

## Healthy Heart (2<sup>nd</sup> Grade)



### NUTRITION OBJECTIVES CHECK LIST

Students will be able to:

- perform** an exercise activity and heart rate activity.
- express ways** they can **be active every day for a healthy heart.**
- explain** the **health benefits** of eating well and being active.
- identify** that fruits and vegetables fit in the food groups of MyPlate and are healthy.

### MATERIALS AND INGREDIENTS

Bins	Teacher Provides	Will be Delivered
<p><b><u>In Kitchen Bin</u></b></p> <ul style="list-style-type: none"> <li>- cutting board</li> <li>- chef knife (teacher only)</li> <li>- bowls</li> <li>- pitcher</li> </ul> <p><b><u>In Paper Goods Bin</u></b></p> <ul style="list-style-type: none"> <li>- paper plates* (if needed)</li> <li>- forks or spoons* (if needed)</li> </ul>	<ul style="list-style-type: none"> <li>- activity sheet copies*</li> <li>- napkins*</li> </ul>	<ul style="list-style-type: none"> <li>- book: "Hear Your Heart" by Paul Showers</li> <li>- 2 oranges</li> <li>- seasonal fruits and/or vegetables</li> <li>- 5 oz. drinking cups</li> <li>- Family letter copies*</li> </ul>

\*one per student

### EXPERIMENT MATERIALS

Bins	Teacher Provides	Will be Delivered
<ul style="list-style-type: none"> <li>- N/A</li> </ul>	<ul style="list-style-type: none"> <li>- N/A</li> </ul>	<ul style="list-style-type: none"> <li>- 2 - 4 stethoscopes</li> <li>- alcohol wipes*</li> </ul>

\*one per student

## Reinforcing Colorado Comprehensive Health & Physical Education Standards

Comprehensive Health Second Grade, Standard 2. Physical and Personal Wellness.

1. Apply knowledge and skills to engage in lifelong healthy eating.

Comprehensive Health Second Grade, Standard 2. Physical and Personal Wellness.

3. Apply knowledge and skills related to health promotion, disease prevention, and health maintenance.

Physical Education 2<sup>nd</sup> Grade, Standard 1. Movement competency and understanding.

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Physical Education 2<sup>nd</sup> Grade, Standard 2. Physical and personal wellness. 4. Participate and understand the benefits of regular physical activity.

While INEP nutrition lessons focus on the Colorado Comprehensive Health Standards, you will find you may utilize lessons to reinforce mathematics, physical education, reading, writing & communicating, science & social studies standards for your class.

### SET-UP

#### Copies:

- Make copies of the activity sheet(s) (each student). **Note:** There are 2 activity sheets. Choose the one best suited for your students.

#### Work area:

- Students will work individually at their desks. Students will also work in pairs using stethoscopes to listen to each other's hearts.
- Arrange some space so that students can move around freely for exercise activity.

#### Food-prep:

- Wash and slice oranges (one slice per student). Put orange slices in water cups for students. Use pitcher to fill each cup with water. **Tip:** To save time slice oranges into large pieces and squeeze them directly into the pitcher. Add slices to pitcher rind and all.
- Wash seasonal fruit or vegetables for snack. Cut and divide the food into an appropriate number of pieces for the class.
- Have drinking cups and small paper plates ready to pass out to each student.

#### Other prep:

- Have the book "Hear My Heart" ready to read to the class.
- Have stethoscopes and alcohol swabs ready for students to use.

## INTRODUCTION WITH STUDENTS

**Let's Wake Up Our Brains! Brain Boost Exercise!  
Move Your Body! Let's get our hearts pumping!**



- ♥ Jog in place. (30 seconds)
- ♥ Jump in place. (30 seconds)
- ♥ Squat up and down. (30 seconds)
- ♥ High knees in place. (30 seconds)

Now that our minds are ready to go, let's get started on our nutrition lesson.

