# Young People's Healthy Heart Lesson Plans

Grade Level 1

## About the Lesson Plans

### Why Healthy Heart Lesson Plans for Youth?

The atherosclerotic process begins in childhood and many American children have risk factors for coronary heart disease. It is easier to form good habits in youth rather than break bad habits as an adult.

- Heart Disease is the #1 cause of death in the U.S.
- Poor diet and inactivity are the main causes of chronic disease (heart disease, cancer, diabetes, etc.)
- 450,000 deaths/year due to poor diet and physical inactivity.[1]

### Childhood Obesity

- Childhood obesity rates have tripled in the last 30 years.[2]
- About one in three children and teens in the U.S. is overweight or obese.[2]

U.S. schools need to take an active role in helping to combat the rise in childhood obesity. Children, adolescents and adults who are obese are more likely to have risk factors for cardiovascular disease such as high cholesterol and high blood pressure as well as other chronic diseases such as type 2 diabetes and certain types of cancer. Obese or overweight children and teens are more likely to become overweight or obese as adults.

### Why Choose these Lesson Plans?

- Meets National Health Education Standards
- Sequential kindergarten through grade six
- Content and methods based on research
- Target behavior change to last a lifetime
- Fun for kids and easy to use
- Involves Parents
- Easy classroom snack activities
- Exercise component

### Aligned to National Health Education Standards

The lesson plans meet the National Health Education Standards for nutrition and physical activity, and for all states that base their standards on the National Standards such as North Dakota. The objectives for each grade (kindergarten through grade six) show exactly how the *Young People's Healthy Heart Lesson Plans* will meet every national standard pertaining to nutrition and physical activity.

**Goals for each student:**

- Adopt a healthy heart diet containing a variety of foods low in fat, moderate in salt and sugar, and with plenty of whole grains, vegetables and fruits.
- To follow a healthy activity pattern, watching less TV and increasing moderate to vigorous physical activities.

**Physical Activity**

Young people can build healthy bodies and establish healthy lifestyles by including physical activity in their daily lives. Today, many young people are not physically active on a regular basis, and physical activity declines dramatically during adolescence. School and community programs can help young people get active and stay active.

***The U. S. Department of Health and Human Services 2008 Physical Activity Guidelines for Americans recommend that children and adolescents should do 60 minutes (1 hour) or more a day of either moderate or vigorous intensity aerobic physical activity, and should include vigorous- intensity physical activity at least 3 days a week.***

***The activities should also include muscle strengthening activities such as push-ups or sit-ups and bone strengthening exercises such as jumping rope or running at least 3 days per week.***[3]

Increasing the frequency, time or intensity of physical activity can bring even more health benefits…up to a point. Too much physical activity can lead to injuries and other health problems.

**Nutrition and Health**

The Bogalusa Heart Study[4] has shown that:

- more than half of all children eat too much fat, cholesterol, salt and sugar.
- among all children, cardiovascular risk factors such as high blood pressure and obesity are interrelated, just as they are in adults.

Our government has recognized the need for change and has identified a number of changes that children as well as adults need to make. These are outlined in *Healthy People 2020 Objectives*[5].

They include:

1. Reduce consumption of calories from solid fats and added sugars in the population aged 2 years and older.
2. Reduce consumption of saturated fat in the population aged 2 years and older.
3. Reduce consumption of sodium in the population aged 2 years and older.
4. Increase consumption of calcium in the population aged 2 years and older.
5. Increase the contribution of fruits and vegetables to the diets of population aged 2 years and older.
6. Increase the contribution of whole grains to the diets of the population aged 2 years and older.

**The Key is Behavior Change**

Nutrition must be fun. Changing how we do things can often be tedious and difficult. The lesson plans have the students do fun, hands-on activities, at home and in school, helping them learn skills and make healthy choices/changes. Learning specific facts and taking tests are not the main focus. Trying and experimenting with new healthy behaviors becomes the target. Motivators have been used to encourage students to try new skills and new foods. For example, in kindergarten each child would add a segment to their personal caterpillar each time they try the targeted healthy choice/change.

**Advocacy**

National Health Education Standard 8 addresses advocacy, a new component of nutrition and physical activity health education. [6] The *Young People's Healthy Heart Lesson Plans* include activities for kindergarten through grade 6 that help develop advocacy skills. These skills encourage others to adopt healthy behaviors and reinforce students' own health behaviors. [6]

**Lesson Plan Details**

- The lesson plan for each grade takes 2-3 days over a minimum of 5-7 weeks to teach.
- Depending on age level, 30-45 minutes is spent per class period once a week.
- Learning material over several weeks increases likelihood that behavior changes will be adopted.

*Research has shown that when parents are involved and activities are done at home, there is a greater chance for behavior change to occur.*

**Home Activities**

♥ In kindergarten, students are asked to do physical activities with their parents three days for at least 20 minutes each day.

♥ In grade one, students ask their families to try skim or 1% milk at home and to prepare a healthy heart fruit snack recipe.

♥ In grade two, students ask their parents to provide Anytime Snacks for after school snacks on four days of the week.

♥ In grade three, students are asked to teach their parents about fat by using the visual aids *How Much Fat?* And *How Much Fat?...Part II* (test tubes showing the amount of fat in various foods).

♥ In grade four, students are asked to teach their parents what they have learned about sodium by using the visual aid *How Much Salt?* (test tubes showing the amount of salt in various foods).

♥ In grade five, students are asked to teach their parents about sugar by using the visual aid *How Much Sugar?* (test tubes showing the amount of sugar in various foods).

♥ In grade six, students are asked to teach their parents about sugar and caffeine in popular 8 oz. drinks by using the visual aid *How Much Sugar and Caffeine?* (test tubes showing the amount of sugar and caffeine in various foods).

**Classroom Cooking**

Lesson plans include easy recipes to be prepared by the students in class. ***This is very important,*** *although it can be messy and time consuming.* Children learn about nutrition from their own experiences with food. They will be more likely to try new foods or recipes if they have helped prepare them.

**Lesson Plan Worksheets**

Whenever a worksheet, home activity, or other activity is bolded and in capital letters in the Lesson Plans the item will be located in the Activities Section at the end of each grade's lesson plans. The worksheets should be reproduced for classroom use.

**Serving Sizes are Important**

In today's supersized world with the dramatic increase in obesity, and kids now being diagnosed with type 2 diabetes, we need to educate students about portion control and serving sizes. Research is suggesting that chronic exposure to large portion sized meals can result in overeating and will ultimately lead to increases in body weight over time.

Most adults do not know how big a serving size is for most foods. It is important for students to learn what a serving size means for the various food groups.

