

Jump Rope for Heart has been a part of my physical education program from the very beginning of my teaching career. My commitment started with my student teaching experience when I helped with the event at my host school and has been continued since then for a total of 14 years. Every year I have taught, I have conducted a Jump Rope for Heart event and it has become the highlight of my physical education program. It has become such part of our school year here at Forest Hills Elementary School, that the date is set a year in advance and is one of the first items placed on the school calendar during the summer months so that all other events can be planned around it.

Each year I have worked to improve the quality of my event, to increase the participation of students, and to increase the money raised by my students. I have incorporated the event into my daily physical education class to ensure that all students have a chance to experience the physical benefits of the program. To involve the community and increase participation from students, I venture out into the community to collect donations from local businesses each year. I use the items collected to reward students who work hard to raise money (regardless of the amount). My local sponsors donate items such as trophies, skate passes to the local skating rink and even a skating birthday party. I also have refreshments donated for all students to have the day of the jump. Each student that jumps receives a drink and popcorn at the end of the event. Jump Rope for Heart has become a tradition here at Forest Hills. Everyone does their part to make the event a success. Conducting our Jump Rope for Heart event is a 3 week process here at Forest Hills. We begin with a school kick-off with a video presentation and then let students divide into teams and pick names for their teams. Over the next few weeks my students do a wide variety of activities to improve their jumping skills for maximum enjoyment. We use posters, stations, teacher instruction as well as video instruction. Mid-way to our event we have poster day at which time students get in their jumping teams and make a poster that describes what JRFH means to them. We hang these on the wall in our large gym and students jump in front of their poster the day of the jump. We promote our event through our school newsletter and through the local vendors mentioned earlier that provide snacks and incentives. Jump day is full of excitement as students take turns jumping with their teammates to loud music and coming to the middle of the gym to participate in long rope and double Dutch!!

From the very beginning with our big kickoff and team selection and naming, to our poster day where every team makes a poster representing their team, to our actual practice and event day, everyone does their part. I work hard to ensure everyone understands why we participate in Jump Rope for Heart and what the American Heart Association stands for, what they are trying to do and how we are able to help. We have averaged around \$4,000.00 a year raised through Jump Rope for Heart and plan to continue to increase the money raised each year!

To further enhance our physical education program and the overall health and fitness of our students, we are hoping to purchase more mini-trampolines for our students to use in physical education class. Three years ago when I received my National Board Certification, I purchased 10 mini trampolines to use in stations with my students. They were a huge hit not only to my students, but to my fellow teachers in that I used them at stations I set up for teachers to work out in the afternoons after school. Since this purchase, I have been looking for ways to increase the number of mini-trampolines for my program so that I can do more fitness activities with my students. I noticed students enjoyed jumping on the mini-trampolines so much, that they got a great total body workout and had no idea how hard they are actually working their bodies. My goal is to have one tramp for every two students in my class so that one student can jump while the other rest and they can alternate for a wonderful interval workout. I just applied and received a small grant from the grant foundation here in my school system to purchase 5 more mini-trampolines which give me 15. If I receive the \$1,200 grant from AHA, I will be able to purchase 9 more mini-tramps which will mean I will have 24 mini-tramps which will give

exactly half the number of my largest class!!!! This would enable us to provide a wonderful workout for our entire class at the same time and would also give me and my co-worker (who works across the hall in another gym) the opportunity to provide station workout with the tramps at the same time, keeping all of our students on the same path to a better fitness level.

I feel the addition of these mini-trampolines will help me to meet all 6 of the NASPE standards for physical education. The activities using the tramps will help me improve motor skills (standard 1) by giving students the opportunity to practice moving their body different ways while having fun-everyone loves to jump! Students will also be able to demonstrate their understanding of movement concepts and patterns by combining movement skills used during their jumping (standard 2). I will also be able to incorporate the use of technology by using video instruction where routines are used to enhance learning and participation while I give one-on-one feedback to students. It is my firm belief through participation, students will be encouraged to participate in regular physical activity (standard 3) by showing them new ways to twist, move and make cardio fun. Participating in the tramp activities will help them achieve and maintain a health enhancing level of physical fitness (standard 4), especially as their endurance improves and they are able to participate for longer periods of time. As they are participating and sharing a mini-tramp with a partner or with a group as they rotate through stations, I feel their social behavior will be enhanced and their respect for themselves and other will increase (station 5). I feel they will gain an appreciation for the differences their peers' exhibit through these activities. By participating in fun activities with the mini tramps, they will come to value physical education as enjoyable yet challenging, and see it as a wonderful opportunity for self-expression and social interaction (standard 6). As I said before, everyone loves to jump!! Jumping is appropriate for all ages and levels of fitness (albeit in moderation for some) and can be participated in by all students including those with a wide range of physical and mental limitations. It is a favorite with not only our regular physical education classes, but our Adaptive classes as well!

