



American Alliance for  
Health, Physical Education,  
Recreation and Dance

American Heart  
Association   
*Learn and Live.*

Elementary School Level

# Balance It Out!



Choose Your Fuel and Make Your Move!

2006-2007



A Teacher's Resource

Our guide to balancing  
food, fun and fitness

**Bonus CD**  
Check it out!



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**SUBWAY**  
eat fresh.



# Balance It Out!

## Thanks for sponsoring a Jump Rope For Heart or Hoops For Heart event!

We appreciate your commitment to improving your students' health and fitness while helping to raise funds for the American Heart Association. Your donations help to fund vital research and educate the public about cardiovascular disease and stroke. Thank you for being a partner in this important cause.

Since 1924 the American Heart Association has been working to fight heart disease and stroke. Our efforts focus on research, education and advocacy led by dedicated volunteers and staff.

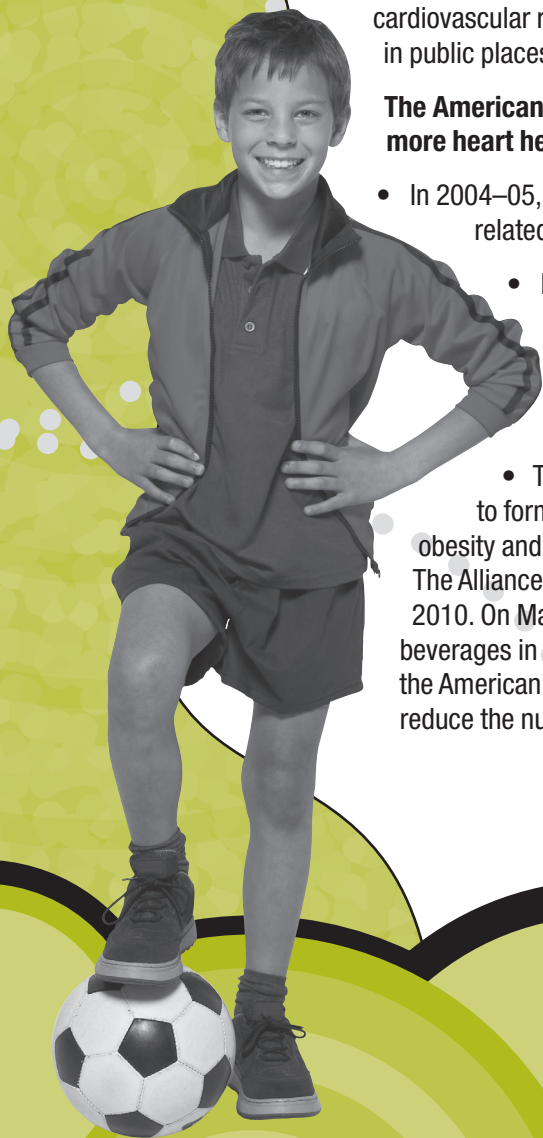
- Since 1996, we have funded more than \$1 billion in cardiovascular research, including work on clot-busting drugs. Over 28 percent of every publicly donated dollar goes to scientific research.
- Every year our Emergency Cardiovascular Care programs train more than 9 million emergency medical services personnel, healthcare professionals and citizens in how to perform CPR or use an automated external defibrillator (AED) to save lives.
- The American Heart Association works through legislative channels to increase funding for cardiovascular research and make lifesaving equipment, such as AEDs, more widely available in public places.

## The American Heart Association dedicates significant resources to helping children be more heart healthy.

- In 2004–05, the American Heart Association spent \$11.7 million on research projects related to children.
  - Each year, the American Heart Association highlights major gains in heart disease and stroke research. Listed among the 2005 Top 10 research advances in heart disease and stroke is the American Heart Association's scientific statement on childhood obesity, which outlines cardiovascular consequences and suggests prevention strategies.
  - The American Heart Association and the William J. Clinton Foundation have joined to form the Alliance for a Healthier Generation to combat the spread of childhood obesity and the serious diseases, such as heart disease and diabetes, associated with it. The Alliance is taking a comprehensive approach to stop the increase in childhood obesity by 2010. On May 3, 2006, the Alliance announced a landmark agreement to curb high-calorie beverages in all schools. Representatives of Cadbury Schweppes, Coca-Cola, PepsiCo, and the American Beverage Association established new guidelines to limit portion sizes and reduce the number of calories available to children during the school day.

## Materials Included in This Kit

- Teacher's Resource Guide
- Educational Posters
- CD with electronic copies of forms and additional resources



## Fact File

### We need physical education in our schools.

Many studies have shown that children who get sufficient physical activity have better academic results. When you add in the growing problem of childhood obesity and the risk for adult-onset diseases in our children, it's time to fight for physical activity in schools. Here are some facts:

- Since 1980, the percentage of overweight children has nearly doubled and the percentage of overweight adolescents has nearly tripled. In 2000, 15 percent of children aged 6 to 11 were overweight and nearly 16 percent of adolescents were overweight.
- About 60 percent of overweight children already have at least one other risk factor for heart disease (e.g., diabetes, high blood pressure or high cholesterol).
- Type 2 diabetes in adolescents increased ten-fold between 1982 and 1994.
- Fewer than 1 in 4 children get 20 minutes of vigorous physical activity per day, and fewer than 1 in 4 get at least 30 minutes of physical activity per day.
- Between 1991 and 1999, the percentage of students who took physical education daily dropped from 42 percent to 29 percent.
- Participation in all types of physical activity declines as age or grade in school increases. By the time students reach their teens, nearly half of America's youth are not vigorously active on a regular basis, and over one-third aged 12 to 17 are physically active less than 3 out of 7 days a week.
- Nearly 200 studies on the effect of exercise on cognitive functioning suggest that physical activity supports learning.
- Two studies demonstrated that providing more time for physical activity can lead to increased test scores, particularly in the area of mathematics. Another study linked physical activity programs to stronger academic achievement, increased concentration and improved math, reading and writing test scores.
- Children with daily physical education exhibit better attendance, a more positive attitude to school and superior academic performance.

