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Attn: AAHPERD/ JRFH Grant committee

Five years ago I had the privilege of hosting the first jump rope for heart event in the schools 85-year history, which I found it to be a truly rewarding experience from our schools/ communities perspective. Jump Rope for heart in our school solidified our unwavering desire to teach the students about living healthier lifestyles and promote all of the key components of our districts heart related fitness curriculum. Our coordinated school wide events have brought community awareness to the city of West Bend and increased our opportunity to increase daily activity time to fight against heart disease. As a facilitator of the last five years, I have been touched to read the stories from the students for who they have dedicated their event for, as many stories have brought about real life positive awareness and discussions in and outside the classroom. My students through the joint efforts of the community and jump rope for heart truly understand the meanings of selflessness, caring and enjoyment. It has been pleasure to hold a JRFH event and see the excitement when students have the opportunity to duck tape myself to the wall of our gymnasium or dress me up in the fun and interesting costumes during presentations for participating in the event.

Because of joint efforts through Jump Rope for Heart and the successful education/ passion that our district has contributed, we have developed a district wide "We Be Fit" program that has an emphasis to increase the amount of weekly physical activity for students in and outside of the school setting. Since our first JRFH event, our community has jumped for the opportunity to volunteer and have requested that all of our six elementary schools and two middle schools in the district to host their own Jump Rope for Heart/ Hoops for Heart event. Throughout our community we have seen a desirable enjoyment to become more active and learn more about how heart disease affects them. The Jump Rope for Heart event is a crowning achievement for our students for spending the month of February learning about the heart as we transform our school district gymnasiums into heart replicas and the students imagine themselves as blood cells as they travel through the heart, exchanging carbon dioxide and oxygen.

Over these past two years the West Bend School District has started to revamps it Physical Education curriculum to align more closely with the state/ national standards and has started to gradually implemented various healthy fitness and lifetime activities to promote "personal wellness." The district has also added a fitness class in grades third through fifth, which provides greater comprehension of physical fitness. Through the increased fitness classes students learn the importance of a physically activity lifestyle and how to live the experience in the community. However, the biggest obstacle West Bend is facing has is the inability to reach all students in delivering substantial health related concepts because of lack of funding/ resources.

Through the Jump rope for heart grant, I would be able to increase our “We Be Fit” program and create a take home physical education program to apply new strategies/ activities to promote positive and active learning. Our school plans on creating a backpack buddies take home project that that increases the amount of activity time. Pedometers will be used at recess time to create a walking club and additional equipment will be purchased for students to check out through the school library in a backpack to take home. Physical education meeting for just 80 minutes a week is not enough for our students to become healthy and with this expanded program it will allow students to develop their individual fitness levels.

Through this project design, Fair Park will make great strides in accomplishing it goal of improving the students activity level through fitness based physical education, increasing activity time/ participation throughout the school day and as well as reaching out to the community in advocating an active healthy lifestyle. The membership to AAHPERD and attending the 2010 national convention will help provide information/ networking that will continue to inspire growth for not only myself but provide that same information for my colleagues in the West Bend School District with me leading our professional development for our other physical education teachers. With the grant it would reinforce our unwavering commitment to reinforce the NASPE standards:

Standard 3: Participates regularly in physical activity

Standard 4: Achieves and maintains a health-enhancing level of physical fitness

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/ or social interaction.

Thank you,

Ryan Tomczyk

Budget Proposal

Quantity	Product	Individual Cost	Total Cost
10-	8' Jump Ropes	\$2.69	\$26.90
10-	9' Jump Ropes	\$2.79	\$27.90
30-	Cupstacks	\$499.99	\$499.99
6-	PE Throton (Football Throwers)	\$109.99	\$109.99
34-	Quik-Fit Toners for Kids	\$294.99	\$294.99
1-	Hands on Basketballs	\$20.99	\$20.99
12-	Pedometer Step Counter	\$219.98	\$219.98

			\$1,200.74

*Backpack Buddies Containers and extra \$0.74 provided by the school

Title

Learning Expectations:	<p>Lesson Objectives:</p> <ul style="list-style-type: none"> ÿ Psycho-motor- Students will be able to demonstrate creative improvement in initiative, problem solving, teamwork, and communication skills. ÿ Cognitive- Students will be able to verbally work together in solving problems and discuss the barriers that confront them in cooperation. ÿ Affective- Students will show an enjoyment for becoming active and using physical education for socialization and cooperation.
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Grade Level:	Grades 4-5	NASPE Standards:	<p>Standard 1: Demonstrates Competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health enhancing level of physical fitness.</p>
CSH Focus:	Physical education/ Nutrition	AAHE Standards:	<p>1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>5. Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Introductory Activity:

Veggie Flag Tag

Directions: All students have flag belts on – two different colors. One team of students each take a veggie/fruit and line up on end line (offense). Another team of students spread out on floor (defense). Teacher says “go” offense tries to get to other end line without getting flag ripped. If flag gets ripped, drop fruit/veggie, pick up flag and continue to end line. Count up how many fruits/veggies get in, then change offense/defense and start again. Option to add strength into activity – number of fruits/veggies in is number of push-ups, curl-ups, squat jumps, etc. defense does before getting their turn. Continue 3-4 times then add points up to see which team is the “healthiest team of the day” for body composition day.

Lesson Focus:**Musical Madness-**

Instruct the students to find their own personal space within the gym. Scatter 20 or so hula hoops around the gym floor. Instruct the students that when the music begins, they need to move around the gym using different motor movements (Skipping, Galloping, Jogging, Walking Backwards/ Forwards). When the music stops, though, they are to quickly get inside of a hula hoop (there may be more than one person inside the hula hoop at a time) Ask them if they think that they would be able to get everyone into a hoop again if there were fewer hoops. Steadily take hula-hoops out of play and see cooperation truly play a big part in this game. How many hula-hoops can the class fit into? Use 1-minute interval music to manage the timing of this game. Each silence interval allows students time to catch their breath before the music comes back on and the game resumes. Use the silence interval as an opportunity to reinforce game goals, praise good behavior or identify activity adjustments.

Name Chain-

Within groups of 6-8 students, passing an object- beanbag, koosh, tennis ball, whiffle ball, etc... each student introduces themselves when they have the equipment in hand. Then you toss the object around the circle and say the name of the person you are passing to. Once comfortable add the following challenges:

- Add, "Thank you" + name
- Design a pattern (under 10 seconds)
- Design a pattern (under 5 & 3 seconds)
- Reverse your pattern
- Number your students and rotate odd and even numbers and repeat activity
- Leads into Star Juggling

Conclusion /Assessment:

What is one advantage of cooperation?
 Was it difficult to work together at any point/ cooperating?
 Have a nice day!

Fill in pedometer charts.

Prior Knowledge:

Day 1 of the unit- How prior activities has used cooperation and sportsmanship.

Vocabulary:

Cooperation, Cardiovascular Endurance

Equipment/Materials: beanbags, hula hoops, gator skin balls, tennis balls,

Safety Considerations:

Explain to the students when the whistle Blows, balls should be set between their feet, students should freeze.
 Check to make sure floor is clean.
 Students should remain away from climbing on mats.
 Student's shoes should be tied at all times
 Student's should not slide on the floor.
 Explain the rules and expectations to students completely.