CROSS-CURRICULAR ACTIVITIES

- Language
- Math
- Science
- Social Science
- The Arts
- Physical and Health Education

Connections to Multiple Intelligence

Grade 4 to Grade 6
Welcome to Jumping into the Curriculum™!

This cross-curricular resource provides elementary teachers with fun-filled jump rope activities that assist in teaching language, math, science, the arts and social studies concepts while nurturing students’ Multiple Intelligences.

Jumping into the Curriculum’s step-by-step activities:
• Match curriculum expectations
• Require only minutes to prepare
• Include Black Line Masters
• Support Howard Gardner’s Theory of Multiple Intelligences

We hope these activities will help you to create a learning environment that is educational as well as challenging, fun and physically active.

If you have any comments or suggestions, please contact us @ hearthealthykids@hsf.on.ca.

This Resource has been approved by Curriculum Services Canada.
Objective:
This activity will allow students to create their own skipping routine.

1) Place students into groups of 4.
2) Provide students with some examples of patterning, using a skipping rope (e.g. skip 8 times while standing tall, skip 8 times while crouched down low, skip while kicking left foot 4 times then right foot 4 times, turn to the left and repeat pattern).
3) Challenge the groups to create their own skipping pattern routines using a skipping rope and their imaginations. Provide each student with a Skipping a Beat worksheet.
4) Once they have their own skipping patterns, have students incorporate beats and rhythm to create skipping dance routines.
5) Have students add music to the skipping dance routine and repeat the pattern for the length of the song.

Activity:

Materials Required:
• Each student will require one skipping rope.
• Black Line Master: Skipping a Beat Student Worksheet.
• Paper and pencils for students to write down their own routines.

Preparation:
• Photocopy a class set of the Skipping a Beat student worksheets.

Curriculum Connections:
• The Arts (Music, Drama and Dance)
• Mathematics
• Health and Physical Education

Multiple Intelligences:
• Musical
• Logical-mathematical
• Interpersonal
• Bodily-Kinesthetic

Curriculum Expectations:

Health and Physical Education:

Fundamental Movement Skills:
• Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
• Demonstrate the principles of movement using locomotion/traveling, manipulation, and stability skills.

Active Participation:
• Participate on a regular basis in physical activities that maintain or improve physical fitness.

The Arts

Music:
• Read and perform simple rhythmic patterns in 4/4 time.

Drama and Dance:
• Enact or create, rehearse and present drama and dance works.
• Create and present a short choreography individually or with a group.

Mathematics (Patterning and Algebra):
• Identify, extend, and create patterns by changing two or more attributes.

Skipping Leaders:
• Have student groups present their skipping routines to their classmates.
• Get the whole class involved by having each group teach the class their routine.
Congratulations! You have just been accepted to enter into a Skipping a Beat Jump Rope Competition! Your goal is to create a unique jump rope dance pattern. A few examples are listed below – try them out!

**Pattern # 1  Hoppin’ Square Dance**
Using your right foot only:

- Hop in place 4 times.
- Hop forward 4 times.
- Hop backwards 4 times.
- Hop to the right 4 times.
- Hop to the left 4 times.

Repeat using left foot only.

**Pattern # 2  Hop, Skip, Jump to the Rhythm**
Jump from side to side for 8 counts (like a downhill skier).
Hop forward with both feet for 8 counts.
Hop back for 8 counts (change hopping foot every 4 hops).
Skip fast in place for 8 counts (e.g. 2 skips per beat).

Repeat

**Pattern # 3  Animal Jump Hop**
Place skipping ropes on the ground in different shapes.
Create a routine around the shapes:

- Jump forward in a zigzag pattern like a kangaroo for 8 counts.
- Spring up like a frog for 8 counts.
- Hop in a circle like a rabbit for 8 counts.
- Jump in place like a monkey for 8 counts.

Repeat

**Now it’s your turn to create your own jump rope dance routine!**
Here are a few things to remember:

1) As a group, brainstorm and try as many different skipping actions as you can in 5 to 10 minutes.
2) Think of a fun theme or creative idea that will make your routine unique.
3) Decide as a group which 4 to 6 different actions you want to use.
4) Select the number of counts per action (e.g. 4 forward, 8 back).
5) Record your pattern in the space below.
6) Practice as a group by repeating the pattern a few times.
7) Add beats/rhythms to go with your routine. Add music if you wish.
8) Perform it for the rest of the class and have them guess the pattern of your routine.

