

Heart Pumping Health Activities

Oral Hygiene Activities

Cavity Crusade (3rd – MS)

Set Up: 4-5 hoops (spaces between teeth) are placed on the floor in a semicircle. 2 buckets of beanbags (plaque) are placed 20-25 feet away. 3 poly spots are placed near the buckets, 2 on the outside and 1 in between.

Procedure: 2 teams of 4-6 students will play the game. One team has 2 or 3 students that guard the hoops (TOOTHBRUSHES) and 2 or 3 students that remove the beanbags from the hoops (FLOSS). The other team of 4 (THE FOOD) takes beanbags from the buckets, **one at a time**, and tries to **place them, not throw them**, in the hoops (to create cavities). If a TOOTHBRUSH tags a FOOD, the FOOD must take its plaque back to a poly spot, touch it, then try again. The FLOSS can remove the plaque from between the teeth, **one at a time**, but must take it back to a bucket. The FLOSS cannot tag the FOOD - only the TOOTHBRUSHES! When a hoop contains three beanbags (plaque), a cavity has formed! You can stop the round after a cavity is formed or you can let them play for a certain time limit (2-3 minutes is good). Have teams switch roles and play again.

* You can add more people to each team, but safety is a concern.

* Modifications: 1) Have more floss and toothbrushes than food 2) Have more food than floss and toothbrushes 3) Have more floss than toothbrushes 4) Have more toothbrushes than floss 5) Allow students to throw the beanbags into hoops, but if they miss, they must run around the outside of the play area before they can continue 6) Designate one student to be a dental hygienist. When the teacher calls out, "DENTAL HYGIENIST," everyone stops and that person can take out all the plaque that he/she can until the teacher says, "GO." Play then continues.

* Discuss the different scenarios and their cause and effect relationships as it relates to dental care. For example: If you have more FOOD than TOOTHBRUSHES and FLOSS, see how much more quickly and easily they can form a cavity! Discuss the fact that the less you brush and floss, the more likely it is that cavities will form in your teeth.

Rush to Brush (K – 2nd)

- 1) Students (toothbrushes) are standing on one side of the gym and temporarily facing away from the center of the room.
- 2) 20 balls (plaque) are distributed around the room, some are hidden. Explain to the students that the gym is a "mouth full of teeth" **immediately** after eating a meal.
- 3) The students (toothbrushes) are working together to clean up all the plaque. Once they find one plaque ball, they are to put it in a basket (the sink) and then go search for more.

* Discuss with students how easy (and fast) it was to "clean up all the plaque" because they brushed after a meal.

- 4) Distribute more balls each round. Each round, the students are to imagine that they have to clean up a mouth that did not brush after one meal, two meals, three meals, etc.
- * Discuss with students how much harder (and longer it takes) to “clean up all the plaque” when you don’t brush your teeth.
 - * Explain again that plaque buildup leads to cavities
 - * Reiterate the importance of brushing after every meal.

Modifications: 1) Time each round and make comparisons, 2) Use various locomotor movements and spatial awareness skills, 3) Choose some of the students to be “dental floss” and they can pick up two plaque balls at a time.

Nutrition Activities

Let’s Make a Meal! (2nd – 5th)

Set Up: 1) Laminated food cards will be placed upside down at one end of the gym. 2) Eight poly spots, scooters, and MY PLATE handouts or lunch trays (with the 5 food groups labeled in each section) will be placed at the opposite side of the gym. 3) Students will be divided into eight teams, and each team will go to a different poly spot (home base).

Procedure: 1) On the Go signal, one student from each group should scoot out and pick up one food picture, bring it back and the team should determine where to check it off on their MY PLATE handout or where to place it on the lunch tray.

2) The students continue to scoot out to the pictures, taking turns, and as a group check off the handout or lunch tray until they fill one serving from each category.

3) If the student brings back a card for a category that is already full, they should hand it to the next student to go out so that they can return it to the pile and bring back a new card.

4) When a team thinks they have completed the task, all players will stand and perform jumping jacks.

5) The teacher will stop the game and the whole class will check the team’s choices to determine whether they are correct.

6) If the team is not correct, play will continue where all the teams left off. If the team is correct, they will be declared the winners, and a new game will begin.

