

# Grade **1** Lesson Package



heart healthy kids™  
volume 2

Jeunes cœurs en santé™



volume 2

# OVERVIEW OF LESSON PACKAGE FOR GRADE 1

## General Information

### STRUCTURE OF THE UNIT

This unit consists of five lessons in Black Line Master format (BLM 1-5), and a unit review in the form of a song (BLM 6).

### CONTENTS OF THIS PACKAGE

Photocopiable Student Lesson Pages and Teacher Guide Pages. Details on page 2.

### STRUCTURE OF STUDENT LESSONS

1. Each Student Lesson is provided in BLM format, with one page per lesson. (BLM 1 - BLM 5)
2. Each lesson includes an illustration and a “jingle” much like a commercial, with information in the form of rhythmic slogans, and a conclusion or “rule” derived from the information.
3. Each jingle has its own lesson-enhancing action.
4. Each lesson gives students something new to share with their families.
5. The BLM’s can be put together to make a booklet.

### STRUCTURE OF TEACHER GUIDELINE

1. The Teacher Guide consists of four components. This overview page is the first.
2. The chart on page 2 is the second. It shows the contents of this package at a glance.
3. The coded checklist on page is the third. It shows the range of learning expectations that could be met through this unit.
4. The fourth component consists of Teacher Guide Pages-one for each Student Lesson.

### HOW MUCH CLASS TIME WILL THIS TAKE? YOU DECIDE!

The time required will depend on your objectives. Children need not do the entire unit to benefit. If you choose to do all five lessons, you might do one a day for a week, or one a week for a month.

Each BLM provides a valuable basic lesson that can stand on its own, with pictures, ideas and actions. (See Chart A on each Teacher Guide Page.) Yet, each could become the theme of a multidisciplinary study. (See Chart B on each Teacher Guide Page.)

### YOU DON’T NEED TO BE AN EXPERT

All the information you really need is in this package. There’s no need for the teacher to do extra research.

### YOU DON’T NEED SPECIAL MATERIALS

Only the introduction (see bottom of this page) requires you to provide a piece of paper (scrap will do) and a pair of scissors. Otherwise, you won’t have to prepare or scrounge for materials. Most activities don’t require any – the children’s own bodies provide the models that will help them learn. Everything else you’d need at school is in the box.

### YOU DON’T NEED A LOT OF PREPARATION TIME

We’ve tried to keep this teacher guide as concise as possible, so you don’t have to read page after page to get to the “good stuff”.

### THE STUDENT LESSONS ARE MORE FUN THAN WORK

The five lessons are designed to set the stage for learning about the heart and heart-healthy behaviours by using children’s natural love of rhythm and rhyme. Even if all children don’t understand all of the scientific implications, some snippets of verse will stay with them and form a framework to which they can add connections later when their brains are ready.

### INTRODUCING THE UNIT

Regardless of how many lessons you decide to do, we recommend that you start with the following simple Guessing Game.

- Fold a piece of paper in half. Tell students you are going to cut out a secret. Then cut a half-heart shape.
- *Ask:* who knows what shape will be revealed when you unfold the paper.
- Let them guess the secret, then unfold the paper and let them identify the shape if necessary. (Some will say “valentine.” Reply that this shape is used for valentines, but what is the name of the shape?)
- *Ask:* But is it a real heart? Is it the right color? Can it do what a real heart can do?
- Invite students to become heart experts. It’s handy to be an expert because you have a heart of your own. (Everyone who owns a car should know how to drive it, put gas in it, and take it in for servicing.)

# OVERVIEW OF LESSON PACKAGE FOR GRADE 1

## Contents at a Glance

<i>Student Lesson</i>	<i>BLM</i>	<i>Name of Lesson</i>	<i>Content of Lesson</i>	<i>Topic</i>
Intro	none	Game: "What's the Secret Shape?"		Introduction
Lesson 1	BLM 1	<i>Meet Your Happy Heart</i>	Shows location sound size and action of heart	Structure and Function of the heart
Lesson 2	BLM 2	<i>Eat for Your Happy Heart</i>	Your heart can't choose food; you can	Nutrition for a healthy heart
Lesson 3	BLM 3	<i>Breathe for Your Happy Heart</i>	Your heart can't choose air; you can	Air (oxygen) for a healthy heart
Lesson 4	BLM 4	<i>Play for Your Happy Heart</i>	Your heart can't choose to exercise; you can	Exercise/fitness for a healthy heart
Lesson 5	BLM 5	<i>Call 911 for an Unhappy Heart</i>	You can look after a grownup	Emergency care for an unhealthy heart
	BLM 6 <sup>1</sup> (optional)	<i>Happy Heart Song</i>	Summarizes eat-breathe-play message	Review Cover page of "book"

<sup>1</sup> The song on BLM 6 could be used:

- As a performance number – students could sing it for visitors.
- As a form of review – it summarizes the content of the five lessons.
- As a stimulus to keep a small group engaged by inventing suitable actions to go with the words.

