

Young People's

Healthy Heart
Lesson Plans

Grade Level

K

About the Lesson Plans

Why Healthy Heart Lesson Plans for Youth?

The atherosclerotic process begins in childhood and many American children have risk factors for coronary heart disease. It is easier to form good habits in youth rather than break bad habits as an adult.

- Heart Disease is the #1 cause of death in the U.S.
- Poor diet and inactivity are the main causes of chronic disease (heart disease, cancer, diabetes, etc.)
- 450,000 deaths/year due to poor diet and physical inactivity.¹

Childhood Obesity

- Childhood obesity rates have tripled in the last 30 years.²
- About one in three children and teens in the U.S. is overweight or obese.²

U.S. schools need to take an active role in helping to combat the rise in childhood obesity. Children, adolescents and adults who are obese are more likely to have risk factors for cardiovascular disease such as high cholesterol and high blood pressure as well as other chronic diseases such as type 2 diabetes and certain types of cancer. Obese or overweight children and teens are more likely to become overweight or obese as adults.

Why Choose these Lesson Plans?

- Meets National Health Education Standards
- Sequential kindergarten through grade six
- Content and methods based on research
- Target behavior change to last a lifetime
- Fun for kids and easy to use
- Involves Parents
- Easy classroom snack activities
- Exercise component

Aligned to National Health Education Standards

The lesson plans meet the National Health Education Standards for nutrition and physical activity, and for all states that base their standards on the National Standards such as North Dakota. The objectives for each grade (kindergarten through grade six) show exactly how the *Young People's Healthy Heart Lesson Plans* will meet every national standard pertaining to nutrition and physical activity.



Goals for each student:

- Adopt a healthy heart diet containing a variety of foods low in fat, moderate in salt and sugar, and with plenty of whole grains, vegetables and fruits.
- To follow a healthy activity pattern, watching less TV and increasing moderate to vigorous physical activities.

Physical Activity

Young people can build healthy bodies and establish healthy lifestyles by including physical activity in their daily lives. Today, many young people are not physically active on a regular basis, and physical activity declines dramatically during adolescence. School and community programs can help young people get active and stay active.



The U. S. Department of Health and Human Services 2008 Physical Activity Guidelines for Americans recommend that children and adolescents should do 60 minutes (1 hour) or more a day of either moderate or vigorous intensity aerobic physical activity, and should include vigorous- intensity physical activity at least 3 days a week.

The activities should also include muscle strengthening activities such as push-ups or sit-ups and bone strengthening exercises such as jumping rope or running at least 3 days per week.³

Increasing the frequency, time or intensity of physical activity can bring even more health benefits...up to a point. Too much physical activity can lead to injuries and other health problems.



Nutrition and Health

The Bogalusa Heart Study⁴ has shown that:

- more than half of all children eat too much fat, cholesterol, salt and sugar.
- among all children, cardiovascular risk factors such as high blood pressure and obesity are interrelated, just as they are in adults.

Our government has recognized the need for change and has identified a number of changes that children as well as adults need to make. These are outlined in *Healthy People 2020 Objectives*⁵.

They include:

1. Reduce consumption of calories from solid fats and added sugars in the population aged 2 years and older.
2. Reduce consumption of saturated fat in the population aged 2 years and older.
3. Reduce consumption of sodium in the population aged 2 years and older.
4. Increase consumption of calcium in the population aged 2 years and older.
5. Increase the contribution of fruits and vegetables to the diets of population aged 2 years and older.
6. Increase the contribution of whole grains to the diets of the population aged 2 years and older.

The Key is Behavior Change

Nutrition must be fun. Changing how we do things can often be tedious and difficult. The lesson plans have the students do fun, hands-on activities, at home and in school, helping them learn skills and make healthy choices/changes. Learning specific facts and taking tests are not the main focus. Trying and experimenting with new healthy behaviors becomes the target. Motivators have been used to encourage students to try new skills and new foods. For example, in kindergarten each child would add a segment to their personal caterpillar each time they try the targeted healthy choice/change.

Advocacy

National Health Education Standard 8 addresses advocacy, a new component of nutrition and physical activity health education.⁶ The *Young People's Healthy Heart Lesson Plans* include activities for kindergarten through grade 6 that help develop advocacy skills. These skills encourage others to adopt healthy behaviors and reinforce students' own health behaviors.⁶



Lesson Plan Details

- The lesson plan for each grade takes 2-3 days over a minimum of 5-7 weeks to teach.
- Depending on age level, 30-45 minutes is spent per class period once a week.
- Learning material over several weeks increases likelihood that behavior changes will be adopted.

Research has shown that when parents are involved and activities are done at home, there is a greater chance for behavior change to occur.

Home Activities

- ♥ In kindergarten, students are asked to do physical activities with their parents three days for at least 20 minutes each day.
- ♥ In grade one, students ask their families to try skim or 1% milk at home and to prepare a healthy heart fruit snack recipe.
- ♥ In grade two, students ask their parents to provide Anytime Snacks for after school snacks on four days of the week.
- ♥ In grade three, students are asked to teach their parents about fat by using the visual aids [How Much Fat?](#) [And How Much Fat?...Part II](#) (test tubes showing the amount of fat in various foods).

♥ In grade four, students are asked to teach their parents what they have learned about sodium by using the visual aid [How Much Salt?](#) (test tubes showing the amount of salt in various foods).

♥ In grade five, students are asked to teach their parents about sugar by using the visual aid [How Much Sugar?](#) (test tubes showing the amount of sugar in various foods).

♥ In grade six, students are asked to teach their parents about sugar and caffeine in popular 8 oz. drinks by using the visual aid [How Much Sugar and Caffeine?](#) (test tubes showing the amount of sugar and caffeine in various foods).



Classroom Cooking

Lesson plans include easy recipes to be prepared by the students in class. ***This is very important, although it can be messy and time consuming.*** Children learn about nutrition from their own experiences with food. They will be more likely to try new foods or recipes if they have helped prepare them.

Lesson Plan Worksheets

Whenever a worksheet, home activity, or other activity is bolded and in capital letters in the Lesson Plans the item will be located in the Activities Section at the end of each grade's lesson plans. The worksheets should be reproduced for classroom use.





Serving Sizes are Important

In today's supersized world with the dramatic increase in obesity, and kids now being diagnosed with type 2 diabetes, we need to educate students about portion control and serving sizes. Research is suggesting that chronic exposure to large portion sized meals can result in overeating and will ultimately lead to increases in body weight over time.

Most adults do not know how big a serving size is for most foods. It is important for students to learn what a serving size means for the various food groups.

Teachers should demonstrate various serving sizes and should let students practice measuring serving sizes using real foods. Students should learn to read the serving size on food labels before they read about the nutrient content.

Servings listed on food labels are based on customarily used portions, not on nutrient density or what is optimal for health.

Nutrition is Complicated!

- New 2010 Dietary Guidelines for Americans emphasize healthy eating along with energy balance.⁷
- Students may question which of the three (fat, salt or sugar) is the most critical to watch.
- Fat is the biggest culprit for most people.
- Eating too much fat can lead to weight problems, but eating large portions of carbohydrates, sugar and protein can also cause an increase in weight.

Nutrition, Physical Activity & Academics

Data from the 2009 National Youth Risk Behavior Survey (YRBS) show a negative association between physical inactivity and unhealthy dietary behaviors and academic achievement.⁸

Students with higher grades are more likely to:

- Engage in regular physical activity
- Have limited TV and computer usage
- Consume healthier food choices



Emphasis on Fruit and Vegetables

Fruits & Veggies - More Matters™ has replaced the 5 A Day campaign on a national level. In our materials we've chosen to retain using the concept of minimally eating 5 fruits and veggies every day.

It's easy for them to remember 5 servings a day, with each serving about the size of a tennis ball. It's also fun to give each other a 'high 5' to remember how many servings to eat each day.

Both adults and children do not eat enough fruits and vegetables. Education is crucial. People who have formed the habit of eating fruits and vegetables early in life are likely to consume more as adults.

Fruits and vegetables help reduce the risk of heart disease, cancer and high blood pressure because they are:

- Rich in vitamins and minerals
- Naturally low in fat and calories
- An excellent source of fiber
- Rich in compounds called phytochemicals which are known to have numerous benefits to health.