Teachers should demonstrate various serving sizes and should let students practice measuring serving sizes using real foods. Students should learn to read the serving size on food labels before they read about the nutrient content.

*Servings listed on food labels are based on customarily used portions, not on nutrient density or what is optimal for health.*

**Nutrition is Complicated!**

- New 2010 Dietary Guidelines for Americans emphasize healthy eating along with energy balance.[7]
- Students may question which of the three (fat, salt or sugar) is the most critical to watch.
- Fat is the biggest culprit for most people.
- Eating too much fat can lead to weight problems, but eating large portions of carbohydrates, sugar and protein can also cause an increase in weight.

**Nutrition, Physical Activity & Academics**

Data from the 2009 National Youth Risk Behavior Survey (YRBS) show a negative association between physical inactivity and unhealthy dietary behaviors and academic achievement. [8]
Students with higher grades are more likely to:

- Engage in regular physical activity
- Have limited TV and computer usage
- Consume healthier food choices

**Emphasis on Fruit and Vegetables**

Fruits & Veggies - More Matters™ has replaced the 5 A Day campaign on a national level. In our materials we've chosen to retain using the concept of minimally eating 5 fruits and veggies every day.

It's easy for them to remember 5 servings a day, with each serving about the size of a tennis ball. It's also fun to give each other a 'high 5' to remember how many servings to eat each day.

Both adults and children do not eat enough fruits and vegetables. Education is crucial. People who have formed the habit of eating fruits and vegetables early in life are likely to consume more as adults.

Fruits and vegetables help reduce the risk of heart disease, cancer and high blood pressure because they are:

- Rich in vitamins and minerals
- Naturally low in fat and calories
- An excellent source of fiber
- Rich in compounds called phytochemicals which are known to have numerous benefits to health.

**Anytime and Sometime Foods**

Fruits, vegetables, whole grain breads and cereals, low fat dairy products and lean meats should be the foundation of our diet. In the lesson plans, we call these foods **Anytime Foods.** We should focus on variety among these foods and remember we can eat these **anytime.**

***The 2010 Dietary Guidelines state that we should reduce the intake of calories from solid fats and added sugar.***[7]

Snacks that are high in sugar, fat and salt should only be eaten **sometimes** because they are not very good for our bodies. We call these foods **Sometime Foods.** They provide energy, but usually few nutrients. A good rule of thumb is to eat no more than 0-2 Sometime Foods each day. There are exceptions where we might eat more Sometime Foods, such as birthdays and other family celebrations. We incorporated this concept into the lesson plans because we felt children need a specific guide.

The test tube visuals showing the sugar, salt and fat in foods help teach why only 0-2 Sometime Foods a day should be eaten.

**Why did we choose 0-2 Sometime Foods as a guide? Let us look at two common snack choices.**

- ***Example one:*** If a student ate a 2.07 ounce Snickers® candy bar and drank 12 ounces of soda pop, that would be 22% of his/her total daily calorie intake and 22% of the recommended daily fat intake.
- ***Example two:*** If a student ate two ounces of potato chips and drank 12 ounces of soda pop, that would be 24% of his/her daily calorie intake and 31% of the recommended daily fat intake.

**In both examples, roughly one-fourth or more of the total fat and calories are consumed as Sometime Foods; these are empty calories.**

Our list of Anytime and Sometime Foods is an educated interpretation. This type of list may vary in different sources and you may question items on the list. You may decide to move items from one list to the other. The reason for a list is for the younger children, before they can read labels and make their own interpretations, to have a guide for making choices. The emphasis is to help students make healthy choices.

***What about diet soda?***
*Because diet soda does not have any calories, should it be considered an Anytime Food? The answer is NO; it is a Sometime Food. Children do not* ***need*** *soda pop, diet or regular. Diet soda pop contains no nutrients. Regular soda pop contains only calories, hence it is not considered nutrient rich and is often called an 'empty calorie' food.*

**Fast Food**

Can we eat fast food without sacrificing nutrition?

*Everyday, one third of American children and adolescents eat fast food. Fast food contributes 16-17% of adolescents' total calorie intake.* [9]

It is essential that children learn how to make wise food choices when eating out. The lesson plans help the students address this issue.

**Helpful Hints For Teachers**

1. Teachers should use real food products (empty packages) as much as possible in the activities because it is more realistic and fun for the students. Start collecting early.

2. To encourage students to make healthy changes, the school may need to strengthen their School Wellness Policy which is related to food and exercise. The school should mirror what is taught. For example, consider what products the vending machines may sell- (only pop, both pop and juice, only juice, only water).

3. Teachers are very important role models for students. Do you want your students to remember you with a can of pop on your desk or a cup of coffee, or would a bottle of juice, a piece of fruit or a cup of water be better? You will influence your students, but also allow them (because they are always watching) to help and influence you to make wise and healthy choices…both in and out of school.

4. Help your school lunch and breakfast program become a nutrition laboratory and teach the children key healthy heart lessons. Form a Nutrition Team with the cook, principal, two to three parents, teachers and students. Work together to make changes in the recipes and the school lunch menu in order to follow the Dietary Guidelines.

Our goal is to provide easy to use lesson plans that are useful, interesting and fun, in order to help students adopt healthy nutrition and exercise behaviors.

If you have new ideas you would like to share or questions or concerns with the lesson plans, we would like to hear from you. Email us at info@healthyheartprogram.com or call us at Young People's Healthy Heart Program at 701-845-6456.

Interested in purchasing the test tube visual aids for fat, salt and sugar pictured below – Click here!

**References**


1. McGinnis JM, Foege WH. "Actual Causes of Death in the United States." *Journal of the American Medical Association 1993,* vol. 270, no. 18, pp. 2207-2212.
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4. National Institutes of Health, "An Important Message From the Children of Bogalusa", *Heart Memo,* Special Edition 1996, p. 10.
5. www.healthypeople.gov
6. National Health Education Standards, 2nd edition, 2007
7. www.dietaryguidelines.gov
8. www.cdc.gov/HealthyYouth/health_and_academics
9. www.fastfoodmarketing.org

# OBJECTIVES FOR GRADE ONE

***Aligned to National Health Education Standards for Nutrition and Physical Activity***

***Objective 1:*** The students should be able to explain:
♥ how the heart works to pump blood to all parts of the body
♥ how the blood carries food and oxygen to all parts of the body.

