Thwap, Thwap! As jump ropes ring out across the gym, students can be heard exclaiming "Look! I can do a criss-cross!" "My favorite way to keep my heart healthy is to ride my bike!" "Hey, cool! Show me how you did that." Excitement is evident on the faces of the Lake Youngs Grizzlies. It's Jump Rope for Heart day!

My students' excitement for Jump Rope for Heart increases every year. I am looking forward to making this year bigger and better than ever! When I came to my current school several years ago, they were heavily involved in fundraising for a different organization and my administration felt we should only do one event. After several years, I was finally given permission and I have held a JRFH event for the last two years. I have used the station format where students have participated in heart-healthy cardiorespiratory activities and wrote their favorite way to keep their heart healthy on a paper heart which they attached to a large poster that was later displayed by the main office.

I have a personal stake in heart health as both of my parents have had mild heart attacks. Luckily both are fine, but this has made me very aware of my own and my family's health. I believe the information my students learn from the American Heart Association's Jump Rope for Heart program can help them become healthier which will in turn help their families learn healthy habits as well. Because of this, my emphasis this year is in reaching out to the parents and families of my community.

To do this, I am planning to implement a few new ideas. The first one is to buy 30 pedometers to use in a Take Home Pedometer program, called "Grizzlies Take Heart!". These pedometers will be available for check out from the library for one week. Each one will have a worksheet attached to it. Pedometers will be available to each grade level for one month, so that all students will be able to choose the week that best suits them. Students will record their number of steps each day, choose which activity level that relates to and write a brief description of activities they did that day. The parents will need to sign these sheets and there is a space for their comments. I know that children love to wear the pedometers we have for class every day and this excitement will be transferred to their families. This activity will help us meet National Standard 3: Participates regularly in physical activity and National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

My second idea is two-fold. First, on the day of our JRFH event, students will do an obstacle course that follows the pathway of the blood through the circulatory system using rope jumping as well as other fitness activities. This obstacle course is a culminating activity for the previous month of learning about the circulatory system, health-related components of fitness, the FITT principle, as well as information about what the American Heart Association does and why we do the fundraising part of the event. Secondly, that night we will, in collaboration with my PTSA, have a Family Jump Rope for Heart Night. Families can participate in the obstacle course to not only see what their child is learning, but also hopefully learn something new themselves. The PTSA has already agreed to help promote the event and to have volunteers help with collecting the funds, as well as supplying water and healthy snacks. These activities will help us to meet National Standard 4: *Achieves and maintains a health-enhancing level of*

fitness, particularly in learning the knowledge of how to lead an active, healthy lifestyle, and National Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. I have most of the items needed for the circulatory system obstacle course, but would use the grant money to buy 6 large scooters, 2-6' parachutes and 3 Insta-pulse monitors.

The third idea is to start a Jump Rope club to meet once a week before school for the six weeks before the Jump Rope for Heart event. These students will learn a jump rope routine to the Schoolhouse Rock song "Do the Circulation" and perform it for their families to kick off our Family Jump Rope for Heart Night.

I am excited to have an opportunity of participating in the National Conference in San Diego this year. Being able to go to sessions by leaders from around the country will be invaluable to my Physical Education program. I am very involved in my State association and know the networking that happens at these conferences can lead to an incredible exchange of ideas, lessons and inspiration. Having the grant to fund my travel will allow me to attend the conference without financial constraints.

I believe healthy habits are essential for our families to thrive. By offering this evening activity to my community, I can reach beyond my students to educate their family members about good heart health. The information provided from the American Heart Association is the foundation of this experience. This grant will help make this event not only educational, but fun! Lake Youngs Grizzlies love to be active and healthy and Jump Rope for Heart is the most exciting day of the year!

Budget -

	Total	1210.97
6' parachutes (2)	19.99	39.98
3 Insta-pulse monitors	115.00	345.00
6 large scooters (Fast Trak Scooter Prism Pack, set of 6)		329.99
Bee-Fit Worker Bee Class Pack pedometers		496.00

1000 point Fitness Challenge

Learning	Students will understand which type of exercise will enhance each component
Expectations:	of fitness: cardiorespiratory endurance, muscular strength, muscular
	endurance, flexibility.

Grade Level:	Grades 3-6	NASPE	Standards 4 and 6
		Standards:	
CSH Focus:	Physical education, health education	AAHE	Standards 1 and 7
		Standards:	

Introductory Activity:

When entering the gym, each student will get a jump rope, go to their assigned spot and begin jumping.

