TAKING CARE OF YOU!
Using Knowledge, Food and Fitness to Keep Your Body Healthy

2007-2008
A Teacher’s Resource

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.

- Research: Since 1949, we have funded more than $2.7 billion in cardiovascular and stroke research, including work on clot-busting drugs. Over 21 percent of every publicly donated dollar goes to scientific research.

- Education: Last year our Emergency Cardiovascular Care programs trained more than 10 million emergency medical services personnel, healthcare professionals and citizens in how to perform CPR or use an automated external defibrillator (AED) to save lives.

- Advocacy: You’re The Cure is the American Heart Association’s nationwide advocacy network that works through legislative channels to increase funding for cardiovascular research and treatment. On the state level, You’re The Cure has made significant progress in protecting the public from secondhand smoke and in securing more funding for physical education.

The American Heart Association dedicates significant resources to improving children's heart health.

- Since 2003, the association has committed over $44.1 million for research projects related to children. In 2005-06 alone, we committed $11.1 million for research 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 is the American Heart Association’s scientific statement on children and exercise. Our association recommends that schools lead the way to ensure that all children participate in adequate physical activity and suggests the amount of time that students should be active each week.

- 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.

- The American Heart Association is currently funding 52 diabetes-related projects that total $7.2 million. In the past 10 years, we have awarded $23.2 million to diabetes-related research.

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Deaths from heart attacks drop

By Steven Stemberg, USA TODAY, May 1, 2007

A sharp drop in heart attack deaths in more than a dozen countries coincides with global efforts to make sure patients receive proven treatments, doctors report today.

A study of 44,372 patients in the USA, Canada, Europe and South America from 1999 to 2006 found that deaths, heart failure and cardiogenic shock (when the heart goes into shock and loses pumping power) all declined in patients hospitalized for heart attacks or for life-threatening chest pain.

In 2001, the American Heart Association launched an effort to encourage doctors to follow guidelines for heart care based on the latest scientific evidence. Two years ago, the agency that pays for Medicare began docking hospitals part of their repayment, now up to 2%, if they didn't report what percentage of their patients were getting certain guideline-related heart therapies. The European Society of Cardiology has taken more informal steps to achieve the same goals.

Cardiologist Sidney Smith of the University of North Carolina-Chapel Hill, a leader of the guidelines movement, says the findings are "exactly what we would hope would happen from the major guideline efforts in this area over the past decade."

During the study, hospital deaths fell 18% in patients with the most severe form of heart attack, the study shows. There also was a significant decline in rates of stroke and heart attack six months after the initial hospitalization, researchers say.

M. Cass Wheeler
Chief Executive Officer, American Heart Association

"...by providing healthcare facilities with evidence-based practice guidelines and quality improvement processes and metrics, we have helped to significantly improve outcomes for many heart attack patients. It's wonderful to see our Get With The Guidelines program receiving the recognition it deserves. It is clearly making an impact on people's lives and that's exactly what our strategic plan sets out to achieve."

Heartfelt thanks to Kris Brockhagen, Lower School Physical Education Coordinator, Episcopal School of Dallas, for being our Educational Kit consultant. Special thanks also to the AHA/AANP/ERD Joint Projects Office and Dr. Derrick Means, Ph.D., A.T.C., Physical Education Professor, Western Washington University, for aligning these lesson plans with NASPE Physical Education Standards.

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**American Heart Association Expenditures for 2005–06**

- **Heart Failure:** 18.1%
- **Community-Supported:** 18.0%
- **Pediatric/Adult Cardiac Training:** 10.7%
- **Public Health Education:** 45.8%
- **Research:** 17.4%

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TAKING CARE OF YOU!

Fact File: We need PE 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 aged 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.
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Do You Know?
The Jump Rope for Heart and Hoops for Heart programs reach more than 7 million students in over 30,000 schools with messages about the importance of regular physical activity, good nutrition and avoiding tobacco.

Tcpl 10 Research Advances of 2006

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1. Statins can reduce stroke risk in stroke survivors

In a new study, stroke patients who took the cholesterol-lowering drug statin also reduced their risk of a stroke by 16%. This is important because stroke survivors are at high risk for another stroke, but risk-reduction options are limited. The New England Journal of Medicine, Aug. 10, 2006; 355:854–859. naje.org.