Anytime and Sometime Foods

Fruits, vegetables, whole grain breads and cereals, low fat dairy products and lean meats should be the foundation of our diet. In the lesson plans, we call these foods **Anytime Foods**. We should focus on variety among these foods and remember we can eat these **anytime**.

The 2010 Dietary Guidelines state that we should reduce the intake of calories from solid fats and added sugar.⁷

Snacks that are high in sugar, fat and salt should only be eaten **sometimes** because they are not very good for our bodies. We call these foods **Sometime Foods**. They provide energy, but usually few nutrients. A good rule of thumb is to eat no more than 0-2 Sometime Foods each day. There are exceptions where we might eat more Sometime Foods, such as birthdays and other family celebrations. We incorporated this concept into the lesson plans because we felt children need a specific guide.

The [test tube visuals](#) showing the sugar, salt and fat in foods help teach why only 0-2 Sometime Foods a day should be eaten.

Why did we choose 0-2 Sometime Foods as a guide? Let us look at two common snack choices.

- **Example one:** If a student ate a 2.07 ounce Snickers® candy bar and drank 12 ounces of soda pop, that would be 22% of his/her total daily calorie intake and 22% of the recommended daily fat intake.
- **Example two:** If a student ate two ounces of potato chips and drank 12 ounces of soda pop, that would be 24% of his/her daily calorie intake and 31% of the recommended daily fat intake.

In both examples, roughly one-fourth or more of the total fat and calories are consumed as Sometime Foods; these are empty calories.

Our list of Anytime and Sometime Foods is an educated interpretation. This type of list may vary in different sources and you may question items on the list. You may decide to move items from one list to the other. The reason for a list is for the younger children, before they can read labels and make their own interpretations, to have a guide for making choices. The emphasis is to help students make healthy choices.

What about diet soda?

*Because diet soda does not have any calories, should it be considered an Anytime Food? The answer is NO; it is a Sometime Food. Children do not **need** soda pop, diet or regular. Diet soda pop contains no nutrients. Regular soda pop contains only calories, hence it is not considered nutrient rich and is often called an 'empty calorie' food.*

Fast Food

Can we eat fast food without sacrificing nutrition?

Everyday, one third of American children and adolescents eat fast food. Fast food contributes 16-17% of adolescents' total calorie intake.⁹

It is essential that children learn how to make wise food choices when eating out. The lesson plans help the students address this issue.



Helpful Hints For Teachers

1. Teachers should use real food products (empty packages) as much as possible in the activities because it is more realistic and fun for the students. Start collecting early.
2. To encourage students to make healthy changes, the school may need to strengthen their School Wellness Policy which is related to food and exercise. The school should mirror what is taught. For example, consider what products the vending machines may sell- (only pop, both pop and juice, only juice, only water).
3. Teachers are very important role models for students. Do you want your students to remember you with a can of pop on your desk or a cup of coffee, or would a bottle of juice, a piece of fruit or a cup of water be better? You will influence your students, but also allow them (because they are always watching) to help and influence you to make wise and healthy choices...both in and out of school.
4. Help your school lunch and breakfast program become a nutrition laboratory and teach the children key healthy heart lessons. Form a Nutrition Team with the cook, principal, two to three parents, teachers and students. Work together to make changes in the recipes and the school lunch menu in order to follow the Dietary Guidelines.

Our goal is to provide easy to use lesson plans that are useful, interesting and fun, in order to help students adopt healthy nutrition and exercise behaviors.

If you have new ideas you would like to share or questions or concerns with the lesson plans, we would like to hear from you. Email us at info@healthyheartprogram.com or call us at Young People's Healthy Heart Program at 701-845-6456.

Interested in purchasing the test tube visual aids for fat, salt and sugar pictured below – [Click here!](#)



References

1. McGinnis JM, Foege WH. "Actual Causes of Death in the United States." *Journal of the American Medical Association* 1993, vol. 270, no. 18, pp. 2207-2212.
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4. National Institutes of Health, "An Important Message From the Children of Bogalusa", *Heart Memo*, Special Edition 1996, p. 10.
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7. www.dietaryguidelines.gov
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9. www.fastfoodmarketing.org

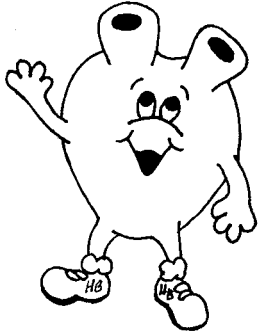
OBJECTIVES FOR KINDERGARTEN

Aligned to National Health Education Standards for Nutrition and Physical Activity

- Objective 1:** The students should be able to explain basic information about the heart:
- ♥ location of the heart
 - ♥ size of the heart
 - ♥ that it pumps blood
 - ♥ amount of blood in the body
 - ♥ how fast the heart beats.
- Objective 2:** The students should be able to identify that physical activity keeps their heart strong and healthy. (National Standard 1)
- Objective 3:** The students should be able to name some Fast Heart Activities and some Slow Heart Activities, and do at least three Fast Heart Activities with their parents. (National Standards 1,5,6,7,8)
- Objective 4:** The students should be able to identify why they eat food: for hunger, to provide energy, to build and repair body tissue, to protect from disease. (National Standard 1)
- Objective 5:** The students should be able to identify Anytime and Sometime Snacks, to choose an Anytime Snack the majority of the time and choose a Sometime Snack once in a while. (National Standards 5,6,7,8)
- Objective 6:** The students should choose fruit for a snack (Anytime Food) at least once a day for a week. (National Standards 5,6,7,8)

Objective 1: The students should be able to explain basic information about the heart:

- ♥ location of the heart
- ♥ size of heart
- ♥ that it pumps blood
- ♥ amount of blood in the body
- ♥ how fast the heart beats.



Approximately 30 minutes

(This unit could be incorporated into a hospital, nutrition and/or physical activity unit.)

(A puppet has been designed to help teach these lessons. His name is Heart Buddy. However, any kind of puppet, even as simple as a sock with button eyes and yarn hair, may be used.)

Hi, I'm Heart Buddy. My nick name is HB.
In the next few days we are going to learn about our hearts.

ASK: Can anyone tell me where your heart is?

ANSWER: It is the middle of my chest.
(Have students point to the location of their heart.)

The heart is hollow and is about the size of one closed fist with the other wrapped around it.
Let us see how big that is.

Make a fist with one of your hands, then put your other hand over your fist. This is the size of your heart!

The heart pumps blood to all parts of our body: the head, arms, legs, hands and toes. Each time the heart pumps blood, this is called a beat.

ASK: Can you feel your heart beat?

Maybe you cannot when you are sitting quietly. Doctors use a stethoscope to hear the heart beat.

ACTIVITY: (Have students listen with a stethoscope.)

USE OF STETHOSCOPE: Pick up the stethoscope so the ear pieces are pointing forward. Place the ear pieces in your ears. Adjust the ear pieces so they are comfortable in your ears. Put the flat, circular disk (diaphragm) on your chest

where your heart is. Listen to your heart beat. Do not bang the diaphragm when someone is listening because the loud noise might hurt the person's ears. (Before each child uses the stethoscope, clean it with a paper towel moistened with alcohol.)

USE TOILET PAPER TUBES TO LISTEN TO THE HEART: (While students are waiting to listen with the stethoscope, pair children up. Give each pair a toilet paper tube. Have one child listen to the heart of the other child. Then have the other child listen.)

Now let us exercise and see if we can feel our heart beat.

ACTIVITY: I would like each of you to stand up by your desk and run in place for 2 minutes and I will time you. OK, start! (After 2 minutes, have the students sit down.) Now put your hand over your heart.

ASK: Can you feel your heart beating?

ANSWER: Yes!

ASK: What sound does the heart make?

ANSWER: Lub DUB, Lub DUB

ASK: What is your heart doing when it is beating this fast?

ANSWER: It is pumping blood to all parts of the body.

Even when we are resting, our heart beats quite fast. Let us find out how many times your heart beats in one minute when you are resting. (The heart rate for a child at rest is between 100-120 beats per minute; for an adult it is 70-90 beats per minute.)