## Curriculum Expectations

### Students will:

#### LESSON 1.

- recognize that the heart is always beating and pumping blood to the muscles and the rest of the body (H & PE -- Active Participation)
- identify major parts of the human body and describe their functions (Sc. & Tech. -- Life Systems; H & PE -- Healthy Living)

#### LESSON 2.

- identify healthy eating habits (H & PE -- Healthy Living)
- identify the food groups and give examples of foods in each group (H & PE -- Healthy Living)

#### LESSON 3.

- identify ways in which individuals can maintain a healthy environment for themselves and for other living things e.g. effects of cigarette smoke (H & PE -- Healthy Living)
- identify medicines and household products (e.g. cigarettes) that are harmful to the body (Sc. & Tech. -- Life Systems)

#### LESSON 4.

- recognize that rest, food, and exercise affect growth (H & PE -- Healthy Living)
- recognize that increased activity increases both the work of the heart and the speed of breathing (H & PE -- Active Participation)

#### LESSON 5.

- identify people who can provide personal safety assistance and explain how to access them e.g. by phoning 9-1-1 (H & PE -- Healthy Living)

## Teacher's Guide – Grade 1

### LESSON 1 Structure And Function Of A Healthy Heart

The main objectives of Lesson 1 are embedded in BLM 1. Goals could be (1) limited to the ideas, actions and picture that go with the song or (2) enhanced to include some goals from chart B.

Suggestion: Before you start, ask children to “show you their muscles.” (See B-4 below for background.)

#### CHART A

<b>Meet Your Happy Heart</b>	<b>ACTIONS:</b> To start, stand with hands down by sides	A-1
Where is your heart...That's where it is	Kids use forefinger point to centre of chest	A-2
How does [it] sound...That's how it sounds	Tap chests with all fingers; chant: lubDUB, etc.	A-3
How big is [it]...That's how big it is	Bring two tight fists together in centre of chest	A-4
What does it do...That's what it does	Squeeze/relax fists; chant SQUEEZE-pump, etc.	A-5
What does it pump...That's what it pumps	Open fists and rapidly stretch arms out	A-6
Where does the blood go...That's where it goes	Bring hands up to head and down to toes	A-7
What does the blood do...That's what it does	Wave arms energetically	A-8
What does your happy heart need...That's all it needs	Touch mouth; touch nose, touch toes again	A-9
Using the visual: Help them see how they can use the colour picture to teach adults at home	Show kids how they can use the actions to teach the adults at home what they've learned about the heart	A-10

#### PROCEDURES AND POINTERS FOR CHART A

- A-1 Get ready position.
- A-2 The finger will be above the heart, even though the heart's centre is just to the left of the chest's centre.
- A-3 This illustrates the heart's repetitive action.
- A-4 This fist model is a good estimate of heart size.
- A-5 Hand muscles squeeze to squirt ketchup out of a plastic bottle. Heart muscles squeeze to squirt (pump) blood out.

A-6 It pumps hard and makes blood move fast!

A-7/ A-8 Heart has to move without a pause. Can kids? A-9 A foretaste of the next three lessons.

ASK: Could you pump your hands all night while you sleep? (No. You have to tell your hands to squeeze. But you don't have to tell your heart. It pumps all night automatically.)

#### CHART B

	<b>Student may learn that</b>	<b>Background for teacher</b>	<b>T</b>
1a	Heart's in chest – can't see it	We can find out about things we can't see	B-1
1b	Heart sound is easier to hear with help	Repetitive sound is a clue to the nature of the heart	B-2
1c	Your heart's about the size and shape of two fists	True no matter what your age	B-3
1d	Heart action can be modelled by squeezing hands	Muscle makes hand squeeze, true for heart too	B-4
1e	Heart pumps blood like you squeeze ketchup	When heart squeezes tight, blood squirts out	B-6
1f	Blood goes everywhere in your body	The same blood goes around the body repeatedly	B-7
1g	It brings everything you need for life to every part	Blood picks up food and oxygen, drops off wastes	B-8
1h	Heart needs food, air, exercise	So heart stays strong enough to pump	B-9

## EXTENSIONS, DEMONSTRATIONS FOR CHART B

B-1 Doctors can learn if your heart is healthy without cutting you open to look at it. Kids can also learn about the heart without seeing it (indirect evidence).

B-2 The inventor of the stethoscope listened to patient's hearts through a rolled-up newspaper. Children can listen to parent's hearts at home through a paper towel tube pressed to the chest.

B-3 The fist model has two sides, and so does your heart: one to pump blood to your lungs for fresh air (oxygen) and one to pump fresh blood to rest of body.

B-4 To most youngsters, "show me your muscles" means "pump your biceps." Encourage them to use a hand to feel their biceps to squeeze tight and go soft.

B-6 Kids know how far ketchup can squirt if they're not careful about where they aim and how hard they squeeze. Blood is a little thinner – it can squirt farther.