**Group Name:** __________________________________________ **Name of Routine:** _________________________________

**Actions:**

- ____________________________________________________________
- ____________________________________________________________
- ____________________________________________________________
- ____________________________________________________________
- ____________________________________________________________
- ____________________________________________________________

**Counts:**
Objective: This activity will allow students to enhance their recording and graphing skills.

1) Students should use the Student Worksheet during this activity to guide their learning and to track their heart rates.
2) Have students work with a partner to calculate their heart rates while they are resting by referring to the Student Worksheet.
3) Allow students to collect data while doing a variety of activities to compare the effect on heart rate.
4) Have student groups graph their results.
5) Give students time to compare their graph with their classmates’ and draw some conclusions for why the heart rates varied by activity and by person.
6) Lead a class discussion on the connection between exercise, heart rate and heart healthy living.

Note: Answer Sheet provided for teachers.

Activity:

Curriculum Connections:
- Science
- Mathematics
- Health and Physical Education

Multiple Intelligences:
- Spatial
- Logical-Mathematical
- Interpersonal
- Intrapersonal
- Bodily-Kinesthetic

Materials Required:
- Each student will require one skipping rope.
- Black Line Master: Student Worksheet.
- Black Line Master: Answer Sheet.

Preparation:
- Photocopy a class set of the Student Worksheet.

Skipping Leaders:

- Divide the class into groups of 4 students.
- Have the groups “test” what the resting and exercising heart rates are of students in other grade levels.
- Have students graph their results and present them to the class.
- Lead a class discussion to compare their results and draw conclusions of what impact age has on heart rates (e.g. small children have smaller hearts which beat faster).

Curriculum Expectations:

Health and Physical Education:

- Fundamental Movement Skills:
  - Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
  - Demonstrate the principles of movement using locomotion/traveling, manipulation, and stability skills.

- Active Participation:
  - Participate on a regular basis in physical activities that maintain or improve physical fitness.

Science (Life Systems):

- Compile data gathered through investigations in order to record and present results, using tally charts, tables and labeled graphs produced by hand or with a computer.

Mathematics (Data Management):

- Collect and organize data and identify the use.
- Interpret displays of data and present the information using mathematical terms.
Here's an opportunity to learn more about the connection between physical activity and your heart. Measuring your heart rate is one way to determine how hard your heart is working. Your resting heart rate is a measure of the number of times your heart beats each minute while you are resting. When you are doing different activities your heartbeat will change depending on the intensity of your activity.

**Step 1: Learn How to Take Your Pulse**
Tilt your head back slightly and place your fingers on the carotid artery located on either side of your Adam's apple. Never use your thumb because it has a pulse of its own. Press gently and count how many times you feel your pulse in 15 seconds. Multiply by 4 to determine your heart rate for 1 minute.

**Step 2: Collect the Data**
Try the following activities and check your heart rate after each one:

1) Sit down and relax for one minute:
   - Resting Heart Rate: ______ / 15 seconds x 4 = ______ beats/minute (heart rate)

2) Jump rope for 1 minute at a normal pace:
   - Exercising Heart Rate #1: ______ / 15 seconds x 4 = ______ beats/minute (heart rate)

3) Jump Rope as fast as you can for 1 minute:
   - Exercising Heart Rate #2: ______ / 15 seconds x 4 = ______ beats/minute (heart rate)

4) Jump Rope for 5 minutes at a normal pace:
   - Exercising Heart Rate #3: ______ / 15 seconds x 4 = ______ beats/minute (heart rate)

**Step 3: Graph the Results**
Create a bar graph comparing resting heart rate and active heart rates:

1) Label the vertical axis with heart rates (0 to 200) and the horizontal axis with 4 different activities (Resting, Jumping Rope for 1 minute, Speed Skipping 1 minute, Jumping Rope for 5 minutes).
2) Create one bar for the resting heart rate and another bar (shade it in or colour it) for each of the different activities. Make sure you include a legend and a title for your graph.

