

**Please note:** Activities are member submitted and not approved prior to uploading by SHAPE America staff.

Heart Sounds	
<b>Submitted by</b>	<b>Jaime Giangrosso</b>
<b>National Standard(s)</b>	Physical Education: <b>Standards 3</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
<b>Grade Level Outcome or Performance Indicator</b>	S3.E2- Students engage in physical activity during physical education.
<b>Activity Objective</b>	Students will be able to name and locate the four chambers of the heart. Students will be able to name unhealthy behaviors that lead to heart disease. Students will be able to describe what damage can happen to a heart due to unhealthy behaviors. Students will be able to feel what it is like to exercise with a healthy body compared to a body put under stressed due to unhealthy behaviors.
<b>Grade(s)</b>	K-5
<b>Materials</b>	Picture of heart with chambers labeled, pictures of damaged hearts due to unhealthy behaviors, one straw for each student
<b>Prior Knowledge</b>	The heart is the most important muscle of the body. Basic healthy and unhealthy lifestyle choices.
<b>Vocabulary</b>	Heart chambers- Atriums, ventricles, right, left, lungs, blood flow, oxygen
<b>Safety Considerations</b>	Students must exercise in personal space. Students must hold straw when exercising.
Activity Description	

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### **Introductory Activities:**

Students are asked which muscle is the most important one in the body. After the heart is given as an answer, we put our hand on our heart and feel it. Then we discuss how to find their pulses in three different ways and how to calculate heart rate. Students perform a variety of cardiovascular exercises to raise their heart rates and we check it after a few.

### **Lesson Focus:**

Students are shown a diagram of a heart with the four chambers labeled. We discuss the path that blood takes through the heart, lungs, and the rest of the body. They trace the pathway on their bodies with their fingers as we talk it through. We then see pictures of healthy hearts. We then talk about what can make our heart “sick” (smoking, unhealthy food choices, lack of sleep, not enough water, drugs, alcohol, etc.). We then look at pictures of unhealthy hearts (fatty heart, smoke damaged heart, cholesterol damage). We talk about how a healthy heart should sound. They get a partner and listen to their partner’s hearts by putting their ear on the back of their partner, then take turns. They then perform a few exercises to raise their heart rates and listen to each other. I then give them a straw and explain that when our heart and lungs are stressed, it sometimes feels as if we cannot get enough air into our lungs making our heart work harder than it should have to work. They hold the straw in their mouths and breathe through it. We discuss the differences they feel. They do a few exercises (jumping jacks, skipping, run a lap around the gym) holding the straws in their mouths. Have students compare how it feels to exercise without a straw versus a straw.

### **Conclusion/Assessment:**

We review the 4 chambers of the heart. Ask students what can happen to our heart if we choose unhealthy lifestyle choices. Have students show where to find a pulse and check heart rate on their bodies.

### **Modifications**

***Include ways to modify this activity for advanced, lower level and inclusion students.***

Students can do different exercises based on their ability.

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### **Resources and Tools:**

National Standards for Physical Education: <http://www.shapeamerica.org/standards/pe/>

National Standards for Health Education: <http://www.shapeamerica.org/standards/health/>

Coordinated School Health: <http://www.cdc.gov/HealthyYouth/cshp/>