2. After a heart attack, use painkillers with caution

Heart attack patients using COX-2 inhibitors and other non-steroidal anti-inflammatory drugs (NSAIDs) may be at higher risk of death. Higher rates of death and hospitalization for repeat heart attacks were associated with NSAID use compared to no-use; they were highest with COX-2 drugs and high doses of non-selective NSAIDs. Patients need not take NSAIDs for a long time to be at higher risk. Circulation, June 19, 2006; 114:1056–1062. http://circ.ahajournals.org.

3. Major birth defects after exposure to ACE inhibitors

In a new study, pregnant women taking ACE inhibitors in the first trimester to control blood pressure had a 7.1% higher risk of birth defects. This rate was 2.7 times greater than the rate in those not exposed. Women taking ACE inhibitors should become pregnant while taking them. Those who may become pregnant should discuss other hypertension control options with their doctor. The New England Journal of Medicine, June 6, 2006; 354:2443–2451. naje.org.

4. Heart pump promising for kids awaiting transplant

Ventricular assist devices that keep transplant candidates’ hearts beating may be an option for children whose bodies are large enough. In a 10-year study, 77% of children with VADs survived to transplantation; in the last three years of the study, 85% survived. Circulation, May 15, 2006; 113:2313–2319. http://circ.ahajournals.org.

5. Late reperfusion fails to reduce CVD complications

Balloon angioplasty plus stenting failed to reduce major cardiovascular complications in patients who had the procedure three to 28 days after a heart attack. These findings could lead to fewer unnecessary coronary interventions; early treatment is critically important. American Heart Association’s Scientific Sessions, November 2006. scientificsessions.org. The New England Journal of Medicine, Dec 7, 2006; 355:2395–2407. naje.org.

6. New guidelines on preventing second stroke, TIA

The greatest threat survivors of a stroke or transient ischemic attack face is another stroke (up to 40% within five years). New guidelines that say stroke and TIA should be treated alike address risk reduction, treatments (anticoagulants, antiplatelet agents, carotid artery surgery, angioplasty) and special populations; pregnant and menopausal women, ethnic minorities. Stroke, Jan. 25, 2006; 37:577. http://stroke.ahajournals.org. Funded by the American Heart Association.

7. Schools should take lead in increasing kids’ activity

An American Heart Association statement urging schools to ensure all students get adequate physical activity examines PE programs in schools and teacher education. The association also is lobbying in every state to require quality, daily PE in all grades; adherence to national standards for elementary/middle schools and PE requirement for high school graduation. Circulation, Aug. 14, 2006; 114:1314–1324. http://circ.ahajournals.org. Funded by the American Heart Association.

8. Link between hospital treatment, patient outcomes

Hospitals that follow American Heart Association/American College of Cardiology guidelines for treating heart disease can improve patients’ odds of survival. Death rates from one serious heart condition were 6.31% in hospitals with the lowest adherence rate and 4.10% in those with the best rates. Every 10% increase in adherence was associated with a 10% decrease in risk of dying in the hospital. JAMA, April 26, 2006;295:1912–1920. jama.com.

9. New cholesterol classification for teens

New guidelines recommend age and gender can identify teens with abnormal cholesterol levels that put them at risk for cardiovascular disease later in life. Their main advantage is that they reflect the natural fluctuations in cholesterol that occur with growth/maturazation. Circulation, Aug. 28, 2006; 113:1056–106. http://circ.ahajournals.org.

10. Tissue engineering grows heart valves

For the first time, researchers used a rabbit’s cells to grow heart-shaped tissue inside its body. The new valves functioned in a similar way to natural valves in blood flow studies in test tubes. This process may someday make it possible to grow rejection-proof replacement valves using a person’s own cells. American Heart Association’s Scientific Sessions, November 2006. scientificsessions.org.

Become an advocate for more federal funding for heart and stroke research. Heart disease and stroke take a devastating toll on our nation. Yet the National Institutes of Health invests only 7% of its budget on heart research and just 1% on stroke research. Visit researchesaveslives.org to help increase NIH heart and stroke research funding.
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How Your Heart Works

The walls of the heart are made of thick muscle. When they contract, the 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 are also the places where you can sometimes feel your pulse. The aorta is the largest artery.
- **Veins** are large blood vessels that carry blood back to the heart. Veins carry carbon dioxide. They sit closer to the skin and have a bluish color.
- **Capillaries** are the smallest blood vessels. They carry blood to and from all the small places in the body. Capillaries feed to veins and veins feed into arteries.