- What do you know about your heart?
- What do you want to know about your heart?
- **Refer to the Key Behavior on the board and tell students that eating well and moving your bodies will help keep your heart healthy. Be active for 60 minutes every day and your heart will thank you!**
- Tell students they are going to pretend that their hand is their heart.
- Have students open and close one of their hands 90 times. Count with students.
- Now ask students how their hands feel (they should feel tired).
- Tell students that their hearts beat about 90 times in just one minute and that their hearts **never stop beating!**
- Ask students if they think their hearts are strong. YES!
- Initiate the discussion by using some of the following questions:
  - ✓ What do you think your heart does in your body?
  - ✓ Sit quietly for 10 seconds. Do you think your heart stopped working because you were sitting so still?
  - ✓ Has your heart ever beat so fast that you could hear it? What were you doing at that time?
- Read and discuss the book "Hear Your Heart" to students.
- Tell students they will do an exercise activity, eat a healthy snack and drink some delicious and healthy water.

## PROCESS

- Step 1: Have students find their pulse.  
Show them how to do this by having them:
- ✓ place their index and middle fingers on the inside of their wrists, just below the base of their thumbs;
  - ✓ **or** put their pointer finger on their chin and slide it down to the middle of their throat,
  - ✓ then move it about ½ an inch to either side of their throat and gently feel for their pulse
- Step 2: Tell students that finding their pulse takes practice and can be difficult. Tell them they have to be very still and patient.
- Step 3: When students find their pulse have them think about how fast it is beating.

- Step 4: Tell students to remember the spot where they felt the pulse and have them hop up and down on one foot fifty times, have them switch feet and hop again another 50 hops.
- Step 5: Have students find their pulse again and think about how fast it is beating. Discuss why you breathe harder when you exercise:
- ✓ When your muscles are working harder they need more oxygen.
  - ✓ Your heart beats faster to get more blood that is filled with oxygen to your muscles.
  - ✓ Your lungs work harder to get that oxygen to the blood.
- Challenge:** Have students count their pulse. They can do this in one of two ways: count the pulse for one minute, or count the pulse for six seconds and then multiple the number by ten. Compare the student's pulse with the pulse given in the book (90 beats a minute for an eight-year-old).
- Step 6: Encourage students to think about how exercise makes their hearts stronger and also makes them feel refreshed, awake and energized. We should all exercise every day to keep our hearts healthy.
- Step 7: Ask students what their favorite physical activities are. Remind them that anything that gets their bodies moving is a physical activity, such as playing sports, swimming, biking, catch, tag, swinging on the monkey bars, walking the dog, etc.
- Step 8: Ask students why they like to exercise. If students say, "Because it's fun" tell them that exercise IS fun and they are on the right track! If you think something is fun you are more likely to keep doing it!
- Step 9: Pass out the activity sheet(s) and have students fill in what they learned about the heart.
- Step 10: Discuss student's answers and write them on the board.
- ✓ The heart is a strong muscle.
  - ✓ The heart pumps blood to every part of the body.
  - ✓ The heart never stops working.
  - ✓ The heart beats slowly when we are resting.
  - ✓ The heart beats fast when we are exercising.
  - ✓ Exercise keeps the heart healthy and strong.
  - ✓ Drinking water and eating healthy foods is good for our hearts.
- Step 11: **Let's Eat, Let's Talk: Ask students to explain what they learned about the connection between healthy eating, exercise and a healthy heart. Continue the discussion with Make Health Happen.**
- Step 12: Have students wash their hands with soap and warm water. Pour water into cups. Pass out orange water, napkins, fruits and/or vegetables to students.
- Step 13: Explain that when we exercise we need to drink water because we get warm and sweaty, and lose water from our bodies. **Drinking water with**

**fresh fruit in it gives it a sweet taste and is a great choice. Sports drinks, juice and soda are full of sugar. Remember soda, juice and sports drinks are not every day drinks, but water is!**

Step 14: We also use energy, and the energy comes from foods we eat. This fruit/vegetable snack and fruit water is great after exercising.