B-7 to B-9 A roller coaster follows a looping path, returns, picks up new passengers, leaves again. Blood follows a looping path, picks up supplies, returns to heart, leaves again. But roller coaster goes on tracks. Blood travels through long thin tubes.

**WHERE IS YOUR HEART?**

*Point to the very centre of your chest.*

*That's where it is.*

**HOW DOES A HAPPY HEART SOUND?**

*Lub-dub. Lub-dub. Lub-dub.*

*That's how it sounds.*

**HOW BIG IS YOUR HEART?**

*Join your two fists together.*

*That's how big it is.*

**WHAT DOES IT DO?**

*Squeeze-pump, squeeze-pump.*

*That's what it does.*

**WHAT DOES IT PUMP?**

*It pumps your blood.*

*That's what it pumps.*

**WHERE DOES THE BLOOD GO?**

*Head-fingers-toes*

*That's where it goes.*

**WHAT DOES THE BLOOD DO?**

*It keeps you alive.*

*That's what it does.*

**WHAT DOES YOUR HAPPY HEART NEED?**

*Food, air and exercise*

*That's all it needs*



**MEET YOUR HAPPY HEART**



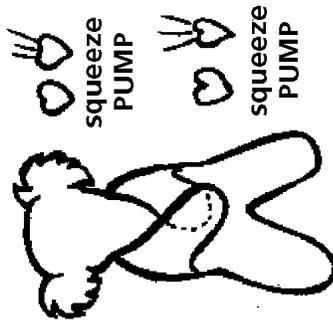
*lub dub lub dub*



**HEAD**

**FINGER**

**TOE**



squeeze PUMP

squeeze PUMP



**EAT**



**BREATHE**



**PLAY**

## Teacher's Guide – Grade 1

### LESSON 2 Nutrition for A Healthy Heart

The main objectives of Lesson 2 are embedded in BLM 2. Goals could be (1) limited to the ideas, actions and picture that go with the song or (2) enhanced to include some goals from chart B.

Suggestion: Start with a discussion on Canada's Food Guide to Healthy Eating. Have the students identify the food groups and give examples of foods from each of the four food groups.

### CHART A

For complete song lyrics see BLM 2

<b>"My Eating Secret" Song</b> <i>Melody: Row Row Row Your Boat!</i>	<b>ACTIONS:</b> To start, stand with hands by sides, hold pretend spoon in one hand	A-1
<ul style="list-style-type: none"> <li>Your heart's a muscle, it needs food...beating</li> <li>But hearts can't swallow food...do the eating</li> <li>Veggies, eggs, cheese and crackers...yum yummy</li> <li>Cereal, milk and fruit. Oh yes!...and tummy</li> </ul>	Jab spoon at wide open mouth; down to waist. Repeat Jab "spoon" to midchest over heart gently four times Enthusiastic spooning of healthy food into smiling face	A-2 A-3 A-4
Have the students colour the 'Eat for your happy heart' sheet. Send this home for further discussion with family members.	Show kids how they can use the song to teach the adults at home what they've learned about the heart	A-5

#### PROCEDURES AND POINTERS FOR CHART A

A-1 Spoon-ready position.

A-2 Mimic food going from mouth to stomach.

A-3 This action shows that all food (healthy or not) eventually reaches the heart.

A-4 Kids control what goes into their own stomachs and eventually to the heart.

A-5 Can child make a heart-healthy snack at home?

ASK: Does the food you eat go straight to your heart? (It goes to your stomach first. Blood takes it to your heart.)

### CHART B

	<b>Student may learn that</b>	<b>Background for teacher</b>	<b>T</b>
2a	The food you eat feeds your heart	What you eat goes everywhere in your body	B-1
2b	Foods build heart and all body parts: Beans, nuts, lean meat, cheese	Foods contain protein needed to grow and repair body parts (e.g. skin, fingernails, muscle).	B-2
2c	All foods give energy: Whole grain bun, apple, cooked or raw carrot, burger, macaroni and cheese, milk	Foods containing carbohydrates (e.g. bread and cereals) are the body's primary and fastest source of energy, but all foods supply energy.	B-3
2d	Some fat is good for kids: Soft margarine, oil, peanut butter, cheese	Growing children should not be taught that all fat is bad. They need more fat per kilogram of mass than adults.	B-4
2e	Too much fat clogs the heart so it can't pump	Fat coats the inside of the tubes and slows the flow of the liquid. The heart must pump harder to push blood around and transport food.	B-5
2f	The foods you eat feeds your heart	Being in control over anything may be a new idea to kids	B-6

## **EXTENSIONS, DEMONSTRATIONS FOR CHART B**

B-1 Ask the students why we all need to eat food.