You can think of the heart like two pumps side by side. The pump on the right side moves blood to your lungs, where waste gases such as carbon dioxide are 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 and left atrium are the upper chambers. The right 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 contains valves that control the blood flow direction. Think of them as doors between the rooms that open and close to let the blood flow in or to stop the blood flow.

This activity meets the following National Standards for Physical Education:

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

Do You Know?

When you pledge allegiance to the flag, you may place your hand over the left side of your chest because that's where most people think the heart is. Actually the heart is in the middle of the chest between the lungs.
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### Heart Stations

**Objective**
Students will participate in a number of stations and then try to answer a question about the cardiovascular system.

**Materials and Set-up**
Rope swing, tunnels or hoops with holders, jump ropes, scooters, cones, mini trampolines and Heart Smart Stations cards from CD.

**Procedure**
- Please see Heart Smart Station descriptions listed below.
- Students go through each station individually. They will not be waiting for music or teacher cues.
- Students carefully read the fact that is written on the “Heart Smart Station” card provided at each station. When they complete a station, they go to the Healthy Heart area (located in the center of the gym). The teacher will greet them with a question related to the fact at their Heart Smart Station. If answered correctly, they receive a point and continue on to the next station. If they cannot answer the question correctly, they must return to the previous station to find the correct answer. Students keep track of their points earned.

**Note:** Should you not have access to all the equipment listed, be creative and make up your own station activities.

**Heart Smart Stations**
- **Blood Vessel Station** — Climb a rope, or hang for 15 seconds.
  FACT: Arteries, veins and capillaries are the tubes by which blood moves through the body.
- **Artery Station** — Crawl through artery walls without touching sides (use tunnels or hoops with hoop holders).
  FACT: Arteries take blood away from the heart to the body’s muscles and organs.
- **The Heart Pump Station** — Jog 2 laps around the gym.
  FACT: The heart is a strong muscle that pumps blood through your body.
- **Lung Power Station** — Do 50 Jumping Jacks.
  FACT: Lungs expand as you inhale and contract as you exhale.
- **Cholesterol Buster Station** — Hula hoop for 1–2 minutes to bust out cholesterol inside blood vessel wall lining.
  FACT: Cholesterol is a sticky substance that lines the inner walls of arteries causing heart disease.
- **Veins Station** — Jump rope for 1–2 minutes to get blood pumping back to the heart through the veins.
  FACT: Veins bring blood back to the heart from the body’s muscles and organs.
- **Chambers of the Heart Station** — Get on scooter and go around 4 cones representing the 4 rooms or chambers of the heart.
  FACT: There are four chambers that divide the heart: right and left atrium and right and left ventricle.
- **Food Choice Station** (Mini-trampolines) — Jump 10 times while naming 10 examples of HEALTHY foods.
  FACT: Your plate should be as colorful as possible to ensure you are getting a variety of nutrients and vitamins.

**Discussion**
Close with a review of the most commonly missed questions.

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### Put Your Heart Into It

**Objective**
Students will review the names of parts of the heart in a fun and exciting activity.

**Materials and Set-up**
Scooters, blank heart poster from CD, completed heart poster from CD, heart parts cards from CD.

**Procedure**
- Divide group into relay lines.
- The first person in each line will use the scooter to scoot to the “heart parts” box and pull out a label. They leave the scooter and hurry to their heart to place the label in its proper place on the teams’ blank diagram of the heart. They then return to their scooter and scoot back to the line and tag the next person.
- Relay continues until all labels have been put on the diagram of the heart in the correct location.
- If at any time a player does not know where the label belongs, they can take that label and scooter back to their team to ask them where it belongs. If the player still has trouble placing the label on the heart, they can go to the wall and look at the heart poster to find the answer.
- Heart Attack: If a player draws a “heart attack” card, he must put all the body parts and labels back into the boxes and the team must start over. Place only one of these labels in each team box. Return card to teacher so team does not draw it again.
- Stroke: If a player draws a stroke, he must turn to his teammates and yell “Stroke!” The next player in line must run down and push the stroke victim back to the line. Neither player is able to place any label on the heart.