* **Modifications:** 1) Instead of using scooters, team members can run, crawl, crabwalk, etc. to the food cards, 2) If you’re teaching a throwing/catching unit or a basketball unit, you can set up a milk crate and a poly spot with 3 beanbags (5-7 feet away from the crate) between each of the relay lines. A player has 3 tries to make the crate. When he makes the crate **one** time, he can then go and search for a food card. 3) For older grades, they must make a certain meal (breakfast, lunch or dinner) that makes sense! For example: People don’t usually eat eggs and waffles for dinner!

Energy Exchange (4th – MS)

Before the activity: Students should understand the concept of “energy exchange.” Calories = the energy that is in food. If you eat **more calories** (food) than you burn off (exercise), you may **gain** weight. If you eat **fewer calories** (food) than you burn off (exercise), you may **lose** weight. If you eat the **same calories** than you burn off, your weight will stay the same.

What you need to create beforehand: Nutrition Facts Cards: For a homework assignment, have students bring in snack food Nutrition Facts labels from home. Have them circle or highlight the “calories per serving.”

When you have collected 20-30, glue the Nutrition Facts to an index card. On the back, write the name of the snack. If it is a healthy snack (100 calories or less), put a small red heart in the upper right corner. If it is an unhealthy snack (100+ calories), put a small blue X in the upper right corner.

Because fresh fruits and veggies don’t have Nutrition Facts labels, create 10-20 index cards with the name of the food (and maybe a picture) on one side, and the calories on the other side (just Google “the calories in an apple, banana, a serving of raw carrots, etc,” and you get your answer quickly). These are healthy snacks, so mark the card with a red heart.

Laminate all the cards, and you can use them forever!

This sounds like a lot of preparation, and it is! However, once you have these cards, you can use them for numerous nutrition lessons for different grade levels for many years!!

Set Up: 1) As they walk into the gym, give each student a pedometer, have them set it to “calories,” and have them attach it properly, 2) Have students find a partner or you select the partners, 3) One partner is given or will choose a card with a red mark, and the other is given or will choose a card with a blue mark. 4) Set up MVPA stations throughout the gym. * Examples: Rope Jumping, Burpees, Curl Ups, Agility Ladder, Jogging the Gym, Push Ups, Mountain Climbers, etc.

Procedure: 1) Divide the class of partners evenly between the stations (partners stay together at each station and they take their cards with them), 2) Before they begin, students make sure their pedometer is set to 0 calories. 3) Students perform the tasks at each station, 4) End the activities 10-15 minutes before the class period is over! 5) Partners compare their “calorie count” (it should be about the same) 6) Partners then compare food labels. Did they burn off all the calories in their snack? Who came closer to burning off the calories? Why? Discuss this with your partner, and be prepared to explain it to the whole group.

Whole group discussion: 1) Stand up if you burned all the calories in your snack. Take a poll, and ask several students what their snack was. 2) All those that are sitting down, raise your hand and tell us what your snack was. 3) Discuss with the students that the more calories you eat, the longer and harder it is to burn those calories.

Circulatory System

Heart Obstacle Course

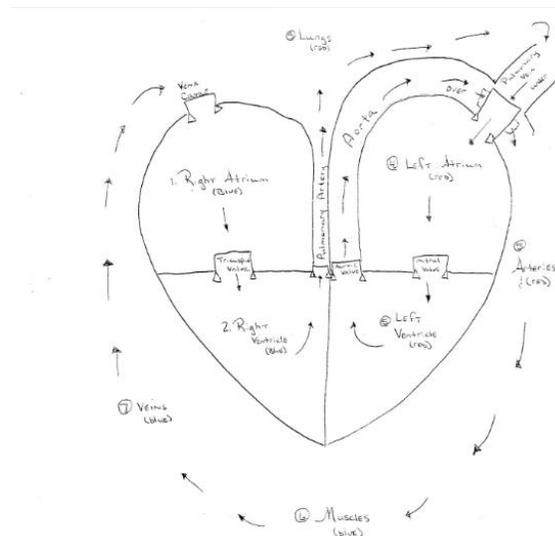
Game Set-up: The playing area should be set up with a large area that represents "the heart and lungs".