**Step 4: Analyse the Data**
Work in small groups to analyse your data and graphs as well as research information for your results:

1) In your group, compare your graphs – what are some similarities and differences?
2) What is the difference between your heart rate when resting and exercising?
3) As you start to do an activity/exercise, what happens to your heart rate?
4) Research if the following variables increase, decrease or have no impact on a person’s heart rate:
   - i. High intensity of exercise
   - ii. Having a regular daily exercise routine
   - iii. Body position – lying down/standing up
   - iv. Temperature
   - v. Stress levels
5) If you exercise regularly, how does this help your heart?
6) If a fit person and an unfit person are doing the same activity, who would have a higher exercising heart rate?
7) How much exercise does the Heart and Stroke Foundation recommend you get in a day and in a week?
Answer Sheet:

Step 4

2) What is the difference between your heart rate when resting and exercising?
   A – Your heart rate is higher when exercising than when resting.

3) As you start to do an activity/exercise, what happens to your heart rate?
   A – Your heart rate increases as you start to exercise. The more intense
   the exercise the higher the heart rate, until you reach your maximum
   heart rate at which point it plateaus.

4) Research if the following variables increase, decrease or have no impact on a person’s heart rate:
   i. The higher the intensity, the higher the heart rate until the maximum heart rate is reached.
   ii. With a regular and sustained exercise routine, your resting and exercising heart rates will
      be lower than an unfit person’s heart rate.
   iii. Your heart rate is lower when lying down.
   iv. Extreme temperatures can affect heart rate (increase or decrease).
   v. Increased stress levels can increase heart rate and blood pressure.

5) If you exercise regularly, how does this help your heart?
   A – Your heart is like your muscles, the more you exercise it, the stronger it gets.

6) If a fit person and an unfit person are doing the same activity, who would have a higher
   exercising heart rate?
   A – The unfit person’s heart rate would be higher because their heart is not as strong,
   so it has to work harder while doing the same activity.

7) How much exercise does the Heart and Stroke Foundation recommend you get in a day
   and in a week?
   A – The Heart and Stroke Foundation recommends that children and youth get a
   minimum of 60 - 90 minutes of moderate or vigorous activity a day. For more
   details, visit our web site at www.heartandstroke.ca or contact Health Canada
   to receive a copy of “Canada’s Physical Activity Guide for Children/Youth”.


Objective:
This activity will enable students to create their own jingles and raps.

1) Form groups of 4 students to ensure that everyone participates in creating jingles or raps.
2) Hand out the Jumpin’ Jingles and Raps Student Worksheet. Have students try some of the skipping jingles or raps as samples of what they must create.
3) Each group will create a heart healthy jingle or rap that has at least 1 chorus and 3 verses. Some topic ideas may include a rap about why people should choose active/healthy living or a rhyme about healthy foods, etc.
4) The groups then must create a skipping routine that will match their jingle or rap.
5) Ensure students record their routines using musical rhythms/beats.
6) Have students practice and present their jingles or raps to their classmates.

Activity:

Curriculum Connections:
• The Arts (Music, Drama and Dance)
• Language
• Health and Physical Education

Multiple Intelligences:
• Linguistic
• Musical
• Interpersonal
• Bodily-Kinesthetic

Materials Required:
• Black Line Master: Jumpin’ Jingles and Raps Student Worksheet.
• Paper and pencils for groups to create their own jingles or raps.
• Each student will require one skipping rope.

Jumpin’ Jingles and Raps

GRADE 5

Skipping Leaders:

1) Challenge students to create and perform a jingle or rap over the school sound system to get the school excited about an upcoming Jump Rope for Heart™ or school health event.
2) Invite students to ask family members and friends to remember popular jump rope jingles they grew up singing while jumping rope. Ask the students to write them down and share the jingles with the rest of the class.

Curriculum Expectations:

Health and Physical Education:

Fundamental Movement Skills:
• Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
• Demonstrate the principles of movement using locomotion/traveling, manipulation, and stability skills.

Active Participation:
• Participate on a regular basis in physical activities that maintain or improve physical fitness.

Language:
• Communicate ideas and information for a variety of purposes and to specific audiences.
• Produce pieces of writing using a variety of forms, narrative techniques, and materials from other media.

The Arts:

Music:
• Demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing and creating music.
• Create and perform music using a variety of sound sources.