**Discussion**
What did you learn or remember about the heart when you played this game?

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### Do You Know?

**Your heart beats about 100,000 times in one day and about 35 million times in a year. During an average lifetime, the human heart will beat more than 2.5 billion times.**

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This activity meets the following National 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 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
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- **Food Choice Station** (Mini-trampolines) — Jump 10 times while naming 10 examples of HEALTHY foods. FACT: Your plate should be as colorful as possible to ensure you are getting a variety of nutrients and vitamins.

**Discussion**

Close with a review of the most commonly missed questions.

This activity meets the National Standards for Physical Education:

- Please visit americanheart.org/hoops, click on “Teachers,” then on “Resources,” then “Educational Resources” to see the standards that this activity satisfies.

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**Put Your Heart Into It**

**Objective**
Students will review the names of parts of the heart in a fun and exciting activity.

**Materials and Set-up**
Scooters, blank heart poster from CD, completed heart poster from CD, heart parts cards from CD.

**Procedure**
1. Divide group into relay lines.
2. The first person in each line will use the scooter to scoot to the “heart parts” box and pull out a label. They leave the scooter and hurry to their heart to place the label in its proper place on the teams’ blank diagram of the heart. They then return to their scooter and scoot back to the line and tag the next person.
3. Relay continues until all the labels have been put on the diagram of the heart in the correct location.
4. If at any time a player does not know where the label belongs, they can take that label and scooter back to their team to ask them where it belongs. If the player still has trouble placing the label on the heart, they can go to the wall and look at the heart poster to find the answer.
5. Heart Attack: If a player draws a “heart attack” card, he must put all the body parts and labels back into the boxes and the team must start over. Place only one of these labels in each team box. Return card to teacher so team does not draw it again.
6. Stroke: If a player draws a stroke, he must turn to his teammates and yell “Stroke.” The next player in line must run down and push the stroke victim back to the line. Neither player is able to place any label on the heart.

**Discussion**

What did you learn or remember about the heart when you played this game?

**Do You Know?**

Your heart beats about 100,000 times in one day and about 35 million times in a year. During an average lifetime, the human heart will beat more than 2.5 billion times.

This activity meets the following National 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: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Effect of Extra Weight on the Heart

**Objective**
To demonstrate how the heart must work harder when a person is carrying extra weight.

**Materials and Set-up**
15 lb. weight or several smaller weights

**Procedure**
- Select two students of equal size and weight. Take each student's pulse and record the rate on the chalkboard.
- Have one student walk back and forth across the room ten times carrying the 15 lb. weight. Take the student's pulse after the walking is completed and record the rate on the chalkboard.
- Have the other student do the same activity without the weights. Take the student's pulse after the walking is completed and record on the chalkboard.

**Discussion**
Compare the pulse rate of both students. Were they different? Which was higher? Why?

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Food Sort Relay

**Objective**
Students will be able to sort food into 5 appropriate categories.

**Materials and Set-up**
5 boxes, food cards from CD

**Procedure**
- Groups are divided into teams (relays)
- Each team begins with 12 items to sort
- On the signal each group begins sorting. One person per team takes one of their food cards and places it in the appropriate food grouping box.
- If an item being sorted is being placed in the wrong box, the teacher asks them to go back to their team to ask the team to help them decide which box it belongs in.
- Player returns to the box and tries again.

**Discussion**
Were there any foods in which you were not sure what category they belonged?

**Homework**
Ask students to incorporate this knowledge into their daily food choices, choosing a variety of foods to eat each day.

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Do You Know?
Water is the nutrient most essential for survival. It controls your body's temperature, helps to digest food and remove waste products.

This activity meets the following National 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 5: Exhibits responsibility for personal and social behavior that reflects care for others in physical activity settings.
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**Objective**
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**Materials and Set-up**
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**Procedure**
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- Have the other student do the same activity without the weights. Take the student’s pulse after the walking is completed and record on the chalkboard.

**Discussion**
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**Discussion**
Were there any foods in which you were not sure what category they belonged?

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- Water is the nutrient most essential for survival. It controls your body's temperature, helps to digest food and remove waste products.

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**Standard 5:** Exhibits responsibility, personal and social behavior that respects self and others in physical activity settings.
Healthy Choices Tag

Objective
Students will be able to identify the difference between “sometimes foods” and “everyday foods."