***Objective 2:*** The students should be able to identify Fast Heart and Slow Heart Activities. (National Standard 1)

***Objective 3:*** The students should choose Fast Heart Activities they can do to keep their hearts strong and healthy. (National Standards 1,5,6,7)

***Objective 4:*** The students should be able to:
♥ identify Anytime Snacks (heart healthy) that can be eaten often
♥ try at least two Anytime Snacks
♥ identify Sometime Snacks (not heart healthy) that should be eaten less often.
(National Standards 1,5,6,7)

***Objective 5:*** The students should be able to identify that 1% or skim milk is more heart healthy than 2% or whole milk, state that it is an Anytime Snack and taste 1% or skim milk. (National Standard 1)

***Objective 6:*** The students should choose an Anytime Snack most of the time (e.g. four of five days). (National Standards 1,5,6,7,8)

***Objective 7:*** The students should increase their consumption of vegetables and fruits to eat 5 servings a day. (National Standards 1,5,6,7)

***Objective 8:*** The students should be able to state that it is healthier to skip the margarine/ butter on a peanut butter sandwich and try this in the classroom and at home.

***Objective 1:*** The students should be able to explain:
♥ how the heart works to pump blood to all parts of the body
♥ how the blood carries food and oxygen to all parts of the body.

Approximately 75 minutes broken into two segments.

(A puppet has been designed to help teach these lessons. His name is Heart Buddy. However, any kind of puppet as simple as a sock with button eyes and yarn hair may be used.)

Hi! I am your healthy Heart Buddy. My nickname is HB.

**ASK:** Who knows how big our heart is?

**ANSWER:** Make a fist with one hand and wrap you other hand around your fist. This is the size of your heart. Let us all do it together and place it on your body where your heart is.

The heart pumps blood to all parts of the body. Think of blood as a train. The train picks up passengers and cargo and takes them to other parts of the country. The blood picks up food and oxygen and takes it to other parts of the body. The food that we eat cannot enter the blood until it gets smaller, so small that it is invisible to our eye. It gets smaller by being chewed up in our mouth and then ground up in our stomach. The invisible food is absorbed into the blood in the intestines. Then blood carries the invisible food to all parts of our body.

The air that we breathe contains oxygen. When we breathe, the oxygen enters our body through our lungs and goes into our blood. The oxygen is then carried by the blood to all parts of our body. In our body, food and oxygen combine to give us energy to work and play. Also, we need food and oxygen so that we can grow.

Just like a train unloads its passengers, our blood unloads oxygen when it gets to a place in our body that needs it (each cell). When this happens, the blood changes color. It is red when it is carrying oxygen and blue when it has unloaded the oxygen. The tubes that carry blood with oxygen are called *arteries*. The tubes that carry blood without oxygen are called *veins*.

**ACTIVITY:** ***THE HEART AND BLOOD*** (worksheet)

- Draw the heart where it is located in the body.
- Color the heart red.
- With a red color crayon draw in the arteries which carry oxygen from the heart to all parts of the body. This blood also carries food.
- With a blue crayon draw in the veins which bring blood back from all parts of the body to the heart. This blood does not carry oxygen.

The heart is a muscle. It has a very important job. It helps keep us healthy by pumping blood to all parts of our body—to our legs, feet, toes, arms, hands, fingers, and head. It pumps about 1/3 cup of blood every time it beats.

**ACTIVITY:** Now I am going to measure some water so you can see how much blood your heart pumps every time it beats.

1. (Pour water colored with red food coloring into the measuring cup filling it to the 1/3 cup line.
2. Show the students that this is how much blood the heart pumps every time it beats.
3. Use a food baster to demonstrate the amount of blood pumped with each beat.)

**ACTIVITY:** (Show students a heart. If possible borrow a model from your science department or get a real pig heart which is about the size of an adult human heart. Request that the butcher remove the fat. The heart can be kept in the freezer from year to year.)

When your heart pumps blood it makes sounds, lub DUB, lub DUB. These sounds are called beats. For children your age, the heart beats 100-120 times every minute. The heart of your mom and dad beats 70-90 times every minute. Usually small hearts beat faster than larger ones. This is also true in animals.

FUN HEART FACTS

An elephant's heart beats 20 times a minute.
A rabbits heart beats 200 times a minute.
A mouse's heart beats 500 times a minute.

(Clap these heartbeats and a child's heartbeat as a class.)

The largest heart belonged to a blue whale and it was the size of a small car (1540 pounds).

(You may want to break here for the day.)

Hi! It's Heart Buddy. I am really glad to be back. I want to see what you remember from yesterday.

**ASK:** What is red and the size of your fist?

**ANSWER:** Your heart.

**ASK:** What is red and travels to all parts of your body, then back to your heart?

**ANSWER:** Blood

**ASK:** What carries oxygen to all parts of your body?

**ANSWER:** Blood

**ASK:** What carries food to all parts of your body?

**ANSWER:** Blood

**ACTIVITY:** (Read the book *What Happens to a Hamburger* by Paul Showers as a fun review of digestion. Two activities taken from the above book can help students understand that food becomes so small it is invisible before it can travel in the blood to all parts of our body.

1. Show how food becomes invisible by using one of the following methods.

   - Put two teaspoons of sugar in a clear 8 ounce glass of water. Stir until it has all dissolved. Have students taste the water. Can you taste the sugar? The sugar has become invisible but it is still there. It has broken up into millions of tiny pieces. Your eye cannot see them, but your tongue can taste them.[1]

   - You may want to give each student a cup with ¼ cup of water in it. Go around to each student and add ¼ teaspoon of sugar. A popsicle stick should be used to stir the sugar until it disappears. Have students taste the liquid.

2. To show students that digestion begins in the mouth, get a raw carrot and a plate.

   - Have students take a bite of the carrot and chew it ten times. Spit the carrot out on to one side of the plate.

   - Have the students take another bite. Chew it 30 times. Spit that out on to the other side of the plate.

   - Can you see the difference? The longer you chew the food, the smaller the pieces will be.[2])

When your heart beats, blood is pushed through all parts of your body. Remember that the blood carries food and oxygen. You can feel the beat in your wrist, neck or temple. You can count these beats. This is what we call *taking our pulse*. Our pulse rate is the same as our heart rate.

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[1]Paul Showers, *What Happens to a Hamburger*, HarperCollins Publishers, 1970, Revised edition, pp. 10-12.

[2]Ibid.

**ACTIVITY:** Now we are going to take our pulse so we can see how many times our heart beats every minute.

1. Place the first two fingers of your right hand on the inner side of your left wrist. (The teacher can tell the students that they should feel a little jump in their wrist and that it is the same as their heart beat. It may be easier for students to find the pulse in their neck or at their temple.)

2. Now count the beats for six seconds, and I will time you.

3. How many beats did you get? Add a zero to that number to get the beats per minute. (This is the same as multiplying by 10. It may be easier to have students count their pulse for 60 seconds.)

