

How Healthy Is Your Heart?

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ALCOS Anatomy 9

Materials

- Student handouts (found on
<http://www.discoveryeducation.com/teachers/free-lesson-plans/heres-to-your-healthy-heart.cfm>)
 - o Food/Cholesterol Record
 - o Exercise/Activity Record
 - o Heart Rate Record
 - o Blood Pressure Record
 - o Family History of Heart Disease and High Blood Pressure
 - o Final Evaluation Form: Here's to Your Healthy Heart!
- Wall clock with a second hand or a stopwatch
- Blood pressure cuff
- Calorie/fat content book with estimated caloric and fat contents of common foods

Overview

Students will rotate through stations to determine how healthy their heart is and what risks they might have for developing heart disease in the future.

Objectives

By the end of this lesson students will be able to differentiate between controllable and uncontrollable risk factors for heart disease and describe any risk factors that they might personally have.

Activities

1. Explain that there are two types of risk factors for heart disease—controllable and uncontrollable. Controllable risk factors are things that

one can influence, such as smoking, being overweight, eating a diet high in cholesterol, and getting little or no exercise. Uncontrollable risk factors are those that one cannot alter. These include one's age, sex, and family history of heart disease. Although you cannot alter any uncontrollable risk factors you may have, it is important that people understand that by decreasing their controllable risk factors, they lessen their overall risk of heart disease.

2. Tell the class that they will be completing a series of physical tests and questionnaires to gain some insight as to whether they are at an increased risk of some day having a heart attack. By recording their current eating and exercise habits, heart rates, blood pressure, and family history, students will be able to roughly analyze their risk for someday developing heart disease. They will also learn how to make positive decisions about their lifestyles in order to promote cardiovascular health.
3. Students will rotate through 5 different stations (Food/cholesterol, exercise/activity, heart rate, blood pressure, family history). Once every group has been through all stations there will be a class discussion covering the following questions:
 - a. Many studies have shown a clear correlation between such activities as smoking, overeating, and lack of exercise and heart disease. Debate whether health insurance companies should be allowed to charge more for or even deny coverage to people whose lifestyles put them at a greater risk for developing heart disease.
 - b. Poor health habits, such as eating a fatty diet, getting little or no exercise, and smoking, often begin quite early in one's life. Discuss what schools can or should do to try to promote healthy lifestyles for their students.
 - c. Every day nearly 3,000 teenagers start smoking. About half of these first-time smokers will become regular smokers. What attracts young people to this unhealthy habit? Analyze some of the current antismoking messages. Which ones are effective and which

- are not? Discuss some strategies parents, schools, and the media can take to effectively discourage young people from beginning smoking.
4. Next, everyone will receive the Final Evaluation Form. Students will then assess what they have learned and their risk for heart disease.

Evaluation

Students will write a one page, typed, analysis of their heart's current and future health. They should include their results of the tests and questionnaires of this activity. Students should also include a forecast of their future heart health, including information about their current lifestyles and what they foresee as their "grown-up" lifestyle.

Accommodations for Special Needs

Students with special needs will work with a partner in completing the stations and will write one page, hand-written, or a half page, typed, analysis.