Drama and Dance:
• Create dance pieces using a variety of techniques.
Here's an opportunity to showcase your musical talents! Your goal is to create a unique jump rope jingle or rap that includes a chorus and 3 verses. Below are a few traditional skipping jingles that you may recognize and one that we created using the same rhythm based on healthy lifestyles.

1. **Apples, Peaches, Pears and Plums**
   Apples peaches pears and plums,
   Tell me when your birthday comes,
   January, February, March,
   April, May, June,
   July, August, September,
   October, November, December.

2. **Teddy Bear, Teddy Bear**
   Teddy bear, teddy bear,
   Turn around.
   Teddy bear, teddy bear,
   Touch the ground.
   Teddy bear, teddy bear,
   Show your shoes.
   Teddy bear, teddy bear,
   that will do.
   Teddy bear, teddy bear,
   Go upstairs.
   Teddy bear, teddy bear,
   Say your prayers.

   Teddy bear, teddy bear,
   Switch off the light.
   Teddy bear, teddy bear,
   Say good night.

3. **Healthy Hearts**
   **(to the same tune as Teddy Bear, Teddy Bear)**
   Healthy hearts, healthy hearts,
   Jump up and down.
   Healthy hearts, healthy hearts,
   Skip around.

   Healthy hearts, healthy hearts,
   Skip really fast.
   Healthy hearts, healthy hearts,
   What a blast!

   Healthy hearts, healthy hearts,
   Skip really slow.
   Healthy hearts, healthy hearts,
   Skip high and low.

   Healthy hearts, healthy hearts,
   Heart smart food.
   Healthy hearts, healthy hearts,
   Tastes really good!

**Now it’s your chance to create your own healthy jingle or rap.**
**Here are a few things to help get you started:**

1) As a group, brainstorm some skipping jingles or raps that you know from your childhood.
2) Select one jingle or rap and change the words around to suit a healthy theme.
3) Come up with 1 chorus (that can be repeated between each verse) and 3 verses.
4) Record your song using musical beats on a separate piece of paper.
5) Add some skipping actions to your jingle or rap. Brainstorm and try as many different skipping actions as you can. (You may wish to create 1 skipping routine for your chorus and one for your verses).
6) Record your pattern beside your song on a separate piece of paper.
7) Practice as a group by singing the jingle or rap and repeat the pattern a few times.
8) Add music to go with your routine.
9) Perform it in front of the rest of the class and have them try it out.
Objective:
This activity allows students to create a healthy balanced meal.

1) Place the Food Cards in the corners of the gym based on the food group (e.g. one corner = milk products; second corner = fruits and vegetables; etc.).
2) Put 1 skipping rope beside the groups of Food Cards in each corner.
3) Place 4 hula-hoops along the centre-line of the gym.
4) Divide students into groups of 4 and assign them to a hula-hoop.
5) Provide each group with a copy of Canada's Food Guide.
6) Tell students that they will be participating in a relay to make heart healthy meals using all 4 food groups.
7) On the signal "go", the first student in each group begins by running to a corner, chooses a Food Card, spells the item out loud while skipping rope and brings it back to his/her group placing it in the hula-hoop.
8) The next student may begin once the Food Card has been placed inside their group’s hula-hoop.
9) Once each group has completed a healthy meal, invite the groups to present their meals to the class.
10) Teachers may want to lead a discussion on healthy eating and the menus the students choose.
11) Have student groups place their Food Cards back in the corners of the gym in the appropriate corners and try the activity again.

Skipping Leaders:
1) Challenge students to create their own Food Cards by allowing them to investigate foods from around the world, or illustrate the foods they enjoy eating.
2) Allow the students to try this activity again using their own Food Cards.

Curriculum Expectations:
Health and Physical Education:
Fundamental Movement Skills:
- Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
Active Participation:
- Participate on a regular basis in physical activities that maintain or improve physical fitness.

Science (Life Systems):
- Identify a balanced diet as one containing carbohydrates, proteins, fats, minerals, fibre, water, and design a diet that contains all of these elements.
- Identify food sources from which people in various societies obtain nutrients.
GRADE 5

JUMPING INTO THE CURRICULUM

SKIPPING TOWARDS EATING HEALTHY MEALS

Activity Set-up

Food Cards of Grain Products

Food Cards of Vegetables and Fruit

Food Cards of Meat and Alternatives

Food Cards of Milk Products
Note: You may want to photocopy and cut out a few sets of these cards depending on your class size. Alternately, you can have your students cut and paste food items from flyers onto cards.