Step 15: Have students take turns listening to each other's hearts with stethoscopes. Make sure to use alcohol wipes after each use.

Step 16: Pass out recipes for "Real Fruit Water" and encourage students to try the recipe at home with their family.

## Make Health Happen

- What can you do to make sure your heart stays strong and healthy?
- What should you drink after exercising? Why?
- Set a goal to be active every day; tell me how you plan to exercise every day this week.

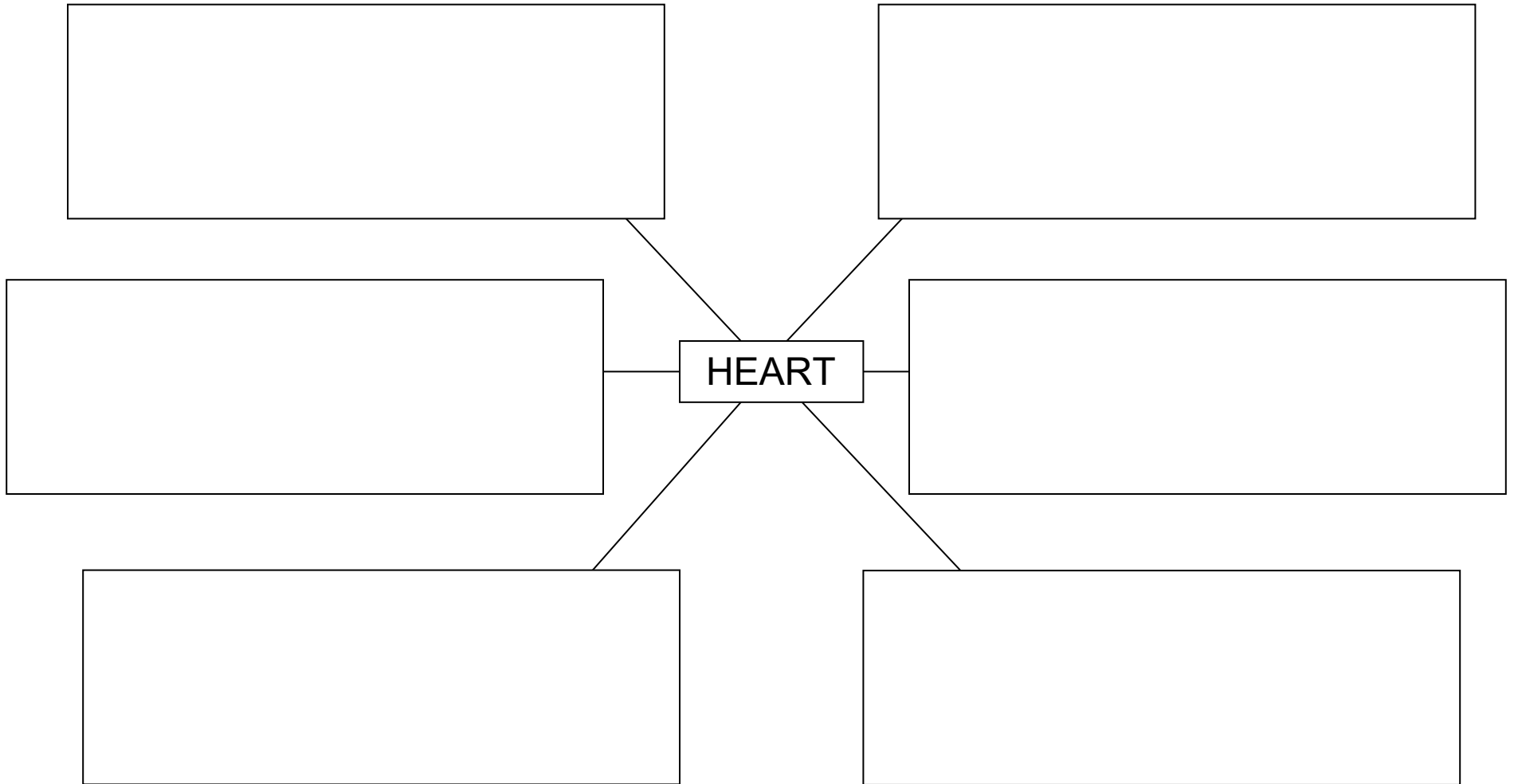
## BACKGROUND INFORMATION

- **Physical activity** is good for the brain and the body. There are many health benefits to being active. It makes our hearts, lungs, bones, and muscles work harder, and thus make us stronger. Exercise also releases stress, improves sleep, and makes us feel good about ourselves. Plus, being physically active boosts our immune systems. Finally, exercise reduces your risk of many health conditions including cardiovascular disease, type 2 diabetes, metabolic syndrome, depression, and even some cancers.
- The Dietary Guidelines for Americans 2020-2025 recommends that school aged children and adolescents need at least 60 minutes of activity per day including aerobic (**physical activity that increases the heart rate and the body's use of oxygen**) and muscle and bone strengthening activities. Adults should aim for at least 150 to 300 minutes of moderate intensity physical activity (dancing, brisk walking, running) per week and perform muscle strengthening exercises (lifting weights, climbing stairs, sit-ups, push-ups, squats) at least 2 days per week.
- **Sugar-sweetened beverages** are any type of drink that has added sugar. Examples include soda, energy and sports drinks, fruit flavored drinks, and even some juices. These drinks provide extra sugar with little to no nutrients. They are not recommended because they often take the place of more nutritious foods in the diet. Note, energy drinks also contain caffeine and should be off limits for children.
- The American Academy of Pediatrics recommends that children should limit sugar sweetened beverages and rather drink water and milk. 100% fruit juice can be part of a healthy eating pattern; however, it is lower in fiber than whole fruit. When consuming juice, try to make sure it is 100% fruit juice without added sugar. It is recommended that no more than 4 to 6 ounces for children ages 4 through 6, and no more than 8 ounces for children ages 7 through 14.
- Encourage kids to drink water by adding a piece of orange, lemon, or cucumber to their glass.

