- Point out that the body will change as your child grows and that change is normal.

- Make sure they know that all bodies are not the same and that this is o.k.

- Tell your child regularly that they look great.

- Tell your child that other parts of his/her body, like the heart, get stronger and healthier with the changes he/she is making.

- Point out what your child’s eyes, ears, hands, and feet can do well.
I Am Special

Your head is busy buzzing with ideas, hopes, dreams.

Your eyes are unique in the way they see the world.

Your voice expresses your feelings and thoughts.

Your heart is full of kindness. It gets stronger and healthier with exercise and eating healthy.

Your feet are always on the go and ready to move ahead toward the future. They are good to dance with!

Your legs can help you stand up for what is right and things you believe in. Strong ones can also help you run fast.

Your arms can always be ready to reach out to others. They can also throw balls!

Your hands are open to help others. They are also good to catch balls with.

Your ears get to listen to lots of different points of view.
Helping Kids Get Exercise by Making Activity Fun

Kids today don’t get as much exercise as their parents did a generation ago.

So how can parents make sure their kids still stay active?

- Set limits on sedentary activities.
- Give activity a positive spin. Focus on what to do, when possible, instead of what not to do.
- Encourage children to play hard for at least 30 to 60 minutes every day.
- Family nights are great ways to be active and social. Go for walks, ride bikes or play games.
- Walk instead of driving, whenever possible.
- Let your kids help you in the garden.
- Encourage kids to play sports or join a club.
- Use a pedometer every day to motivate your child.
- Look for free neighborhood activities. Take your family to the park or pool.

(Continued on next page)
Helping Kids Get Exercise by Making Activity Fun (cont.)

• Find activities that your child enjoys, and he/she will be more likely to sustain it.
• Encourage active games like hide-and-seek or dancing to music.
• Limit TV and video games to no more than one hour a day. There’s a strong relationship between hours spent before the TV and overweight children.
• Remove the TV from the child’s bedroom.
• Avoid using the TV or computer as a babysitter. The short-term benefit of a few minutes to yourself is not worth the long-term effect on your child’s screen habits—many of which are formed in the toddler years.
• Instead of letting kids watch TV or play video games while you cook dinner, have the kids help prepare the meal. This will also help you teach them about food.
• Turn household chores into a game, encouraging your kids to play along.
• Remember, small steps count. Park a little further from the supermarket.
• After dinner, go for a family walk. Aside from the exercise, it gives you quality family time.

SOURCE: Kaiser Permanente - For more information go to kp.org/fitness.
What is the heart? Why is it so important? What does it do in the body?

You probably think you know what the heart looks like. But you probably are wrong. The heart does not look very much like the shapes people draw on Valentine’s Day. And it certainly isn’t flat, like a paper valentine. A real, live heart is shaped something like an ice-cream cone, with a pointed bottom and a rounded top, like two scoops of ice cream. It is hollow and can fill up with blood. A grown-up’s heart is about the size of a fist. It weighs a little less than a pound.

When you pledge allegiance to the flag, you place your hand over the left side of your chest. Do you know why? That is supposed to be where the heart is. Actually, the heart is in the middle of the chest. It fits in snugly between the two lungs. But the heart is tipped over, so that there is a little more of it on the left side than on the right. The pointed tip at the bottom of the heart touches the front wall of the chest. Every time the heart beats, it goes thump.
against the chest wall. You can feel the thumps if you press there with your hand. You can hear them with your ear.

The heart is a pump. Its walls are made of thick muscle. They can squeeze (contract) to send blood rushing out. The blood does not spill all over the place when it leaves the heart. It flows smoothly in tubes called blood vessels.

First the blood flows into tubes called arteries. The arteries that leave the heart are thick tubes. The biggest one, called the aorta, is an inch wide. But the arteries soon branch again and again, to form many smaller tubes. These blood vessels carry blood to all parts of the body. The farther from the heart, the more blood vessels there are, and the smaller they are. The tiniest blood vessels, called capillaries, are so small you would need a microscope to see them. Capillaries join to form larger blood vessels. These tubes carry blood back toward the heart. The bigger ones are called veins. The closer to the heart, the fewer the veins there are, and the larger they are. The largest veins empty blood into the heart.