### Do You Know?

Compared to active children, inactive children weigh more, have higher blood pressure and have lower levels of heart-protective high-density lipoproteins (HDL cholesterol).



## Educate Parents, Teachers and Your Community

If we expect to influence students' behavior, consistent messages about heart health must go beyond the classroom and echo throughout the school, the home and the community! Students need to see heart-healthy food choices in the cafeteria, at home and on restaurant menus. We need to create opportunities for more physical activity and make it part of their everyday lives.

**For some students, the physical activity they get at school may be their only exercise.**

**Here are some ideas to help students and their families live healthier lifestyles.  
Try posting these on your school Web site or distributing them at events.**

### School is the Starting Point!

- Sponsor a Jump Rope For Heart or Hoops For Heart event and get all students and their families involved.
- During the official start of the school day, coordinators can direct each classroom to get up from their desks and perform a variety of exercises each morning with directions over the school's PA system. The physical educator in the school will teach the students and teachers the exercises that will be performed each morning. This is a great way to kick-start the brain's learning abilities with increased blood flow.
- Schedule a day once a month as Fitness Day. Set up games and activities for the students to participate in. Make it fun with music and special decorations.
- Schedule Family Fitness at your school. Set up non-competitive games and activities for students and their families to participate in together on one or two evenings throughout the school year.
- Provide nutrition and physical activity information for your school newsletter. If your school doesn't have one, publish your own version! News could include ways to increase physical activity or recipes for low-fat, nutritious snacks or lunches.
- Provide information about purchasing pedometers or use them in physical education classes. Pedometers measure the number of steps taken each day. Wearing a pedometer will encourage students and teachers to be more physically active.

### Ambassadors of Heart Health: Advocacy Ideas for Teachers and Students

As you work to promote healthy eating habits and increased physical activity in and beyond your classroom, draw on the energy and enthusiasm of some of the best ambassadors — your students! Involve them in educating their peers, family members, friends and local citizens in the how's and why's of eating right and exercising. Try some of these ideas to promote healthier lifestyles, and check out the Web sites in the Resources section for more. Be an advocate!

- Advocate within your school and school district for more opportunities for students to be physically active. Encourage students who may not participate in traditional sports to take part in after-school activities that improve their fitness. Ideas might include: cycling, skateboarding, inline skating or joining a climbing club.
- Work with the PTA to map out a safe walking trail or course around the school grounds. Challenge grades/schools to walk and create a competition between the grades. Individual classroom teachers may want to include graphing or estimating to help students learn how to apply their math knowledge to life. If supervision is available, students may arrive at school early to walk the course, or stay after school.
- Get active with your students. Encourage other teachers and parents to become involved in physical activity. Show children how much you enjoy physical activity.
- Advocate for recess before lunch. It has been shown that this results in fewer behavioral problems on the playground and in the lunchroom.
- Advocate within your school district for better nutritional choices. Work with the PTA or create a plan on how to phase out foods that don't contain the best balance of nutrition.
- Provide information about local events such as 5Ks or clean-up days in your school announcements or school newsletter. Encourage students and their families to participate in outdoor activities together and in the lunchroom.

## Balance It Out!

# Activity Idea 1 for K-2

Can be modified for Grades 3-5 (larger space, longer spaces between stations, more complicated “fast” and “slow” movements, etc.)

## Race Cars

**Food is fuel for your body — accelerate your performance by using the right fuel.**

### Knowledge Needed

To be your best, it's important to think about what you eat and how much you eat. “Everyday foods” are more nutritious and provide better fuel for your body. “Sometimes foods” may taste good, but they do not help our bodies work as well. The important thing is to make sure you are getting energy out of your fuel. The calories we eat and drink (energy in) provide fuel for our bodies to use for everyday activities and physical activities (energy out). That means that you need to balance energy IN with energy OUT. Which foods will you CHOOSE to make your body work better?

### Objective

Students will become aware of how choosing the right foods helps their bodies work better, keeping them healthier throughout their lives. Choosing the wrong foods will slow them down and make it harder to “win.”

### Materials and Setup

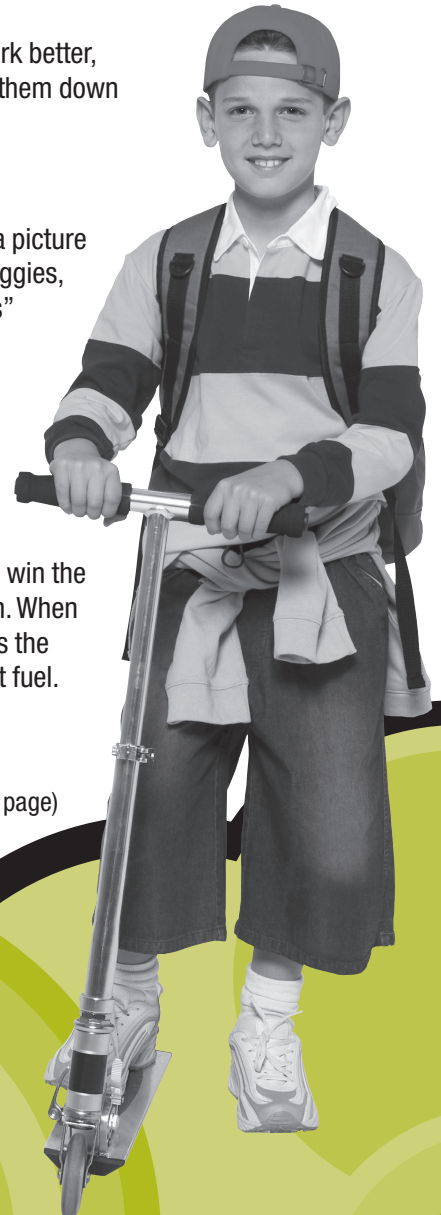
1. **Food Cards:** (See CD for food cards to print or create your own.) Each card has a picture and the name of a different food. Have a good mix of “everyday” foods (fruits, veggies, whole grains, low-fat or non-fat dairy products, lean meat, etc.) and “sometimes” foods (French fries, hamburgers, pizza, candy, colas, desserts, etc.)
2. **Track:** Set up a “track” with “lanes” for the cars (students) to race on.
3. **Stations:** Every 5-10 feet, set up stations with buckets or baskets holding the Food Cards. Make it so that the students cannot see the items on the cards they are picking out of the bucket. Their choices should be random.