- food helps our body grow
- food helps us move
- food helps all parts of our body work well
- food makes us feel good

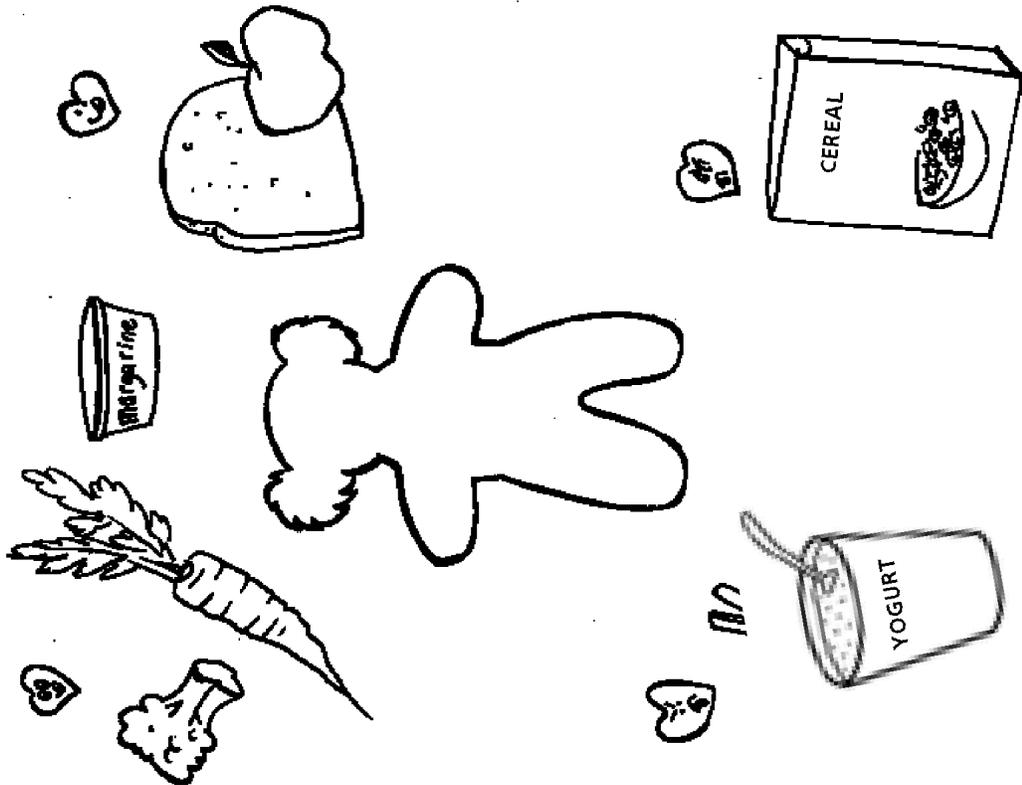
B-2 , B-3 Ask the students to make a food collage. A heart could be included in the collage to illustrate that foods help build our heart and provide energy for pumping blood through our heart. This activity could be done in class or at home. Suggest that the students use food package labels, magazine pictures or drawings of food.

B-4 Ask the students to involve their parents in exploring their kitchen cupboards/refrigerator looking for foods that contain fats. Have them make a list of the foods and discuss them with their parents and with their classmates. It is important to emphasize that some fat fits into a healthy diet especially for growing children.

B-5 Ask the students to each bring in an empty toilet paper roll. Have them peer through the empty roll. Next provide cotton balls and ask them to stick them on the inside of the roll. Now have them try to look through the roll. This is a simple illustration of what happens to our arteries when they are clogged with fat deposits.

B-6 Ask the students for suggestions for healthy snacks that they could make themselves at home. Use the suggestions to create a snack recipe sheet that each student can take home.

EAT FOR YOUR HAPPY HEART



**YOUR HEART'S A MUSCLE, IT NEEDS FOOD**

So it can go on beating.

**BUT HEARTS CAN'T SWALLOW FOOD AND SO YOU** have to do the eating

**VEGGIES, EGGS, CHEESE AND CRACKERS**  
It loves them all, yum yummy!

**CEREAL, MILK AND FRUIT. OH YES!**  
They're good for heart and tummy.

**NOW YOU'RE HEART-SMART 'CAUSE YOU KNOW:**  
*You'll always have a happy ticker*  
As long as you're a smart food picker



## Teacher's Guide – Grade 1

### LESSON 3 *Air (Oxygen) for A Healthy Heart*

The main objectives of Lesson 3 are embedded in BLM 3. Goals could be (1) limited to the ideas, actions and picture that go with the song or (2) enhanced to include some goals from chart B.

Suggestion: Before introducing the song, ask students to stand, holding fingers to nostrils (loosely, don't plug). Now breathe out hard and in hard. Repeat – what do you feel? Is air real?