To Build the Obstacle Course:

*Build an arch (I use a noodle arched into domes) for students to crawl through for each transition area.

*You can use red and blue floor tape to make the shape of the heart.

*Students carry a red or blue beanbag with them (depending on where they are in the obstacle course). I have 2 buckets or hoops in the Lungs: One bucket is where they drop the blue ones (carbon dioxide), and the other bucket is where they pick up a red one (oxygen). 2 buckets are in the Muscles: One bucket for dropping off the red (oxygen), and the other for picking up the blue (carbon dioxide).



1. Arch labeled with a blue sign that says Right Atrium ~ Partner back to back pass
2. Arch labeled with a blue sign reading Tricuspid Valve to the Right Ventricle ~ Step-Ups (3-4 high)
3. Arch labeled with a white sign reading Pulmonary Artery to the Lungs ~ Hula hoops
4. Tunnel under a desk labeled with a blue sign reading Pulmonary Artery to the Left Atrium ~ planks
5. Arch or Hurdle labeled with a red sign reading Mitral Valve to the Left Ventricle ~ Jump Ropes
6. Arch or Hurdle labeled with a red sign reading Aortic Valve to Arteries ~ Step over a short desk or steps then perform Sit-Ups
7. Blue sign labeled Muscles ~ Water break & Wall Sits
8. Blue sign labeled Veins ~ Run laps around the cones
9. Arch labeled with a blue sign labeled Vena Cava ~ starts over again

Doing the Obstacle Course:

After explaining the flow of blood and how oxygen is carried from the heart and lungs to the muscles to create energy, you are ready to start the obstacle course. While at each part of the heart, the students will perform the exercises. You can even have them take their pulse at the end of the stations so they can understand what is happening to their heart.

You can choose exercises based on the equipment that you have.

Heart Spot Tag

Learning Expectations:	<p>Cognitive: Students will demonstrate knowledge of healthy heart behaviors through response to teacher questions with competency.</p> <p>Psychomotor: Students will develop dodging and fleeing skills as well as cardiorespiratory endurance during “heart spot tag” with competency.</p> <p>Affective: Students will utilize appropriate self-space and safe movement practices during the “heart spot tag” activity with competency.</p>		
Grade Level:	K-2 nd grade	NASPE Standards:	1, 2 and 5
CSH Focus: (Coordinated School Health)	Discussion of cardiovascular endurance related to life-time fitness and heart health	AAHE Standards:	1, 5, and 7
Supporting materials:	Posters showing different views of the heart are posted throughout the gym.	Cognition:	The students will articulate their knowledge of how heart disease can be prevented through healthy heart choices.

Introductory Activity: Describe to the students that you can develop a healthy heart by being physically active. Describe to them that heart disease can result when you do not follow the three guidelines for heart health. Being physically active, eating healthy foods and avoiding using tobacco such as smoking cigarettes or breathing in second hand smoke. Ask students questions to review these three guidelines for a healthy heart.

Lesson Focus: Heart Spot Tag:

To set up the activity the teacher scatters poly spots throughout the activity area. During the set up five heart cutouts are hidden under five different poly spots and five soft foam balls are placed in the middle of the activity space. The teacher then describes to the students that when the music starts are run and look under as many poly spots as they can and try to find a “healthy heart.” They are informed that if they find a “healthy heart”, they are to take it to the middle and exchange it for a foam ball and that they will then become “healthy heart informants” who spread the news about what it requires to have a “healthy heart.” Students with the foam balls are “taggers” and each time they tag a student they informed to shout out one of the three heart healthy behaviors including either “get plenty of exercise”, “eat healthy foods” or “no smoking or second hand smoke”. The teacher then has all of the students practice shouting out each of the “healthy heart behaviors” two to three times before beginning the activity on the teacher signal. The teacher also reviews safe tagging by instructing students that they are to tag only on the arm, shoulder or back and then explains and demonstrates using two students, that if during the game a student is tagged, they are “freeze” and stand in the shape of an X. Any student can then unfreeze them by crawling through their legs from front to back.