Graphics of foods are from Health Canada’s “Food Guide to Healthy Eating”, 1997
Juice  Milk
Pasta  Peanut Butter
Potato  Rice
Enjoy a variety of foods from each group every day.

Choose lower-fat foods more often.

Grain Products
Choose whole grain and enriched products more often.

Vegetables and Fruit
Choose dark green and orange vegetables and orange fruit more often.

Milk Products
Choose lower-fat milk products more often.

Meat and Alternatives
Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often.
Different People Need Different Amounts of Food

The amount of food you need every day from the 4 food groups and other foods depends on your age, body size, activity level, whether you are male or female and if you are pregnant or breast-feeding. That's why the Food Guide gives a lower and higher number of servings for each food group. For example, young children can choose the lower number of servings, while male teenagers can go to the higher number. Most other people can choose servings somewhere in between.

Enjoy eating well, being active and feeling good about yourself. That's VITALITY.
Objective: These activities will enable students to participate in “skipping activities” that originated from Aboriginal peoples.

Caribou Skipping

1) Divide the class into groups of 3 students.
2) Show your students the skipping rope with the potato sack tied in the middle. Explain that this is an adaptation of an Inuit game where the potato sack represents the caribou skin.
3) Choose 2 students to swing the rope (with 2 hands because the sack adds weight to the rope), while one student (the skipper) stands in the middle ready to jump over the rope.
4) The rope is swung back and forth 3 times while the skipper jumps over it. The objective is for the skipper to turn to face the sack each time he/she jumps over the rope.
5) On the third swing, the rope is to be swung over the skipper’s head (1-2-3 over; 1-2-3 over) and the process is repeated.
6) The skipper does not have to turn around when the sack goes over the skipper’s head because they should already be facing the right way. Repeat this 3 times and then rotate positions.

Note: The students turning the rope should begin really slowly and ensure that the sack touches the floor and clearly goes over the skipper’s head.

Curriculum Connections:
• Social Studies
• Health and Physical Education

Multiple Intelligences:
• Interpersonal
• Bodily-kinesthetic

Materials Required:
• One long skipping rope
• Potato sack or old towel for each group.

Preparation:
• Securely tape a potato sack or towel to the middle of a long skipping rope.

Caribou Skipping is adapted from “Another Games Book: Special Event & Theme Week Programming for a Safe School” by CIRA (613) 244-1594.
Objective: These activities will enable students to participate in “skipping activities” that originated from Aboriginal peoples.

Circle Skipping
1) Divide the class into 4 equal groups and have each group of students stand in a circle.
2) Choose 1 leader in each group; have him/her stand in the middle of the circle, holding the skipping rope with the beanbag touching the floor.
3) The group leader begins by slowly spinning around in a circular motion with the rope dragging along the floor, while the members of the group are to jump over the rope without coming into contact with the rope.
4) If a student gets caught by the rope, the student switches positions with the leader. The leader joins the circle and the student who was caught becomes the leader.
5) Ensure all students have an opportunity to be the leader.

Curriculum Connections:
• Social Studies
• Health and Physical Education

Multiple Intelligences:
• Interpersonal
• Bodily-kinesthetic

Materials Required:
• One long skipping rope.
• One beanbag.

Preparation:
• Tie the beanbag to one end of the long skipping rope.

Activity:

Skipping Leaders:
Challenge students to create their own “skipping activities” and present them to the class.

Curriculum Expectations:

Health and Physical Education:
  Fundamental Movement Skills:
  • Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
  • Demonstrate the principles of movement using locomotion/traveling, manipulation, and stability skills.
  Active Participation:
  • Participate on a regular basis in physical activities that maintain or improve physical fitness.

Social Studies (Heritage and Citizenship):
• Identify the contributions of Aboriginal peoples to the political and social life of Canada.
INTO THE CURRICULUM

GRADE 6

JUMP-START YOUR SCHOOL!

Objective:
This activity will provide an opportunity for students to become Heart Healthy Leaders by developing and organizing recess skipping events.