ACTIVITY: Now, I want you to clap the same speed as your heart beats. We will practice for a little and then we will begin. (Teacher should have a stop watch or a watch with a second hand. Teacher and students should clap two times per second or 10 times in 5 seconds to show the number of heart beats per minute for a child.)

Now we know where your heart is located, how big your heart is, how fast it beats, and that it pumps blood to all parts of your body.

ASK: How much blood does your heart have to pump?

ANSWER: (The teacher may want to weigh some students or ask students if they know how much they weigh. If a student weighs between 40-50 pounds, he/she would have seven cups of blood in his/her body.)

ACTIVITY: (The teacher should show the students seven cups of water that have been colored red or put ten to twelve cups of red water in a large bowl. Have the students measure seven cups of water into a clear bowl or jar, counting as they go.)

Your heart pumps blood to all parts of your body all day and night. The blood carries food and oxygen so you can run and play and so you will grow!

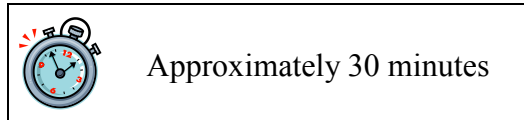
ACTIVITY: Let us see how big you have already grown. Today, I am going to draw around your body on this long sheet of paper. Now I want each of you to take one long sheet of paper and a red marker/crayon. One student should lay down on a long sheet of paper and I will trace around your body with a black marker.

With your hand in a fist, place it on the outline of your body where your heart would be. Draw around your fist with a red marker/crayon. This shows the location of your heart and its size! Have students draw with a red marker how the blood goes out to all parts of their body. We will save this and use it for another day! (Another day the students will cut out pictures of a variety of snacks they eat at home and they will glue them around the edge of the traced body.)

(Optional: A time saving idea is to trace only one student's body. Let all the students add the pictures of snacks around the outline.)

Objective 2: The students should be able to identify that physical activity keeps their heart strong and healthy. (National Standard 1)

Objective 3: The students should be able to name some Fast Heart Activities and some Slow Heart Activities, and do at least three Fast Heart Activities with their parents. (National Standards 1,5,6,7,8)



Hi, I'm HB. Remember me?

Today we are going to talk about things we can do to keep our hearts healthy.

ASK: What activities do you like to do?

ANSWER: Running, playing, watching TV, looking at books, etc.

Our heart is a muscle in our chest, just like we have muscles in our arms to lift things and muscles in our legs to run and walk. The job our heart muscle does is to pump blood to all parts of our body. Our heart must work faster when we run. It works slower when we sit and look at a book. Our heart never stops. It must work all the time. (Have students give other examples of when their heart must work faster and when it would work slower.)

To make a muscle strong, you must use that muscle. For example: To run fast, you must run often in order to make your leg muscles strong. To make your heart strong, you must make that muscle work harder, too. You know your heart is working harder when it beats faster.

Now you are sitting and resting. Put your hand on your heart.

ASK: Can you feel your heart beat?

ANSWER: No. This is because you are sitting and resting. Now remember back to when you stood by your desk and ran in place.

ASK: Could you feel your heart beating fast then?

ANSWER: Yes. This is because you were moving fast and this makes your heart beat faster.

ASK: Can you name some activities that you like to do that will make your heart beat faster and make it stronger?

ANSWER: Running, jumping, playing a game, riding bike or big wheels, playing on playground equipment, swimming, etc.

It is important to do activities that will make your heart stronger, but we must remember to let our heart rest, too. Sitting down, looking at a book, drawing pictures, coloring, doing puzzles and sleeping are times that our heart can rest.

ACTIVITY: (To help your students learn that walking is fun, go for a 20 minute walk as a class. If you prefer to have a focus for your walk, try these suggestions taken from *Walking for Little Children*¹.)

1. Color...name objects and their color as you walk.
2. Shapes...name objects and their shape.
3. Numbers...count pine cones or other objects.)

ACTIVITY: *FAST HEART-SLOW HEART* (worksheet)

(Have students take out a blue and red crayon. Look at the worksheet. Discuss whether each activity makes the heart beat slow or fast. Then have the students color the heart in each box:

♥ red = Fast Heart Activity

♥ blue = Slow Heart Activity

ANSWERS: Slow Heart Activities are reading a book, watching TV and coloring. The rest are Fast Heart Activities.

Discuss whether other activities like playing computer games, riding in a car, playing on playground equipment, etc. are Fast Heart or Slow Heart Activities.)

ACTIVITY: Let us play a game to exercise our hearts. There are five stations. At each station you will do a different Fast Heart Activity for one minute. I will blow a whistle and you will move to the next station. (Divide the class with four to five students at each station. Use music.)

Station 1: Skip in a circle.

Station 2: Hop like a bunny.

Station 3: Walk in place and swing arms in big circles.

Station 4: Run in place.

Station 5: Jump rope.



HOME

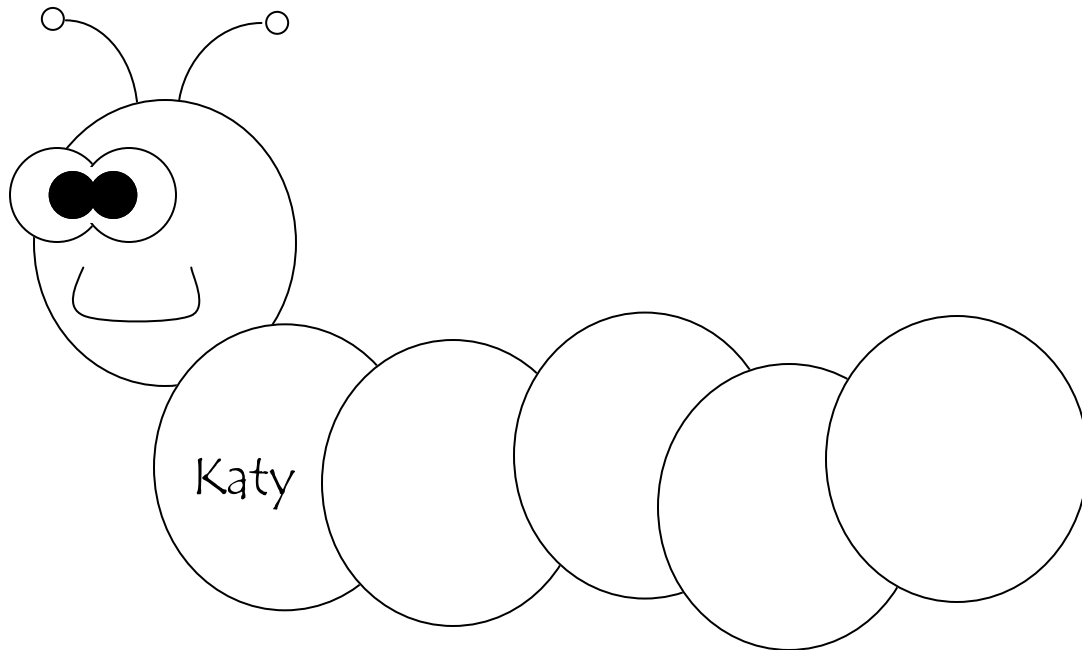
ACTIVITY: *STRONG HEARTS* (take home sheet)

(Hand out and explain. Let each student make their own motivational Caterpillar Chart showing which students did the exercise with the parents, brought back the paper heart signed by their parents and did the other two activities.)

¹ Sweetgall, R., "Why Should Little Children Walk?" *Walking for Little Children*, 1987, page 4.

(**Caterpillar Chart:** Have each student build a caterpillar. You will need seven circles per student. The first circle is the face of the caterpillar. Use construction paper for the circles and pipe cleaners for the antenna. On the second circle have students print their name. When a student returns a cut out heart he/she can paste it on another circle and add to his/her caterpillar. This behavior change caterpillar will be used for the following activities:

- ☺ **STRONG HEARTS**
- ☺ **EAT LESS FAT**
- ☺ **MY MOM OR DAD'S FAVORITE FRUIT**
- ☺ **FRUITS ARE ANYTIME SNACKS)**



(Note that the **STRONG HEARTS** activity would be a good activity to continue through the entire four to five weeks of lessons. The first week establishes the pattern and by the fourth or fifth week, the students and their parents, hopefully, will enjoy the exercise and even continue after the lessons are done.)

