Dear Teacher,

Thank you for joining the crusade to help our children become more fit for learning™! In order to make this journey successful and fun, there are a few things you should know about this resource guide.

First, it is just that – a Resource Guide. This is not another curriculum for you to put on the shelf because you have too much other material to cover. Instead, you will find suggested activities and (most importantly) how those activities link to the California State Academic Content Standards. These are lessons you are probably already covering in your classrooms. The only difference you will see is that they now have a nutrition or physical activity focus.

Second, the main objective of this resource guide is to improve student’s health by providing an environment that supports and encourages healthy eating habits and increased physical activity. This objective was met by taking various nutrition and physical activity topics important for elementary school students and grouping them into nine different themes (one theme per month from September to May).

At a minimum, we simply ask that you hang the poster and the calendar of activities on a bulletin board the first day of every month. Many of the calendar activities are very simple and can be done by the students without taking up any class time. However, we should warn you that this may spark some interest in your students, and they may want to learn more!

Your next step should be to send a copy of the calendar and the Take Home Activities home with the students. Any healthy habits that your students pick up throughout the year will only continue if the whole family participates.

Complete participation would involve a gradual inclusion of these activities into your academic calendar. Again, these are not new things to teach, they are just healthy twists to what you have been teaching for years.

ORGANIZATION OF THE RESOURCE GUIDE

To make this resource guide easy to use, each month is set up the same and contains the following:

1. **Calendar** – You will find English on the front and Spanish on the back. We encourage you to post this calendar in your classroom. This provides you and your students small activities to do throughout the month to promote the given theme.

2. **Introduction** – This short paragraph simply explains the importance of the theme for that month.

3. **Main Objective** – The objective of the month is summarized into one or two simple sentences. These objectives are appropriate for students, teachers, principals, parents, and siblings!
4. **Background** – A small amount of important background information is provided for each theme. While we do not expect you to become experts in the field, we do ask that you familiarize yourself with the topics. If you would like more information than is included in the brief background section, the resources listed for that month will be valuable tools.

5. **Take Home Activities** – Family involvement is very important. Information and take home activities can be sent home to the families to let them know what is going on in the classroom for the month. Family activities to promote the theme are strongly encouraged.

6. **School Activities** – Since the goal is to change the school environment to promote health, it is only logical that the school also has some activities to participate in each month. Remember, this is a team approach!

7. **Classroom Reward Ideas** – A student or class that does a good job deserves a reward! This section lists healthy reward ideas. Decide with the students what some other rewards might be that are more appropriate to your classroom and include them throughout the year. Do not limit your rewards to only sweet treats.

8. **Resources** – This section includes a list of organizations that provide additional details, activities, and information for each month. All of the organizations listed provide free or reduced cost materials to help you promote the theme.

9. **Activities Linked to Standards** – This is a listing of “suggested” activities. For some months, there are too many activities to fit into such a short period of time. You can use them exactly as written, or you are welcome to take the idea and change it around to fit your classroom. It is important to note that all of the activities listed link to one of the California State Academic Content Standards (Language Arts, Mathematics, Science, History/Social Science or Physical Education) or to the Health Framework Expectations. Following these activities, you may also see a short list of suggested reading materials, where applicable.

10. **Classroom Poster** – Hang this in the classroom at the beginning of the month to visually promote the theme throughout the month. Set aside a special location in your classroom where each month’s poster and calendar will be displayed.

11. **Handouts** – Where appropriate, you will also find a few handouts to help you get started. Many of these handouts can be photocopied as is and sent home to families. Some Spanish handouts are also available. As you gather more resources throughout the year, be sure to add them to your ever-growing resource binder.

### TIPS FOR SUCCESS

In order for this to be successful, healthy changes must be made throughout the school year. Here are a few tips to help keep you and your students on the right track.

- Don’t forget that you are a role model. Make sure you follow the monthly themes as well. Remember to eat your breakfast and snack on fruits and vegetables at school!
• Encourage parents to bring healthy snacks to class as party treats (e.g.: 100% juice instead of soda, graham crackers instead of cookies, pizza with a vegetable or two on it).

• Continue to reinforce lessons learned in the earlier months throughout the year.

• Use non-sweet food rewards for good deeds in class (e.g.: try to avoid chocolate or candy). It is okay on occasion, but not all the time. Instead, use items such as stickers, erasers, pencils, or notebooks as individual rewards. Students can also be given coveted classroom chores or participate in a special fitness activity.

