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Focus on the passion you, your students, your school, and/or your community has for the JRFH/HFH)

When I started teaching P.E./Health 5 years ago, our school was not consistently involved with the American Heart Association (AHA). I was really surprised! Promoting community service, school spirit and healthy living to students are priorities of mine. The "Hoops for Heart" (HFH) and "Jump Rope for Heart (JRFH) programs bring the students and community together for a good cause. Young people can build healthy bodies and establish healthy lifestyles well into adulthood by including physical activity in their daily lives, and these events help promote just that.

I work at Title I School (low income). I manage the "HFH" and "JRFH" a little different at our school. I let all the kids participate even if they do not collect money. I devote 2 weeks of P.E. time to educate the students on having and maintaining a healthy heart. We blast off by having a pep rally. Last year, we had our "Converse Cougar Jump Rope Team" and a local team called "The Footnotes" perform. We also had a local University Women's Basketball Team come to our school and show off their skills, and they had a shoot off with some of the students while everybody else cheered them on. The High School Drum Line also attended and pumped everybody up with their beat.

During the 2 weeks, many activities happen during P.E./Health Class:

- Hot Shot Blitz - A timed shooting basketball competition
- Jump Rope Competitions - Individuals and Groups.
- Miniature Health Fair with local health care professionals - 1. Police Dept. doing ID's with fingerprints 2. Agriculture Extension Office - Food Pyramid and nutritional food samples 3. AHA Booth 4. Diabetes Booth. This allows the children to experience a Health Fair at a young age.
- Special Speakers - two of our students have pacemakers and they share their stories. Dr. Shepperd with the Ag. Extension Office does a story time with the students. The story is always about having a strong body and how to keep it that way. The AHA rep. shows a movie, plays games, and answers questions.
- Poster Competition - the art teacher helps me out on this one.
- Students write down on a paper heart names of people they know who have heart problems. These hearts are displayed in the gym. I like this display because it is a real eye opener to the students when they see so many paper hearts.
- In the cafeteria, I put up a "Go! Whoa and Slow" food wall. I divide the wall up into 3 sections (green for go, yellow for whoa, and red for slow) I have the students bring pictures of food, and I place them in the section they belong. However, during the 2 weeks, I place one food item in the wrong section. The first student to spot it, wins a price.
- The parents are invited to do P.E. with their child day. I can educate the students about health and fitness, but if it is not done at home then the child is not receiving the full message. I want the parents to get involved so that is why I offer this day. Research shows that children tend to follow their parent's example. This program will develop a positive view towards exercise for the children.

Parents are giving their children an invaluable gift; a positive view towards exercise that they keep and nurture throughout their life. This will pay huge dividends in their future personal health profile.

- Every Morning a health trivia question is asked during morning announcements. The answer is on display on a marquis in the gym.
- I love motivating our students. In order to motivate our students to collect funds for the fundraiser, I set a goal for our school to reach. If the goal is met I have already been known to have kissed a 300 lb pig and a 8 lb catfish. I have also had pies thrown at my face. I always run the "Hoops" and "Jump" program after Valentines Day. I can buy so many prizes (75% -90% off) to motivate the students also.
- HEB (a local grocery store) also provides sugar free popsicles after the 2 weeks are completed.

Summarize how the grant will enhance your school's physical education program to support the NASPE Standards and Guidelines.

In order to meet the NASPE Standards and Guidelines, quality equipment is an important ingredient. Currently, I have approximately 725 students. I teach each one of them 3 times a week for 50 minutes. Administration gives the P.E./Health Dept. a limited budget (a little over \$1.00 per child). We need to have equipment in order to meet the six standards. The students can not demonstrate all motor skills and movement patterns competency without certain equipment (Standard 1). The students can understand movement concepts, principles, strategies, and tactics, but to apply them in physical activity can be difficult without certain equipment (Standard 2).

