

NTTI Media-Rich Lesson

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NAME

“You’ve Got To Have Heart”

LESSON TITLE

Third - Fourth

GRADE LEVELS

One Forty-five Minute Session

TIME ALLOTMENT

OVERVIEW

Obesity is a big problem facing a many of our children. Many of our children will live unhealthy lives, if there is nothing done about it. They will suffer from heart disease and high cholesterol. The pathway outlined in this lesson will take them step-by-step to a healthy heart and a strong body. Through the activities presented in this lesson, students will learn how to have a healthy heart by eating healthy, exercising, and becoming familiar with the food pyramid group chart. After students have viewed the video clips and examined web sites, they will participate in hands-on activities.

SUBJECT MATTER

Health and Physical Education

Mathematics

English

LEARNING OBJECTIVES

Students will be able to:

- Identify foods that are healthy.
- Differentiate between good foods and bad foods.
- Identify calorie intake from foods.
- Identify various exercises to keep the body healthy.



STANDARDS

National Standards:

State Standards:

Students will be able to discuss methods of preventing heart disease. (Standard H.3.4)

Students will explain relationships among food, energy and health. (Standard H.3.15)

Students will recognize methods for preventing heart disease. (Standard H.4.5)

Students will evaluate personal diet based on recommended dietary guidelines and the pyramid food guide. (Standard H.4.14)

From the Georgia State standards for Health available on line @ www.peachstar.unitedstreaming.com

MEDIA COMPONENTS

Video

Earthling Heart

Web Sites:

www.americanheart.org

This website is a national health agency whose mission is to reduce disability and death from cardiovascular diseases and strokes.

www.sin.fi.edu

This website discovers the complexities of its development and structure, follows the blood through the blood vessels, and teaches you how to have a healthy heart and how to monitor your heart's health and more.

www.peachstarunitedstreaming.com

This website explains the pyramid food group.

www.truestarhealth.com

This website will explain food groups and the food pyramid.

MATERIALS (Class of 30)

For each student:

Calculators, pencil and paper, caloric food charts (see attachment)

For each group (4 to 5):

Small boxes including strips of paper labeled with healthy and unhealthy foods.

Pyramid Food Group Chart (see attachment)

For class use:

Timer and Jump Ropes



PREP FOR TEACHERS

1. **BOOKMARK** the websites on the computers that your students will be use instead of having the students type out the actual URL address to save time. To bookmark (Netscape Navigator) or add a web page to a Favorites (Internet Explorer) list:
 - Go to the page that you want to Bookmark or add to the Favorites list.
 - On the Bookmark menu or Favorites menu, click or Add to Bookmarks. Add to Favorites.
 - To open one of your Bookmark or Favorites pages, on the Bookmarks or Favorites menu, click the page you want to open.

Prepare hands-on materials by:

2. Copying Pyramid Chart
3. Copying list of healthy foods and unhealthy foods and cut into strips.
4. Small boxes with cut up squares to be pulled by students. 1 box per group – 4 groups.

INTRODUCTORY ACTIVITY: SETTING THE STAGE

Introductory Activity:

STEP 1

Ask student to log onto Healthy Heart at <http://www.peachstar.unitedstreaming.com> Provide a **FOCUS FOR MEDIA INTERACTION** by having students look for ways to make the heart healthy. Have them look for exercises to help build a strong heart.

STEP 2

Distribute the pyramid food chart to students, have students become familiar with the chart.

STEP 3

After students have completed reading the food pyramid chart, ask students to name at least two foods from each food group.

STEP 4

Ask students if they can name exercises for building a healthy heart. (answers may be running, jogging, jump rope jumping, skipping,, hopping, etc.

LEARNING ACTIVITIES

(Explain)

Step 1

Insert the video to *Earthling Heart*. **PLAY** tape. **PAUSE** when the narrator says, "exercise makes the heart beat faster."