• Promote and support non-food fundraisers. Project Lean (resource listed below) provides some valuable information on fundraising ideas that do not involve chocolate candy bars.

• Be sensitive to the fact that some students will not be able to participate in all activities, especially those that involve purchasing and/or trying new foods or bringing specific foods to school for lunch or snacks.

• Utilize local resources and businesses. Many businesses are more than willing to help schools out; they just need to be asked. Contact local grocery stores and restaurants or local YMCA's and other fitness facilities.

• Most importantly, have fun!

GLOBAL RESOURCES

Listed below are resources that can be used for a variety of themes and activities throughout the year. Some may be listed within a specific month as well.

GENERAL EDUCATION

Santa Clara County Office of Education – Library Media Center
1290 Ridder Park Drive
San Jose, CA 95131-2398
Phone: (408) 453-6800
http://www.sccoe.org/depts/library

California Department of Education Press Office
1430 N Street
Sacramento, CA 95814
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn

There is a selection of materials devoted to nutrition and gardening publications. Also available is the 2006 publication School Nutrition…By Design. This document was commissioned by State Superintendent of Public Instruction Jack O'Connell and was written by his Advisory Committee on Nutrition Implementation Strategies. “It represents an overview of a healthy nutrition environment and suggests strategies schools and districts can use to model healthy eating habits for their students.” Jack O'Connell
Nasco
Phone: 1-800-558-9595
http://www.enasco.com
Nasco offers over 60,000 educational tools for everything from math and farming to health and crafts and everything in between. Request one or more of their 20 catalogues on-line for free.

HEALTH & NUTRITION

MyPyramid.gov
http://www.mypyramid.gov
http://www.mypyramid.gov/sp-index.html (site in Spanish)
This is the main website of the MyPyramid food guidance system which will be discussed in November. However, this is a good site for general information regarding nutrition and physical activity guidelines.

The Healthier US Initiative
http://www.healthierus.gov
This site provides a wealth of information intended to help combat the growing obesity epidemic and is part of the President's Healthier US Initiative. Each section – Nutrition, Physical Activity, etc – displays additional links for the given topic. For example, the Dietary Guidelines for Americans can be found by clicking on the Nutrition Link. These are a set of very specific health recommendations based on current scientific research. This site will help you find out more about the details behind each recommendation – many of which are a part of the various themes.

Team Nutrition
http://www.fns.usda.gov/tn
Team Nutrition is a program sponsored by the United States Department of Agriculture designed to provide educational resources to teachers, parents, and caregivers to promote healthy children. The Changing the Scene kit is a wonderful resource for adults as they begin to change and improve the health environment of schools. You can order a copy of this kit by following the Resources link on this web page. Another valuable resource is the current year’s calendar. It provides additional activities to be done each month to promote the various themes.

We Can!
http://wecan.nhlbi.nih.gov
We Can! (Ways to Enhance Children’s Activity & Nutrition) is a national program designed as a one-stop resource for parents and caregivers interested in practical tools to help school-aged children 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) time.

Project Lean
http://www.californiaprojectlean.org
California Project Lean provides a wealth of resources, evaluations, articles and materials for promoting healthy eating and physical activity. Most of the activities are directed towards middle school, but some can definitely be adapted to the lower grades – such as the list of Creative School Fund-raising Ideas that provide schools with alternatives to chocolate candy bars.
California Healthy Kids Resource Center
Phone: 1-888-318-8188
http://www.californiahealthykids.org
This is an amazing resource center administered by the California Department of Education and the California Department of Health and Human Services. It maintains a comprehensive collection of healthy education materials that can be loaned to educators throughout the state.

KP KIDS Program
Kaiser Permanente Santa Clara Service Area
Community Benefits, Department of Public Affairs
1900 Homestead Road, Second Floor, Building 1
Cupertino, CA 95014
Phone: (408) 366-4175
KP KIDS is a pediatric weight management program that offers interactive activities on healthy eating and behavior modification for the whole family. The goal is to be proactive in assisting parents and children in developing a healthy lifestyle. Parts of the program have been integrated into this Resource Guide for use in the classroom and at home.

Kaiser Permanente Educational Theater Program
1814 Franklin Street, Ste. 805
Oakland, CA 94612
Phone: (510) 987-2223
Email: ETPinfo@kp.org
http://www.kp.org/etp
Kaiser offers an Educational Theater Program that uses music, dance, drama and puppetry to capture the attention of elementary school children, excite their imagination, and inspire them to make healthy life choices. In the hands of ethnically diverse, professional performer/educators, colorful characters share important health information on topics such as physical activity and good nutrition. Go on-line or call to book a show for your school.

