

EUGENE FIELD ELEMENTARY

JUMP ROPE FOR HEART

“Coordinate Jump Rope for Heart Event every year.” If a person were to take a look at the physical educator’s job description at Eugene Field Elementary, they would find this line. This statement demonstrates the commitment that Eugene Field has made to the cause of Jump Rope for Heart. It is this kind of commitment that leads to the passion that the students, administration, teachers and patrons of Maryville, MO have for Jump Rope for Heart.

Every year when October comes around, there is something special in the air. The students at Eugene Field know that this is the time that we will make a difference. Our students know that research will be conducted, people will be trained, and lives will be saved due to the work that they are willing to do for a few short weeks. Jump Rope for Heart has been a tradition since 1992 and since then our students have raised over \$130,000 for the American Heart Association.

Saving lives has become the battle cry for the Jump Rope for Heart events at Eugene Field. There is a glow in the eyes of a student after they raise \$50 and I am able to tell them that that money just saved a life. Last year, the focus shifted from money raised (don’t misunderstand, we still celebrate this information) to lives saved. As money came in, we tracked how many lives each class was responsible for saving and this became a very eye opening concept to track. After \$13,097, the students were elated to know that our school with 125 participants had saved 262 lives.

The exciting idea about the passion of our community toward Jump Rope for Heart is that we live in a community with an approximate population of 10,000. We also have three schools that all take part in Jump Rope for Heart. This community always comes through for this cause. We teach the student that it is admirable to use our healthy hearts to benefit those who have weak hearts. As we approach this year’s event, Excitement is in the air!

This grant would be used in purchasing equipment that will help us to enhance learning in the area of healthy living. We will use the equipment to teach concepts of the cardiovascular system and nutrition with movement.

Teaching these concepts will add depth to our physical education program. The NASPE Standards and Guidelines are used in curriculum development for our program. The opportunity for professional development through the grant and the ability to have funds to purchase equipment that would not be in our program makes it possible to better meet the Standards and Guidelines. Those who will benefit most through the improvements in the program would be our K-4 students by getting them started on and to continue with a healthy active lifestyle.

I am very excited about the professional development piece. The greatest assets that we have in our field are the ideas that each physical educator brings to the table. I truly

THE NUTRITION HIGHWAY

Learning Expectations:	<ol style="list-style-type: none"> 1. Students will demonstrate basic knowledge of food groups within MyPyramid. 2. Students will properly demonstrate exercises as described on an exercise card.
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Grade Level:	3 and 4	NASPE Standards:	Standard #1 and 3
CSH Focus:	Promotes and advocates for physical activity initiatives, such as All Children Exercising Simultaneously (ACES)	AAHE Standards:	Standard #3

Introductory Activity:

1. Students will be assigned a partner and each pair will be given a pencil, clipboard and an answer sheet.
2. The gym is set up with 13 cones in an oval around the gym like a track. Each cone has 2 cards sitting at it. One card is a nutrition question and the other card is a Skillastics exercise card.
3. Each pair is assigned a cone to start at. The procedure goes as follows:
 - The pair reads the nutrition card and writes the answer on the answer sheet.
 - Then the pair looks at the exercise card, and together they learn the exercise. Then one of the partners stays there and executes the exercise while the other jogs a lap. When the partner completes the lap they switch.
 - Then they rotate to the next station and repeat the procedure.

Lesson Focus:

This lesson focuses on demonstrating knowledge of basic food group in each part of MyPyramid. The students will also work with a partner to learn a new exercise by analyzing the descriptive words and pictures on an exercise card.

Conclusion/Assessment:

With 3 minutes left in class the students will walk a cool down lap. Then we will sit on the circle and discuss answers to some of the nutrition cards. Assessment will be done throughout the class through observation and the teacher will collect the answer sheets and grade them.

<u>Prior Knowledge:</u> Students must have some familiarity with food groups within MyPyramid.	<u>Vocabulary:</u> MyPyramid food guide
<u>Equipment/Materials:</u> <ul style="list-style-type: none"> • 13 cones set up in an oval around the gym • 13 different exercise signs or cards • 13 nutrition question cards • 1 clipboard for each pair • 1 pencil for each pair 	<u>Safety Considerations:</u> <ul style="list-style-type: none"> • Do exercises on the inside of the cones because the outside of the cones is the "track" • After writing answers on the clipboards place them on the floor where they are not in the way. • Watch for others when jogging the lap.
<u>Resource:</u> Skillastics- Sandy "Spin" Slade, Inc.	