

Cholesterol Tag

Learning Objectives

- I can explain why bad cholesterol isn't good for you and what it does to your arteries.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury and that promote positive relationships.

Nutrition

- b) Describe the effects of saturated and trans-fat on overall health.

Teacher Notes

- 2 pool noodles for taggers
- Information on cholesterol, as needed

Lesson Steps

Step 1 (Engage learners/access prior knowledge)

- Q and A (1 minute) Who can tell me something they know about cholesterol?

Step 2 (New information – direct instruction/teacher-facilitated learning)

- Introduce some information about cholesterol.
 - HDL vs LDL, LDL = “bad” – causes plaque, HDL = good – removes plaque

Step 3 (Application – how student will apply/practice new learning)

- Cholesterol Tag
 - On “go” signal, the “cholesterol” (taggers) will safely tag students waist and below. Everyone else starts on one side and moves from wall to wall avoiding taggers moving like the red blood cells (oxygenated blood) through arteries (gym). If you get tagged, freeze in place, and help tag others without moving your feet. Switch taggers and movements. More frozen students equal more clogged arteries; the more cholesterol you have and less blood flow (less students moving).

Assessments

- Discussion- what does too much cholesterol do to your body? (it clogs your arteries, slows your blood flow, causes health problems and could lead to a heart attack or even death).
 - More frozen students = more cholesterol = more clogged arteries
 - More clogged arteries/frozen students = less blood flow/number of students still moving.

Extensions/Connections

- [Cholesterol Info from the American Heart Association](#)

Resources/References

- [American Heart Association](#)