**Before the race:** Have students imagine that they are race cars. You really want to win the race, so you have to have the best fuel possible to stay speedy and not break down. When your fuel tank is low, you wouldn't fill up the tank with muddy water would you? It's the same with your body. When you want it to work its best, you have to give it the best fuel. Food is the fuel your bodies use to work. This game will help you learn what foods are the best fuel for your body. (Explain/demonstrate the rules of the game.)

(continued on next page)

### Do You Know?

The brighter the food on the plate, the more vitamins and minerals you will consume.



## Race Cars

### Procedure

- Divide the students into appropriate-sized groups for the track and lanes you have set up. (Students who are watching can be cheerleaders while waiting their turn or perform another activity, such as jumping rope.)
- The race cars (students) start at the start line. Everyone WALKS to the first station.
- When they reach the first station, each student picks a “food fuel” from the bucket.
- “Everyday food” fuel choices allow the race cars go faster. Students can skip, run, walk faster, etc. to the next station.
- “Sometimes food” fuel choices make the race cars go slower. Students must crabwalk, bear walk or use another slow way of moving on the floor to get to the next station.
- When the race is over, the winning race cars should have more “everyday” fuel cards and losers should have more “sometimes” fuel cards.
- If the class is running the race in groups, have someone at the end of each race write down what fuel cards the winners had and what fuel card the losers had from each group.

### Discussion

Share the “everyday” fuel cards that the faster cars had and discuss what made those choices better than the “sometimes” fuel cards. Give homework and instructions to complete the assignment.

### Homework

Send the Meal Planning Worksheet home to be filled out for the rest of the week. Suggest that the whole family get involved in choosing a variety of food each day.

### Do You Know?

Children are exposed to 40,000 commercials per year.

- Candy — 32 percent
- Sweetened cereals — 31 percent
- Fast food — 9 percent



## Meal Planning

### How to choose a healthy meal!

#### Knowledge Needed

Students need to know the difference between an “everyday food” and a “sometimes food.” “Everyday foods” provide excellent fuel for the body to work efficiently and “sometimes foods” provide inferior fuel to the body. We CHOOSE what food to put into our bodies. When we choose healthy foods, our bodies work better and we live longer, stronger lives. If we select unhealthy foods to eat most of the time, our bodies will have trouble working efficiently and will place us at an increased risk of developing cardiovascular disease or stroke.

#### Objective

Students will learn to choose the right foods for their meals. All students are doing some kind of physical activity while their team builds a meal from the selected food cards.

#### Materials and Setup

1. **Food Cards:** (Make your own.) Each card has a picture and the name of a different food. Have a good mix of “everyday foods” (fruits, veggies, whole grains, low-fat or non-fat dairy products, lean meat, etc.) and “sometimes foods” (French fries, hamburgers, pizza, candy, colas, desserts, etc.)
2. At least two dozen cones or “station” markers set up in a field or gymnasium.
3. Mount one Food Card to each cone and place plenty of copies of that food card underneath the cone. (Each team begins with an exact copy of the food cards of the other teams participating.)
4. One bucket or box for each team to put food cards into.
5. Music to keep the physical activity upbeat, fast and fun.
6. Whistle to tell students when to choose food for their meals.

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## Meal Planning

### Procedure

- Divide the class into teams. Give each student in each team a number (1–5 if each team has five members) and assign them an area to exercise (jumping rope, jumping jacks, running in place, etc.).
- Place the teams around the outside of the designated cone area.
- Each team begins by participating in their assigned exercise, while the first person in the group waits to hear the whistle.
- When the whistle is blown, a team member from each team runs into the cone area to pick up a food card from a category to add to their team meal. (The team members will go in the assigned order already established... 1–5, etc.) Blow the whistle enough times so that every team member gets to pick a food for the team meal.
- Each team member takes their chosen food card back to the team (the team is still exercising), shows it to the other members and places it in the team bucket, then goes back to exercising before the whistle blows for the next team member to go get a card.
- Continue this process, changing the team exercise for each round until each team has built a meal out of the foods they are choosing.

### Discussion

- Have each team share the meal they have created with the rest of the class.
- Discuss why some meals are healthier than others.
- Have a class cheer for the team that built the healthiest meal.

### Homework

Send home the Meal Planning Worksheet. After they are due, discuss the choices students have made. Ask them to compare the foods they will choose now with the foods they used to choose.

### Do You Know?

- 46 percent of food dollars are spent outside the home.
- 44 percent of Americans eat at a restaurant on any given day.
- Restaurant portion sizes tend to be 2–3 times “normal.”







## Risky Business

### Learning Risk Factors for Heart Disease and Stroke

#### Knowledge Needed

Students need to know the risk factors that contribute to heart disease or stroke. The more risk factors a person has, the higher the likelihood that they will develop heart disease or stroke. The students need to learn the additional risk factors that a person may have no control over, such as heredity, diabetes, age, sex, race.

#### Objective

Students will participate in a cardiovascular tag game while learning the risk factors for heart disease and stroke.

#### Materials and Setup

1. **Risk Factor Cards:** (See your CD for risk factor cards to print out or make your own.) Each card has a risk factor on it. Some card suggestions if you are making your own are: Overweight, High Blood Pressure, Smoking, High Cholesterol, Physical Inactivity and Diabetes.
2. A box to put the cards in
3. 12–15 poly spots
4. 3–4 red nerf balls
5. 3–4 red pennies for “Heart Attackers”
6. 1–2 black/white pennies for “Heart Patrol”
7. 1–2 blue pennies or lab coats for “Cardiologists”

#### Procedure

- Place poly spots with Risk Factor cards taped on them randomly around gym floor.
- Designate the boundaries of the game: Assign a fitness run track course area. All spots are considered “safe.” To get a student off base, the “Heart Attackers” or another player must say, “Buzz off PLEASE!” The student must leave.