# Healthy Heart

Name: \_\_\_\_\_ Date: \_\_\_\_\_

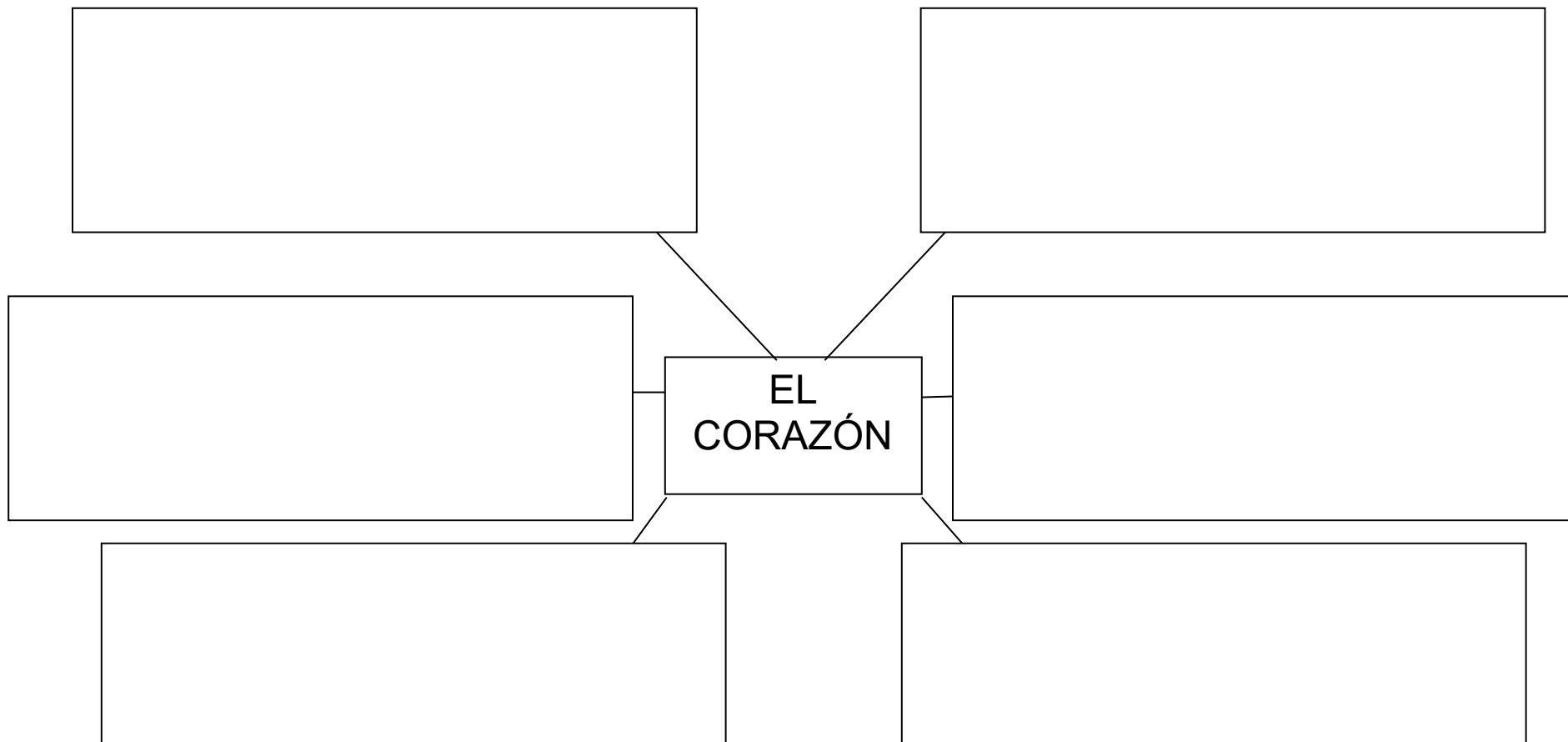
Write what you learned about the heart in each of the boxes.



# Un Corazón Saludable

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Escribe lo que aprendiste sobre el corazón en cada uno de los rectángulos.