Materials and Set-up
Jump ropes

Procedure
- Assign a small group of students to be “it.” This group of students will represent high-fat, high-cholesterol snacks chasing the other students and trying to get them to eat unhealthy foods.
- Ask students to try to visualize the kids who are “it” as sometimes foods and to try to stay away from them.
- If a child is tagged, he or she must go to a designated area and perform an activity, such as jumping rope 25 times, before returning to the game.
- If the child calls out the name of an everyday food, such as a fruit or vegetable, before being tagged, he or she may remain in the game and is considered “safe” until the next time they are pursued.
- Students should try to call out a different snack each time and not repeat those that have already been mentioned.

Discussion
Before activity, have students list examples of sometimes foods. Explain that it’s best to avoid high-fat, high-cholesterol snacks and choose healthful ones. However, an occasional “treat” is okay. If you do splurge, be sure to choose healthful foods at the next meal.

Homework
Encourage students to incorporate this knowledge into their daily food choices.

Stroke and Heart Attack

Objective
Students will be tested on their knowledge of heart attack and stroke symptoms in a game setting.

Materials and Set-up
None

Procedure
- Divide class into 2 groups.
- One will be the “Heart Attack” team and the other the “Stroke” team.
- When the teacher calls out a heart attack symptom, the “Heart Attack” team turns around and runs back to their boundary line while the “Stroke” team chases them. If they are tagged, the player must play for the other team.
- When the teacher calls out a stroke symptom, the “Stroke” team turns around and runs back to their boundary line while the “Heart Attack” team chases them.

Discussion
Since the students have to think very fast, this activity is a real test if they know the symptoms for a heart attack or stroke.

Homework
Ask students to teach their family members all the warning signs for heart attack and stroke.

Do You Know?
There are two different kinds of strokes, ischemic strokes and hemorrhagic strokes.
- Ischemic strokes are caused by blood clots that form and block blood flow to the brain. These are the most common; over 80 percent of all strokes are ischemic.
- Hemorrhagic strokes are caused by a break in an artery in the brain, causing blood to fill the area and damage the surrounding tissue.

This activity meets the following National Standards for Physical Education:
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Homework
Encourage students to incorporate this knowledge into their daily food choices.

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Students will be tested on their knowledge of heart attack and stroke symptoms in a game setting.

Materials and Set-up
None

Procedure
• Divide class into 2 groups.
• One will be the “Heart Attack” team and the other the “Stroke” team.
• When the teacher calls out a heart attack symptom, the “Heart Attack” team turns around and runs back to their boundary line while the “Stroke” team chases them. If they are tagged, the player must play for the other team.
• When the teacher calls out a stroke symptom, the “Stroke” team turns around and runs back to their boundary line while the “Heart Attack” team chases them.

Discussion
Since the students have to think very fast, this activity is a real test if they know the symptoms for a heart attack or stroke.

Homework
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Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
What Are My Risk Factors?

Explain to students that there are several risk factors for developing cardiovascular disease and the more risk factors you have, the more likely you are to have cardiovascular disease. Several of these risk factors are controllable.

- **Smoking** — Exposure to other people’s smoke increases the risk of heart disease even for nonsmokers.
- **High Blood Cholesterol** — A person’s cholesterol level is affected by age, sex, heredity and diet.
- **High Blood Pressure** — Blood pressure is the force needed to push blood through the blood vessels. The pressure when the heart beats is called systolic pressure and when the heart is at rest is called diastolic pressure.
- **Diabetes** — Diabetes is a disease where your body does not break down glucose (blood sugar) as quickly or efficiently as it needs to.
- **Inactivity** — Regular, moderate-to-vigorous physical activity helps strengthen your heart.
- **Overweight** — Excess weight increases the heart’s work.

Examples of how to teach students about the risk factors for cardiovascular disease.

- **Smoking** — Using a bright garden hose, you can demonstrate the changes that occur in blood vessels in the body when it absorbs the materials in the hose. Blood vessels lose their elasticity over time.
- **Cholesterol** — Have students pretend they are blood circulating inside the blood vessels in the body. When a healthy person exercises, the blood travels very quickly and efficiently. Have students move quickly and efficiently inside their typical playing area. Describe the life of a boy whose various life choices affect his health over time. As time goes on, the boy continues to be physically inactive and uninterested in his eating habits, the playing area decreases. This activity demonstrates how plaque narrows the blood pathway inside the blood vessels.