**ACTIVITY:** Check the internet for physical activities to do in the classroom.

***Objective 2:*** The students should be able to identify Fast Heart and Slow Heart Activities. (National Standard 1)

***Objective 3:*** The students should choose Fast Heart Activities they can do to keep their hearts strong and healthy. (National Standards 1,5,6,7)

Approximately 40 minutes

Hello! It's HB (Heart Buddy). I'm really glad to be back.
Our heart is very important, it never stops working. To keep our heart strong and healthy, we must do physical exercise or activities that make it beat faster.

**ASK:** Can you name some activities that make your heart beat faster?

**ANSWER:** Run, jump rope, ride bike, swim, play on the playground equipment, walk fast, roller blade, ice skate, etc.

**ASK:** How often do you do these activities?

**ANSWER:** Let students respond.

When we do activities that make our hearts beat faster we use more food and oxygen.

**ASK:** What happens to your body when you move faster? How do you feel?

**ANSWER:** We sweat, we become tired, our cheeks get rosy, and we can feel our hearts beat faster.

We call these activities Fast Heart Activities. To keep our hearts strong and healthy, it is good to do at least one Fast Heart Activity every day. Most of us even do them more than once a day. That is even better for our heart.

**TEACHER FACT:** The national recommendation is that children and teens do 60 minutes of moderate to vigorous physical activity every day. For adults the recommendation is 30 minutes on 5 days of the week for a minimum of 150 minutes a week.

Now let us talk about some other activities we do, like looking at books or reading.

**ASK:** Do these activities make your heart beat faster?

**ANSWER:** No.

**ASK:** Can you name other activities you do where your heart does not beat very fast?

**ANSWER:** Sleep, watch TV, color, do a puzzle, ride in a car or school bus, play video or computer games, eating meals, sitting in a classroom, etc.

It is good to do these kind of activities sometimes to give our hearts a rest. They are called Slow Heart Activities.

**ASK:** What happens if you only do Slow Heart Activities and *never* run and play?

**ANSWER:** Our hearts will not be strong. They will get weak.

We need to do Fast Heart Activities every day to feel good, to look good, and to keep our bodies healthy, especially our hearts.

**ACTIVITY:** Loose Caboose (A Fast Heart Activity)
(This activity needs a lot of space to play. If you are not able to use the gym, only allow one train to play at a time in the classroom. One child is designated as the loose caboose and tries to hook onto a train. Trains are formed by three or four children standing in column formation with each child placing her/his hands on the waist of the child immediately in front. The trains, by twisting and turning, endeavor to keep the caboose from hooking onto the back. Should the caboose manage to hook on, the front child in the train becomes the new caboose. Each train should keep moving and yet keep together. If the number of children is 20 or more, there should be three or more trains, each with a loose caboose.)

**ACTIVITY:** Spin the Bottle (A Slow Heart Activity)
(Have students sit on the floor in a circle. One student goes to the center, spins the bottle and names a sitting, verbal or writing activity that has to be done by the student to which the bottle points. Activities might be to clap three times, name an animal with four legs, print their name on the board, etc. After the student finishes the activity, they become the new person to spin the bottle and think up another activity.

A variation would be to have the student spinning the bottle name one of the letters the students are studying and have the student to which the bottle points name a food that begins with that letter.)

**ASK:** Which of the two games we just played was a Fast Heart Activity?

**ANSWER:** Loose Caboose.

**ASK:** Which game was a Slow Heart Activity?

**ANSWER:** Spin the Bottle.

**ASK:** What happened to your body while you were playing Loose Caboose?

**ANSWER:** Some of our faces got red and our bodies got tired and sweaty. Our hearts were beating faster. That means that more food and oxygen was being carried by the blood to these active body parts.

This was a Fast Heart Activity. We call all activities that make our bodies feel this way Fast Heart Activities.

**ASK:** What happened to your body while you were playing Spin the Bottle?

**ANSWER:** Our bodies got to rest. We could not feel our hearts beating and we were not sweating anymore.

This was a Slow Heart Activity.

It is good that you are able to read your bodies and understand which activities are Slow Heart Activities and which activities are Fast Heart Activities.

**HOME ACTIVITY:** ***STRONG HEARTS*** (take home sheet)
***TRAIN CHART*** (motivational chart, refer to Activities Section, one per student)
(Hand out and explain ***STRONG HEARTS.*** Then have each student make a motivational ***TRAIN CHART*** to record when they make behavior changes. Have each student draw a face on the engine and write his/her name on it. The teacher can decide if students have the ability to cut around the wheels or not. For each of the three hearts on the ***STRONG HEARTS*** take home sheet returned by the student, he/she may put up a train car.

Additional train cars should be put up for the following activities. Identify on the car what the activity is.

- ***A NEW ANYTIME SNACK***
- ***EAT LESS FAT***
- ***HEALTHY ARTERIES AND CLOGGED ARTERIES***
- ***MY PEANUT BUTTER SANDWICH AND MILK SNACK***

Note that the ***STRONG HEARTS*** activity would be a good activity to continue through the entire four to five weeks of lessons. The first week establishes the pattern, and by the fourth or fifth week the students and their parents, hopefully, will enjoy the exercise and even continue after the lessons are done.)

***Objective 4:*** The students should be able to:
♥ identify Anytime Snacks (heart healthy) that can be eaten often
♥ try at least two Anytime Snacks
♥ identify Sometime Snacks (not heart healthy) that should be eaten less often.
(National Standards 1,5,6,7)

Approximately 25 minutes

Hi! It's Heart Buddy again. I want to talk to you today about fat in food.
All of us have heard of fat. Some of the food we eat has fat in it. Some foods have a lot of fat, some have only a little, and some foods do not have any fat. Our body needs a little fat, but often we eat too much.

Snacks that contain only a little fat are called Anytime Snacks. They are healthy for our heart and we can eat them anytime. Snacks that contain a lot of fat are called Sometime Snacks. We should eat them only sometimes. (To begin this section the teacher may want to ask the students which foods are Anytime Snacks/Foods and which are Sometime Snacks/Foods.)

(The teacher will show students pictures of the Anytime Snacks listed below. Use magazine cut outs or empty boxes of real food.)