So the blood vessels of the body carry blood in a circle: moving away from the heart in arteries, traveling to various parts of the body in capillaries, and going back to the heart in veins. Scientists call the heart and blood vessels the circulatory system. They say that blood circulates in the body. And the heart is the important pump that makes this happen.
Are you an after-school, glued-to-the-tube-type dude? If this doesn’t describe you, it probably describes someone you know. Let’s look into the future of these couch potato people. You certainly won’t see them on TV as the next great athlete. Of course, not everyone grows up to be a world-famous athlete. Even if you don’t earn the big bucks for being fit, there are still rewards for exercising.

**PUT YOUR HEART INTO IT**

Physical fitness helps your body to be strong. Being fit also strengthens your heart, which helps it to pump blood with less effort. The heart then is able to move your blood through your body with fewer beats. This gives your heart a chance to rest between beats.

Sometimes your heart beats faster, like when you run or jump rope. That’s because your muscles are using oxygen. So what does that have to do with your heart? Well, your heart pumps blood. Blood is what carries oxygen to your muscles. Oxygen is used to help your muscles contract. After you stop exercising, your muscles don’t need so much oxygen, and your heart slows down to normal. This is called your resting heart rate. The faster your heart returns to normal, the better it is for your heart. The more you exercise, the
quicker your heart rate will return to its resting rate.

To really help your heart get stronger, you need at least 30 minutes of aerobic (ə r oˈ bık; exercise that conditions the heart and lungs) exercise three to four times a week. This means that you need to get your heart beating faster than normal and keep it beating faster for at least 30 minutes. So, how do you do that? You start by getting off the couch and moving. Any kind of moving will help. You can in-line skate, jog, hike, bike, or swim. Get a friend to get fit with you. How about joining a soccer team, or basketball? You can sign up for a dance class, gymnastics, tennis, or track. You can do something as simple as mowing your lawn or taking your dog for a brisk walk. He needs exercise, too!

WORK THOSE MUSCLES

Taking care of your heart is a great reason to exercise, but there are other good reasons, too. Keeping fit improves the strength of your bones, muscles, and joints. Those with stronger muscles usually sit, stand, and walk with better posture (posˈchor; the position of the body). Good posture makes you look healthier and more attractive. To make your muscles stronger, you need to work them. For instance, climbing and bicycling strengthen your leg muscles. Pull-ups and push-ups help to strengthen your arms, and sit-ups help to strengthen your stomach muscles.
IT FEELS GOOD

So you still have to sit in front of the TV for your favorite show? Why not spend that time stretching your muscles? Stretching helps you to be more flexible (fleksə bal; able to bend without breaking). Stretch your arms, legs, back, stomach, and neck. Do it slowly, without jerking. It is good for your muscles, and helps you to relax.

Get your whole family to join in and have a family fitness stretch and strengthen night. Do some sit-ups together. Do some easy exercises together, like marching in place. Take turns being the exercise leader. What’s important is that you aren’t just sitting there. And remember: Always warm up before and after exercising.

Now that you know why you need to be fit and how to be fit, go find a friend to get fit with. Remember these steps to fitness: warm-up, aerobics, muscle strengthening, flexibility, and stretching. So, make a deal with your friend to turn off the tube, and get energized with exercise.
UNIT: HEART HEALTHY BODY

Objectives: Endurance
Asset Categories: Constructive Use Of Time, Positive Values, Empowerment

Grades: 5-6

Equipment: Boundaries, whistle and start/stop signal

P.E. Standard:
- Grade 5 – 3.3 – Aerobic Capacity
- Grade 5 – 4.11 – Changes in Heart Rate
- Grade 6 – 3.4 – Aerobic Capacity
- Grade 6 – 3.6 - Heart Rate

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
<th>TEACHING OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card Run</td>
<td>Participants walk/jog/run around pre-determined area for 12 minutes.</td>
<td>The object is to have the highest points at the end of the run.</td>
</tr>
<tr>
<td></td>
<td>Determine the starting and finish lines.</td>
<td>Each time you complete the area, the leader gives the participant one card.</td>
</tr>
<tr>
<td></td>
<td>Jog, run, walk at a steady pace. This is not to see how fast you can run.</td>
<td>Participants hold onto the cards until the run is over.</td>
</tr>
<tr>
<td></td>
<td>Jogging and walking are slower than running and with less competition.</td>
<td>At the end of the run, add up the numbers on the cards. (Face cards can be any point value that you decide).</td>
</tr>
<tr>
<td></td>
<td>Try to jog / walk for the entire activity period.</td>
<td>Participant with the highest point total wins.</td>
</tr>
</tbody>
</table>
|            | You can jog / walk with a partner. Please do not stop and wait for a friend. If a friend falls behind, have them jog to catch up. | Practice proper form:  
1. Landing on heels and rolling on your toes  
2. Slightly lean forward.  
3. Relax arms and shoulders.  
4. Look straight ahead. |
|            | Run at an even pace  
-Run around the area at the same pace each lap.  
-Keep a comfortable stride. |
**UNIT:** HEART HEALTHY BODY