- “Heart Attackers” (taggers) try to tag students by touching them with their cholesterol (nerf) ball.
- When a player is tagged, they must go get a Risk Factor card out of the box. Each time they are tagged they must get a different risk factor. Once a player is carrying a Risk Factor card, they are not safe on spots with that risk factor on them.
- After a student gets the fourth Risk Factor card, they are at greater risk for having a heart attack. They must go to the “Cardiologist” who puts them on an exercise program. They are sent on the “fitness run” track around the outside perimeter of the game. After completing each lap, they return a Risk Factor card to the Cardiologist. After four laps, they are considered to have a reduced risk and can then return to the game.
- “Heart Patrol” is one or two students who walk around checking spots and Risk Factor cards. If a student is found standing on a spot where they are not safe (holding that Risk Factor card), the Heart Patrol will give them another Risk Factor card (ticket).
- STROKE! The teacher calls this anytime during the game and all students are temporarily paralyzed — they can’t move or speak. Use this time to switch Heart Attackers, Heart Patrol or to correct problems or safety issues.

### Discussion

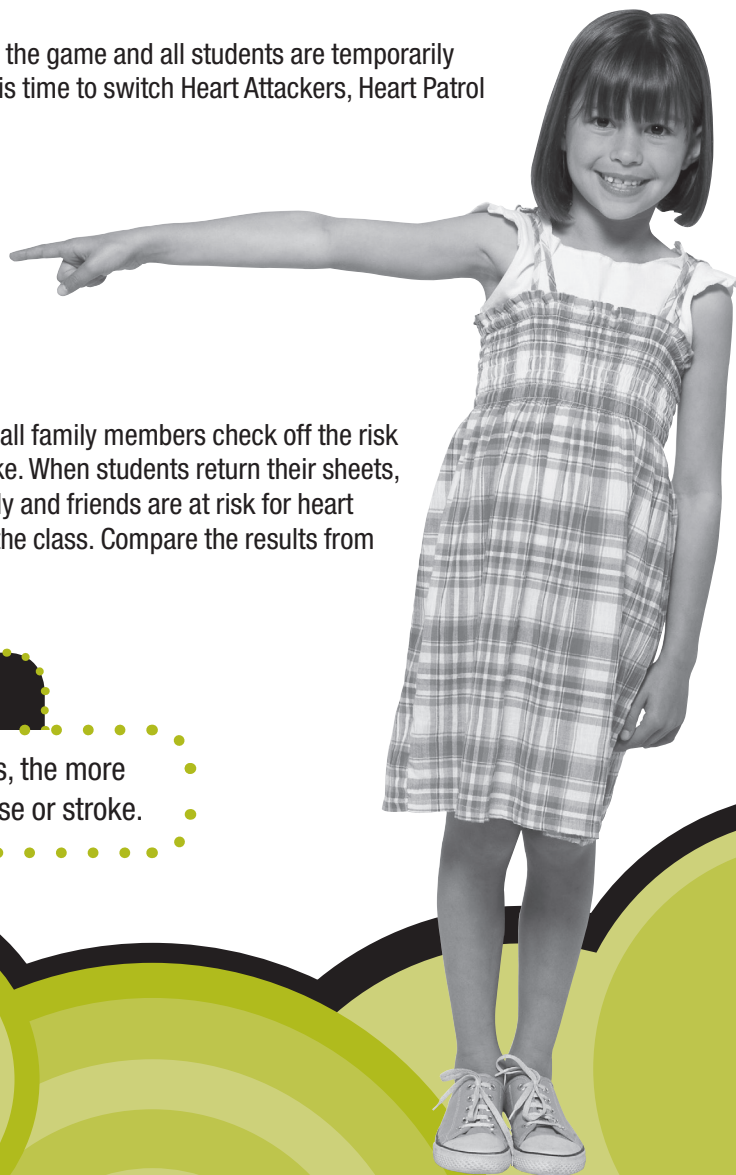
Ask the students what they learned about the number of risk factors you should have. Give homework and instructions to complete.

### Homework

Send home the Risky Business Worksheet. Have all family members check off the risk factors that they have for heart disease and stroke. When students return their sheets, figure out what percentage of the students’ family and friends are at risk for heart disease and stroke and discuss the results with the class. Compare the results from the class with the national averages.

### Do You Know?

- The more risk factors the person has, the more likely they are to develop heart disease or stroke.



# Risky Business Worksheet

Activity  
3



American Alliance for  
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American Heart  
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## Risk Factors for Heart Disease and Stroke

**Directions:** Ask your friends and family to note which risk factors they have. For each person, create a total number of risk factors.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

NAME OF PERSON	Which risk factor do they have?	How many risk factors do they have?
John Smith	<input checked="" type="checkbox"/> Overweight <input type="checkbox"/> High Blood Pressure <input type="checkbox"/> High Cholesterol <input checked="" type="checkbox"/> Smoking <input checked="" type="checkbox"/> Inactivity <input type="checkbox"/> Diabetes	3
	<input type="checkbox"/> Overweight <input type="checkbox"/> High Blood Pressure <input type="checkbox"/> High Cholesterol <input type="checkbox"/> Smoking <input type="checkbox"/> Inactivity <input type="checkbox"/> Diabetes	
	<input type="checkbox"/> Overweight <input type="checkbox"/> High Blood Pressure <input type="checkbox"/> High Cholesterol <input type="checkbox"/> Smoking <input type="checkbox"/> Inactivity <input type="checkbox"/> Diabetes	
	<input type="checkbox"/> Overweight <input type="checkbox"/> High Blood Pressure <input type="checkbox"/> High Cholesterol <input type="checkbox"/> Smoking <input type="checkbox"/> Inactivity <input type="checkbox"/> Diabetes	
	<input type="checkbox"/> Overweight <input type="checkbox"/> High Blood Pressure <input type="checkbox"/> High Cholesterol <input type="checkbox"/> Smoking <input type="checkbox"/> Inactivity <input type="checkbox"/> Diabetes	
	<input type="checkbox"/> Overweight <input type="checkbox"/> High Blood Pressure <input type="checkbox"/> High Cholesterol <input type="checkbox"/> Smoking <input type="checkbox"/> Inactivity <input type="checkbox"/> Diabetes	

**Balance  
It Out!**

# Activity Idea 4 for 3-5

Can be modified for younger students. Have them take their pulse, noting only the speed of the heart rate without calculating the numbers.