### CHART A

<b><i>Breathe for Your Happy Heart</i></b> [Melody: Row Row Row Your Boat]	<b>ACTIONS:</b> To start, stand with hands (teapot style) on lower ribs at side to feel deep intake and exhalation	A-1
• Your heart ...clean air.. keep on beating	Exaggerated inhalation at end of first line	A-2
• But ... YOU have to do the breathing	Observe exhalation as second line is sung	A-3
• inside [or] out Please stay away from smoke	Twist foot on floor as if stamping out a cigarette butt	A-4
• ...cigarettes...Make you and your heart choke	Mock coughing and choking to model effect of smoke	A-5
• Now you're heart-smart ... lungs smoke-free	Hand to mouth, head shaking "no"	A-6
Using the visual: Help them see how they can use the colour picture to teach adults at home	Show kids how they can use the song to teach the adults at home what they've learned about the heart	A-7

For complete song lyrics see BLM 3

#### PROCEDURES AND POINTERS FOR CHART A

- A-1 Be sure palms are flat against chest (not in fists)
- A-2 Inhale deeply so that elbows "wing out" noticeably
- A-3 How far down chest can exhalation still be felt?
- A-4 Can smokers put out their smoking habit as easily?
- A-5 Clutch one hand to heart, other to mouth

A-6 Show how No Smoking symbol "speaks" without words

A-7 Caution: Sensitivity alert! See B-5 below

ASK: How can you tell who's been smoking? (By smell!)

ASK: Smoking smells bad, tastes bad, makes you choke. Why do some kids try it?

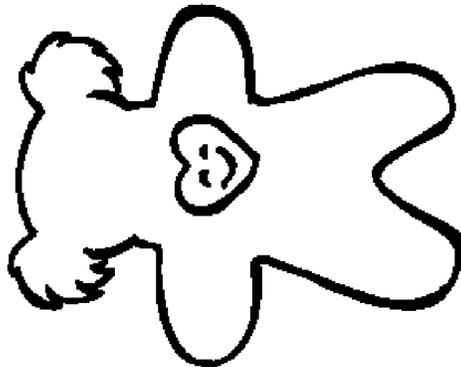
### CHART B

	<b><i>Student may learn that</i></b>	<b><i>Background for teacher</i></b>	T
3a	Heart needs oxygen for energy	Fires need oxygen to keep on giving off heat and light. Heart needs oxygen to keep pumping	B-1
3b	You must bring air inside so heart can get it	You control the quantity of air your heart gets	B-2
3c	Avoid smoke of all kinds, not just tobacco	You also control the quality of air your heart gets	B-3
3d	Breathing smoky air blocks oxygen so it can't get to your heart	Cigarette smoke blocks oxygen (O <sub>2</sub> ) two ways, but only one can be understood by grade one kids	B-4
3e	Your heart needs you to breathe smoke free air. Heart-smart kids stay smoke-free	Caution: Show respect for kids whose parents are smokers. There's not much kids can do about it	B-5

## EXTENSIONS, DEMONSTRATIONS FOR CHART B

- B-1 In body, action of oxygen gets energy out of power foods. The following demonstration is helpful but caution is advised. Light a candle, upend a wide-mouthed jar over it. What do kids think is happening? The bottle prevents fresh air from getting inside. As the burning flame uses up the trapped oxygen; the flame gradually dies, showing what can happen to living things that don't get enough oxygen. (Help kids notice smoke curling away from wick.)
- B-2 Here's the idea of kids in control again. Ask: what parts of their lives can they control? Should kids their age be able to control everything? What exceptions should there be?
- B-3 Demonstrate good posture and give kids a chance to practice it. It's needed so lungs can fill "to the max". Avoid couch potato posture.
- B-4 The two culprits are carbon monoxide and tar. The tar problem can be demonstrated to kids. Use a plastic bag to collect butts outside an office or school. Through the bag, tear a few filters apart so kids see what cigarette tar looks like. Most tar gets through filter and sticks to lungs instead. Air (oxygen) can't pass through the sticky brown spots. (For you only, the carbon monoxide problem in a nutshell. Red blood cells load up on carbon monoxide before they start loading oxygen; blood carries less oxygen, so lungs absorb less, and less gets to heart.)
- B-5 It's easy to see how many adults have a hard time quitting once they start, but this issue can be hard for kids whose parents are smokers. In some cases, nagging by kids can shame parents into quitting. In other cases, nagging only gets the kid in trouble. Instead, why not focus on the fact that most adult smokers started in their early teens. Can grade one kids guess why?

BREATHE FOR YOUR HAPPY HEART



**YOUR HEART'S A PUMP. IT NEEDS CLEAN AIR**

So it can keep on beating

**BUT HEARTS PUMP BLOOD – NOT AIR – AND SO**

**YOU** have to do the breathing

**WHEN YOU'RE INSIDE, WHEN YOU'RE OUT**

Please stay away from smoke

**POLLUTION, CIGARETTES, CIGARS**

Make you and your heart choke

**NOW YOU'RE HEART-SMART 'CAUSE YOU KNOW:**

*That you can keep your heart-pump happy  
Just by keeping your lungs smoke-free!*



## Teacher's Guide – Grade 1

### LESSON 4 Exercise for A Healthy Heart

The main objectives of Lesson 4 are embedded in BLM 4. Goals could be (1) limited to the ideas, actions and picture that go with the song or (2) enhanced to include some goals from chart B.

