

LESSON TITLE: *The Healthy Heart Challenge*

GLE Text and Benchmarks:

GLE # English Language Arts

04	(PK-LL-L4) (ELA-1-E1) Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books.
06	(PK-LL-R4) (ELA-1-E4) Relate pictures to characters.
09	(PK-LL-S3) (PK-LL-R4) (ELA-1-E5) Answer simple questions about a story read aloud.
10	(PK-LL-L1) (PK-LL-S1) (ELA-1-E6) Share related life experiences after stories are read aloud.
29	(PK-LL-S1) (PK-SE-C1) (ELA-4-E7) Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time.
09	(ELA-1-E5) Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student.
10	(ELA-1-E5) Answer questions about the important characters, setting, and events of a story.
17	(ELA-1-E6) Identify themes in texts and relate themes to personal prior experience or experience of others.
45a	(ELA-4-E5) Give oral responses, including telling stories and personal experiences.
21c	(ELA-7-E4) Apply basic reasoning skills: connecting what is learned to real-life situations.

GLE # Science

19	(PK-CS-L1) (LS-E-A3) Identify parts of the body and how they move.
27	(LS-E-A6) Determine which foods are superior for developing a healthy body.
29	(LS-E-A3) Describe basic functions of parts of the body (e.g., lungs, heart, bones, muscles).
34	(LS-E-A1) Describe what the human body needs to grow and be healthy.
42	(LS-E-A6) Describe the relationship between eating habits and maintaining a healthy body.
42	(LS-E-A5) Describe how the organs of the circulatory and respiratory systems function.

Grade Level: Suggested 2-5

Delivery Mode: Classroom

Time Allotted: 30 minutes

Of Participants: Class size; 10-30

Life Skill: Complex physiology with easy to understand analogies and disease prevention

Character Focus: Self-Responsibility

Integrated Curriculum Concepts:

- Language Arts: Active Listening, Sharing Experiences and Information, Responding
- Science: Human Anatomy and Physiology
- Social Studies: Developing self-help skills

Key Concepts:

- Teaching kids about cardiovascular disease and stroke
- Cardiovascular disease and stroke prevention
- Importance of physical activity
- Making healthy food choices
- Drinking plenty of water to keep organs healthy

What you need for the Lesson:

- *The Healthy Heart Challenge*
- *The Healthy Heart Challenge Companion Activity Book (Optional)*

Learning/Follow up Activity:

- *The Healthy Heart Challenge Companion Book Activities (Optional)*

Getting Ready:

- Read and familiarize yourself with the book and lesson plan.

Note to Helper:

- The more animated you make the story and the more genuine your reaction is to how “smart” the students are, the more engaged the students will be.
- Depending on group size, you may wish to have them gather around in a reading area as you read aloud and show illustrations.

Lesson Plan:

What you Say:	What you Do:	What Participants Do:
We are going to conquer a couple difficult concepts today with the help of the Organwise Guys. We are going to learn about some specific health concerns and what you can do to prevent them! Listen up because I am going to be asking some questions afterwards!	Start reading book (with ENTHUSIASM!) Prepare to approach the parts in the book where the kids will interact.	Sit quietly and listen until interactive parts of book. Respond and participate as told by the teacher reading.
What two health concerns do Sir Rebrum and Hardy Heart want you to learn about? (ANSWER: Cardiovascular disease and Stroke) And what organs do these affect? (ANSWER: Heart and brain)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Who knows what “cardio” and “vascular” means? (ANSWER: Heart and arteries/veins)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
To what does Hardy compare your arteries and veins? (ANSWER: Balloons)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What can happen to your heart if your arteries and veins get clogged? (ANSWER: Heart Attack)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

What is it called when the tiny arteries that go to your brain get clogged? (ANSWER: Stroke)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
How can you keep your arteries from getting clogged? (ANSWER: Eat low-fat foods, exercise and don't smoke)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Does anyone know someone who has or has had cardiovascular disease, a heart attack or a stroke?	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

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Suggested Optional Follow up Activities:

- *Calci's Big Race* Video
- *Extreme Couch Potato* Video
- *H2Ohhh!* Video
- *Little Organ Annie/Andy*