Dairy Council of California
80 Swan Way, Ste. 210
Oakland, CA 94621-1439
Phone: 1-877-324-7901
http://www.dairycouncilofca.org
This website provides various health-based activities with a list of how they link to California State Academic Content Standards. They provide programs for K, 1-2, and 3-5. A partner site of Dairy Council of CA (http://www.mealsmatter.org) provides some very simple tips for healthy meal planning.

Kids Health
http://www.kidshealth.org
This site provides user-friendly nutrition and physical activity information. There is a section for parents, for kids, and one for teens.

Planet Health
http://www.hsph.harvard.edu/prc/proj_planet.html
This is an interdisciplinary curriculum for teaching middle school students about nutrition and physical activity. However, some material may be appropriate for upper-elementary school students. It has been formally evaluated and proven to be an effective means of delivery. ($45.00)
PHYSICAL ACTIVITY

The President’s Challenge – You’re It, Get Fit!
http://www.presidentschallenge.org
The President’s Challenge is a program that encourages all Americans to make being active part of their everyday lives. No matter what your activity and fitness level, the President’s Challenge can help motivate you to improve.

American Council on Exercise – Operation Fit Kid
http://www.acefitness.org/ofk
This youth outreach program site provides resources to increase activity in kids.

Wheelchair Sports, USA
http://www.wsusa.org
This site provides activity resources for individuals with disabilities.

GARDENING RESOURCES

California Foundation for Agriculture in the Classroom (CFAITC)
2300 River Plaza Drive
Sacramento, CA 95833
Phone: 1-800-700-AITC
http://www.cfaitc.org
CFAITC is a nonprofit organization dedicated to providing educational resources to schools to enhance environmental education in the classroom. Contact them with any of your garden or agriculture related questions.

Cooperative Extension Master Gardener Program
1553 Berger Drive, Bldg. 1 (mail only, walk-in office in Bldg. 2)
San Jose, CA 95112
Phone: (408) 282-3105; Fax: (408) 298-5160
http://www.mastergardeners.org/scc.html
This is a volunteer program dedicated to promoting horticulture education in the community. Call for assistance in setting up a garden at your school.

Nutrition to Grown On
California Department of Education Press Office
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn/rc
(Item #001512, 192 pp., 3-hole punched, $17.50, 2001)
This curriculum contains nine hands-on lessons, each linking a nutrition education activity with a gardening activity. Included is a matrix indicating correlations to the content standards in math, language arts, science, and history-social science.
<table>
<thead>
<tr>
<th>Grade 3 Standard Matrix ENGLISH-LANGUAGE ARTS</th>
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</thead>
<tbody>
<tr>
<td>1.5 Reading: Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).</td>
</tr>
<tr>
<td>2.7 Reading: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</td>
</tr>
<tr>
<td>1.1 Writing: Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.</td>
</tr>
<tr>
<td>1.2 Writing: Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word.</td>
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<tr>
<td>1.3 Writing: Understand the structure and organization of sentences. b. Include simple supporting facts and details.</td>
</tr>
<tr>
<td>1.4 Writing: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</td>
</tr>
<tr>
<td>1.5 Writing: Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word.</td>
</tr>
<tr>
<td>1.6 Written &amp; Oral English Language Conventions: When in editing phase, and common homophones, compounds, and blends. Correct spelling of words that have blends.</td>
</tr>
<tr>
<td>1.7 Written &amp; Oral English Language Conventions: Capitalize geographical names, holidays, historical events, and special events correctly.</td>
</tr>
<tr>
<td>1.8 Written &amp; Oral English Language Conventions: Spell correctly one-syllable words that have blends, contractions, compounds, and homophones (e.g., “8,” “spelling,” “9,” “sentences,” “9,” “consonants”).</td>
</tr>
<tr>
<td>1.9 Written &amp; Oral English Language Conventions: Arrange words in alphabetic order.</td>
</tr>
<tr>
<td>1.10 Written &amp; Oral English Language Conventions: Pronounce the words that have blends, contractions, compounds, and homophones.</td>
</tr>
<tr>
<td>1.11 Written &amp; Oral English Language Conventions: Punctuate the words that have blends, contractions, compounds, and homophones.</td>
</tr>
<tr>
<td>1.12 Written &amp; Oral English Language Conventions: Use correct capitalization, punctuation, and spelling of words that have blends, contractions, compounds, and homophones.</td>
</tr>
<tr>
<td>1.13 Written &amp; Oral English Language Conventions: Use correct capitalization, punctuation, and spelling of words that have blends, contractions, compounds, and homophones.</td>
</tr>
<tr>
<td>1.14 Written &amp; Oral English Language Conventions: Use correct capitalization, punctuation, and spelling of words that have blends, contractions, compounds, and homophones.</td>
</tr>
<tr>
<td>1.15 Written &amp; Oral English Language Conventions: Use correct capitalization, punctuation, and spelling of words that have blends, contractions, compounds, and homophones.</td>
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</tbody>
</table>
**Grades 3**