Suggestion: Before you begin, ask students to think about a playground activity that makes them gasp for air. Let them practise some “pretend gasping.”

#### CHART A

<b>Play for Your Happy Heart</b>	<b>ACTIONS:</b> To start, make sure kids are well spread out	A-1
• ...heart needs exercise [to] keep on pumping	Each child models a pretend gasping activity.	A-2
• ...it can't run...YOU have to do the jumping	Wind forearms to mime heart running faster and faster	A-3
• Your heart can never take a nap...	Let heads sag to side, eyes shut, snore	A-4
• So when you ...play [it] won't miss a beep	Clap hands (lub dub lub dub lub dub lub dub)	A-5
• [if] you're heart-smart...prove it...MOVE IT!	Repeat pretend gasping activity	A-6
Using the visual: Help them see how they can use the colour picture to teach adults at home	Show kids how they can use the song to teach the adults at home what they've learned about the heart	A-7

For complete song lyrics see BLM 4

#### PROCEDURES AND POINTERS FOR CHART A

A-1 See A-6

A-2 Your heart has to pump faster when you run

A-3 Can they make arms “run” while legs jump?

A-4 Do a survey. Who's sleep-deprived? Why?

A-5 Clap as fast as heart beats. (4 lub dubs in 2 s)

A-6 Do a survey. What do kids think make you gasp?

A-7 Kids can teach adults that exercise ought to be fun?

ASK: Does watching TV make you gasp? Make your heart pump faster?

ASK: How does exercise help your heart get more air (oxygen)? (You breathe deeper and more often.)

#### CHART B

	<b>Student may learn that</b>	<b>Background for teacher</b>	T
4a	If leg muscles are not strong, legs can't run fast	We can see when leg muscles get weak	B-1
4b	Weak heart muscle can't pump strongly	We can't see when the heart gets weak	B-2
4c	All muscle needs exercise to stay strong Even though heart must beat continually	Many adults make exercise sound so tedious that kids start thinking exercise = disagreeable work	B-3
4d	Active play is excellent exercise for muscle of all kinds; and young bodies long to move	All play is fun, toys like Lego included. But that fun is quiet play. Balance it with active play	B-4
4e	Your heart needs you to do the exercise to keep it strong. Can exercise be fun?	Teachers know how kids flutter, flail and twitch in places where adults stand still. Who's smarter?	B-5

#### EXTENSIONS, DEMONSTRATIONS FOR CHART B

B-1 It's harder to see strong vs. flabby leg muscles on kids than on adults. Encourage students to observe adults to look for the difference (on TV, in real life). But they mustn't say anything out loud to hurt someone's feelings.

B-2 That's why some adults have “sudden” heart attacks. They may look skinny or appear fit, but if it isn't cardiovascular fitness, they're at risk.

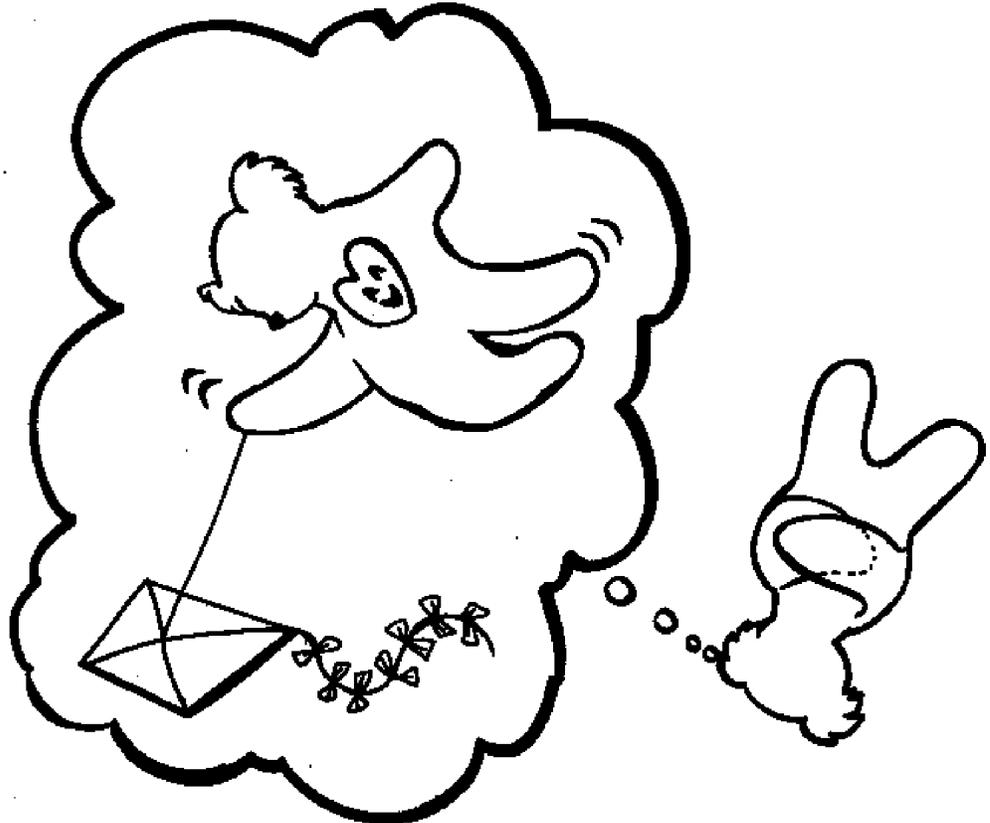
B-3 This attitude can make kids think exercise can only take place in an organized setting, according to a schedule, and spoil their spontaneous joy in movement.