Step 2

Explain to students that after a hard work out the heart beats faster. **PLAY** the tape. **PAUSE** when narrator says “throughout the body.” **CHECK FOR COMPREHENSION:** Ask your students if they remembered the areas that were shown to check pulse rate. (answer will be wrist) Have students name other areas for checking pulse rate. (answers will be neck or groin area)

Step 3

Provide a **FOCUS FOR MEDIA INTERACTION** by having students look for ways to make the heart healthy. Go to Module III Healthy Heart – **PLAY** tape for ways for a healthy heart. **PAUSE** as narrator says “even when we become adults.”

Step 4

Ask students to name some exercises for a healthy heart. Example: many name “Aerobic Exercise” **Ask**, “Why?” (Answer maybe because it makes the heart beat faster.)

Step 5

Explain to students that not only should we exercise, but we should eat healthy. **PLAY** tape for eating healthy. **PAUSE** – when narrator says “being healthy makes for a lot more fun.”

Step 6

Ask students why is it important to watch what we eat (answers may vary).

Step 7

Pass out envelope to students. Have students take food names from the envelope and divide the healthy foods from the unhealthy foods. Have students compare the healthy foods with the pyramid food chart. Allow time for students to complete activity.

Step 8

Ask students if they agree with the narrator when he gives ways to be healthy. What happens when we don’t follow a healthy lifestyle. Answers may be weak heart or high cholesterol.

Step 9

Explain to students that proper care of the body means a healthy and strong heart. **CHECK FOR COMPREHENSION:** Ask students to summarize what they have learned.

CULMINATING ACTIVITY (Evaluate)

Step 1

Divide the class into halves. One half will jump rope while the other half will jog in place for 30 seconds. At the end of the 30 seconds, stop the students and have students feel their pulse rate by placing the index and third fingers at the base of the jaw bone directly downward from the ear lobe to feel the pulse rate around their space while counting the number of times the pulse pumped for one minute. When one minute has passed, stop students from walking.

Step 2



Have students repeat the slow walk again while placing the two fingers on the pulse area and count the beat of the pulse rate. Stop the students after one minute. Have students compare the first walk with the second. Ask students if they can tell the difference in their pulse rate after each slow walk. (answers will be the pulse rate slowed down to the normal pulse rate.) Ask students if information concerning pulse rate was given on the web site.

CROSS-CURRICULAR EXTENSIONS

Language Arts

Students can write to the Americans Heart Association, the USDA Food Administrative and A Heart Surgeon for pamphlets and other materials pertaining to foods and the heart.

Mathematics

Students will add healthy and unhealthy foods.
Students will jump rope and/or jog in place.

COMMUNITY CONNECTIONS

- Visit a health center in your area and discuss with Doctor's and or Nurses concerning healthy living. Ask what causes high cholesterol? What kind of life style do I need to not have high cholesterol?
- Ask for brochure/pamphlets so you can do extensive reading about cholesterol and the heart.
- Visit a health food store; make a comparison with foods there with foods that are on the pyramid guide. Are the foods at the health food store considered healthier than the foods on the pyramid guide?
- Visit an exercise gym; talk with a qualified trainer concerning exercises that are good for the heart. Have the trainer demonstrate the exercises. See if you can with the trainers help perform the various exercises.

FOOD LIST

**Salmon
Rice**

Whole Milk

Snickers Bar

White

Turkey

Swiss Cheese

Peanuts

Apples

Chicken

Yogurt

Potato Chips

Grapes

Hot Dogs

Sherbet

Pork Skins

Apples

Pork Chops

Skim Milk

Ice Cream Sandwich.

Lollipops

Steak

Broccoli

Shredded Wheat

Bubble Gum

Hamburger

String Beans

Wheat Pored

Eggs

Bologna

White Potato

White Bread

Soft Drinks

Pastrami

Squash

Spaghetti

Water

Sardines

Carrots

Chocolate Cake

Celery Stick

Tuna

Peanut Butter

Coconut

Tomatoes

Cottage Cheese

Brown Rice

Saltines