Objective 4: The students should be able to identify why they eat food: for hunger, to provide energy, to build and repair body tissue, to protect from disease. (National Standard 1)



Approximately 120 minutes
broken into four segments.

It's HB again. Today we are going to talk about food, and I want to read a book to you about someone who is very hungry. (Read *The Very Hungry Caterpillar* by Eric Carle.)

ASK: Why do we eat?

ANSWER: Because we are hungry!

Besides making us full when we are hungry, food gives us energy to run, helps protect us from disease and builds our body! Has anyone ever had a cut on your arm or leg? How long did it last? It was there for only a few days and then all of a sudden, it was gone! Where did it go? When we eat many different healthy foods, these foods will help to fix the cut. Healthy foods help new skin grow over the cut!

ASK: Have you ever skipped breakfast because you were late getting ready for school and you didn't have time to eat?

ANSWER: Yes!

ASK: Do you remember being tired and grumpy later that day?

ANSWER: Yes!

You were feeling tired because you did not eat any food. Food gives you energy to run, jump and play! Not eating enough food or eating the wrong kinds of food can make you tired and grumpy.

ASK: Have you ever seen pictures of children on TV or in magazines who look really skinny and sick? (Children who live in a famine area.)

ANSWER: Yes!






They look this way because they have not been eating enough food. Food helps us to grow taller and to be strong and healthy. Sometimes people eat enough food, but they choose the wrong foods. They get sick because they are not eating healthy foods. Your mom and dad, or grandpa and grandma, or you can get sick from not eating healthy foods. Food is important to keep our body strong and healthy!

ACTIVITY: Now I am going to pass out magazines and scissors. I want you to cut out pictures of snacks you may eat at home. We will use these pictures and the outline of your body another day.

ACTIVITY: Favorite Fruit Game and Graph

(The day before, explain to students what a fruit is and tell students to each bring their favorite fruit because a healthy snack for our body is fruit. The kind of fruit they bring is to be kept a secret, so have them bring it in a paper bag.

1. Have the students bring their secret fruit in the paper bag and sit in a circle on the floor.
2. Choose a student to stand and hold his bag of secret fruit. The class will ask yes or no questions until they guess what kind of fruit it is.
3. Make a graph for the fruit on the floor. When the fruit is guessed, it is taken out of the bag and laid on the floor to form the first column of fruit. Then all of the students who brought that same fruit should take their fruit out of the bag and place it in a column behind the first fruit.
4. Choose a second student who has a secret fruit. Repeat the process.
5. As a class, make a bar graph on paper from the floor graph with the students' fruit. The teacher should prepare a blank graph beforehand for students to color in. The teacher should draw a picture of each different fruit the students brought in the bottom squares of the graph. Every student should color a square in the column of fruit they brought. Discuss the bar graph.





				

6. Let each student make the graph using Unifix® cubes if available, at their desk.
7. Make a fruit salad from the fruits and let the students taste this healthy heart snack.)

ACTIVITY: Favorite Veggie and Graph

(Discuss what vegetables are. Ask the cafeteria to provide fresh cauliflower, broccoli, carrots and celery with a low fat dip for students to taste. This activity could be done in the cafeteria or in the classroom.

1. Let students taste each of the four veggies.
2. Ask each student to choose their favorite veggie.
3. As a class make a bar graph on paper of their favorite veggies from the four they tasted. The teacher should prepare a blank graph beforehand for students to color in. Every student should color a square in the column of the veggie they liked best. Discuss the graph.

4. Let each student make the graph using Unifix® cubes if available.)

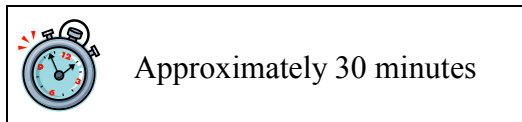
ACTIVITY: You Are What You Eat

(To help children choose fruits and veggies for a healthful snack make a fruit and vegetable person. Give each child a magazine and ask them to cut out fruits and veggies for body parts. An apple could be a head, berry eyes, banana arms, broccoli legs. Each child can make his/her own and entitle the posters “You Are What You Eat”.)

**SNACK****ACTIVITY: You Are What You Eat**

(Make a person out of real fruits and veggies. When completed let the children eat all the fruits and veggies.)

Objective 5: The students should be able to identify Anytime and Sometime Snacks, to choose an Anytime Snack the majority of the time and choose a Sometime Snack once in a while. (National Standards 5,6,7,8)



(Put up the **ANYTIME-SOMETIME BULLETIN BOARD** to use with this objective. Refer to Activities Section.)

It's HB. I'm back again today to talk about how important it is to eat the right snacks to keep our bodies healthy. One special part of our body we need to keep healthy is our heart.

ASK: What important job does our heart do?

ANSWER: It pumps blood to all parts of our body. The blood carries food and oxygen so students can grow.

Most children have a healthy heart, but to keep it healthy you must learn to choose snacks that are healthy for your heart. These snacks include apples, oranges, carrots, whole grain toast, 100% juice, low fat crackers like saltines and graham crackers, and skim or 1% milk. I only named some healthy snacks.

ASK: Can anyone else think of other snacks that are good for you?

ANSWER: Bananas, strawberries, pretzels, low fat cheese, etc.

We call these snacks ANYTIME SNACKS. We can eat Anytime Snacks every day, even more than once a day. For example, we may have a peanut butter sandwich for our afternoon snack and have toast with jelly for our bedtime snack. Skim or 1% milk is another Anytime Snack. Vegetables and fruits are Anytime Snacks. Let us look at our bulletin board to see all the Anytime Snacks.

It is important to eat snacks like these that are healthy for your whole body including your heart. Now let us find out which snacks we should only eat once in a while or sometimes. If we eat them too often they are not healthy for our heart or any part of our body.



FAT: If we eat foods high in fat very often that is not good for our heart.

ASK: What are some foods high in fat?

ANSWER: Candy bars, ice cream, potato chips, cookies, cake, pie, etc.

We can eat these foods sometimes, but we should not eat these foods for all our snacks.

ACTIVITY: Our bodies need some fat, but not too much. By eating less fat we keep our hearts more healthy. Let us talk about a very important food - milk. Milk is good to drink at meals and to have for snacks. It is good to drink two to three cups of milk every day. It is healthier for our heart to drink 1% or skim milk instead of whole or even 2% milk.

(Show the different cartons of milk. Talk about the different colors on the cartons and what the colors stand for.

1. Line up cartons in order of percentage of fat: whole milk, 2%, 1%, skim.
2. Ask a student to choose the skim or 1% carton. Is this an Anytime or Sometime Food?
3. Mix up the order of the cartons. Ask a student to come up and choose a 1% or skim carton.
4. Put the cartons in the Learning Center in the back of the room. Let the students mix up the cartons and select 1% or skim.
5. Tell the students that our school only serves 1% or skim milk because they are the healthiest choices.

TEACHER FACT: The most important aspect of nutrition is helping students choose healthy foods. Forming good behavior is our goal. The emphasis should be on providing opportunities to eat healthy food and to learn the skills for making wise choices. Nutrition facts are second.



SALT: Snacks that are very salty are not heart healthy.

ASK: Can anyone name some snacks that taste salty?

ANSWER: Potato chips, snack chips, French fries (if a lot of salt is added), etc.

The snacks we named taste salty, but some foods contain a lot of salt that we do not taste. Some of these foods are: hot dogs, bologna, and dill pickles. It is all right to have these high salt foods once in a while, but not every day. We call these foods Sometime Foods.



SUGAR: Some snacks have a lot of sugar. These snacks should only be eaten Sometimes.

ASK: Can you name some foods with a lot of sugar?

ANSWER: Pop, candy, Kool Aid®, cookies, cake, ice cream, frosted cereals, etc.

We can eat Sometime Snacks once in a while but not every day, and certainly not many times in one day. We should not have potato chips or ice cream every day, but once or twice a week is all right.

ACTIVITY: (Read the *Berenstain Bears and Too Much Junk Food* by Stan & Jan Berenstain. Discuss that junk food is high in fat, sugar and/or salt. These are Sometime foods.)