B-4. Get kids to think about how lambs or kittens play.

They do what's fun. Kids can also choose what's fun and “just do it.” Any active play that makes you happy is good exercise for your heart.

B-5 On TV, we see astronauts bounding around without any apparent effort. It looks like – and doubtless is – a lot of fun, but it's bad for their bodies. Their muscles don't have to work hard to make their bodies move. Their hearts slow down because they don't have to beat hard to push blood around. After months in space (orbit) they get weak. Your heartbeat also slows down during TV watching – in fact, it dips below the rate during sleep. Does this sound: Healthy? Scary? Like a hypnotic (sleepy) trance?

PLAY FOR YOUR HAPPY HEART



**YOUR HEART NEEDS LOTS OF EXERCISE**

So it can keep on pumping

**BUT IT CAN'T RUN OUTDOORS AND SO**

YOU have to do the jumping

**YOUR HEART CAN NEVER TAKE A NAP**

But you need lots of sleep

**SO WHEN YOU TAKE IT OUT TO PLAY**

Your heart won't miss a beat

**NOW YOU'RE HEART-SMART 'CAUSE YOU KNOW':**

*To love your happy heart and prove it*

All you have to do is MOVE IT!



## Teacher's Guide – Grade 1

### LESSON 5 911 Emergency Care for an Unhealthy Heart

The main objectives of Lesson 5 are embedded in BLM 5. Goals could be (1) limited to the ideas, actions and picture that go with the song or (2) enhanced to include some goals from chart B.

Suggestion: Before introducing the song, ask students to look in their desks or locker shelves for props to use as pretend telephones.

#### CHART A

<b>Call 911 for an Unhappy Heart</b> [Melody: Row Row Row Your Boat]	<b>ACTIONS:</b> To start, kids should have "phones" ready.	A-1
<ul style="list-style-type: none"> <li>• Sometimes [a sick] grownup falls down</li> <li>• The grownup is sick...some kids are around</li> <li>• This adult's lucky... kids know what to do</li> <li>• ...would you...If a grown up fell over ...?</li> </ul>	Teacher or student mimes collapse. Kids reach for "phones." Teacher/student grasps chest. Kids pick up "receivers." Teacher/student moans. Kids punch 911 Kids use list at bottom of page to model a 911 call	A-2 A-3 A-4 A-5
Using the visual: Help them see how they can use the picture to teach adults at home	Show kids how they can use the song to teach the adults at home what they've learned about the heart	A-6

#### PROCEDURES AND POINTERS FOR CHART A

A-1 Do kids realize that this is a pretend collapse?  
 A-2 Encourage kids to notice sick person's actions.  
 A-3 Sounds are good clues to sick person's status.  
 A-4 Caller must state name, place, and emergency.  
 ("My name is... I'm at school. My teacher is sick.)

A-5 Callers must answer all questions and follow directions. See B- below

A-6 Maybe kids can prompt the adults at home to design and practise an emergency drill.

ASK: Do you know your home address?

#### CHART B

	<b>Student may learn that</b>	<b>Background for teacher</b>	<b>T</b>
5a	Heart that's not happy can make adult sick	Kids less likely to panic if they know help's at hand	B-1
5b	Kids can help sick adults	The way adults treat kids makes many feel timid	B-2
5c	Kids can observe when an adult is sick	Kids have senses: can see that an adult is sick	B-3
5d	Kids who know what to do can be a big help	Support and practice will build poise and skills	B-4
5e	Kids can decide to act by calling 911	Nobody will be mad at them for calling 911	B-5
5f	Speak to the operator, ask what to do	The operator will help them do the right thing	B-6
5g	Listen to the operator, answer all questions	Most kids are warned not to tell callers anything	B-7
5h	Learn emergency information such as own street address (also regular "hangouts.")	They MUST NOT HANG UP the phone unless the 911 operator tells them to	B-8