The game begins with the search for the “healthy hearts.” Once all of the “healthy hearts” have been found and brought to the center of the gym on the teacher signal the “healthy heart informants” begin to spread the word by trying to tag as many students as they can. Play continues for about two minutes and then the teacher once again hides the hearts and play resumes with a new game.

Conclusion/Assessment: During the closure of the lesson the teacher asks the students questions concerning the three “healthy heart behaviors” having them shout out each of the three behaviors. They are then instructed to go out and inform the world about having a healthy heart!

<p><u>Prior Knowledge:</u> Basic rules of playing tagging games including knowing self-space and knowledge of appropriate tagging.</p>	<p><u>Vocabulary:</u></p> <p>Healthy Heart Behaviors</p> <ul style="list-style-type: none"> -getting plenty of exercise -eating healthy foods -avoiding smoking cigarettes or breathing in second hand smoke.
<p><u>Equipment/Materials:</u> Five foam balls. 20 -30 poly spots, 5 red construction paper hearts, whistle, and music.</p>	<p><u>Safety Considerations:</u></p> <p>Remind students to watch their direction of travel and avoid colliding with other students. Reinforce safe tagging techniques</p>
<p><u>Resource:</u></p> <p>Great Activities Newspaper</p> <p>Modifications extensions developed by Derrick Mears, Ph.D., A.T.C></p>	<p><u>Submitter:</u> Cheryl Markland</p> <p><u>School:</u> Clyde Campbell Elementary (Catawba County)</p> <p><u>Location:</u> Hickory, NC</p>

Heart Power

<p>Learning Expectations:</p>	<p>Cognitive: Students will recognize how different pulse rates affect the body and the relationship between oxygen intake and pulse rate. Drawing from experience, students will identify three specific lifestyle choices that will keep their heart healthy.</p> <p>Affective: Students will exercise awareness of safety and space considerations for the activities around them. Skill levels can be modified for younger students.</p> <p>Psychomotor: Students will engage in diverse activities that embody the fitness components of flexibility, strength and cardiovascular exercise. Students will experience the relationship between oxygen intake and aerobic activity.</p>
<p>Inclusion Tips:</p>	<p>Have an assistant (student or adult) to help with cues and boundaries. Substitute a playground ball instead of a medicine ball for strength activities. For flexibility activities, allow students to hang forward, moving their arms and legs. Additionally, place a step near a wall if students need support to step up and down.</p>

<p>Grade Level:</p>	<p>K-1</p>	<p>NASPE Standards:</p>	<p>2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</p> <p>3: Participates regularly in physical activity.</p> <p>4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>
<p>CSH Focus: (Coordinated School Health)</p>	<p>Physical Education Health Education</p>	<p>AAHE Standards:</p>	<p>1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Supporting materials:		Cognition:	State three ways to have a healthy heart.

Introductory Activity:

Jump ropes are scattered along walls of gym.

Meet class in hall and have them put their hand on their heart. Students will feel a "quiet heart".

Students enter the gym and jump rope as an instant activity. Have students put their hand on their heart. Students will feel a "fast heart".

Students leave ropes against gym wall if needed for next class. Pick up if not needed.

Meet together center of the gym and review the AHA poem while children sit.

Lesson Focus:

Pulse

After reviewing the poem show the students where to find their pulse. Show and explain: Put two fingers on your jaw bone where it curves then slide your two fingers to your neck. Let students know you will have them check their pulse a few times during class.

Have students spread out and find a safe space and do the actions to the AHA poem. *Then check pulse.*

AHA Poem

"You can have a healthy heart"	Jog in place and beat chest with fist
"It's as easy as"	Shrug shoulders and raise hands
"1-2-3"	Jump three times and show 1-2-3 fingers
"Eat healthy stuff"	Pretend to gobble up healthy food
"Move around enough"	Jog in place and move in a circle
"Live tobacco free"	Pretend to squish a cigarette with foot

Explain the Heart Power tag game.

Heart Power Tag

Equipment: poly spots, 2-3 medicine balls, 2-3 steppers, deck ring, pipe insulation, beanbag

Set up: Mark off an area with poly spots as the "Health Club" with 2-3 medicine balls and 2-3 steppers.