Continue describing the boy throughout various life stages as he makes no changes in his habits, the play area continues to get smaller. At the end of the story, the play area will be extremely small (4 ft by 4 ft). Students will realize that the task is nearly impossible. Explain that when blood flow to the heart is restricted, a heart attack may result. If blood flow to the brain is restricted, a stroke may result.

- **High Blood Pressure**
  1. Have students form two tight circles, one inside the other. One group is the wall of the blood vessel and the other larger group is the blood traveling through the blood vessel.
  2. On the signal, the outside group holding hands remains standing in their starting position while the inside group holding hands stretches their arms out and expands their circle so they are pushing against the wall of the vessel. After 2–3 seconds, have the inside group move back to their starting position to represent the heart at rest.
- **Inactivity** — Use the example of a person who wears a cast on a limb for an extended time. Muscles under the cast begin to atrophy. Atrophy occurs when a muscle is not being used for a period of time. When the cast is removed, there can be a noticeable difference in size from the other limb. Since the heart is a muscle, it needs to be exercised to remain strong enough to do its job as a pump. If it is not exercised regularly, its pumping ability is lessened.
- **Obesity** — Ask students to imagine what it is like to carry something very heavy. The heart has to work harder when you are carrying more weight than necessary. You might consider asking one or two people in each class to carry their books all day and ask them to explain that experience to the class the next day.

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- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
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Examples of how to teach students about the risk factors for cardiovascular disease.

- **Smoking** — Using a bright garden hose, you can demonstrate the changes that occur in blood vessels in the body when it absorbs the solvents in cigarettes. Blood vessels lose their elasticity over time.
- **Cholesterol** — Have students pretend they are blood circulating inside the blood vessels in the body. When a healthy person exercises, the blood travels very quickly and efficiently. Have students move quickly and efficiently inside their typical playing area. Describe the life of a boy whose various life choices affect his health over time. As time goes on, the boy continues to be physically inactive and uninterested in his eating habits, the playing area decreases. This activity demonstrates how plaque narrows the blood pathway inside the blood vessels. Continue describing the boy throughout various life stages as he makes no changes in his habits, the play area continues to get smaller. At the end of the story, the play area will be extremely small. Students will realize that the task is nearly impossible. Explain that when blood flow to the heart is restricted, a heart attack may result. If blood flow to the brain is restricted, a stroke may result.

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### Pyramid Circuit

**Objective**

Students will be able to identify the difference in high-, medium- and low-intensity activities.

**Materials and Set-up**

- Activity pyramid poster from Educational Kit. Set up a circuit of 6–8 activities of varying intensity and place a card describing the activity at each station. For example: jump rope, pull-ups, jogging in place, etc.

**Procedure**

- Explain to students that we measure our activity and eating as “energy in” versus “energy out.” When you take more energy in than you use, you gain weight. When you “spend” more energy than you take in, you lose weight.
- Rotate students through all the stations, having them spend 3–4 minutes at each station. When changing stations, have them start and stop the activity together so everyone is doing their station activity for the same amount of time.
- After everyone has completed the circuit, ask the students to rank the level of difficulty of all the different stations.

**Discussion**

Discuss how day-to-day activities fit into a physical activity pyramid and how often you should be doing each type of activity. Ask students why they want to avoid doing only the low-intensity activities all the time and why they need to add some higher-intensity activities into their schedules.

**Homework**

Encourage students to keep a log of their activities for one week; including what category of intensity that activity belongs to. Discuss how active they thought they were versus what the log actually shows. Discuss low active they should be to maintain a healthy heart.

This activity meets the following National 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 6**: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Food Labels

Objective
Students will become aware of various unhealthy food choices they often make and what choices may be healthier.

Materials and Set-up
Various food labels (ask students, parents and teachers to bring in food labels from home). It is also important to have a variety of “sometimes” and “everyday” food labels represented.