#### EXTENSIONS, DEMONSTRATIONS FOR CHART B

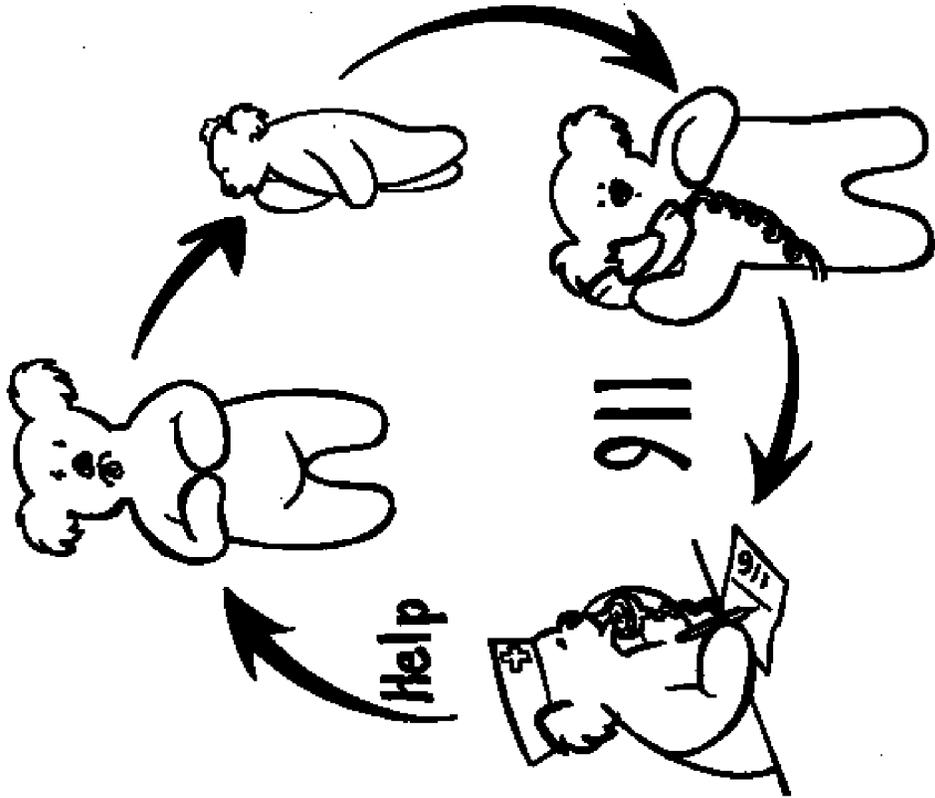
B-1 911 is there to help kids as well as adults.  
 B-2 Share "child hero" stories from the news.  
 B-3 People having a heart attack may deny that they need help. It may be hard for a kid who can see something's really wrong to disobey an adult.  
 B-4 Compare 911 calls to a school fire drill. With practice, kids can be calmer than adults.  
 B-5 Kids should not hesitate to call 911 because the problem "might not be serious enough." The 911 operator is trained to decide what to do.  
 B-6 It's the operator's job to decide whether to send an ambulance (or police, or fire trucks). Some problems can be fixed over the phone.

B-7 Make sure kids understand: It's okay to answer the operator's questions. The more complete and accurate the answers, the faster help will come. Practise what operator might ask kid to do by performing practice skits: Go look at the patient and report back on the phone. Turn the patient over – remove glasses. Talk to reassure the patient, Unlock the door in advance.

B-8 Kids should memorize the address of a regular day-care, baby-sitter, or grandparent's home. The operator may ask for surnames, too. Do kids know surnames of all resident adults?

Note: Tell kids if there's no 911 service in their area. The telephone operator can help if a kid says something like: "My name is Kim. I'm 5 years old and my grandmother's sick." (To get operator punch number zero, not letter "O".)

CALL 911 FOR AN UNHAPPY HEART



**SOMETIMES AN UNHAPPY HEART CAN GET WEAK**  
A grownup falls down on the ground

**THE GROWNUP IS SICK, OH DEAR! THIS COULD BE BAD**  
For only some kids are around

**BUT THIS ADULT'S LUCKY –**  
**THESE KIDS ARE HEART SMART**  
They know what to do and just how

**ARE YOU HEART SMART TOO –**  
**WOULD YOU KNOW WHAT TO DO**  
If a grownup fell over right now?

*Find the phone and call nine one one  
Tell the voice on the phone who you are  
And where you are now  
And who needs the help*

*Speak clearly, speak loudly, speak slowly  
And ask what to do till help comes*

*Then do what the voice says exactly  
A grownup will be glad you did.*



**HAPPY HEART SONG** (Melody: Row Row Row The Boat)

1 

**PUMP, PUMP, SEND THE BLOOD**

To my farthest part

**FRESH BLOOD OUT AND USED BLOOD BACK**

It's all done by my heart

2  

**EAT, EAT, EAT, GOOD FOOD**

For a happy heart

**MUSCLE AND POWER FOODS ARE GOOD**

Fatty foods are not

3   

**BREATHE, BREATHE, BREATHE CLEAN AIR**

Deep down in my chest

**TOBACCO SMOKE MAKES MY HEART CHOKE**

Smoke-free kids know best



THIS BOOK BELONGS TO \_\_\_\_\_