(Also teach students these concepts.
1. Introduce the words **light/lite, baked** and **low fat** as clues to being an Anytime Snack/Food. It is more likely these foods may be an Anytime Food. Note that a light candy bar is still not considered an Anytime Snack/Food.
2. Show students a variety of light/lite, baked and low fat foods using real labels.
3. Explain that these foods are more heart healthy.)

| ANYTIME SNACKS (choose more often)<br>*Healthiest Anytime Snacks | |
|---|---|
| Whole grain bagel with peanut butter or jelly | *Dried fruit |
| Whole grain bread with peanut butter or jelly | Low fat luncheon meat |
| Unfrosted cereals | *Skim milk (white or chocolate) |
| Baked tortilla chips | 1% milk (white or chocolate) |
| Low fat cottage cheese | Lite microwave popcorn |
| Light or low fat American cheese | *Air popped popcorn |
| String cheese | Pretzels |
| *Whole grain crackers lower in fat (4g of fat or less per 1 oz. serving) | Rice or popcorn cakes |
| | Hummus |
| Graham crackers | Salsa |
| Saltine crackers | Sandwich with low fat cheese or meat |
| Whole grain English muffin with peanut butter or jelly | Veggies with low fat dip |
| 100% fruit juice (Limit to 6 oz or ¾ cup a day) | *Fresh vegetables |
| *Fruit canned in juice or water pack | *Nonfat or low fat yogurt |
| *Fresh fruit | Low fat frozen yogurt |
| *Frozen fruit | Lite ice cream and ice milk bars |

**TEACHER FACT:** Some Anytime Foods may be high in sodium such as saltines (270 mg sodium in ten crackers) or pretzels (400-500 mg sodium in one ounce of pretzels). However, they are still a healthier choice than the foods listed as Sometime Foods. Cakes, cookies and bars (Sometime Foods) can be made more heart healthy by substituting yogurt or applesauce for the fat in the recipe.

**ASK:** Should we eat many of these foods?

**ANSWER:** Yes! They are low in fat and are healthy for our heart.

**ASK:** When can we eat these foods?

**ANSWER:** Anytime!

**SNACK ACTIVITY:** (Prepare an Anytime Snack, either Crispy Apple Smiles, Fruit Kabobs, Strawberry Yogurt Freeze or Fruit Cooler in class. Let students help with the preparation. These recipes are in the Activities Section.)

**HOME ACTIVITY:** ***A NEW ANYTIME SNACK*** (parent letter, refer to Activities Section)
***ANYTIME and SOMETIME SNACK LIST*** (refer to Activities Section, send home with parent letter)
***HEALTHY HEART RECIPES*** (refer to Activities Section, send home with parent letter)
(Explain the letter. Point out that it is important to try new foods even though you may be afraid to do so. Anytime Snacks are low fat foods and will keep our heart healthy. They are good to eat often. Students who try a new Anytime Snack should bring back this sheet and record it on the motivational Train Chart.)

(You may want to break here for the day.)

Approximately 40 minutes

Fatty foods are not good for our heart. If we eat too many fatty foods, our heart may not work the way it should. It will not be able to pump blood to all parts of our body the way it needs to.

**ASK:** What are some foods we eat for snacks that have a lot of fat?

**ANSWER:** Ice cream, French fries, donuts, candy bar, potato chips, whole milk.

We should eat these snacks and other snacks that have a lot of fat only sometimes. We call these snacks Sometime Snacks.

(The teacher will show students pictures of the Sometime Snacks listed below. Use magazine cut outs or empty boxes of real food.)

| SOMETIME SNACKS (choose less often) | |
|---|---|
| Beef jerky | Jello® |
| Brownies, bars and cake | Jello®-Yogurt |
| Chocolate candy | Kool-Aid® or punch |
| Hard candy | Sports drinks |
| Frosted cereal | Regular luncheon meat |
| Regular American cheese | Regular ice cream |
| Cheese puffs and other similar snack foods | 2% milk and whole milk |
| Regular potato chips | Peanuts |
| Regular tortilla chips | Pie |
| Cookies | Pop |
| High fat crackers like regular Ritz® crackers | Popsicle and frozen fruit juice bars |
| Cracker sandwich with peanut putter or cheese | Regular microwave popcorn |
| Croissant | Buttered popcorn and theater popcorn |
| Donut | Sherbet |
| Chewy fruit snacks | Sweet Roll |
| Fruit drinks | Toaster pop-ups |

**ASK:** Should we eat a lot of these foods?

**ANSWER:** No!
Too many of these foods are not good for our heart.

**ASK:** Does that mean we can never eat these foods?

**ANSWER:** No, it is all right to have them *sometimes.*

**ASK:** How often **is** *sometime*?

**ANSWER:** (Let students respond.)

To understand *sometime* I will give you an example. Every day after school you have a snack. That is five days. Sometime would mean only one of the five days. In other words, it would be all right to have a candy bar or cookie after school *one day*. The other four days Anytime Snacks should be eaten.

**SNACK ACTIVITY:** (Let students sample lite microwave popcorn. Review that this food is an Anytime Snack. Regular microwave popcorn is a Sometime Snack.)

**ACTIVITY:** (Mix the pictures of Anytime Snacks and Sometime Snacks together and put in a basket. Have each student come up, one at a time, choose one snack picture and put it under the Anytime Snack heading (written on green paper) or Sometime Snack heading (written on red paper.) For Heart Buddy pattern refer to Activities Section.)

***Objective 5:*** The students should be able to identify that 1% or skim milk is more heart healthy than 2% or whole milk, state that it is an Anytime Snack and taste 1% or skim milk. (National Standard 1)

Approximately 35 minutes

Milk is a terrific snack. Some milk is heart healthy and some is not. Let us look at white milk.

**ASK:** Who can tell me the kinds of white milk?

**ANSWER:** Whole, 2%, 1% and skim milk.
(The teacher shows cartons of whole, 2%, 1% and skim. Discuss the color of the cartons to identify the amount of fat. Note that the different brands may have different colors. Have all the milk cartons your school may have available, for example chocolate skim milk.)

***DEMONSTRATION:*** The amount of fat in each milk will tell us how heart healthy each type of milk is and helps us know if it is a Sometime or Anytime Food.

The less fat in the milk the more heart healthy it is.

(Teacher takes an eight ounce carton of skim milk or one cup.)
This has no fat. This kind of milk is best for our heart and it is nutritious for our body. Skim milk is an Anytime Food.

(Hold up a 1/2 teaspoon measure and pat in yellow play dough to make it level.)
This is how much fat is in 1% milk. 1% milk contains 1/2 teaspoon of fat.
1% milk is an Anytime Food.

(Hold up a one teaspoon measure and pat in yellow play dough to make it level.)
This is how much fat is in 2% milk. 2% milk contains one teaspoon of fat.
2% milk is a Sometime Food.

(Hold up two teaspoon measures and pat in yellow play dough to make it level.)
This is how much fat is in whole milk. Whole milk contains two teaspoons of fat. Whole milk is a Sometime Food.

**PLAY DOUGH**

2 cups water — 1 Tbsp. alum powder
½ cup salt

Stir and bring to boil, turn off, add:

2 Tbsp. vegetable oil — 2 cups flour
Yellow food coloring

Stir dough and knead to make smooth. Store in refrigerator.