Choose 3 taggers. Ask students the question "How can you have a healthy heart?" The student who answers "eat healthy stuff" gets the deck ring that represents a donut. The student who answers "move around enough" gets the beanbag that represents the couch potato (I have a beanbag potato). The student who answers "live tobacco free" gets the pipe insulation that represents a cigarette or cigarette smoke.

Game: On the call "Heart Power" students start moving in general space. Kindergarteners can slide or gallop instead of running. First graders can slide, gallop or run depending on skill level. If tagged, students freeze with their hand up. To be freed, a classmate gives them a gentle high five. Falling down, crashing or going out of bounds is a tag.

If tagged 3 times they must go to the health club to work out and get a healthy heart.

Flexibility: Cross legs and hang for 10-15 seconds then switch leg that is crossed in front and repeat

Strength: Self catch a medicine ball 5-10 times or do push ups

Aerobics: Step up and down 10 times on a stepper or high knee jog in place 10 times.

After playing a few minutes instruct students to check their pulse rates and then change taggers. Ask what type of physical activity results in a fast heart and heavy breathing. Since, they require lots of air so they are doing air..... aerobics.

Conclusion/Assessment:

At end of class:

- Ask students what the three ways to have a healthy heart are.
- Have students show where their pulse area is.
- Ask students what is the name of the activity that makes your heart beat fast and makes your lungs take in a lot of air.

The Heart Power work sheet can serve as an assessment tool.

The last page of the story *Big News! Straight From the Heart* could be copied as a coloring page to take home.

Prior Knowledge:

AHA Poem "You can have a healthy heart."

Vocabulary:

Pulse Aerobics

Equipment/Materials:

Safety Considerations:

<p>Jump ropes</p> <p>Poly Spots</p> <p>Deck ring</p> <p>Pipe insulation tube</p> <p>Beanbag or couch potato</p>	<p>When jumping rope students should be spaced well.</p> <p>During tag game students need to be able to move safely. To modify the tag game for younger students change the loco-motor skill: gallop, slide, skip, crab walk.</p>
<p><u>Resource:</u></p> <p>AHA Resources for the classroom</p> <p>Elementary level-Heart Power Pre K</p> <p>Reading Language Arts</p> <p><i>Big News! Straight From The Heart</i></p>	<p><u>Submitter:</u> Sandy Hagenbach</p> <p><u>School:</u> Heritage Elementary</p> <p><u>Location:</u> De Pere, Wisconsin</p>

Body Systems

Name of Activity: **Fitness Frenzy**

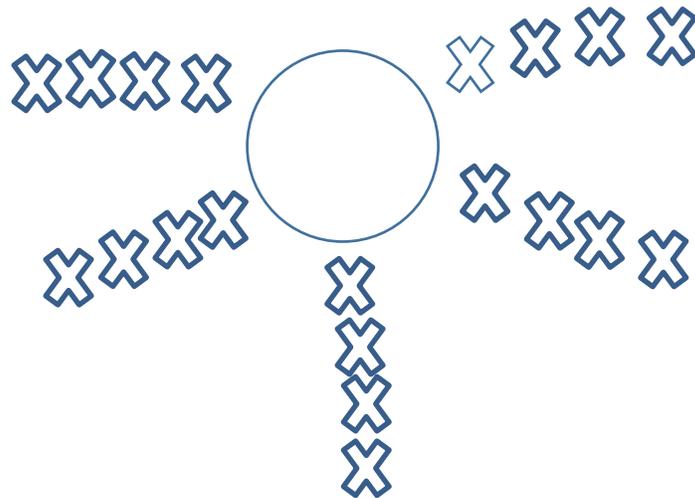
Purpose: Students will be able to identify different components of the body systems while performing tasks to develop health-related fitness.

Description:

1. Divide students into 6 groups. Each group is assigned a body system:
 - Nervous system
 - Circulatory system
 - Endocrine system
 - Digestive system
 - Muscular system
 - Immune system

2. Arrange different colored cones in a circle (see diagram) with each team sitting in a single-file line behind the cone, facing the center of the circle.