Lesson Focus: After putting away their jump ropes, have students come to sit in front of the white board to view the projected image of the 1000 point Fitness Challenge worksheet. Discuss how they get to create their own workout today by choosing at least one exercise from each section representing each component of fitness learned about in yesterday's lesson. Remind them that although Body Composition is a component, these exercises don't fit into that category. After completing an exercise, they will write down the number of points they earned in the box next to the exercise name. They may do as many of the activities as they choose, but 5th and 6th graders are expected to earn at least 100 points in each component and 3rd and 4th graders are expected to do at least one exercise in each component. Tell them this will ensure they receive a well-rounded, full body workout. Although we have practiced each of these exercises, ask if there are any they don't understand how to do. Re-explain and demonstrate, if necessary. Point out the bottom of the worksheet in regards to the heart rate section. Tell them they need to come to me at some point during class to have me time them for 6 seconds to take their heart rate. They must then write it down in beats per minute, as previously learned, and circle the intensity level at which they are currently exercising. Remind them where on the wall they can find the intensity level chart we have previously used. Review safety rules in using the traversing (climbing) wall - no jumping off, feet on yellow holds only, wait until climber in front of you is on the next panel before beginning. Hand out one worksheet to each student; have them get one pencil and clipboard to use during class. Have them put their name on their worksheet before leaving to start exercising.

While students are exercising, teacher circulates throughout gym and monitors students for correct form in each exercise as well as following all safety rules. Time students taking their heart rate when asked. At end of class, have students put away pencils and clipboards in appropriate containers and turn in worksheet to teacher. Ask them to sit quietly on their spot.

Conclusion/Assessment:

Think, pair, share: Ask students to think of the four components of fitness used today. Have them tell a neighbor what the components are. Ask for volunteers to share the answer with the class. Ask students to think of their favorite exercise today and which component it belonged in. Share their answer with a different neighbor and listen politely to their neighbor's answer. Ask for volunteers to share their favorites with the class.

Prior Knowledge:

We categorize health-related fitness into 5 components. We discuss why body composition is a component, but not one in which specific exercises would be categorized. Each of the exercises listed on the worksheet have been previously taught and practiced. Taking own heart rate manually on neck or wrist. Multiplying heart by 10-easy way is just to

Vocabulary:

Components of Fitness, cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition, Fit Deck cards, traversing wall, heart rate, intensity level.

•add a 0. Intensity level zones categorized by color and listed on poster on wall.	
Equipment/Materials: One worksheet, pencil and clipboard per student Intensity level chart Computer, projector, white board Jump ropes, pogo balls, 3 mats on floor for curl ups and stretching, chin up bar Fit Deck cards divided into lower body, middle body, upper body and full body. 4 tubs to keep each type of card organized.	Safety Considerations: Traversing (climbing) wall — no jumping off, feet on yellow holds only, wait until climber in front of you is on the next panel before beginning. Scatter equipment around gym so that students have enough space to exercise. Joggers need to go around others who are exercising near the red line. All others need to exercise away from the red line around the perimeter of the gym.
Resource: Physical Education for Lifelong Fitness: the Physical Best Teacher's Guide (components of fitness) Kids Take Heart kit by Hope Heart institute (intensity levels)	

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Fitness Challenge

Name_	e Teacher Name		
	ons: Do at least one activity from each Component of Fitness area oint totals. At the end of class, add up all your points to see how n	-	
Your G	Foal: Grades 5 and $6 = 1000$ points or more (minimum of 100 pts. for e Grade $4 = 650$ points or more Grade $3 = $ as many as		
Fitness	s Activities:	•	
	orespiratory Endurance:	My points:	
	ogging on the Red Line=10 points per lap	wiy points.	
	ndividual jump ropes =1 point per jump		
	Pogo balls= 1 point per jump		
	Fit Deck cards (Full Body), 10 points per card,		
	must do intermediate or advanced		
Muscu	ılar Strength and Endurance:		
J	Jpper body		
	Pushups=10 points each		
	Chin ups = 25 points each		
	Chin ups = 25 points each		
	Fit Deck cards = 10 points per card,		
	must do intermediate or advanced		
N	Middle Body		
	Curl ups= 5 points each	· · · · · · · · · · · · · · · · · · ·	
	Fit Deck cards = 10 points per card,		
~	must do intermediate or advanced		
L	Lower Body		
	Wall sits- 1 point for 1 second		
	Fit Deck cards = 10 points per card,		
Tlorrib.	must do intermediate or advanced		
Flexib	→		
S S	it and Reach – hold stretch for 1 second = 1 point		
	traddle Stretch – hold stretch for 1 second = 1 point		
ن	shoulder Stretch – hold stretch for 1 second = 1 point		
	Total Points		
	2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		
Heart R	ate - Ask Ms. Olliffe to time you beats per minute (BPM)	<u> </u>	
	What activity were you doing right before you took your pulse?		
v	What intensity zone are you in? (circle one) Red Yellow	Green	