ACTIVITY: 1. (Find pictures of the Anytime and Sometime Snacks listed below. Hold up a picture and ask or discuss if it is an Anytime or Sometime Food.
2. Now mix the Anytime and Sometime pictures together. Have the students stand up. Choose a picture of a food and hold it up. If it is an Anytime Food the students should make their arms into the shape of a heart above their head. If it is a Sometime Food the students should put their hands on their hips. Continue through all the food pictures.)

ANYTIME SNACKS *Healthiest Anytime Snacks	SOMETIME SNACKS
Whole grain bagel with peanut butter or jelly Whole grain bread with peanut butter or jelly Unfrosted cereals Baked tortilla chips Low fat cottage cheese Light or fat free American cheese String cheese *Whole grain crackers lower in fat (4g of fat or less per 1 oz. serving) Graham crackers Saltine crackers Whole grain English muffin with peanut butter or jelly 100% fruit juice (Limit to 6 oz or ¾ cup a day) *Fruit canned in juice or water pack *Fresh fruit *Frozen fruit *Dried fruit Low fat luncheon meat *Skim milk (white or chocolate) 1% milk (white or chocolate) Lite microwave popcorn *Air popped popcorn Pretzels Rice or popcorn cakes Hummus Salsa Sandwich with low fat cheese or meat Veggies with low fat dip *Fresh vegetables *Nonfat or low fat yogurt Low fat frozen yogurt Lite ice cream and ice milk bars	Beef jerky Brownies, bars and cake Chocolate candy Hard candy Frosted cereal Regular American cheese Cheese puffs and other similar snack foods Regular potato chips Regular tortilla chips Cookies High fat crackers like regular Ritz® crackers Cracker sandwich with peanut butter or cheese Croissant Donut Chewy fruit snacks Fruit drinks Jello® Jello®-yogurt Kool-Aid® or punch Sports drinks Regular luncheon meat Regular ice cream 2% milk and whole milk Peanuts Pie Pop Popsicle and frozen fruit juice bars Regular microwave popcorn Buttered popcorn and theater popcorn Sherbet Sweet Roll Toaster pop-ups



HOME ***ANYTIME AND SOMETIME SNACKS*** (parent letter, take home sheet)

ACTIVITY: (Have the students complete the salutation in the letter and write their name at the bottom. They should take the letter home, give it to their parents and discuss the importance of choosing Anytime Snacks.)

ACTIVITY: Anytime - Sometime Snack Mobile

(Find a variety of pictures of Anytime and Sometime Foods. Separate into the two categories.)

Let us plan our snacks for the next week of school days.

Here is a pile of Anytime Snacks.

Here is a pile of Sometime Snacks.

- ✓ Let us choose Anytime Snacks for four days because it is best to eat Anytime Food most of the time.
- ✓ Let us choose just one Sometime Snack for our snack the fifth day. We do not want to eat too many Sometime Foods.
- ✓ The teacher should have a paper plate for each student with a spiral drawn on it. The students should cut on the line. Have students paste their pictures of four Anytime and one Sometime Snacks onto small pieces of construction paper. Attach these to the paper plate spiral with yarn. Hang the mobiles in the room.

ACTIVITY: Today we are going to look at the pictures you cut out of the magazines. Put the pictures of the heart healthy snacks in one pile. We call these foods Anytime Snacks. Put the pictures of the snacks that are not heart healthy in another pile. We call these foods Sometime Snacks. We will then take four Anytime Snacks and only one Sometime Snack and glue them around the outline of your body!



SNACK

ACTIVITY: (In class prepare an Anytime Snack from the ***HEALTHY HEART RECIPES*** found in the Activities Section: Prickly Bananas, Ants-on-a-Log, Gorp, or Icy Fruit Flings.)

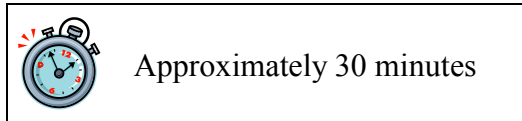


HOME ***EAT LESS FAT*** and ***HEALTHY HEART RECIPES*** (take home sheets)

ACTIVITY: (Explain the activity sheet and send it home with the students along with the recipes. Have the student put up a segment of his/her motivational Caterpillar Chart to record when each student does this activity. Over the next week take time to discuss, as a class, what healthy snacks the students have made at home. Ask the students who are unable to complete this activity what the problems are and discuss solutions.)

ACTIVITY: ***SPIN FOR SNACKS*** (refer to Activities Section)
(Teach this activity to the class, then place it in the Learning Center.)

Objective 6: The students should choose fruit for a snack (Anytime Food) at least once a day for a week. (National Standards 5,6,7,8)



Hi! Heart Buddy is back. Remember when we read about the Berenstain Bears eating a lot of foods that weren't healthy for their heart or their whole body?

ASK: What were some of those foods?

ANSWER: Chips, candy, cookies.

ASK: Are these Sometime Foods or Anytime Foods?

ANSWER: Sometime Foods.

ASK: What foods did Mama say they should eat more of?

ANSWER: Bananas, cheese, milk, etc.

ASK: Are these Sometime Foods or Anytime Foods?

ANSWER: Anytime Foods.

ACTIVITY: Let us talk about one Food Group that would make a terrific Anytime Snack - fruit! (Show the class different types of fruits from the following list. As you show each fruit or picture, tell students to stand if they have tasted that fruit. Discuss if the fruit is crunchy or soft, sour or sweet.)

apple	date	mango	plaintain
apricot	fig	nectarine	plum
banana	grapefruit	orange	raspberry
blackberry	grapes	papaya	strawberry
blueberry	kiwi fruit	peach	tangerine
cantaloupe	lemon	pear	watermelon
cherry	lime	pineapple	

TEACHER FACT: Only 1% of adults and 2% of children/teens in the U.S. meet BOTH the fruit and veggie recommendations each day. In March 2007, the 5 A Day program became the National Fruit and Vegetable Program which promotes the public health initiative, *Fruits & Veggies - More Matters*. It recommends MORE than 5 servings of fruits and vegetables for Americans each day. *Young People's Healthy Heart Lesson Plans* continue to encourage at least 5 servings a day because it is an easy concept for students to remember.








HOME MY MOM OR DAD'S FAVORITE FRUITS (take home sheet)

ACTIVITY: 1. (Students should ask one parent to name their favorite fruit, taste the fruit together and then bring the sheet back to class.

2. Graph the favorite fruits of your students' mom or dad.

- ✓ Make graph of the fruits returned.
- ✓ Draw several rows headed by a picture of these fruits.
- ✓ Give each student a square of colored paper. Have them print their name on it and place it next to their mom or dad's favorite fruit on the graph. Glue it on.)

(Have each student put up a segment of his/her motivational Caterpillar Chart to record when the student does this activity.)

MY MOM OR DAD'S FAVORITE FRUIT						
	Faith	Tom	Rebecca	Rachel	Elijah	
	Sarah	Mikey	Drew			
	Amelia	John				
	Amanda	Theo	Katy	Emma		
	Gabe	Heidi				



HOME ***FRUITS ARE ANYTIME SNACKS*** (parent letter)