*The activities that our students can participate in with these mini trampolines can also meet each of the five components of physical fitness:

- 1) Cardiovascular Fitness: students will improve their heart health through aerobic activities performed on the tramp (jumping, kicking, etc.).
- 2) Muscular Strength: Students will improve their muscle strength by jumping, twisting and moving their body weight continuously through various movements and movement patterns.
- 3) Muscular Endurance: Students will increase the endurance of their muscles through continuous aerobic movement.
- 4) Flexibility: Students will increase their flexibility by twisting, jumping, kicking and moving through various ranges of motion on the tramp.
- 5) Body Composition: Students can change their body composition in a positive manner by participating in aerobic activities on the tramps.

With the addition of these trampolines, more students will be able to be active at the same time. I appreciate you considering our request for AAHPERD JRFH grant program.

Grant Budget:

9 Urban Rebounders (Mini-trampolines) @ \$139.00 each

\$1,200 from AAHPERD Grant-the remainder to be paid with small amount left from local grant!

Introduction to Aerobic Unit

Learning Expectations:	Students will learn: *What aerobic activity is (difference between aerobic and anaerobic) *Why is aerobic activity important *What happens to the body during aerobic activity *How to take their pulse and figure their heart rate. *What recovery means *Examples of healthy lifestyle habits
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Grade Level:	2-4 th grades	NASPE Standards:	Standard 2 :understanding movement concepts. Standard 3:Participate reg. activity Standard 4: Health-enhancing level of fitness Standard 6: Values for health
CSH Focus:	Preventive Health, Social and other services	AAHE Standards:	Standard 1: concepts to enhance health Standard 5: decision making to enhance health Standard 6: goal setting skills to enhance health

Introductory Activity:

- *Students will come into class and lie down on their P.E. spots (assigned area of the gym) and relax.
- *While students are relaxing, teacher will tell them to pretend they just woke up in the morning and are rested and relaxed.
- *After a few minutes, students will put their hand on their chest and feel how slow their heart is beating.

Lesson Focus:

- *Discuss the difference between aerobic and anaerobic activity.
- *Discuss the importance of aerobic activity (heart is a muscle, etc.)
- *Discuss how to take a pulse and how to figure how many beats a minute.
- *Explain resting heart rate and have students take their pulse while lying on their spots.
- *After they have their resting heart rate, have them do an aerobic routine, or run laps around the gym to get their heart rate up, stop and take it again.
- *While students are walking around the gym, explain 'recovery' and how this can be a good indicator of what kind of shape you are in.
- *Have students return to their P.E. spot and take their pulse again and compare this to their resting heart rate and to their work out heart rate. Ask them to come to a conclusion on what kind of shape their heart may be in based on their recovery.
- *Re-emphasize that the heart is a muscle and how important it is to work out this muscle to stay healthy.

Conclusion /Assessment:

- *Pass out an active lifestyle survey and go over the questions and answers with students explaining the choices and giving examples so they can better understand how to mark their answers.
 Ex. On the exercise section, make it after school activities...explain to them that P.E. class does not count, but soccer practice, dance class, etc. does. On the eating section explain to them what healthy snacks would be appropriate. On the rest section, discuss appropriate bed times, etc.
- *Have students score themselves, decide what areas of improvement they should focus on and then challenge them to take the survey home and have their parents complete the survey and try to beat their score.

Prior Knowledge:

Examples of what happens to the body when you exercise (like sweating, fast heart beat, heavy breathing, etc)

Vocabulary:

Pulse, Resting heart rate; Aerobic and anaerobic activity; cardiovascular system; recovery

<p><u>Equipment/Materials:</u> Lifestyle Survey, pencils and music is helpful but not necessary.</p>	<p><u>Safety Considerations:</u> Careful when moving. Overweight students should be cautious with strenuous movement.</p>
<p><u>Resource:</u> <u>P.E. Teacher's Skill by Skill Activities Program-L.F.</u> "Bud" Turner and Susan Lilliman Turner-Active Lifestyle Survey*</p>	

*See Attachment for Lifestyle Survey