1) Ask your class to develop a recess skipping program or event for the younger grades.
2) Hand out the Student Event Planning Guide to review for ideas, suggestions and important considerations.
3) Challenge them as a class to brainstorm and agree on ideas that they think will get as many students as possible jumping rope in a week.
4) Set a timeline (e.g. you have 1 week to plan and 1 week to do promotions) and some guidelines (e.g. asking permission from other teachers, equipment rules, review safety guidelines of school, etc.).
5) Divide the class into smaller groups and assign one or two grades to each group. Let them develop a “Plan of Action” for how they will promote and run the program with those classes.

Note: Teachers may want to give the students tips and guidance that might be helpful when leading each grade level.

Activity:

Curriculum Connections:
• Health and Physical Education

Multiple Intelligences:
• Interpersonal
• Bodily-Kinesthetic

Materials Required:
• Black Line Masters: Student Event Planning Guide.
• As many skipping ropes as possible.

Preparation:
• Photocopy one copy per group of the Student Event Planning Guide.
• Inform the principal and teachers that your students are going to be organizing skipping events involving other grades at recess in the next few weeks.

Grade 6

Activity:

1) Have students initiate a buddy jumping program.
2) Have the grade 6 students teach the primary grades how to jump or the junior grades some neat jumping tricks.

Curriculum Expectations:

Health and Physical Education:

Fundamental Movement Skills:
• Perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability.
• Demonstrate the principles of movement using locomotion/traveling, manipulation, and stability skills.

Active Participation:
• Participate on a regular basis in physical activities that maintain or improve physical fitness.
BLACK LINE MASTER
SKIPPING LEADERS
Student Event Planning Guide

Have you always wanted to lead an activity at your school or wished you could be a teacher? Here’s your chance to get your school PUMPING and JUMPING!

What Skills Does It Take To Be A Leader?

• Leadership
• Teamwork
• Communication
• Fair play
• Decision-making
• Problem solving
• Organization
• Planning
• Safety awareness

Here’s How You Can Get Started...

Step 1 Team-up and Brainstorm

• Form into a small group of 3 or 4 students.
• Brainstorm a list of skipping event ideas that you could do during recess that would get lots of students in your school jumping rope.

Step 2 Decide What Event You are Going to Organize

• What activity will you do (e.g. skipping tricks, challenges, jump rope obstacle course)?
• Who will be involved (e.g. a specific class, grade level, whoever is out on recess)?
• What equipment will you need (e.g. skipping ropes, music)?
• Where will the activity be held (e.g. asphalt, soccer field, gymnasium)?
• When will the activity take place (e.g. every morning recess for a month, every Tuesday recess for the school year)?
• How long will your activity be?
• Try out your activity with your classmates as participants to ensure you have all that is required and are ready to lead.

Step 3 Organize and Plan Your Event

• Write up a description of the skipping event (prepare a description of what you will say to the students and teachers to introduce the activity, the equipment required, teacher supervision, student leaders involved, time, dates, etc.).
• Have your teacher review and approve your skipping event and description.
• Visit the teacher(s) of the classes that you want to participate in your event. Share your ideas with the teachers and ask them if they can help promote the activity with their students.
• Find out what teachers will supervise your event (your core teacher, Physical Education teacher, lunch supervisors).
• Find out what the safety concerns are (check to make sure all equipment is safe, the environment is safe and that students are playing safely and fairly) and ensure that these things are taken care of for your event.
• What will you do in the case of bad weather (can you move the activity inside, postpone the activity)?
• What things can you do to help involve more students and ensure that all students feel welcome at your event (have fun – be positive – share positive words of encouragement, send out reminders, make announcements)?
• Prepare posters/flyers to promote your activity.

Step 4 Event Day and Follow-up

• Make a list of all the things that need to be taken care of on the event day and the person that will be responsible for each item on the list.
• After the event make sure you clean up, send out a “thank you for participating” letter to the teachers and classes involved, speak to the students involved to see if they would like to continue the activity on a regular basis.
• Reflect on your leadership skills and presentation of the activity. Write a reflection on the highlights and what could be improved, obtain feedback from student participants, teachers and your peer leaders.
Thank you for choosing the Heart Healthy Kids™ Program!

This resource was created by:
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