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Excitement for Jump Rope for Heart is spread throughout my school and community by my students' passion to help others. This desire to make a difference in the lives of others is evident during our Jump Rope for Heart event. Since many students have a friend or family member affected by heart disease or stroke, my students feel strongly in contributing their time, money, and energy to this important cause.

Our JRFH event is held each year during the week of Valentine's Day. Because we are a primary elementary school (Kindergarten through 2nd grade), Valentine's Day is celebrated with classroom parties and the exchanging of cards. We use JRFH as the "main event" for this special week. We make this week memorable in a number of ways. Some activities that we have carried out in the past include: bringing in a JRFH demo team, holding a classroom door decorating contest, and classroom competitions. Each year we place signs throughout the school hall which highlights those students who are jumping in honor of a loved one and those who are participating in memory of someone special who has died from heart disease and stroke. These signs help to show our students and staff how heart disease and stroke affect so many people. Additionally, parents and/or special friends are invited to come in during JRFH week to jump, turn ropes, and offer encouragement. Parents love this opportunity to participate with their child since many of these parents were involved in JRFH when they were children.

Because we feel JRFH is a great physical activity for our students and is merged into with our curriculum, all students participate (approximately 770) in our activities. While the amount we raise is not significantly large, we are consistent each year, averaging approximately \$4500. During our event our physical education classes all participate together. Students love that we allow them to bring in their favorite music that we play throughout the week. This gets them excited as they are participating. During the first day of JRFH, students work with the short ropes. Students practice their jump rope skills and tricks that were taught previously during our jumping/landing unit. On the 2nd and 3rd day of JRFH, students participate in jumping stations. We set up 25 stations in the gym all working on jump roping or jumping/landing. On the 4th day of the week, students practice their long rope skills. This is the day that we utilize parents, classroom teachers, and community volunteers. Because many of our K-2nd grade students do not have the ability to turn a long rope consistently, we put our "guests" to work by having them turn the ropes. Our special guests love being able to play a role in this important event. These special guests enjoy teaching our students jump rope chants they sang as children. Our students love hearing these old chants and become really enthused when our guests begin singing them.

Students realize that JRFH serves two distinct and important missions: helping themselves and helping others. Leading up to our event week students learn the importance of eating healthy foods, getting enough exercise or physical activity, and choosing to live without using tobacco. We use models and pictures of the heart and lungs to teach blood flow. Through our health lessons, students gain a valuable understanding of the heart and how blood flows. Students realize how they can take care of their heart by making proper food and activity choices. Students recognize that during our JRFH week they will be helping their own hearts by giving it a strenuous workout. I am very passionate in educating my students on these topics. I feel strongly that I have a powerful influence over my students in creating good habits and in making good choices.

My students also understand the importance of supporting the American Heart Association through JRFH by seeking sponsors and contributions. My students are taught of the great work that is accomplished by the American Heart Association and they use this knowledge when they seek monetary donations. Since heart attack and stroke hits so

close to home, many individuals and businesses are willing to give donations. My students feel comfortable in asking friends and family members to sponsor them because they feel confident in the work that is done by the AHA. My students are educated and informed about reasons to take care of their health. They use this knowledge when they seek donations. Students explain to their family members and family friends that they are “heart smart” and how by donating to the AHA they would be helping others to become “heart smart” as well.

When we send home JRFH collection envelopes we also send home a special edition of our Physical Education Express Newsletter that is filled with important information for parents. This newsletter emphasizes the need for children and parents to eat healthy. We include our favorite healthy recipes for families to try. We stress family fitness and discuss upcoming community fitness opportunities. We note results from recent studies promoting healthy lifestyles. We use this newsletter as our sounding board during “American Heart Month”. As physical activity proponents we know that we must get our families on board if we truly intend to change the lifestyles of our students.

This JRFH grant will greatly enhance my school’s physical education program in many ways. I teach my students about the heart, its function, and how the blood travels throughout the body. With this grant I will be able to purchase the “heart adventure challenge course”. Because my students are only 5-8 years old, this challenge course will be as important to them learning about the heart as heart rate monitors for older students. Because healthy habits are integral in maintaining a healthy lifestyle, it is very necessary for my students to understand and value the heart at an early age. Because this heart adventure challenge course will exceed the budget of this grant, additional monies will be supplemented by the physical education department, our Parent Teacher Organization, and with US-Games Gift Certificates that we receive as our thank you for participating in Jump Rope for Heart.

This equipment, when used in this challenge course, will invigorate our program and closely align with NASPE standards #2, #4, and # 6 while we educate our students about blood flow, cardiovascular fitness, and health enhancing physical activity. By using this challenge course I am developing physically educated students who have the understanding of how the heart works. This understanding will link directly with the topics that are discussed during the health lessons prior to our JRFH event. By combining the cognitive and physical benefits of integrating this challenge course into our curriculum, the NASPE standards # 1, #3, and #5 will be addressed as the students are participating in this challenge course. Additionally, this equipment will be used throughout the school year in various other units such as balancing/rolling, effort/relationships, and throwing and catching and will be important as we strive to “develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity”.