## Heart Rate Pulse Count

**Getting your heart rate up for a healthy heart.**

### Knowledge Needed

With exercise, the heart becomes a strong and efficient pump that circulates blood to all parts of the body. Arteries are the blood vessels that have a pulse. The heart beats faster while exercising because the muscles need extra oxygen to keep working. It is important to always begin slowly and end slowly when you exercise. (Sequence example: Walk, stretch, jump rope/jog, walk, stretch). Your heart beats at a different rate when doing various types of physical activity. The more active you are, the faster it beats. Each person should participate in a moderate activity that raises the heart rate for at least 30 minutes each day. By exercising each day, the heart stays in good shape and will work more efficiently.

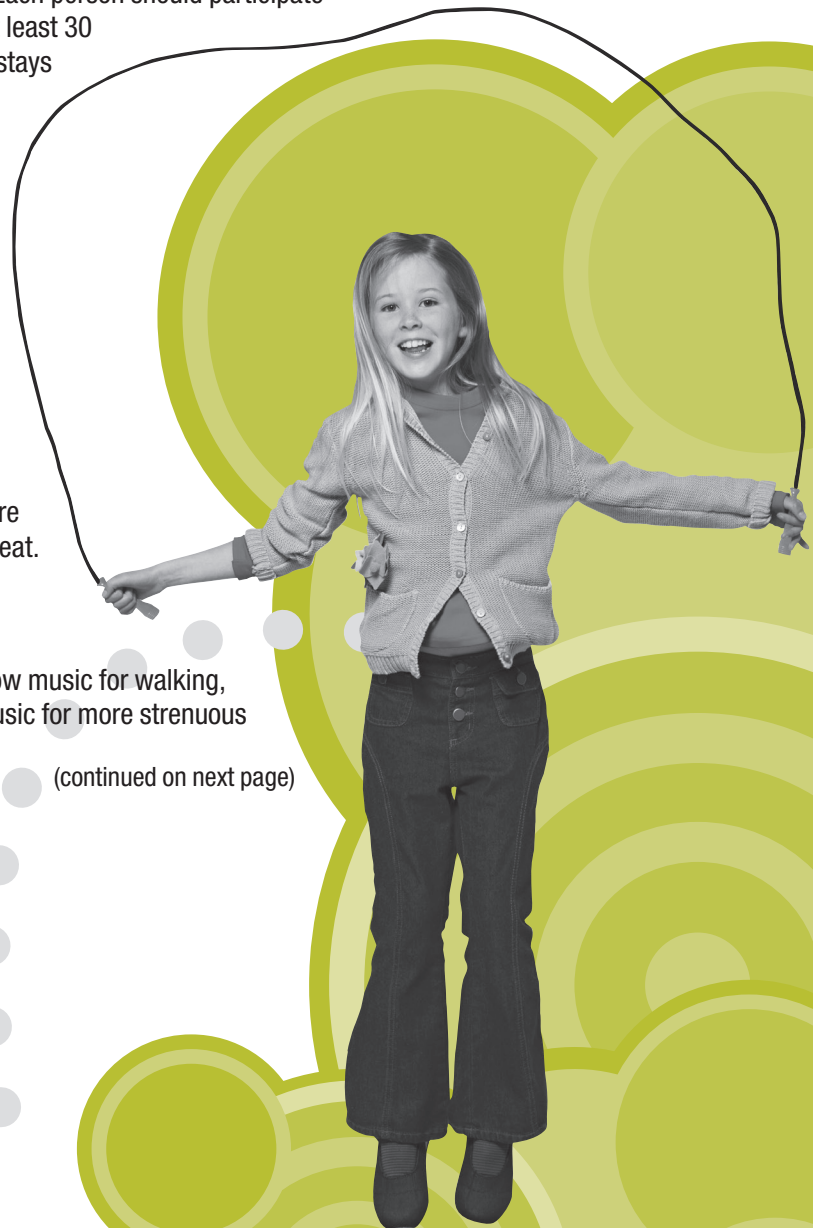
### Objective

Students will discover that their heartbeat or “pulse” rate will increase as a direct result of physical activity. They will also learn that it’s important to exercise the heart every day. Younger students will learn how their heart rate changes with certain types of activities.

### Materials

- Stethoscope for teacher and/or students or a picture of one to explain how the doctor hears your heartbeat.
- Pencils and paper for older students.
- Watch with second hand.
- Different types of music for different activities. (Slow music for walking, faster music for fast walking or skipping, faster music for more strenuous activities like jumping rope.)