3. Using card stock or index cards (You'll need 5 cards per team) write 1 component of each body system and place the cards face-down in the center of the circle. (1 component per card)
 - Nervous system: spinal cord, brain, nerves, eyes, ears
 - Circulatory system: arteries, veins, capillaries, aorta, heart
 - Endocrine system: hormones, pituitary gland, thyroid gland, adrenal gland, pancreas
 - Digestive system: small intestine, large intestine, colon, stomach, esophagus
 - Muscular system: biceps, triceps, quadriceps, pectoralis major, gastrocnemius
 - Immune system: antigens, lymph nodes, antibodies, lymphocytes, anatomic response (skin)
4. Provide each team with a sign that identifies their team's body system and its components. This will help those students who may have difficulty connecting the body system to its components. If you wish to make the activity more challenging, you could require students to complete the task without the reference list.
5. On the start signal the first student from each team runs to the middle of the circle and turns over 1 card. If the card matches the team's body system, the student returns to the team (end of the line) and places the card under the team's cone. If the card does not match the team's body system, the student places the card face down in the center circle, returns to the team, and leads the team (all students in line) in the activity assigned for the card drawn. For example,

One on One Volleyball (3rd – MS)

Set Up: Each group of 4 has a jump rope, a beach ball (foam ball, volleyball, etc.), and a Q&A Card (laminated).

Procedure:

- 1) Use this game ONLY AFTER you have taught the health concepts that the Q & A card relates to and the volleyball skills that you are using.
- 2) In groups of 4, 2 students hold a jump rope chin height to serve as a net. The other two students attempt to strike a beach ball back and forth over the net without hitting it twice on one side, or letting the ball hit the ground.
- 3) The teacher challenges them according to skill level. They can strike using one hand only, they can use only sets or bumps, they can move the net in a slow circle while striking it back and forth, etc.
- 4) **Integration ideas:** One of the “rope” students has the Q&A card. He/she will ask a question, and the strikers must take turns answering each question. The striker has 3 strikes to answer the question correctly. When a pair misses the ball or says the incorrect answer, they must switch places with the pair that was holding the net and let them try. You can have them spell reading, social studies, science, and health vocabulary as they hit the beach ball back and forth over the net. You can also have them practice math facts. The integration possibilities are endless with this game!

* Modifications: 1) Add pictures to the Q & A cards for less-skilled readers, 2) Use smaller balls according to striking abilities, 3) Increase or decrease the height of the rope.

Q&A Card Examples:

WHICH FOOD GROUP IS IT?
(GRAIN, VEGGIE, FRUIT, DAIRY, PROTEIN, OR FAT)

BROCCOLI (veggie)

APPLES (fruit)

CHICKEN (protein)

YOGURT (dairy)

BUTTER (fat)

SPAGHETTI (grain)

BISCUITS (grain)

OKRA (veggie)

ORANGE (fruit)

HAM (protein)

OIL (fat)

RICE (grain)

PEAS (veggie)

MUFFINS (grain)

NUTS (protein)

CARROTS (veggie)

POTATOES (veggie)

MILK (dairy)

HAMBURGER (protein)

CEREAL (grain)

MAYONNAISE (fat)

EGGS (protein)

CHEESE (dairy)

GRAPES (fruit)

GREEN BEAN (veggie)

TOMATOES (fruit)

AEROBIC OR NOT?

BASKETBALL (aerobic)

FOOTBALL (not)

GOLF (not)

SOCCER (aerobic)

50 YD. DASH (not)

WEIGHT LIFTING (not)

BICYCLING (aerobic)

ROLLER BLADING (aerobic)

BASEBALL (not)

GOALKEEPING (not)

HOCKEY (aerobic)

RELAY RACES (not)

BONE OR MUSCLE?

QUADRICEPS (muscle)

TRICEPS (muscle)

FIBULA (bone)

BICEPS (muscle)

SKULL (bone)

HAMSTRINGS (muscle)

FEMUR (bone)

RIBS (bone)

HEART (muscle)

DELTOIDS (muscle)

VERTIBRAE (bone)

SKELETON (bone)

ELBOW (bone)

GLUTES (muscle)

FIBULA (bone)

ABDOMINALS (muscle)

OBLIQUES (muscle)

HUMERUS (bone)

RADIUS (bone)

TONGUE (muscle)

PHALANGES (bone)

PECTORALS (muscle)

SCAPULA (bone)