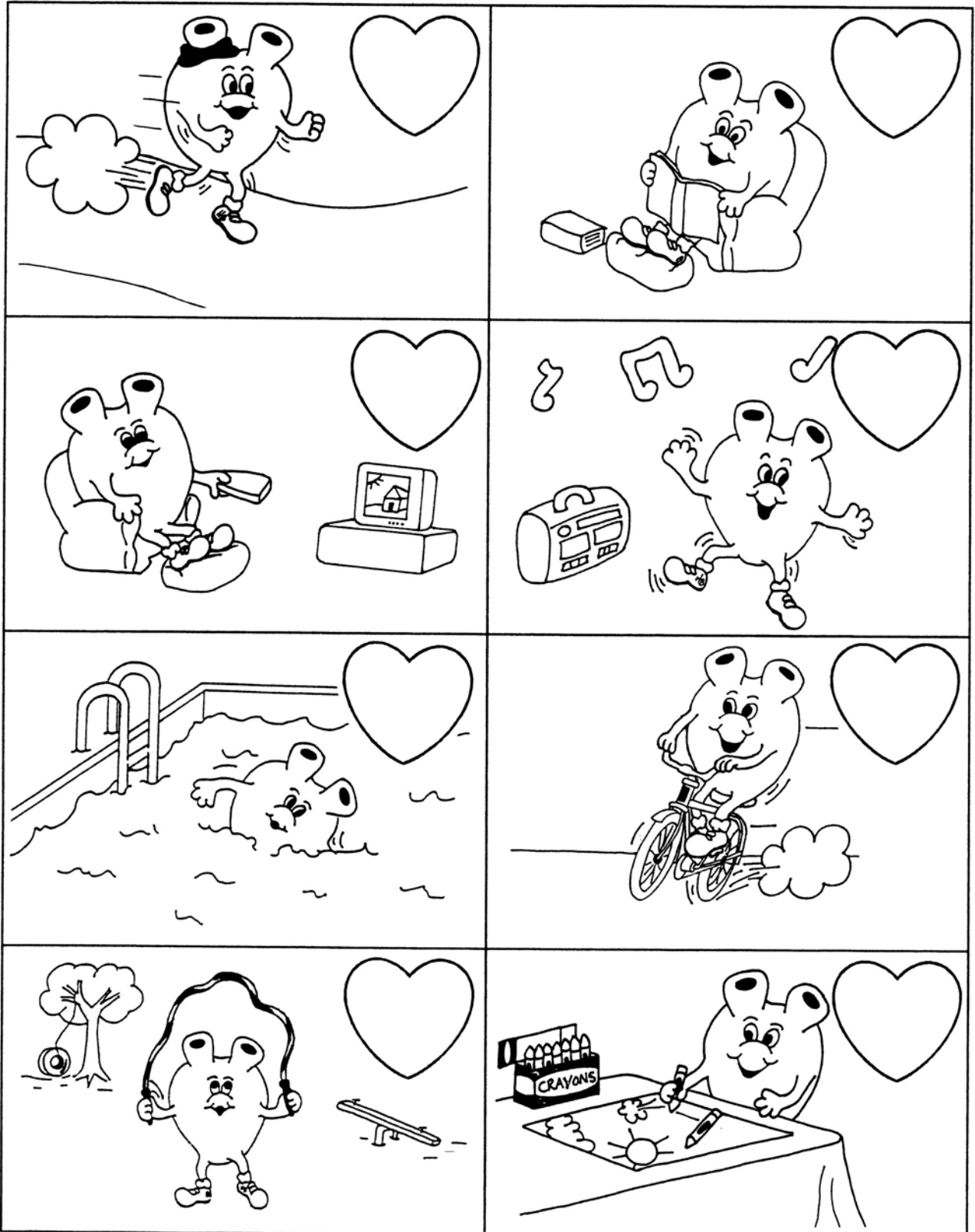
ACTIVITY: ***FRUITS ARE ANYTIME SNACKS*** (activity sheet to be made into a booklet)

1. (Send home the parent letter on the fruit snack activity a few days before the activity begins.
2. Hand out the activity sheet ***FRUITS ARE ANYTIME SNACKS***. This will be made into a booklet.
3. Have the students cut on the lines.
4. Staple the booklets together.
5. Ask each student to eat a fruit for their after school or bedtime snack every day this week.
6. Remind students during the week to ask their parents to write fruit on the grocery list and buy it.
7. Each day ask students what fruit they had for a snack at home. Discuss. Have them bring their books up so you can put a sticker in them if they had eaten a fruit for a snack the day before.)

(When each student completes their ***FRUITS ARE ANYTIME SNACKS*** booklet, have the student put up a segment of his/her motivational Caterpillar Chart. You may choose to do this activity again later in the year for reinforcement.)

NAME _____

FAST HEART - SLOW HEART



STRONG HEARTS



*A Home Activity
For Kindergarten Students
And Their Parents*

We have been learning how to keep our heart strong and healthy. Some ways to do this are to:

- ♥ **Do a Fast Heart Activity every day.**
- ♥ **Eat a variety of Anytime Foods (low in fat and low in salt).**
- ♥ **Don't smoke.**

The national recommendation is that children and teens do 60 minutes of moderate to vigorous activity every day.

This week, students are asked to do physical activities with their parents three times for at least 20 minutes. Walking, skating, bike riding and swimming are all good Fast Heart Activities for healthy hearts. Watching too much TV or videos, or playing computer games too much puts children at risk for obesity, high blood cholesterol and heart disease. Pick one half-hour television show to skip and go for a family walk or bike ride instead. After doing a physical activity, a parent should fill in a heart below. The student may then cut the heart out and return it to his/her teacher to be recorded on the class chart.

We exercised together for 20 minutes

What we did _____

Student _____

Date _____

Parent Signature

We exercised together for 20 minutes

What we did _____

Student _____

Date _____

Parent Signature

We exercised together for 20 minutes

What we did _____

Student _____

Date _____

Parent Signature

ANYTIME and SOMETIME SNACKS



*A Home Activity
For Kindergarten Students
And Their Parents*

Dear _____,

This week our kindergarten class is learning about snacks to keep our heart healthy. Anytime Snacks are low in fat and sugar. We can eat them anytime. Sometime Snacks are high in fat and sugar. We should eat them only once in a while.

ANYTIME SNACKS

***Healthiest Anytime Snacks**

Whole grain bagel with peanut butter or jelly
Whole grain bread with peanut butter or jelly
Unfrosted cereals
Baked tortilla chips
Low fat cottage cheese
Light or fat free American cheese
String cheese
*Whole grain crackers lower in fat
(4g of fat or less per 1 oz. serving)
Graham crackers
Saltine crackers
Whole grain English muffin with peanut butter or jelly
100% fruit juice (Limit to 6 oz or $\frac{3}{4}$ cup a day)
*Fruit canned in juice or water pack
*Fresh fruit
*Frozen fruit
*Dried fruit
Low fat luncheon meat
*Skim milk (white or chocolate)
1% milk (white or chocolate)
Lite microwave popcorn
*Air popped popcorn
Pretzels
Rice or popcorn cakes
Hummus
Salsa
Sandwich with low fat cheese or meat
Veggies with low fat dip
*Fresh vegetables
*Nonfat or low fat yogurt
Low fat frozen yogurt
Lite ice cream and ice milk bars

SOMETIME SNACKS

Beef jerky
Brownies, bars and cake
Chocolate candy
Hard candy
Frosted cereal
Regular American cheese
Cheese puffs and other similar snack foods
Regular potato chips
Regular tortilla chips
Cookies
High fat crackers like regular Ritz® crackers
Cracker sandwich with peanut butter or cheese
Croissant
Donut
Chewy fruit snacks
Fruit drinks
Jello®
Jello-Yogurt
Kool-Aid® or punch
Sports drinks
Regular luncheon meat
Regular ice cream
2% milk and whole milk
Peanuts
Pie
Pop
Popsicle and frozen fruit juice bars
Regular microwave popcorn
Buttered popcorn and theater popcorn
Sherbet
Sweet Roll
Toaster pop-ups

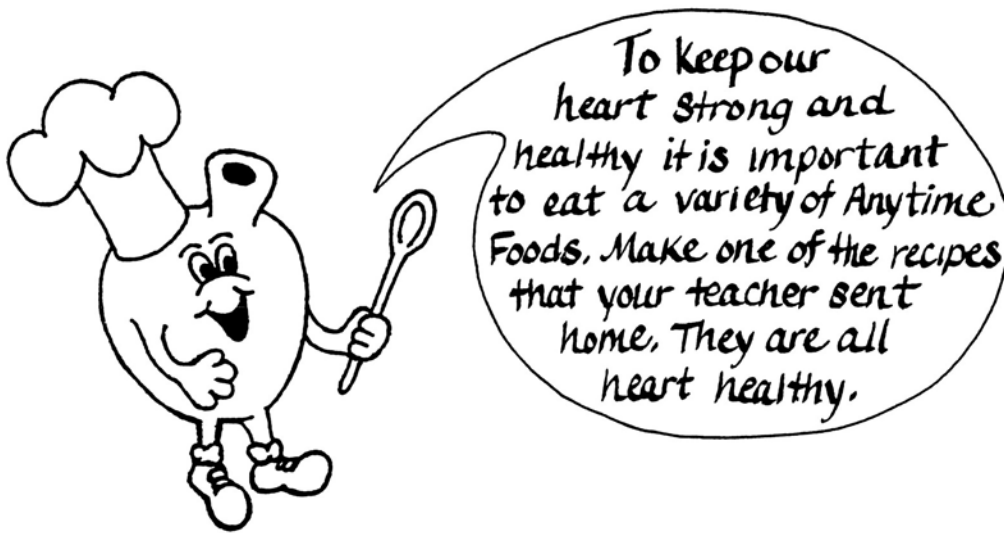
Love,

EAT LESS FAT



*A Home Activity
For Kindergarten Students
And Their Parents*

Parents and students should work on this activity together. Complete the activity within one week. The student should then return this sheet to his/her teacher.