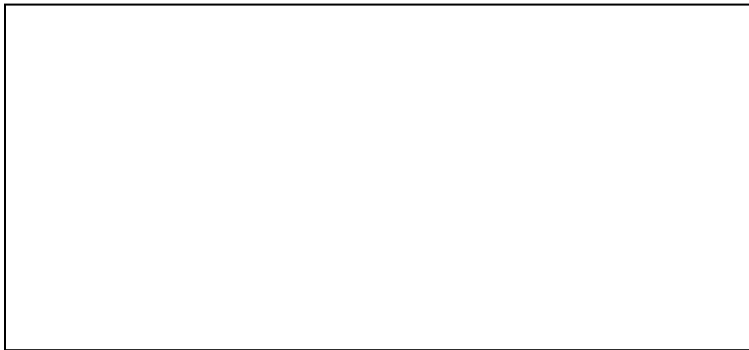




# Healthy Heart

Name: \_\_\_\_\_ Date: \_\_\_\_\_

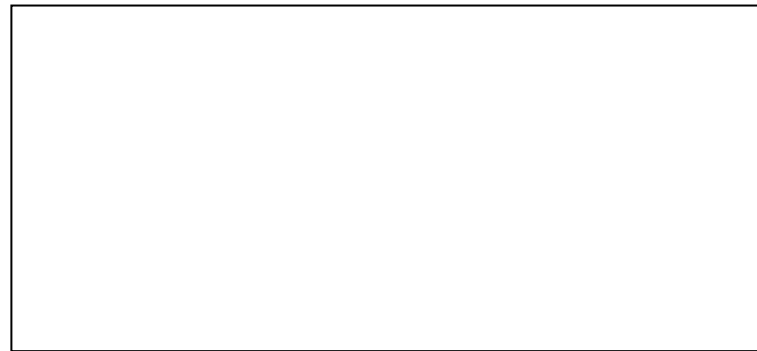
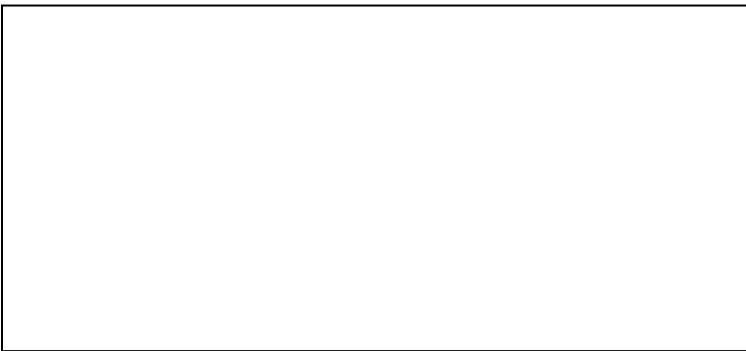
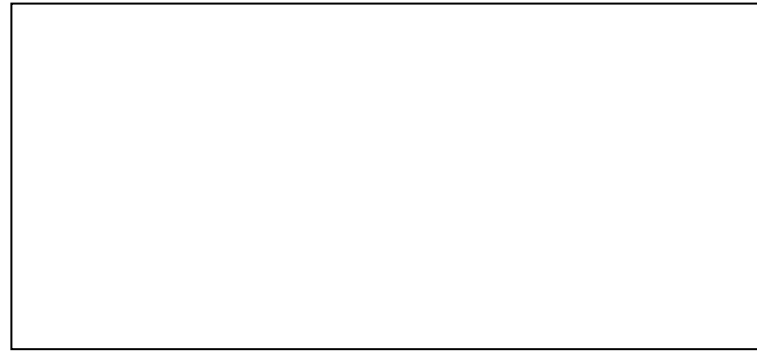
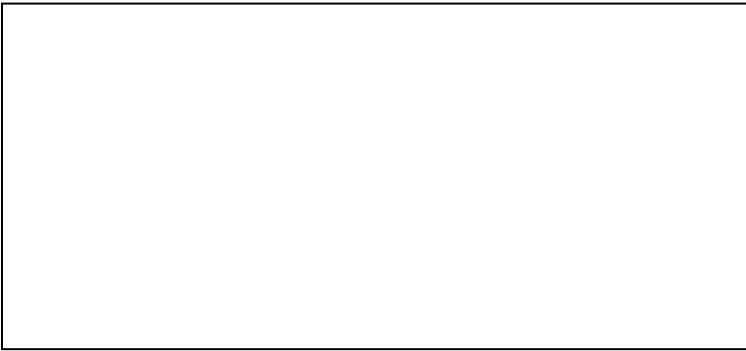
Draw four pictures of yourself doing heart healthy activities.



## Un corazón saludable

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Haz cuatro dibujos de ti mismo haciendo actividades saludables para el corazón.



# Family Letter: Rethink your drink



**Tip:** If water gets a little boring, bring excitement to your drink by adding your favorite fruit, vegetables, and herbs to your cup. Find one recipe below.

Dear Families,

Today, your student explored the many benefits of drinking water. They examined how water helps the body in many ways such as removing waste and helping your bones and joints.

Water is vital for life. Humans can't live without it! As the adult, you can help encourage your student to choose water by:

- Setting a goal together to replace one sugar-sweetened drink a day with water.
- Being a role model for your student. Try to drink more water and replace drinks with added sugars with water or real fruit water (recipe below).
- Eating it! Hydrate by eating fruits and vegetables that contain over 90% of water. Examples include cucumbers, apricots, and blueberries.