Attached are items I need for our gym currently in order to meet all NASPE Standards and Guidelines. These items are basic necessity items, but there are so many variety activities I could do with these items. This is more of a need than a want.

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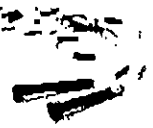

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In a Heartbeat

<p>Learning Expectations:</p>	<p>Psychomotor: Students will correctly demonstrate a variety of activity skills by playing a tag game during the physical education class. Cognitive: Students will gain knowledge on participation, listening, spatial awareness, good sportsmanship, and the heart by being active in the activity and participating in an experiment. Affective: Students will learn to appreciate good sportsmanship, by being supportive during the activity and by working together (teamwork) during the experiment. Students will move in a safe manner in regards to their peers while participating in the activity.</p>
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<p>Grade Level:</p>	<p>1st and 2nd grade</p>	<p>NASPE Standards:</p>	<p>All Standards 1,2, 3, 4, 5, 6 are covered. : Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Standard 3: Participates regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>
<p>CSH Focus:</p>	<p>1. Improve health and healthy behaviors equals healthy children are better learners.</p>	<p>AAHE Standards:</p>	<p>Students will comprehend concepts related to health promotion and disease prevention to enhance health by participating in an experiment and the activity. Students will also demonstrate the ability to use decision-making skills to enhance health when they learn what is good for the heart and what is bad for it.</p>

Introductory Activity: Demonstration : Gather together enough miniature marshmallows to have one for each student and one for yourself. Make narrow four-inch "sticks" by slicing plastic straws lengthwise, making one "stick " for each marshmallow. Insert this stick in the marshmallow. (Alternatives for the candy and straw equipment could be a ball of dough and a toothpick - just so long as the combination stays lightweight.)
 Each student must carefully observe the demonstration.
 Lay your left hand, palm up and still, on the table. Find your wrist pulse. Stand the marshmallow on top of the pulse point and carefully watch the tip of the straw. Sure enough you will see the straw

twitch with each pulse and the number of twitches you count in fifteen seconds multiplied by four will be in the 65 -75 range - normal for adult humans. **Experiment:** Set the children up in small groups so that one can perform the experiment while the other watches and counts, and then they change places. They will find that a child's heart rate is considerably faster than that of an adult.
Discussion: Discuss the importance of the heart and how to keep it healthy and strong.
Brainstorming.

Lesson Focus: Warm-up: Jumping Jack (10), Frog Jumps (10), Flat Tire (modified push-ups) (10), Row Up, Row Down (modified curl-ups) (10), Sit and Reach, Arm Circles (10 backward and 10 forward), Cherry Pickin' (10)
Cardiovascular Endurance Activity: "C-Ya Later Alligator" - In this tag game the hoops are free zones. Three "It" players chase runners. The runners displace any person from a hoop by saying "C-ya later, alligator."

Conclusion/Assessment: Teacher observation using a rubric, Student Demonstration, Knowledge of critical elements.

Prior Knowledge: Review four terms:
 1. Participation - Participating in physical fitness will promote a healthier lifestyle.
 2. Listening - Inform the students that listening during instructions promote a successful learning environment.
 3. Space Awareness- Stress the importance of traveling safely through general space.
 4. Good Sportsmanship - Explain to the students that accepting and following rules and winning and losing gracefully are important concepts.
 5. Tagging - touching not pushing

Vocabulary: After warming-up, we will do a quick warm-up song called the "Freeze." When the music begins to play, the students can dance any way that they choose (showing dynamic balance). When it stops, the students must freeze (showing static balance)

New Vocabulary Words: static and dynamic balance

Equipment/Materials: 12 hula hoops, 3 pinnies, 2 bags of straws, 2 bags of miniature marshmallow, the cd with "Freeze" song.

Safety Considerations:
 Space Awareness
 Tagging - touching not pushing

Resource: P.E. Funbook K-8, Mehrhof, Ermler, Parris
 Douglas L. Christensen, Elrod Elementary, NISD
Great Activities: Hogan, Sheila