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## Heart Rate Pulse Count

### Set Up

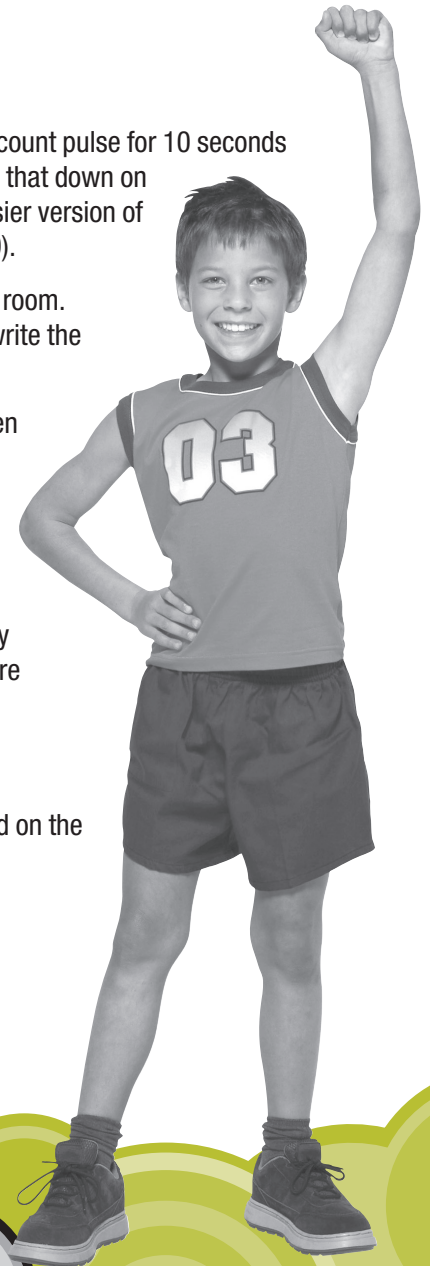
- Arrange students so they have room for the physical activity but can see the teacher.
- Introduce the word “pulse” and ask if anyone knows what it means. Explain that your pulse can be felt on certain parts of the body (arteries) like the wrist and neck. Have everyone “check” his or her pulse.
- Explain that the doctor uses a stethoscope to listen to a patient’s beating heart. The heartbeat is also referred to as the “PULSE.” Ask: “Have you ever felt changes in your heartbeat? Why do you think your heartbeat changes?” Inform students that today they will find their pulse after doing different levels of activity.
- Students will learn how to count their pulse and figure out their heart rate.

### Procedure

- Have the students check their pulse while being very still. (Older students count pulse for 10 seconds and multiply the number by 6 to get their resting heart rate, and then write that down on their paper.) Students who are not able to multiply quickly may use the easier version of counting their pulse for 6 seconds and adding a 0 to the number (ex. 6=60).
- Play slow music and have the students walk quietly in place or around the room. Then have them stop and take their pulse. Older kids count, multiply and write the number down.
- Play fast music and have them skip or jog in place or around the room. Then have them take their pulse again. Older kids record it.
- Play really fast music and have students run, jump rope or do another very strenuous activity. Once again take the pulse and let older kids record it.
- Then go back to the next lowest level and so on until they are sitting quietly again. (This teaches the importance of warming up and cooling down before strenuous exercise.)

### Discussion

Ask the students what they learned about the differences in their pulse based on the level of the activity.



# Additional Activities

Balance It Out!

Teacher's Guide

## Jump Rope Rhymes

*Suggested Grade Level: Grades K–3*

**No smoking or secondhand smoke**

### Objective

Students can jump rope and sing rhymes, teaching them about not smoking or being around secondhand smoke. Students will learn that smoking and secondhand smoke are not good for the heart. If you smoke or are around secondhand smoke, your heart and lungs can be damaged and will not work as efficiently.

No Smoking Rhyme	No Secondhand Smoke Rhyme
Please be smart Says your heart Smoking is something You shouldn't start	We're not joking. We don't like smoking. It ruins our air. That's why we care. We're not joking. We don't like smoking.

## High Fat or Low Fat

*Suggested Grade Level: Grades K–3*

**Learn that high-fat foods are not good for the heart.**

### Objective

Students learn to choose low-fat foods to reduce the risk of heart disease. Have students bring pictures of food from home or make their own.

### Procedure

Place pictures of different foods around the playing area. Make sure they are secured to the floor or wall. The students begin to move around a designated space using any locomotor pattern. (You can change this every few minutes.) When students hear the signal, they pick up a picture closest to them. After they determine whether it is a high-fat or low-fat food, they move through the room in a predetermined locomotor pattern (e.g., high-fat means to slide sideways, low-fat means to skip forward). They hold their picture above their heads while moving so you can see them. On your signal, they put the picture down, continue to move freely through the general space, and pick up a new picture on your signal.



# Additional Activities

## Heart Obstacle Course

Suggested Grade Level: Grades 3–5

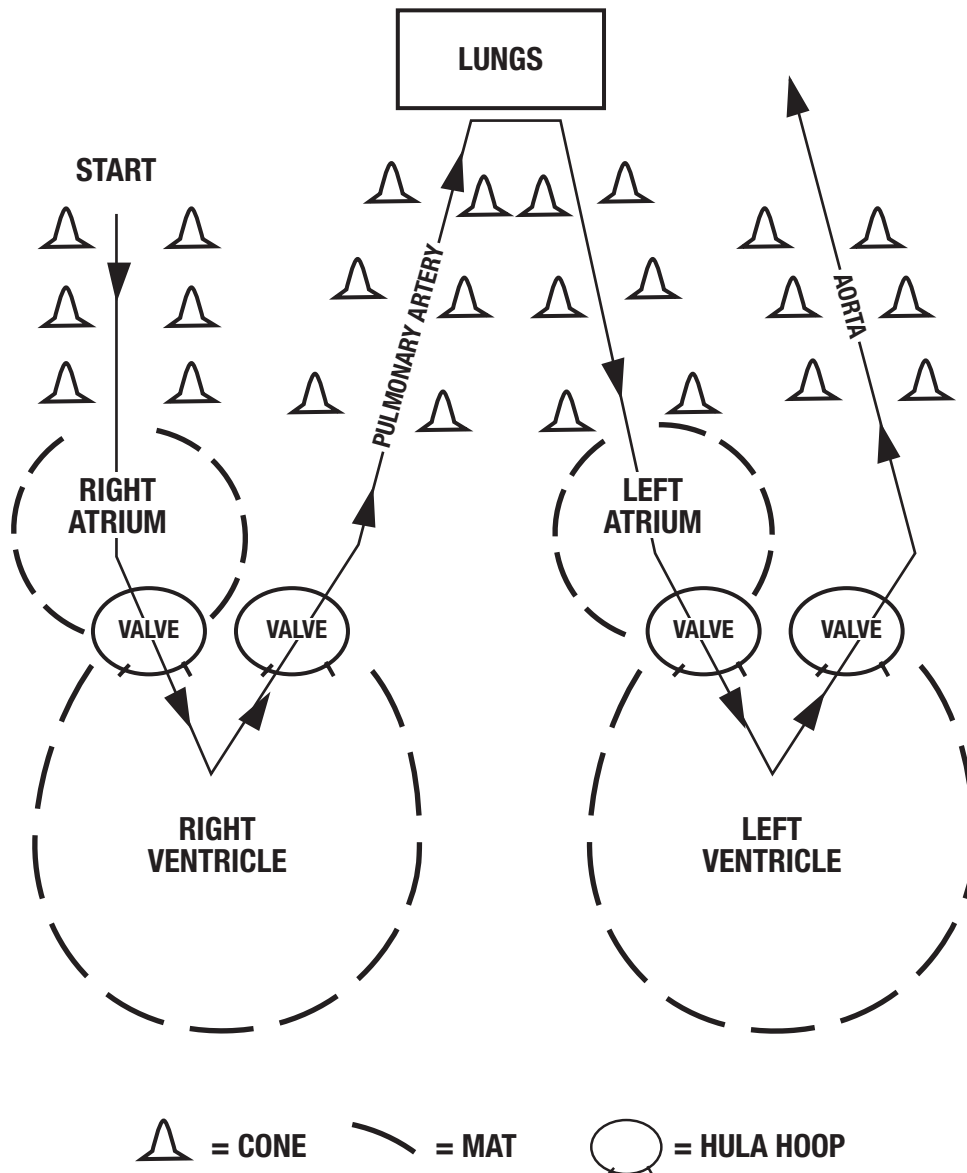
Learn that high-fat foods are not good for the heart.