**Objectives:** Endurance, technique

**Asset Categories:** Constructive Use Of Time, Positive Values, Empowerment

**Grades:** 5-6

**Equipment:** Boundaries, whistle and start/stop signal

**P.E. Standard:**
- Grade 5 – 3.3 – Aerobic Capacity
- Grade 5 – 4.11 – Changes in Heart Rate
- Grade 6 – 3.4 – Aerobic Capacity
- Grade 6 – 3.6 - Heart Rate

### ACTIVITY INSTRUCTIONS

**Speed Walk & Jogging**

- The goal is for everyone to be able to speed walk / jog for 12 minutes.

- Jog, run, walk at a steady pace. This is not to see how fast you can run.

- Jogging and walking are slower than running and with less competition.

- Try to jog / walk for the entire activity period.

- You can jog / walk with a partner. Please do not stop and wait for a friend. If a friend falls behind, have them jog to catch up.

- Check your heart rate before and after the activity.

- Practice proper form:
  1. Landing on heels and rolling on your toes
  2. Slightly lean forward.
  3. Relax arms and shoulders.
  4. Look straight ahead.

- Run at an even pace
- Run around the area at the same pace each lap.
- Keep a comfortable stride.
**UNIT:** HEART HEALTHY BODY

**Objectives:** Locomotor skills, endurance, evading

**Asset Categories:** Constructive Use Of Time, Positive Values, Empowerment

**Grades:** 5-6

**Equipment:** Boundaries, whistle and start/stop signal

**P.E. Standard:**
- Grade 5 – 3.3 – Aerobic Capacity
- Grade 6 – 3.4 – Aerobic Capacity

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<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Jumpstart My Heart</td>
<td>-Establish the boundaries in the space that will be used and inform the players that they may go in any direction, but must stay within the boundaries.</td>
<td>-Taggers may not tag players while they are exercising.</td>
</tr>
<tr>
<td></td>
<td>-Designate 4 to 5 players to be “taggers”.</td>
<td>-Heart disease is the #1 killer in the U.S.</td>
</tr>
<tr>
<td></td>
<td>-Players can be spread out within the boundaries.</td>
<td>-Risk Factors:</td>
</tr>
<tr>
<td></td>
<td>-When a player is tagged, they must jog in place with both hands on their heart, saying “Jumpstart My Heart!” This lets others know to come save them.</td>
<td>1. Physical Inactivity</td>
</tr>
<tr>
<td></td>
<td>-A player is saved when another player exercises with them, (5 jumping jacks, push-ups, etc.)</td>
<td>2. Smoking</td>
</tr>
<tr>
<td></td>
<td>-After 2 to 5 minutes, remember to change players that are “it”.</td>
<td>3. Poor Nutrition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Overweight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Genetics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-The idea is that physical activity helps prevent heart attacks.</td>
</tr>
</tbody>
</table>
**UNIT:** HEART HEALTHY BODY

**Objectives:** Locomotor skills, running, endurance, cooperation

**Asset Categories:** Constructive Use Of Time, Positive Values, Empowerment

**Grades:** 5-6

**Equipment:** Bean bags, small balls, balloons, whistle and start/stop signal

**P.E. Standard:**
- Grade 5 – 3.3 – Aerobic Capacity
- Grade 6 – 3.4 – Aerobic Capacity

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| **Fat Wars** | -Place 4 hula hoops in the corners of the play space.  
-Place 10 total balls in the center of each hula hoop (5 of one kind and 5 of another).  
-Divide the group into 4 even groups (1 group per hoop).  
-On the start signal, players take a heavy fat from their hoop and place it in any other hoop. Players also take a light fat from another hoop and deposit in their hoop.  
-Players pick up 1 ball at a time  
-Change the movement pattern after 2 to 3 minutes.  
-On the stop signal, we will identify the heavy fat and light fat in each group’s hoop. | -No throwing or tossing the balls (Players will place the ball in the hoops).  
-Please do not defend your hoop.  
-In this game, ball A will be light fat, and ball B will be heavy fat. |