gov/kids/index.html
This site contains the principles of the latest Food Pyramid worded for 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 and Prevention (CDC). The site 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. There are also 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 when an important issue is being decided.

www.nchealthyschools.org/docs schoolhealth advisorycouncil/advisorycouncilsmanual.pdf
The North Carolina Healthy Schools Program has put together a comprehensive guide to create effective school health advisory councils.

www.walkinginfo.org/problems
Walkinginfo.org has a great checklist to determine 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.tobaccofreekids.org
This site by the Campaign for Tobacco-Free Kids offers information on state and federal initiatives, research, facts and special updates on how to keep from trying cigarettes.
Become a leader in quality physical education and the fight against childhood obesity!

Apply to have your physical education program recognized as a NASPE STARS school.

The National Association for Sport and Physical Education (NASPE) created the STARS program awards to identify quality physical education programs and provide models for others to follow. The STARS criteria can be used as a self study for needs assessment and program improvement by all schools. Once your physical education program qualifies for the STARS award, national, state and local visibility for your school will include recognition at the AAHPERD national convention award presentation; in media and press releases; and via official award letters sent to school administration and government officials.

Visit www.aahperd.org/naspe/STARS to learn more and to apply for STARS recognition.