Excitement about JRFH in my school is contagious. My students see and feel my excitement and in turn they begin to get enthusiastic. My students’ enthusiasm spreads among the teachers and staff. This school excitement then extends throughout the community. My students are the bridge between the school and the community. With their passion for helping others and themselves, JRFH work turns into a big celebration. My students feel wonderful knowing they had a role in providing support to fund research and promoting education.

Budget:

Heart Adventure Challenge Course \$2749.99

I realize that I have well exceeded the grant budget, however with our US-Games gift certificates received for participating in JRFH, PTO monies, and with the money that our department has saved this grant will enable us to purchase this heart adventure challenge course. This equipment will be utilized in a number ways in addition to its role in the heart adventure challenge course.

Included items:	Use beyond Heart Adventure Challenge Course	NASPE Standards Addressed
15 blue scooters	Movement concepts	1, 2, 6
30 playground balls	Dribbling, kicking, eye-hand skills	1, 2, 3, 6
2 blue mats	Balancing/rolling, fitness	1, 2, 4, 5, 6
48 red/blue arrows	Directionality, effort concepts	1, 2
12 multi-domes and 5 multi-dome gates	Balance, space awareness, rolling/throwing target	1, 2, 5, 6
12 red/blue hula hoops	Fitness, throwing targets	1, 2, 5
2 sets of hoop holders	Coordination, movement skills	1, 2
100' blue rope	Balance	1, 2
5 piece red conduit	Balancing, rolling	1, 2
4 mesh bags	Storage	
15 heart squish balls	Throwing, hand strength, juggling	1, 2, 6
4 hurdles	Fitness, locomotor skills	1, 2, 4, 6
2 ball carts	Organization, throwing target	1, 2
8 jump ropes	Fitness	1, 3, 4, 5, 6
12 deck rings	Throwing/catching	1, 2

Learning Expectations:	The students will learn about the heart and how cardiovascular fitness is important to overall health.
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Grade Level:	2nd Grade	NASPE Standards:	Standards 1, 2, 5
CSH Focus:	Health Education Physical Education	AAHE Standards	Standards 7.2.1 7.2.2 8.2.2 1.2.1

Introductory Activity:

1. Define cardiovascular fitness: Ability of the lungs to provide oxygen to the blood and the heart to transport the oxygenated blood throughout your whole body. It is also the ability of the body to sustain an activity for an extended period of time.
2. Show model of the heart.
3. Let students find their pulse. Help students who struggle to find it.
4. Discuss activities that are good for the heart.

Lesson Focus:

Activities:

1. Card aerobics: Place 4 hula hoops in the corners of the gym. On the board, write: Hearts= galloping, Spades= skipping, Clubs= jumping, Diamonds= jogging. Place playing cards inside the hoops. Students move to one hula hoop and pick up a playing card. They look at the board and use the correct locomotor skill to travel to a different hoop. The student will place the old card in the hoop and pick up a new card. After this activity, students will find pulse and determine if it is faster (or slower) than when previously taken.
2. Crazy colors: Place different colored polypots throughout the gym. Place cards of a different color under each spot. While the music is playing, students will skip (jog, slide, gallop) to a spot, lift it up and see the colored card, and then move to a new spot that is the same color of the card. After a minute of playing, stop the music and have students feel their pulse. Play again with a new locomotor skill. After this activity, students will feel pulse. Ask probing questions to determine *why* their pulse is faster.
3. I'm it- You're it tag: Each student will have a partner. One partner will be the tagger and the other partner will be the flier. After counting to 5, the tagger will use the locomotor skill of fast walking (can use jogging if there is ample space), and try to find, catch up with, and tag their partner. After the partner is tagged, the students alternate positions. Students will again find and feel their pulse. Students will count the number of beats their heart makes in 10 seconds. They will look at the chart and determine their 1-minute heart rate.

Conclusion/Assessment:

The teacher will ask questions to the group at the end of class:

What is cardiovascular fitness?

What are activities that are good exercise for your heart?

How did your body feel when you were participating in our fitness activities?

Why is important to feel our pulse after physical activity?

<u>Prior Knowledge:</u> Students will have previously learned about the importance of the heart. Students will understand how to find their pulse and know what the pulse rate represents.	<u>Vocabulary:</u> Pulse, Cardiovascular fitness, heart rate
<u>Equipment/Materials:</u> Heart model, 4 hula hoops, playing cards, polypots, colored cards, cd player, cd, chalkboard or marker board, 1 minute heart rate poster	<u>Safety Considerations:</u> Remind students of safe ways to travel in the gym regarding personal and general space.
<u>Resource:</u> N/A	