Makes 3¼ cups.

(Instead of using play dough or as an additional visual activity use Unifix® cubes to represent the fat content in the various milks.)

**ACTIVITY:** (Have cartons of skim, 1%, 2% and whole milk available.

1. Arrange them in order from least to most fat. Mix them up. Have students come up and put them in order.
2. Put up the two signs: Anytime Foods and Sometime Foods. Have slips of paper in a hat with the names of the various milks written on each. Choose a slip and read the type of milk. Call on a student to choose that type of milk and then put it under the correct sign, Anytime or Sometime Food. Repeat.)

**SNACK ACTIVITY:** (Serve the students a small cup of skim milk.)
(Discuss the type of milk the students drink at home and at school. For those that are drinking whole milk, encourage them to try 2%. For those drinking 2% milk, encourage them to try 1% milk or skim, at least in school. It may not be hard for the students to change, but for parents it is more difficult.)

***LEARNING CENTER:*** (Let students measure the amount of fat, using either play dough or Unifix® cubes, in the various kinds of milks and match the amount of fat to the various milk cartons.)

**HOME ACTIVITY:** ***EAT LESS FAT*** (worksheet)
(Explain the worksheet. If students try 1% or skim milk at home, record it on the motivational Train Chart.)

***Objective 6:*** The students should choose an Anytime Snack most of the time (e.g. four of five days). (National Standards 1,5,6,7,8)

Approximately 80 minutes broken into two segments.

**ACTIVITY:** (This activity is essential to teach how often to have Sometime Snacks for an after school snack.

PART I:

- Review what Anytime [we can eat these as often as we want] and Sometime [we should eat these only occasionally] Snacks are.
- Divide the class into teams of five students each. Have them close their eyes while you scatter empty containers or pictures of Anytime and Sometime Snacks around the room.
- When they open their eyes each student should pick out a snack and sit together as a team.
- Have one team stand. Each student should show the class their snack choice and identify whether it is an Anytime or Sometime Snack by placing it under the Anytime or Sometime sign. Ask the class if this is correct. Repeat with each team.
- Review the concept of Anytime versus Sometime. **To be heart healthy, explain to students that for one week after school we should eat four Anytime Snacks and only one Sometime Snack.**

PART II:

- Give each team four green circles to represent four Anytime Snacks and one red circle to represent one Sometime Snack. The team should choose from the scattered containers/pictures one food to represent each circle color.
- Teams should then sit down together.
- Have one team stand. Each student should show the class their snack choice and identify whether it is an Anytime or Sometime Snack by placing it under the Anytime or Sometime sign. Ask the class if the team correctly chose four Anytime Snacks plus one Sometime Snack.
- Repeat with each team.
- The teacher should collect the colored circles from the teams.

PART III:

- Explain that as a team they should again choose five snacks from the scattered containers remembering the previous pattern of four Anytime Snacks and one Sometime Snack.
- They should sit down as a team when the snacks have been selected.

- When all teams are finished, one team should stand and show their week of after school snack choices.
- The class should decide if each team correctly chose four Anytime and one Sometime Snack for their after school snacks.

NOTE: The main focus is to help the students understand that we should eat a Sometime Snack only once in a while, not every day for our after school snack. If you prefer, work with seven days. You could call it the 5 + 2 snack plan. Realistically it is best to have students follow a seven day plan, but it is difficult to do because young children cannot remember what they do over the weekend. The only reason to use this idea is to show students what sometimes means, and to help them get into a healthy pattern.)

(You may want to break here for the day.)

**ACTIVITY:** ***SNACK MAZE*** (worksheet)
(Explain that the exercise hearts are free hearts and may be passed through without counting. Note that there is more than one correct path to the finish.)

**HOME ACTIVITY:** ***HEALTHY ARTERIES & CLOGGED ARTERIES*** (take home sheet)

1. (Demonstrate to the students how too much fat in our diet can clog our arteries.
   Use a toilet paper tube painted red as an example of the way our arteries look and how we want to keep them. Use a second toilet paper tube painted red and line it with more and more yellow play dough to show how our arteries get clogged when we eat too many high fat foods over a number of years. Ask the students to compare the arteries. Ask them which artery can carry more blood, therefore, more food and oxygen to all the cells.

2. Have each student make a healthy artery and one that is clogged. They should take the arteries and the ***HEALTHY ARTERIES & CLOGGED ARTERIES*** sheet home and teach their parents what they have learned. When each student returns the sheet signed by a parent to class, the student may put another train car on his/her motivational Train Chart.)

3. Have each student bring a healthy snack to school and be ready to tell the class why they chose that snack and why they like it. (If a student forgets to bring the snack or if the teacher prefers not to have them bring one, the student should tell what one of their healthy snacks is and why they like it.)

***Objective 7:*** The students should increase their consumption of vegetables and fruits to eat 5 servings a day. (National Standards 1,5,6,7)

Approximately 75 minutes broken into two segments.

Hello! It's Heart Buddy again. Let's talk about vegetables and fruits.

**ASK:** Are vegetable and fruits Sometime or Anytime Foods?

**ANSWER:** Anytime Foods.

Let us do a worksheet to find out how many vegetables and/or fruits we should eat every day.

**ACTIVITY:** ***EAT 5 A DAY*** (worksheet)

**ASK:** What did you discover?
How many vegetables and/or fruits should we eat a day?

**ANSWER:** 5 A DAY

To remember how many vegetables and/or fruits we should eat every day, give the classmate near you a High Five. Remember to give your parents a High Five and tell them that we need to eat 5 fruits and/or veggies every day.

Vegetables and fruits are good for our heart and our whole body. They contain invisible power packs that help our body work. These power packs are called vitamins and minerals. They also help prevent us from getting sick.

**ASK:** When should we eat vegetables and fruits?

**ANSWER:** Breakfast, lunch, after school snack, supper, bedtime snack. Anytime!

Sometimes we may have both a fruit and a vegetable in one meal. (Use a school lunch example.) Sometimes we may have two vegetables in one meal. For example, one day for supper I had a baked potato and green beans.

**ASK:** Can you give me an example of a time when you had two vegetables in one meal?

**ANSWER:** (Let students respond.)

Eating vegetables and fruits as a part of a meal is very important. (Have five students stand up to represent a vegetable or fruit.) These students represent the five vegetables and/or fruits that we need each day. Remember, we want to eat 5 fruits and/or veggies every day!

**ASK:** If we ate a fruit for our after school snack and our bedtime snack, and no vegetables and fruits at meals, how many fruits or veggies would we have eaten?