### Objective

Students will learn how the heart works as well as the flow of blood to and from the rest of the body.

### Procedure

Set up this course to teach the anatomy of the heart organ. Use hula hoops, scooters, mats and any other equipment you have to set up different sections.





# Physical Activity Log

Grades  
3-5



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**Directions:** Fill out the form and bring it back to class.  
Encourage others in your family to also participate. Consider keeping track for one month.

DUE DATE \_\_\_\_\_

NAME \_\_\_\_\_

GRADE \_\_\_\_\_ CLASS PERIOD \_\_\_\_\_

Week 1	Week 2
Date: _____	Date: _____
Monday: 20 Push-ups & 25 Curl-ups _____	Monday: 20 Push-ups & 25 Curl-ups _____
Tuesday: Choice activity: _____ # min. _____	Tuesday: Choice activity: _____ # min. _____
Wednesday: 20 Push-ups & 25 Curl-ups _____	Wednesday: 20 Push-ups & 25 Curl-ups _____
Thursday: Choice activity: _____ # min. _____	Thursday: Choice activity: _____ # min. _____
Friday: 20 Push-ups & 25 Curl-ups _____	Friday: 20 Push-ups & 25 Curl-ups _____
Guardian Signature: _____	Guardian Signature: _____
Week 3	Week 4
Date: _____	Date: _____
Monday: 20 Push-ups & 25 Curl-ups _____	Monday: 20 Push-ups & 25 Curl-ups _____
Tuesday: Choice activity: _____ # min. _____	Tuesday: Choice activity: _____ # min. _____
Wednesday: 20 Push-ups & 25 Curl-ups _____	Wednesday: 20 Push-ups & 25 Curl-ups _____
Thursday: Choice activity: _____ # min. _____	Thursday: Choice activity: _____ # min. _____
Friday: 20 Push-ups & 25 Curl-ups _____	Friday: 20 Push-ups & 25 Curl-ups _____
Guardian Signature: _____	Guardian Signature: _____

Choice Activity must be an exercise that raises the heart rate for at least 30 minutes. Suggestions: walking, jogging, biking, skating, inline skating, skateboarding, swimming, sports (basketball, soccer, hockey, etc.)

If you make a different choice, write it here. Make sure that your teacher approves it before you begin using the activity on your chart.

**My Special Choice Activity is:** \_\_\_\_\_

## Educational Web Resources for Teachers

### [www.americanheart.org/jump](http://www.americanheart.org/jump)

**The Jump Rope For Heart** Web site provides information for teachers, students and parents about the Jump Rope For Heart program. It's an excellent resource to help make event a success.

### [www.americanheart.org/hoops](http://www.americanheart.org/hoops)

**The Hoops For Heart** Web site provides event resources for coordinators, as well as information for students and parents about the Hoops For Heart program.

### [www.americanheart.org](http://www.americanheart.org)

**The American Heart Association** Web site offers a wide variety of valuable information including Heart and Stroke Encyclopedia, family health information, science and professional information, and heart-healthy tips.

### [www.americanheart.org/healthierkids](http://www.americanheart.org/healthierkids)

Former President Clinton and the American Heart Association have joined forces to stop the increasing prevalence of childhood obesity in the United States. They will identify issues that contribute to the problem and help with solutions by providing tools for schools that inspire all young Americans to develop life-long healthy habits. You can register for e-mail updates.

### [www.healthiergeneration.org](http://www.healthiergeneration.org)

The Alliance for a Healthier Generation is a partnership between the American Heart Association and the William J. Clinton Foundation dedicated to fighting childhood obesity. This site contains updates on the programs and partnerships that are being developed to address this issue on all fronts.

### [www.aahperd.org](http://www.aahperd.org)

**American Alliance for Health, Physical Education, Recreation and Dance** (AAHPERD) is the American Heart Association's partner in Jump Rope For Heart and Hoops For Heart. AAHPERD is the largest organization of professionals supporting and helping those involved in physical education, leisure, fitness, dance, health promotion and education and all specialties related to achieving a healthy lifestyle.

### [www.aahperd.org/naspe/physicalbest](http://www.aahperd.org/naspe/physicalbest)

**Physical Best** is a comprehensive health-related fitness education program of AAHPERD for use in conjunction with existing K–12 physical education curricula.

### [www.aahperd.org/naspe/stars](http://www.aahperd.org/naspe/stars)

**STARS** is a program developed by the National Association for Sport and Physical Education (NASPE). This awards program features five levels of achievement to recognize outstanding physical education programs in K–12 schools across America. This is an opportunity to gain national recognition for your school and PE teachers by documenting the excellence of your physical education program.