Procedure
- Each student is told to select one food label of their choice and begin walking inside the designated boundaries. No directions are given about the upcoming activity.
- Students are asked to sit down and examine their own food label. The teacher may also let the students compare their food label with another student's label.
- After each student has had an opportunity to study their food label, teacher describes and discusses the different categories included on a food label.
- Beginning with the total fat category, the teacher asks the students to perform the number of jumping jacks that represent the percentage of fat on their food label. The student with 0% fat on their food label will sit down immediately while the other children continue doing jumping jacks. Example: 16 grams of fat = 16 jumping jacks.
- Teacher then asks a few children to discuss the reason that the item is either low or high in a particular category.
- Teacher repeats the same activity for each of the food label categories, which include cholesterol, sodium, fiber, sugar, and protein.

Discussion
What types of foods are you less likely to eat after this activity? What food labels surprised you?

Homework
Ask students to compare food labels while shopping with their parents. The goal is for each child to educate their parent on food labels and make healthy food choices.

Find the Pulse

Objective
Students will be able to locate their pulse.

Materials and Set-up
Jump ropes

Procedure
- Students lie down and are as still as possible. Ask them if they can hear their breathing and see if they can feel their pulse in their neck or chest. (Younger students can place hands on chest to find their heartbeat.)
- Ask students to choose between jumping rope and jogging for 1 minute. (Younger students may leave rope on ground if they will be able to jump more quickly.)
- After 1 minute, ask the students to quickly find their pulse or place hands on chest.
- Repeat the 1 minute of jumping or jogging and ask them to repeat this process. (Older students: Student can begin counting their pulse on the word “go.” The first number will be “0.” Teacher will ask the students to stop counting after 6 seconds.)
- Students will then take that number and add a 0 to get their pulse. For example: 6 = 60. Average resting heart rate is 72–78 beats per minute. After aerobic exercise, the pulse can reach 150–180 beats per minute. (The reason for using the 6 second count is the heart rate decreases rapidly after activity has stopped in a conditioned person.)
- Have students walk to cool down and retake pulse or check heart rate. Then repeat again with students sitting.

Discussion
What did you notice about your heart rate when you exercised, when you rested?

Homework
Practice taking heart rate when exercising at home.

This activity meets the following National Standards for Physical Education:
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
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**Activity Idea**

**Objective**
Students will develop the ability to respond quickly when others ask them to smoke.

**Materials and Set-up**
Basketballs and court

**Procedure**
Ask students to line up in formation to play "Around the World." As they attempt to make baskets, they give a reason why they refuse tobacco before they quickly step to the left or right to try again.

**Discussion**
What are some of the responses you would consider using if someone asked you to try smoking?

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**Activity Idea**

**Objective**
Students will understand the concept of how to "stick together" against peer pressure to experiment with smoking.

**Materials and Set-up**
None

**Procedure**
- Have students form one line. Each student bends over, reaching between their legs with their left hand, grasps the right hand of the person behind them. This continues down the line until all people are connected. The last person in line lies down, the next person backs over the first and lies down, and so forth until all the group members are lying down. After the last person lies down, he or she immediately gets back up and the process is reversed.
- Divide the class into groups of 10 or 12. Have the smaller groups race each other to see who can finish first.

**Discussion**
Ask the students how easy it was to keep from breaking the chain. Explain to students that by working together, they can be more resistant to peer pressure and stay away from tobacco. Ask students how they might respond when asked to try tobacco.

---

**Do You Know?**
There are as many as 4,000 dangerous chemicals in tobacco smoke.
Around the World With Tobacco Facts

Objective
Students will develop the ability to respond quickly when others ask them to smoke.

Materials and Set-up
Basketballs and court

Procedure
Ask students to line up in formation to play “Around the World.” As they attempt to make baskets, they give a reason why they refuse tobacco before they quickly step to the left or right to try again.

Discussion
What are some of the responses you would consider using if someone asked you to try smoking?

Sticking Together Against Tobacco

Objective
Students will understand the concept of how to "stick together" against peer pressure to experiment with smoking.

Materials and Set-up
None

Procedure
- Have students form one line. Each student bends over, reaching between their legs with their left hand, grasps the right hand of the person behind them. This continues down the line until all people are connected. The last person in line lies down, the next person backs over the first and lies down, and so forth until all the group members are lying down. After the last person lies down, he or she immediately gets back up and the process is reversed.
- Divide the class into groups of 10 or 12. Have the smaller groups race each other to see who can finish first.