**ANSWER:** Two.

**ASK:** Are two enough to meet our goal of 5 a day?

**ANSWER:** No. We need to eat five every day.

Usually we do eat vegetables and fruits as part of our meals. (Go through the day and show how we would eat a vegetable/fruit at each meal and snack.)

| | | |
|---|---|---|
| Breakfast: | orange juice | (have 1 student stand) |
| Noon Lunch: | carrot sticks | (have 1 student stand) |
| After School Snack: | apple | (have 1 student stand) |
| Dinner: | potato and peas | (have 2 students stand) |

**ASK:** Can you think of a time when you would not have a fruit or vegetable in a meal?

**ANSWER:**
1. When it is not one we like.
2. When we eat at a fast food restaurant.

**ASK:** A common fast food meal is a hamburger, French fries and a soda pop. Does this fast food meal contain any vegetables and fruits?

**ANSWER:** (Let students respond. They will probably state that French fries are a vegetable. See teacher fact.)

We know French fries are made from a potato but they have been fried in fat, so they are not heart healthy any more. They do not count as a vegetable.

**TEACHER FACT:** In March 2007, the 5 A Day program became the National Fruit and Vegetable Program which promotes the public health initiative, Fruits & Veggies - More Matters. It recommends more than 5 servings of fruits and vegetables a day for Americans. The organization does not recognize French fries, ketchup, pickles and chewy fruit snacks as counting towards the daily goal for fruits and veggies.
*Young People's Healthy Heart Lesson Plans* continue to encourage at least 5 servings a day because it is an easy concept for students to remember.

Some people may choose a lettuce salad at a fast food restaurant. Lettuce is a vegetable. If you add too much dressing that is high in fat, it is not heart healthy.

Because we do not usually choose a vegetable or fruit at a fast food restaurant, you may want to eat a vegetable or fruit before you go. For example: to eat a handful (four or more) baby carrots or a piece of fruit before you go would be a good choice.

**TEACHER FACT:** Only four baby carrots or one-half of a regular size carrot provides 100% of the vitamin A via beta carotene that we need each day.

(You may want to break here for the day.)

**ACTIVITY:** Have each student keep track of the vegetables and/or fruits he/she has eaten for one day. Have your students make their own daily chart of vegetables/fruits eaten.

After each student has charted their vegetables and fruits for one day the teacher should record the total number of students who ate five vegetables and/or fruits for that day on a line graph. Refer to the ***BULLETIN BOARD IDEA*** in the Activities Section. This will be done each of the five days.

At the end of the five days look at the results.

For each day of the week that was graphed, have students stand up to represent the number who ate 5 fruits and/or veggies in one day. Ideally more students will be standing on the last day.)

**SNACK ACTIVITY:** In class prepare an Anytime Snack from the recipes found in the Activities Section: Crispy Apple Smiles, Fruit Cooler, Strawberry Yogurt Freeze or Fruit Kabobs.

**TEACHER FACT:** It has been proven that students who prepare a food and taste it are more likely to eat it again later.

**ACTIVITY:** (The goal is to have the class help plan a heart healthy meal that would be served in the cafeteria. The teacher should work with the cook to identify the entrée or have the cook come and talk to the class. Then let the students select the vegetable and fruit for the menu. Remind students to make it a heart healthy meal we should choose 1% or skim milk for our menu. Have your class design posters stating the menu and that this menu was planned by grade one.)

***Objective 8:*** The student should be able to state that it is healthier to skip the margarine/butter on a peanut butter sandwich and try this in the classroom and at home.

Approximately 30 minutes

Hi! (Heart Buddy returns.) I'm here to talk about one of my favorite sandwiches - peanut butter sandwiches.

**ASK:** Who uses peanut butter on bread to make a sandwich?

**ANSWER:** (Let students raise their hand.)

**ASK:** How many of you use margarine/butter when you make your peanut butter sandwich? (Explain how people spread margarine on the bread, then the peanut butter, or ideally show them.)

**ANSWER:** (Let students raise their hand.)

Let us learn the heart healthy way to make a peanut butter sandwich and it is soooooo easy! You just **skip** the margarine/butter.

Margarine/butter is all fat. Peanut butter is mostly fat, but it has power packs (protein and iron) that can keep our body healthy. We do not need two kinds of fat, so let's skip one.

***DEMONSTRATION:*** (Take a slice of bread, spread with a medium amount of peanut butter. Spread with jelly if desired. Emphasize how we omitted the margarine/butter.)

**SNACK ACTIVITY:** (Let each student prepare and eat a peanut butter sandwich without margarine/ butter. You may want to serve a small cup of skim milk with the sandwich. While the students are eating, discuss the following healthy heart ideas.)

1. Even on the days you do not use peanut butter on bread, skip the margarine/ butter and only use jelly.
2. When eating toast, English muffins, or a bagel do the same thing, do not use both margarine/butter and peanut butter, or skip them both and only use jelly.

**HOME ACTIVITY:** ***MY PB SANDWICH AND MILK SNACK*** ( take home sheet)
(Ask each student to prepare their own peanut butter sandwich at home, without using margarine/butter as an after school snack one day this week. Eat it with 1% or skim milk. Remind students to check the boxes or return the sheet to their teacher when completed. Each student may record it on the motivational Train Chart.)

NAME_____

# THE HEART AND BLOOD

**Draw a red heart in the chest area.**

**Draw red lines for arteries taking blood to all parts of the body.**

**Draw blue lines for blood returning to the heart.**

# STRONG HEARTS

***A Home Activity***
***For Grade One Students***
***And Their Parents***

We have been learning how to keep our heart strong and healthy. Some ways to do this are to:

- ♥ **Do a Fast Heart Activity every day**.
- ♥ **Eat a variety of Anytime Foods (low in fat and low in salt)**.
- ♥ **Don't smoke.**

The national recommendation is that children and teens do 60 minutes of moderate to vigorous activity every day. This week, students are asked to do physical activities with their parents three times for at least 20 minutes. Walking, skating, bike riding and swimming are all good Fast Heart Activities for healthy hearts. Watching too much TV or videos, or playing computer games too much puts children at risk for obesity, high blood cholesterol and heart disease. Pick one half-hour television show to skip and go for a family walk or bike ride instead. After doing a physical activity, a parent should fill in a heart below. The student may then cut the heart out and return it to his/her teacher to be recorded on the class chart.