**ENGLISH-LANGUAGE ARTS**

- **2.1** Listening & Speaking: Make brief narrative presentations:
  - a. Provide a context for an incident that is the subject of the presentation.
  - b. Provide insight into why the selected incident is memorable.
  - c. Include well-chosen details to develop character, setting, and plot.

- **2.2** Listening & Speaking: Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

- **2.3** Listening & Speaking: Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

**MATHEMATICS**

- **2.7** Number Sense: Determine the total cost when given the unit cost and number of units.

- **3.1** Number Sense: Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).

- **3.3** Number Sense: Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation and multiply whole numbers in decimal notation and multiply and divide whole numbers in decimal notation and division of money.

- **2.2** Algebra & Functions: Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

**MEASUREMENT & GEOMETRY**

- **1.1** Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

- **2.1** Estimation: Estimate length, weight, and capacity.

- **3.1** Number Sense: Determine the unit cost when given the total cost and number of units.

**ALGEBRA & FUNCTIONS**

- **2.2** Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

**LISTENING & SPEAKING**

- **2.1** Provide a context for an incident that is the subject of the presentation.

- **2.2** Plan and present dramatic interpretations of experiences, stories, poems, or plays.

- **2.3** Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
<table>
<thead>
<tr>
<th>Physical Science: Physical Science:</th>
<th>Investigations &amp; Experimentation: Students will collect data in an investigation and analyze those data to draw conclusions about the result of the prediction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students know sources of stored energy take many forms, such as food, fuel, and batteries.</td>
<td>Students will repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.</td>
</tr>
<tr>
<td>Students know light is reflected from mirrors and other surfaces.</td>
<td>Students will use numerical data in describing and comparing objects, events, and measurements.</td>
</tr>
<tr>
<td>Students will predict the outcome of a simple investigation and compare the result with the prediction.</td>
<td>Students will collect data in an investigation and analyze those data to develop a logical conclusion.</td>
</tr>
<tr>
<td>Grade 3</td>
<td>PHYSICAL EDUCATION</td>
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<tr>
<td>1.15</td>
<td>Physical Education: Perform with a partner a line, circle, and folk dance.</td>
</tr>
<tr>
<td>1.6</td>
<td>Physical Education: Assess and maintain a level of physical fitness to improve health and performance.</td>
</tr>
<tr>
<td>3.6</td>
<td>Physical Education: Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.</td>
</tr>
<tr>
<td>3.8</td>
<td>Physical Education: Measure and record improvements in individual fitness activities.</td>
</tr>
<tr>
<td>4.8</td>
<td>Physical Education: Describe and record the changes in heart rate before, during, and after physical activity.</td>
</tr>
<tr>
<td>5.0</td>
<td>Physical Education: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.</td>
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</tbody>
</table>