Discussion
Ask the students how easy it was to keep from breaking the chain. Explain to students that by working together, they can be more resistant to peer pressure and stay away from tobacco. Ask students how they might respond when asked to try tobacco.

Do You Know?
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**Toxic Tobacco Ball**

**Objective**
Students will learn the toxic chemicals that are found in cigarettes.

**Materials and Set-up**
13–21 light-weight balls and volleyball net

**Procedure**
- Explain that cigarette smoke contains over 4,000 toxic substances. Use the poster in this kit for reference.
- Divide class into two teams, one on each side of the net. Each team should start with ½ of the balls on their side of the net.
- Students get rid of the toxic chemicals (balls) by throwing them over the net as quickly as possible. No balls can be rolled under the net or thrown "out of bounds" or those balls are added back to the offending team’s count.
- After time is called, the team with the FEWEST balls on their side wins.

**Discussion**
Ask students why they didn’t want the toxins on their side of the net.

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**Do You Know?**
Tobacco smoke damages the tiny hairs called cilia in the lungs. Smoke paralyzes the muscles that control the movement of the hairs and they cannot effectively trap dust, dirt and germs.

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**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.
- During the official start of the school day, coordinators can direct each classroom 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 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 amount 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 hows and whys 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 for recess before lunch. It has been shown that this results in fewer behavioral problems on the playground and in the lunchroom.
- 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.
- Provide information about local events such as 4KS or clean-up days in your school announcements or school newsletter. Encourage students and their families to participate in outdoor activities together and in the lunchroom.
**Toxic Tobacco Ball**

**Objective**
Students will learn the toxic chemicals that are found in cigarettes.

**Materials and Set-up**
13–21 light-weight balls and volleyball net

**Procedure**
- Explain that cigarette smoke contains over 4,000 toxic substances. Use the poster in this kit for reference.
- Divide class into two teams, one on each side of the net. Each team should start with 1/2 of the balls on their side of the net.
- Students get rid of the toxic chemicals (balls) by throwing them over the net as quickly as possible. No balls can be rolled under the net or thrown "out of bounds" or those balls are added back to the offending team’s count.
- After time is called, the team with the FEWEST balls on their side wins.

**Discussion**
Ask students why they didn’t want the toxins on their side of the net.

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**Do You Know?**
Tobacco smoke damages the tiny hairs called cilia in the lungs. Smoke paralyzes the muscles that control the movement of the hairs and they cannot effectively trap dust, dirt and germs.

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The American Heart Association Web site offers a wide variety of valuable information including Heart and Stroke Encyclopedia, family health information, science and professional information, and heart-healthy tips.

[www.aahperd.org/naspe/physicalbest](http://www.aahperd.org/naspe/physicalbest)
Physical Best is a comprehensive health-related fitness education program of AHPERD for use in conjunction with existing K–12 physical education curricula.

[www.aahperd.org/naspe/stars](http://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 physical education program.

We CAN! (Way to a Healthier Children’s Activity & Nutrition) is a national program designed as a one-stop resource for people interested in practical tools to help children 6–13 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.pgecentral.org](http://www.pgecentral.org)
PE Central is ideal for PE teachers. The site offers physical education curriculum, programs and resources for children and youth.

[www.healthchoices.org](http://www.healthchoices.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 Eating 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](http://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.kidsnutrition.org](http://www.kidsnutrition.org)
The USDA/Agricultural Research Service’s Children’s Nutrition Research Center site with research, news, calculators (including children’s BMI calculator), Portion-Distortion Quiz and an interesting article on how parents’ attitudes help shape kids’ “athletic identity.” Also has a poster gallery you can download and print.

[www.bam.gov/teachers/index.htm](http://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](http://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](http://www.kidshealth.org)
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[www.healthfridge.org](http://www.healthfridge.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 parents and teens.

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**Advocacy Web Resources**

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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.

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

[www.walkinginfo.org/walkingchecklist.htm](http://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](http://member.aahperd.org/advocacy)
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[www.tobacco-freekids.org](http://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.
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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. These tools for schools will help ensure all young Americans to develop life-long healthy habits, you can register for e-mail updates.

www.healthgeneration.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 (AHPERD) is the American Heart Association's National Office in Jump Rope For Heart and Hoops For Heart. AHPERD 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.

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www.nhlbi.nih.gov/health/public/heart/obesity/wecan/
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