We exercised together for 20 minutes

What we did _____

Student _____

Date _____

_____

Parent Signature

We exercised together for 20 minutes

What we did _____

Student _____

Date _____

_____

Parent Signature

We exercised together for 20 minutes

What we did _____

Student _____

Date _____

_____

Parent Signature

# TRAIN CHART

# A NEW ANYTIME SNACK

***A Home Activity***
***For Grade One Students***
***And Their Parents***

Dear_____,

This week our first grade class is learning about snacks to keep our heart healthy. Anytime Snacks are low in fat and sugar. We can eat them anytime. Sometime Snacks are high in fat and sugar. We should eat them only once in a while.

Can I try a **new** Anytime Snack from my Anytime Snack list or from the Anytime recipes sent home by my teacher?

Love,

_____

My family tried _____

(an Anytime Snack new to us.)

Did you (student) like it? YES or NO

Circle your response

Did you (mom/dad) like it?

YES or NO

_____

Parent Signature

# ANYTIME and SOMETIME SNACK LIST

**ANYTIME SNACKS**

***Healthiest Anytime Snacks**

Whole grain bagel with peanut butter or jelly
Whole grain bread with peanut butter or jelly
Unfrosted cereals
Baked tortilla chips
Low fat cottage cheese
Light or low fat American cheese
String cheese
*Whole grain crackers lower in fat
(4g of fat or less per 1 oz serving)
Graham crackers
Saltine crackers
Whole grain English muffin with peanut butter or jelly
100% fruit juice (Limit to 6 oz or ¾ cup a day)
*Fruit canned in juice or water pack
*Fresh fruit
*Frozen fruit
*Dried fruit
Low fat luncheon meat
*Skim milk (white or chocolate)
1% milk (white or chocolate)
Lite microwave popcorn
*Air popped popcorn
Pretzels
Rice or popcorn cakes
Hummus
Salsa
Sandwich with low fat cheese or meat
Veggies with low fat dips
*Fresh vegetables
*Nonfat or low fat yogurt
Low fat frozen yogurt
Lite ice cream and ice milk bars

**SOMETIME SNACKS**

Beef jerky
Brownies, bars and cake
Chocolate candy
Hard candy
Frosted cereal
Regular American cheese
Cheese puffs and other similar snack foods
Regular potato chips
Regular tortilla chips
Cookies
High fat crackers like regular Ritz® crackers
Cracker sandwich with peanut butter or cheese
Croissant
Donut
Chewy fruit snacks
Fruit drinks
Jello®
Jello-Yogurt
Kool-Aid® or punch
Sports drinks
Regular luncheon meat
Regular ice cream
2% milk and whole milk
Peanuts
Pie
Pop
Popsicle and frozen fruit juice bars
Regular microwave popcorn
Buttered popcorn and theater popcorn
Sherbet
Sweet Roll
Toaster pop-ups

**Patterns for**

**ANYTIME and SOMETIME Snack Activity**

NAME _____

# EAT LESS FAT

***A Home Activity***
***For Grade One Students***
***And Their Parents***

Choosing to be healthier means making little changes in our eating habits. This week students have learned that to keep our hearts healthy we need to eat less fat. One easy way to eat less fat is to drink milk with less fat. Students are asked to try skim or 1% milk this week. Please help your child answer the questions below and return this sheet to his/her teacher by

_____.

♥ Parents and students should buy one quart or half gallon of 1% or skim milk (plain skim, fat-free skim, skim milk fortified with calcium and/or protein, or chocolate skim).
Serve it to the whole family one night for supper.

♥ If your family already drinks 1% or skim milk, sign the milk carton and check the line indicating so.

♥ If you don't regularly drink skim milk, consider switching to 1% or skim milk permanently.

♥ If you don't like skim, try a lower fat milk than you regularly drink.

NAME _____

# SNACK MAZE

Find your way through the Snack Maze. You should find four Anytime Snacks and one Sometime Snack to get to the finish.

NAME_____

# HEALTHY ARTERIES & CLOGGED ARTERIES

***A Home Activity***
***For Grade One Students***
***And Their Parents***

Blood carries food and oxygen to all parts of our body. Foods high in fat can clog our arteries. To keep our heart healthy we should eat less fat and more vegetables and fruit and breads and cereals.

My child showed me what happens to our arteries when we eat too much fat.

_____

Parent Signature

NAME _____

# EAT 5 A DAY

Connect the numbers to find out how many vegetables and fruits we need to eat each day to keep our heart healthy.

Count the pictures. How many fruits and vegetables did you find? _____

NAME _____

# MY PB SANDWICH and MILK SNACK

***A Home Activity***
***For Grade One Students***
***And Their Parents***

☐ I made a PB sandwich without using margarine/butter.

☐ I ate my PB sandwich with 1 % or skim milk.

# HEALTHY HEART RECIPES

## CRISPY APPLE SMILES

What You Need:
1 medium apple
3 tablespoons peanut butter
3 tablespoons crisp rice cereal

What You Do:
1. Cut apple into 8 slices
2. Spread peanut butter on each apple slice
3. Dip apple slice in cereal

Yield: 8 slices
Serving Size: 4 slices

Young People's Healthy Heart Program

## FRUIT KABOBS

Choose any of the following fruits:
apple, banana, orange, pineapple, strawberries, melon, grapes.

Wash fruit and cut into bite size pieces. Push a toothpick through 3-4 pieces of fruit. You may want to alternate with a piece of low fat cheese. Stick toothpicks into a half of an orange grapefruit places on a plate.

Serve.

Young People's Healthy Heart Program

## FRUIT COOLERS

1 cup plain low fat/nonfat yogurt
1 cup orange or pineapple juice
5 strawberries
1 banana
3 ice cubes

Puree the yogurt, fruit juice, strawberries and banana in a blender. Add the ice cubes one at a time and blend until smooth. Serve in frosty glasses.

Yield: 4 cups
Serving size approximately 1 cup

Young People's Healthy Heart Program

## STRAWBERRY YOGURT FREEZE

1½ cup low fat/nonfat vanilla, strawberry or blueberry yogurt
2 cups fresh strawberries or blueberries
2 tablespoons honey

Put all ingredients into a blender.
Blend for one minute.
Spoon mixture into six paper cups.
Stand a wooden stick in the center of each cup.
Freeze until solid.
Peel off paper cups before eating.

Young People's Healthy Heart Program

# BULLETIN BOARD IDEA

This is a working bulletin board. On the first day that each student met his/her goal of 5 fruits and/or veggies, the student may choose one vegetable or fruit with faces and place it on the bulletin board for the correct day. Encourage students to beat the previous day's record and to reach 5 in one day.

Students may cut the vegetable or fruits out themselves, or the teacher may want to laminate them so they can be used each year.

Run on orange paper for use with the bulletin board.

Run on yellow paper for use with bulletin board.

Run on red paper for use with the bulletin board.

Run on green paper for use with bulletin board.

Run on purple paper for use with the bulletin board.