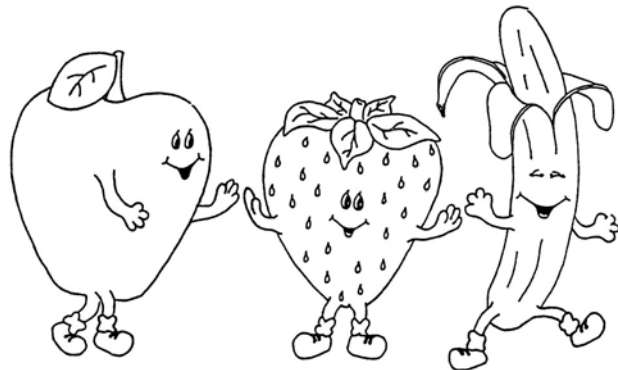
What recipe did you make? _____

Did you (student) like it? _____

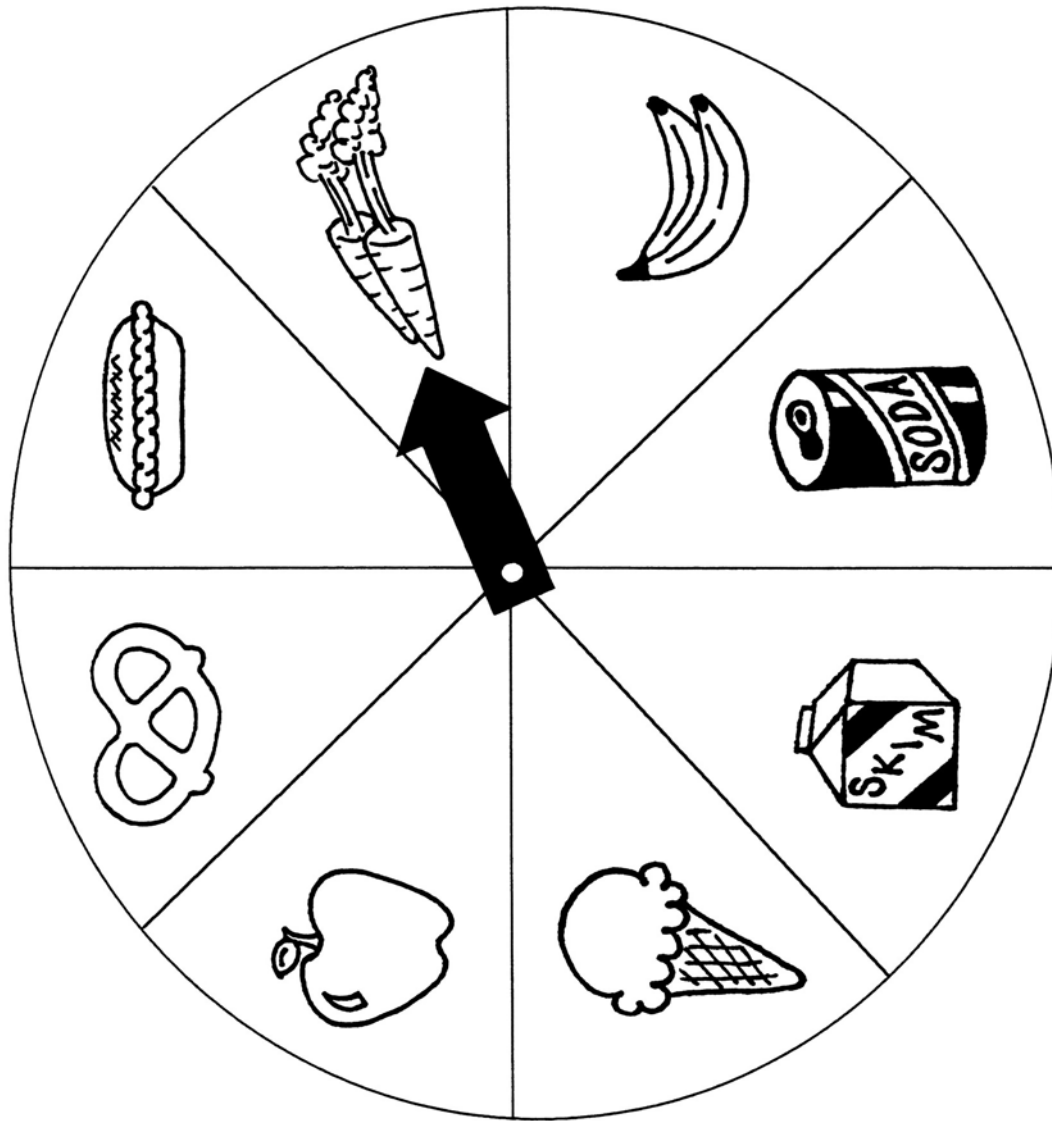
Did you (mom/dad) like it? _____

Student's Name

Parent's Signature



SPIN FOR SNACKS



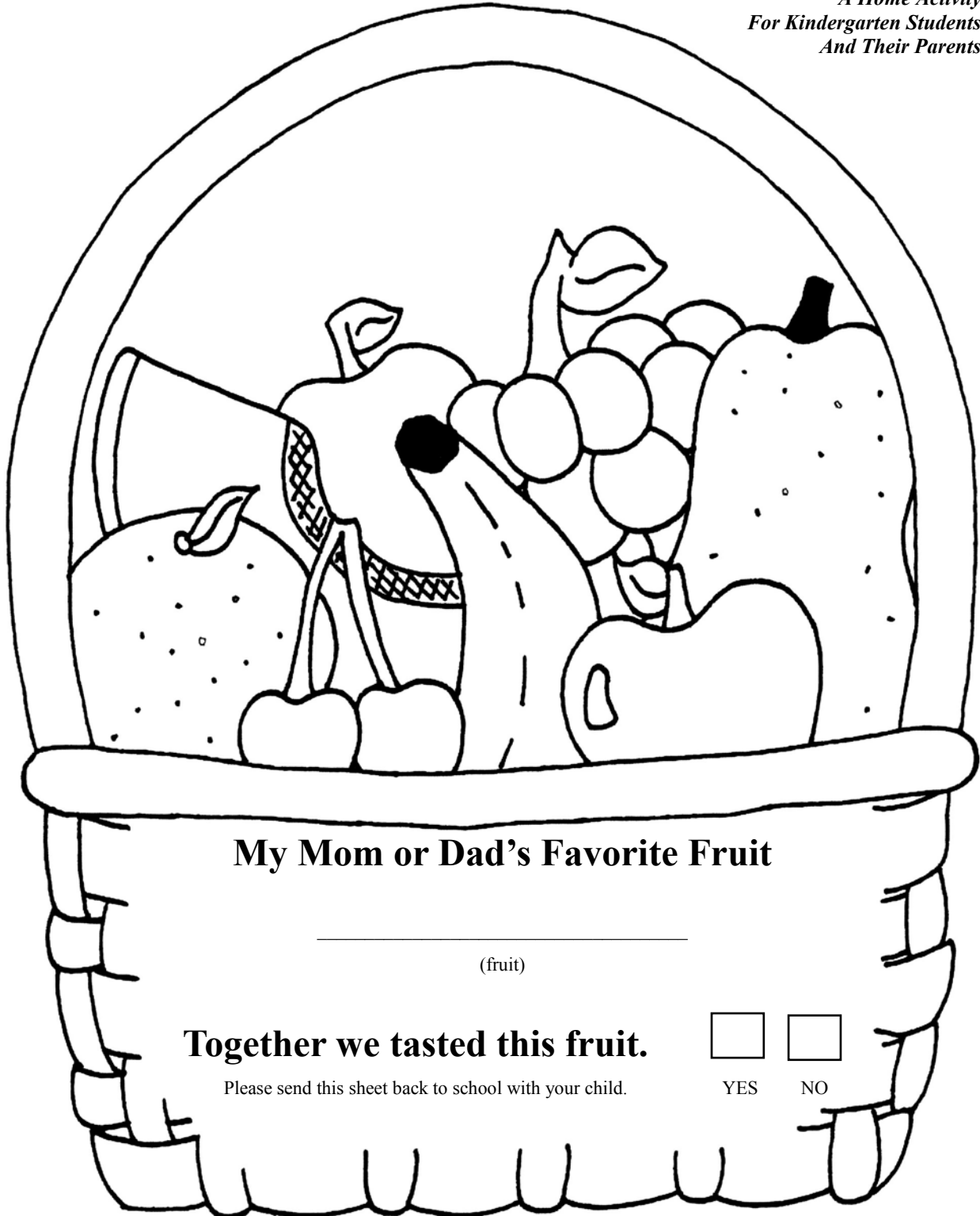
The teacher could use a large pizza round with pictures of various foods. Make a spinner for the middle. Students should spin and call out if the spinner landed on an Anytime Food or a Sometime Food. Make several pizza rounds with different pictures.