Scan the QR code to watch how to make the refreshing low-sugar beverage.

## Fruit Water

Makes About: 1 pitcher Total Recipe Cost: \$3.80



### Ingredients

- 1 pitcher of water or sparkling water
- 1 orange, sliced, remove seeds
- 2 sprigs of mint (optional)

### Directions

1. Squeeze slices of orange into pitcher with water.
2. Drop orange slices into water, rind and all. Add mint sprigs.
3. Keep in fridge and drink often.
4. Serve and enjoy.

*Try different types of herbs (basil, rosemary) and fruit (citrus peels, raspberries, apples, limes) to find out what combination you like best.*



Scan this code with your phone's camera and fill out the T2LH form.

## Text2LiveHealthy

Find more tips on how to increase your water intake as well as other ideas that promote health for the whole family by signing up for Text2LiveHealthy! Text2LiveHealthy is the School Wellness Program's texting service that sends texts two to three times a week. Texts include recipes, local events, and physical activity ideas.

Message & Data Rates May Apply. Text HELP for information. Text STOP to 97699 to opt out. No purchase necessary. For Privacy Policy and Terms and Conditions, visit: <https://coloradosph.cuanschutz.edu/text2livehealthy>



**Idea:** Si el agua se vuelve un poco aburrida, haga su bebida más interesante agregando sus frutas, verduras y hierbas favoritas a su vaso. Encuentre una receta a más adelante.

Queridas familias:

Hoy, su hijo(a) exploró los beneficios de beber agua. Estudiaron como el agua ayuda al cuerpo de muchas maneras, como eliminar desechos y ayudar a los huesos y las articulaciones.

El agua es vital para la vida. ¡Los seres humanos no pueden vivir sin ella! Usted como adulto, puede ayudar a animar a su hijo(a) a elegir el agua por medio de:

- Establecer una meta juntos para cambiar una bebida azucarada al día por agua.
- Ser un modelo a seguir para su hijo(a). Trate de beber más agua y cambie las bebidas con azúcares añadidos por agua, o agua de fruta real (receta a continuación).
- Comer agua! Hidratarse comiendo frutas y verduras que contienen más del 90% de agua. Ejemplos incluyen pepinos, chabacanos y moras azúles.



Escanee el código QR para ver cómo hacer esta bebida refrescante y baja en azúcar.

### Agua de frutas

Hace alrededor de: 1 jarra Costo total de la receta: \$3.80



#### Ingredientes

- Una jarra de agua o agua con gas
- 1 naranja, rebanada, quitar semillas
- 2 ramas de menta (opcional)

#### Instrucciones

1. Exprima las rebanadas de naranja en la jarra con agua.
2. Coloque las rebanadas de naranja en el agua, con cáscara. Agregue las ramas de menta.
3. Refrigere, y tómelala con frecuencia.
4. Sirva y disfrute.

*Pruebe diferentes tipos de hierbas (albahaca, romero) y frutas (cáscaras de cítricos, frambuesas, manzanas, limas) para encontrar la combinación que mas le guste.*

### Text2LiveHealthy



Escanee este código con la cámara de su teléfono y conteste las preguntas.

¡Encuentre más consejos sobre cómo aumentar la cantidad de agua que toma al día, así como otras ideas que promueven la salud para toda la familia al inscribirse al programa de Text2LiveHealthy! Text2LiveHealthy es el servicio de mensajes de texto del Programa de Bienestar Escolar que envía mensajes de texto de dos a tres veces por semana. Los textos incluyen recetas, eventos locales e ideas para actividad física.

Se pudiera aplicar una tarifa a los mensajes y datos. Envíe por mensaje de texto la palabra AYUDA para más información, y la palabra PARAR al 97699 para dejar de recibir mensajes. No es necesario comprar algo para registrarse. Para Política de Privacidad, Términos y Condiciones, visite (sitio solo disponible en Inglés): <https://coloradosph.cuanschutz.edu/text2livehealthy>