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<tr>
<th>HEALTH FRAMEWORK</th>
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<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
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<tr>
<td>Taste one new food today and explore all of your senses.</td>
<td>Jump rope and check your heart rate.</td>
<td>Play basketball and check your heart rate.</td>
<td>You love those and the feelings that your heart brings in one of your favorite movies.</td>
<td>Count the number of times your heart beat after you move each one of your body parts that help you be active.</td>
</tr>
<tr>
<td>Learn Fundraisers.</td>
<td>Jump rope for Heart.</td>
<td>Spell each body part as you go.</td>
<td>Love and more love!</td>
<td>Find the fruit and veggie of the month of February.</td>
</tr>
<tr>
<td>Semana</td>
<td>Lunes</td>
<td>Martes</td>
<td>Miércoles</td>
<td>Jueves</td>
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</tr>
<tr>
<td>1</td>
<td>Haz planes para participar en el evento de corrección de fondos para el Corazón O Aros por la AHA.</td>
<td>Encuentra la fruta del mes en vegetal del mes en <a href="http://www.cdc.gov/ncdphp/dnpa/faday/month">www.cdc.gov/ncdphp/dnpa/faday/month</a>.</td>
<td>Haz una lista de todas las partes del cuerpo que te ayudan a comer y escribe cada una.</td>
<td>Verifica tu ritmo cardíaco mientras realizas diversas actividades.</td>
</tr>
<tr>
<td>4</td>
<td>Prueba un alimento nuevo hoy y explora todos tus sentidos.</td>
<td>Sácale juguetes a tus corazones y con la que amas.</td>
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<td>Sácale juguetes a tus corazones y con la que amas.</td>
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<tr>
<td>5</td>
<td>Verifica el ritmo cardíaco de los miembros de tu familia después de las actividades de las actividades de los miembros de tu familia.</td>
<td>Verifica el ritmo cardíaco de los miembros de tu familia después de las actividades de los miembros de tu familia.</td>
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</table>

Salta la cuerda y verifica tu ritmo cardíaco.
The American Heart Association (AHA) has appropriately designated February as National Heart Month. This is an opportunity to increase the public’s awareness of heart health and cardiovascular disease (CVD) and to encourage people to improve their diets and become more physically active.

While you learn about the heart, it is a good time to also learn about all of the other important body parts that help us eat, move, and stay healthy. The body as a whole is only as healthy as its most important muscle – your heart!

Learn about the different body parts that help us eat and move, and participate in physical activities that are good for the heart.

CVD is currently the number one cause of death in the U.S. and is largely preventable through proper diet and exercise. Even though children are at a very low risk of CVD, childhood is the best time to start protecting the heart. Good (and bad) habits are established during the early years, and proper diet and physical activity can help to ensure that the heart stays healthy for many years to come.

From a nutritional perspective, it is important to eat lots of fruits, vegetables, whole grains, and low-fat foods. Fruits, vegetables, and whole grains provide vitamins, minerals, fiber and special phytoneutrients (“phyto” meaning “from plants”) that protect the heart. Too much fat in the diet can start to clog the blood vessels that carry blood to and from the heart. If the vessels get blocked, blood may not be able to flow to the heart resulting in a potential heart attack. Even though it is unlikely that a young child will have a heart attack, too much fat consumed early in life has been shown to promote fatty deposits in the vessels, so it is never too early to start eating healthy.

Exercise is equally, if not more, important to consider for heart health. Just like the other muscles in your body, the heart needs daily exercise to keep it functioning properly. It is important that you and your students pay attention to your hearts as you exercise. The faster the heart beats, the harder it is working. Students can learn to monitor their heart rates in two ways – the talk test or by taking their pulse.

Talk Test: If students can carry on a long conversation while they are being physically active, they are not working hard enough for their hearts to benefit. However, if they are working so hard that they can’t talk at all, they are working too hard. The goal is to be somewhere in between. Pulse: This refers to how many times the heart beats in one minute. Students can find their pulse by putting their hand over their chest, by gently placing two fingers on the inside of their arm just below their thumb, or by gently placing two fingers on their neck just below and slightly in front of their ear. For optimal heart health, encourage students to keep their heart rates up for at least 20 minutes at a time.

The digestive tract helps the body grow and stay healthy, by processing the foods and beverages we consume and getting as many of the nutrients into the blood as possible. The digestive tract is like a big hose inside your body. It starts in your mouth at one end, and it ends at...well, the other end. Be mindful of the entire body this month! (See KP KIDS handout, “Positive Body Image”.)
1) Students – teach your family members how to monitor their heart rate. As a family, do activities that increase your heart rate.

2) Be good to your heart, and make a plan to be physically active most days this month.

3) As a family, do stretches every morning or every night to reinforce your knowledge of the body parts that help us remain physical active.

4) Explore all of your senses by taste testing new foods this month.

Participate in American Heart Association’s Jump Rope for Heart or Hoops for Heart fundraising programs. Both programs promote the value of physical activity to elementary school children while showing them they can contribute to their community’s welfare. By jumping rope or playing basketball, students can secure sponsors and raise money for the fight against heart disease and stroke. In addition to being physically active, students will learn about the seriousness of these diseases, the lifelong benefits of physical activity, and the importance of living a heart-healthy lifestyle. (See AHA Resources below.)

