

**Please note:** Activities are member submitted and not approved prior to uploading by SHAPE America staff.

Name of Activity	
<b>Keeping a Healthy Heart</b>	
<b>Submitted by</b>	Susan Braun
<b>National Standard(s)</b>	Physical Education:  <b>Standard 1</b> - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. <b>Standard 3</b> - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
<b>Grade Level Outcome or Performance Indicator</b>	S1.E1 Students will demonstrate mature pattern in locomotor skills in isolation. (skipping, galloping, sliding and jogging)  S3.E2 Students will actively engage in physical education class.
<b>Activity Objective</b>	Students will be able to identify different bad habits that contribute to having an unhealthy heart.
<b>Grade(s)</b>	2nd and 3rd
<b>Materials</b>	4 different colored pinnies, small white board, bean bags, hula hoops, noodle taggers, cones, red bucket
<b>Prior Knowledge</b>	Bad health habits. The blood brings oxygen to the muscles for energy.
<b>Vocabulary</b>	Oxygen, Energy, Cardio-respiratory Endurance, Blood cells, lungs, heart, heart rate
<b>Safety Considerations</b>	Soft tagging with noodle tagger. Eyes forward when moving. Stop at the heart before getting oxygen. No sliding
Activity Description	

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### **Introductory Activities:**

**Objective:** Cardio-respiratory endurance and heart rate monitoring. Review bad heart habits

**Fitness Tag:** 4 students are taggers with different colored pinnies. When students are tagged by a student, they will go to the fitness area and do the exercise that the pinnie the tagger was wearing represents. For example, when tagged by the blue tagger they go to the fitness area and do 10 burpees. In-between rounds of play, we discuss a bad health habit that would make playing fitness tag hard to play. Play 4 rounds with different students as taggers.

### **Lesson Focus:**

Discussion on how muscles use oxygen from the blood to produce energy. After the blood delivers oxygen to the muscles, it goes back to the heart to pick up more. Discuss how bad habits make it hard for the body to use the oxygen.

Play the game, Bad Habits—Divide the class into 5 teams that are positioned around the outside boundary of the basketball court. Each team has a safety zone made with cones where they cannot be tagged. In the middle of each safety zone is a hoop that represents their team's muscle. A red bucket is in the middle of the gym. This represents the heart and it is filled with Oxygen (beanbags). Four students represent bad habits and have a tagger noodle in hand. The students on the teams represent blood cells. One team member at a time travels in a specific manner (jog, skip, gallop, etc.) and tries to get some oxygen from the heart (red bucket) and bring it back to their teams muscle. If tagged by a bad habit the student must go back to their team (do 10 jumps with the jump rope) while another team member is taking their turn. When all the oxygen is gone from the heart, play stops. New bad habit taggers for each round.

As the game is being played, the teacher visits each muscle to ask students questions about the concepts that are being taught through the game. At the end of each round talk about what muscle team was able to produce the most energy. Discuss how bad habit slows down the work of the blood cells.

### **Modifications**

***Include ways to modify this activity for advanced, lower level and inclusion students.***

Change travel movement to include a variety of movement. Include animal movements

### **Resources and Tools:**

National Standards for Physical Education: <http://www.shapeamerica.org/standards/pe/>

National Standards for Health Education: <http://www.shapeamerica.org/standards/health/>



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Coordinated School Health: <http://www.cdc.gov/HealthyYouth/cshp/>