NAME _____

MY MOM or DAD'S FAVORITE FRUIT



*A Home Activity
For Kindergarten Students
And Their Parents*



My Mom or Dad's Favorite Fruit

(fruit)

Together we tasted this fruit.

Please send this sheet back to school with your child.

☐

YES

☐

NO

FRUITS ARE ANYTIME SNACKS



*A Home Activity
For Kindergarten Students
And Their Parents*

Dear Parents,

This coming week we are going to do an activity that encourages your child to eat a fruit as their after school or bedtime snack. Can you have a variety of fruits available during the week of _____? They can be fresh, canned or dried. We would encourage fruit, not juice for this snack. Approximate serving sizes are:

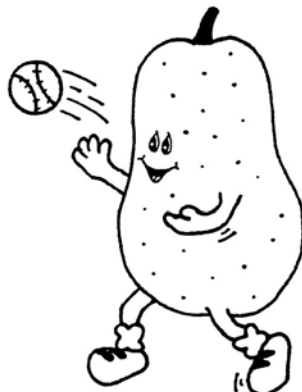
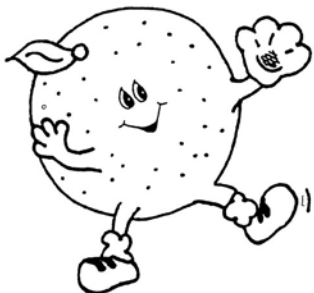
1/2 cup canned fruit
1 piece fresh fruit
1/4 cup dried fruit.

Each day your child has a fruit for his/her after school or bedtime snack, he/she will receive a sticker in his/her ***Fruits Are Anytime Snacks*** book.

If you have any questions, please feel free to call me at school. The phone number is _____.

Thank you so much for your help in making this a successful project.

Sincerely,





**FRUITS ARE
ANYTIME
SNACKS**



NAME _____

MONDAY



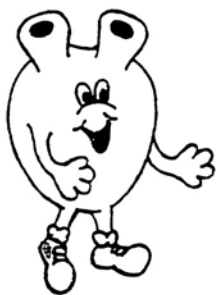
TUESDAY



WEDNESDAY




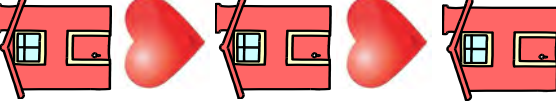


THURSDAY

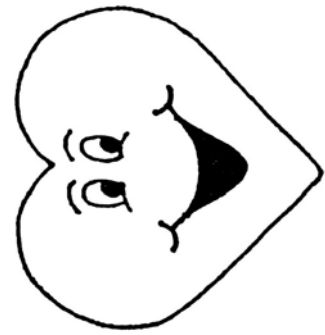


FRIDAY

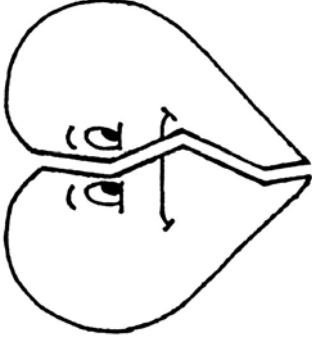


HEALTHY HEART RECIPES

 <p>ANTS-ON-A-LOG</p> <p>Celery sticks or banana Peanut butter Raisins</p> <p>Take a cleaned celery stick or a banana cut in half lengthwise, fill with peanut butter, put raisins on top. If using the banana, spread it with peanut butter and top with raisins.</p> <p>Young People's Healthy Heart Program</p>	 <p>GORP</p> <p>5 cups oat cereal 1 cup peanuts 2 cups raisins*</p> <p>Mix cereal, peanuts and raisins in bowl. Makes 6 cups.</p> <p>*Substitute 1 cup of dried apples, dates or other dried fruit for part of the raisins if desired.</p> <p>Young People's Healthy Heart Program</p>
 <p>ICY FRUIT FLINGS</p> <p>Wash grapes and remove from stem. Peel and slice bananas. Cut and de-seed watermelon. Place on a flat baking sheet and freeze them. When fruit is frozen move them to a self sealing storage bag so they are ready to be eaten later.</p> <p>Young People's Healthy Heart Program</p>	 <p>PRICKLY BANANAS</p> <p>Put cereal like Rice Krispies® or Cheerios® in a bag and crush it. Peel banana, cut it into bite size pieces. Put the banana pieces into the bag with the crushed cereal and shake it until the banana is coated with the crushed cereal and eat pretty much right away.</p> <p>Young People's Healthy Heart Program</p>



ANYTIME - SOMETIME BULLETIN BOARD



ANYTIME SNACKS (Heart Healthy)

*Healthiest Anytime Snacks

Whole grain bagel with peanut butter or jelly
 Whole grain bread with peanut butter or jelly
 Unfrosted cereals
 Baked tortilla chips
 Low fat cottage cheese
 Light or low fat American cheese
 String cheese
 *Whole grain crackers lower in fat
 (4g of fat or less per 1 oz. serving)
 Graham crackers
 Saltine crackers
 Whole grain English muffin with peanut butter or jelly
 100% fruit juice (Limit to 6 oz or ¾ cup a day)
 *Fruit canned in juice or water pack
 *Fresh fruit
 *Frozen fruit
 *Dried fruit
 Low fat luncheon meat
 *Skim milk (white or chocolate)
 1% milk (white or chocolate)
 Lite microwave popcorn
 *Air popped popcorn
 Pretzels
 Rice or popcorn cakes
 Hummus
 Salsa
 Sandwich with low fat cheese or meat
 Veggies with low fat dip
 *Fresh vegetables
 *Nonfat or low fat yogurt
 Low fat frozen yogurt
 Lite ice cream and ice milk bars

SOMETIME SNACKS (Not Heart Healthy)

Beef jerky
 Brownies, bars and cake
 Chocolate candy
 Hard candy
 Frosted cereal
 Regular American cheese
 Cheese puffs and other similar snack foods
 Regular potato chips
 Regular tortilla chips
 Cookies
 High fat crackers like regular Ritz® crackers
 Cracker sandwich with peanut butter or cheese
 Croissant
 Donut
 Chewy fruit snacks
 Fruit drinks
 Jello®
 Jello-Yogurt
 Kool-Aid® or punch
 Sports drinks
 Regular luncheon meat
 Regular ice cream
 2% milk and whole milk
 Peanuts
 Pie
 Pop
 Popsicle and frozen fruit juice bars
 Regular microwave popcorn
 Buttered popcorn and theater popcorn
 Sherbet
 Sweet Roll
 Toaster pop-ups

NOTE: Choose enough pictures or food packages to make this bulletin board effective. Ask the students to bring pictures of foods and place them under the correct category after teaching Objective 5.