### [www.nhlbi.nih.gov/health/public/heart/obesity/wecan/](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/)

**We Can!** (Ways to Enhance Children's Activity & Nutrition) is a national program designed as a one-stop resource for people interested in practical tools to help children 8–13 years stay at a healthy weight. Tips and fun activities focus on three critical behaviors: improved food choices, increased physical activity and reduced screen (TV, computer, etc.) time.

### [www.pecentral.org](http://www.pecentral.org)

**PE Central** is ideal for PE teachers. The site offers physical education curriculum, programs and resources for children and youth.

### [www.healthychoices.org](http://www.healthychoices.org)

**The Healthy Choices for Kids** nutrition education program was created by the growers of Washington state apples. This program consists of four separate volumes, each comprising a complete, ready-to-use curriculum guide, including Eat a Wide Variety of Foods; Choose a Healthy and Active Lifestyle; Eat Plenty of Fruits, Vegetables, & Grains; and Choose Healthy Snacks.

### [www.nutritionexplorations.org/index.asp](http://www.nutritionexplorations.org/index.asp)

Sponsored by the Dairy Council, Nutrition Explorations is a great resource for teachers. It provides nutrition lessons, nutrition news and FAQs, grade-level ideas and teacher idea exchange area. The site also has an extensive section for parents, kids and even the cafeteria or foodservice.

**[www.kidsnutrition.org](http://www.kidsnutrition.org)**

The USDA/Agricultural Research Service's Children's Nutrition Research Center site with research, news, calculators (including children's BMI calculator), Portion-Distortion Quiz and an interesting article on how parents' attitudes help shape kids' "athletic identity." Also has a poster gallery you can download and print.

**[www.bam.gov/teachers/index.htm](http://www.bam.gov/teachers/index.htm)**

**BAM — Body and Mind** is a children's Web site of the Centers for Disease Control (CDC). This teachers' resource center helps you to incorporate CDC health, safety and science topics into your classroom. The site also offers your students interactive content to investigate topics for school or for a personal interest.

**[www.health.discovery.com](http://www.health.discovery.com)**

The Discovery Channel's online health resource. Contains news, health tools, information on diseases and conditions, diet and fitness, and even podcasts.

**Educational Web Resources for Students****[www.Kidshealth.org](http://www.Kidshealth.org)**

KidsHealth is the largest and most-visited site on the Web providing doctor-approved health information about children from before birth through adolescence. Created by The Nemours Foundation's Center for Children's Health Media, KidsHealth provides families with accurate, up-to-date and jargon-free health information they can use. The site offers games and activities for kids and advice for teens.

**[www.healthyfridge.org](http://www.healthyfridge.org)**

A Web site devoted to bringing awareness to the importance of healthy eating habits and developing those healthy habits at an early age. Offers fun activities and information for parents and teens.

**[www.nutritionexplorations.org/kids/main.asp](http://www.nutritionexplorations.org/kids/main.asp)**

The Dairy Council's great kid's site is filled with games, activities, contests, kid's panel, recipes and fun links. Helps kids explore the world of nutrition and learn good eating habits.

**[www.healthiergeneration.org/kids](http://www.healthiergeneration.org/kids)**

Check out this new Kid's Site! The movement for a Healthier Generation begins with youth. It's all about being active and having fun!

**[www.mypyramid.gov/kids/index.html](http://www.mypyramid.gov/kids/index.html)**

This site teaches the new Food Pyramid to kids. It has resources for parents, games for kids and information for teachers. There are posters to download and tips on nutrition and physical activity.

**[www.bam.gov](http://www.bam.gov)**

**BAM – Body and Mind** is a children's Web site of the Centers for Disease Control (CDC). Has a cool interactive Create Your Own Fitness Calendar feature for kids to make a personalized calendar of the activities they are planning to do and a recipe finder for healthy snacks. Also neat activity cards that show how different activities affect the body.

**Advocacy Web Resources****[www.americanheart.org/yourethecure](http://www.americanheart.org/yourethecure)**

**You're the Cure** is the American Heart Association's nationwide network of people dedicated to finding a cure for heart disease and stroke. You're the cure when you speak up for vital research funding, or when you advocate for public policies that increase physical activity and improve nutrition in schools. You'll get everything you need to succeed including a Welcome Packet to get you started. Timely action alerts ask you to call, write or visit policymakers.

**[www.rwjf.org/files/publications/otherlist.jsp](http://www.rwjf.org/files/publications/otherlist.jsp)**

Robert Wood Johnson has published "Healthy Schools for Healthy Kids," which highlights the best and most promising health-related practices in schools. Look for this PDF released in December 2003.

**[www.nasbe.org/HealthySchools/index.html](http://www.nasbe.org/HealthySchools/index.html)**

The National Association of State Boards of Education's Healthy Schools program is a great resource for school health policies in each state and sample policies on physical education and nutrition issues in schools.

**[www.nchealthyschools.org/docs/shac\\_manual.pdf](http://www.nchealthyschools.org/docs/shac_manual.pdf)**

The North Carolina Health Schools Program has put together a comprehensive guide to create effective school health advisory councils.

**[www.walkinginfo.org/walkingchecklist.htm](http://www.walkinginfo.org/walkingchecklist.htm)**

**Walkinginfo.org** has a great checklist to help you decide if your neighborhood is a friendly place to walk. It will also give you suggestions on how to fix problems that you find.

**<http://member.aahperd.org/advocacy>**

**The AAHPERD Legislative Action Center** provides information and resources needed to address the health, physical activity, dance and sport issues being debated on Capitol Hill. In addition, this site serves as an election, media and training resource.

**[www.tobacco-freekids.org](http://www.tobacco-freekids.org)**

Offers the Campaign for Tobacco-Free Kids, with reports, statistics, Youth Action program and many ways to help keep our kids tobacco-free.



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Health, Physical Education,  
Recreation and Dance  
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American Heart Association 

*Learn and Live.*

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