Reward students and classes with extra time to play physically active games. Other great rewards are also offered through AHA for participation in their fundraisers. (See AHA Resources below.)

American Heart Association (AHA)
http://www.americanheart.org
This is the main website for the American Heart Association. This site provides lots of information, background and resources on heart disease and heart health. In addition, many handouts are available to download free of charge to help students learn about their heart and other important muscles.

AHA – Jump Rope for Heart
http://www.americanheart.org/presenter.jhtml?identifier=2360
Here you will find all the information you need to participate in the Jump Rope for Heart fundraising opportunity and help kids become more physically active. This site also provides information on how you can tie jumping rope into the academic content standards. Information is also available for teachers of students with disabilities – they too can participate! (See Program Modifications on website.)

AHA – Hoops for Heart
http://www.americanheart.org/presenter.jhtml?identifier=2441
Here you will find all of the information you need to participate in the Hoops for Heart fundraising opportunity. This program is similar to the Jump Rope for Heart program, but it focuses on playing basketball instead of jumping rope.

Local AHA Chapter, San Jose Division
One Almaden Blvd., Ste. 500
San Jose, CA 95113
Phone: (408) 977-4950; Fax: (408) 977-4959
This is a great contact for fundraising opportunities and local information and events.

www.fitforlearning.org

Grades 3-4
Resources

Santa Clara County Office of Education - Library Media Center
1290 Ridder Park Drive
San Jose, CA 95131-2398
Phone: (408) 453-6800
http://www.sccoe.org/depts/library
Most of the resources needed to teach students about the body, including the heart,
muscles, and digestion can be found in the science books currently used in your
classroom. For additional resources, visit the library at the Santa Clara County Office of
Education. Resources can be checked out free for four weeks.

American Dental Association
http://www.ada.org/public/education
This organization provides a wealth of information and resources for children’s dental
health. Since we would have a very difficult time eating without our teeth, this would be
a great time to talk about healthy teeth. A curriculum is available for teachers of all grade
levels, Smile Smarts, that can be downloaded free of charge.
Heart Healthy Body

Activities Linked to 3rd Grade Content Standards & Framework

- Have students follow simple multi-step written instructions to play a new physically active game that will increase their heart rates.

- Include one-syllable words on their spelling list that pertain to the body’s ability to eat and move. If possible, spend a few minutes during class once a week stretching some of these body parts to gain a greater appreciation of where they are on the body and how important they are.

- Create or use math problems that students can solve that include heart-healthy activities. For example, students can learn about money by looking at the cost of soccer balls at the store. They can determine the unit cost of an item when given the total cost and the number of items purchased.

- Have students feel their hearts working by counting the number of times their heart beats in 10 seconds and then multiplying it by 6 to find out how many times it beats in one minute. They can then check their heart rates after sitting still, walking, running, hoping, etc to start to appreciate how physical activity impacts heart rate.

There’s a Zoo on You, by Kathy Darling – Science
Heart Healthy Body

Activities Linked to 4th Grade Content Standards & Framework

- Students can practice their writing, researching, and penmanship skills by writing about topics related to how their bodies move and eat. They can then share these stories out loud.

- Include grade-appropriate words on their spelling list that pertain to the body’s ability to eat and move. If possible, spend a few minutes during class once a week stretching some of these body parts to gain a greater appreciation of where they are on the body and how important they are.

- Have students feel the heart working by counting the number of times their heart beats in 10 seconds and then multiplying it by 6 to find out how many times it is beating in a minute.

- As a class, determine the shape and measure the size of the different areas of the playground, or tape out different predetermined shapes and sizes on the playground. Add some physical activity into this lesson by having students walk around the edges or cut through the center to better visualize that they are learning in the classroom.

- Students can learn about the food chain by being physically active and playing “food chain tag.” Students are grouped as animals at the bottom, middle, or top of the food chain and must move accordingly (e.g. those at the bottom of the food chain must crawl, while those at the top can run). When someone at the top/middle of the food chain “eats” someone at the middle/bottom, they must hold hands and continue to eat together. Be sure to monitor heart rate throughout!

There’s a Zoo on You, by Kathy Darling – Science

Selected Reading List

- Writing 1.0 & 2.0, Listening & Speaking 1.0 & 2.0
- Written & Oral English Language Conventions 1.7, Physical Education 3.6
- Number Sense 3.1, Physical Education 4.8
- Measurement & Geometry 1.1
- Life Science 2.a, 2.b & 2.c

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Grades 3-4