Elementary School Level

Totally Healthy YOU

Using knowledge, food and fitness to keep your body healthy

2008–2009

Presented nationally by:

American Alliance for Health, Physical Education, Recreation and Dance

American Heart Association

Learn and Live

Bonus CD
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Thanks for sponsoring a Jump Rope For Heart or Hoops For Heart event!

We appreciate your commitment to improving your students’ health and fitness, while helping to raise funds for the American Heart Association. Your donations help to fund vital research and educate the public about cardiovascular disease and stroke. Thank you for being a partner in this important effort.

Since 1924, the American Heart Association has been working to fight heart disease and stroke. Our efforts focus on research, education and advocacy led by dedicated volunteers and staff.

Research: Since 1949, we have funded more than $2.9 billion in cardiovascular and stroke research, including work on clot-busting drugs. Almost 22 percent of every publicly donated dollar goes to scientific research.

Education: Last year, our Emergency Cardiovascular Care programs trained about 11 million healthcare providers, lay rescuers and members of the general public in CPR and emergency cardiovascular care.

Advocacy: Through strategic government and media relationships as well as grassroots advocacy efforts, we have played a major role in the debate over the Family Smoking Prevention and Tobacco Control Act. This bipartisan legislation would give the Food and Drug Administration the authority to regulate the sale, marketing and production of tobacco products. At the state level, we led campaigns to increase the amount of time devoted to physical education in schools, resulting in increased physical education requirements and funding in nine states.

The American Heart Association dedicates significant resources to helping children be more heart healthy.

• Since 2003, the association has committed over $54.2 million for research projects related to children. In 2006–07 alone, we committed $10.1 million for research related to children.

• The American Heart Association and the William J. Clinton Foundation have joined to form the Alliance for a Healthier Generation to combat the spread of childhood obesity and the serious diseases associated with it, such as heart disease and diabetes. The Alliance is taking a comprehensive approach to stop the increase in childhood obesity by 2010. On March 27, 2007, the Snack Food Association announced its endorsement of the Alliance’s goals and unveiled new Healthier Generation Snack Food Guidelines.

• The American Heart Association is currently funding 100 diabetes-related projects that total $15.9 million. In the past 10 years, we have awarded $47.4 million for diabetes-related research.

Materials Included in This Kit

• One Teacher’s Resource Guide
• Four Educational Posters
• One Bonus CD

American Heart Association Expenditures for 2006–07

- Research: 21.8%
- Public Health Education: 39.3%
- Professional Education & Training: 12.7%
- Community Services: 6.3%
- Fund Raising: 12.8%
- Mgmt. & Gen: 7.1%
Many thanks to AAHPERD and the special project team of educators for helping develop the materials in this kit: Caroline Taylor, Dr. Derrick Mears, Julie Webb, Sue Long, Bonnie Ferneau, Kaye Cochran, Kelly Duell and Marlene Tappe. If you have an activity or lesson idea that you would like to have considered for the 2009–10 Educational Kit, please send it to Caroline Taylor at AAHPERD, CTaylor@AAHPERD.org

Monica Mize
AAHPERD President

“Through participation in Jump Rope For Heart and Hoops For Heart, millions of children have the opportunity to raise funds to fight cardiovascular disease and stroke. For many of these children, this is the first time they have been involved in such a noteworthy endeavor. We are very proud of our long relationship with the American Heart Association as we jointly strive to improve the health of all our citizens.”

Heart Disease Deaths Plummet Ahead of 2010 Goal
By Steve Sternberg, USA TODAY, January 23, 2008

Heart disease deaths in the USA have fallen below the American Heart Association’s prevention goal for 2010, and deaths from strokes are nearing their own record low, the AHA said Tuesday.

New government data show that heart disease death rates dropped 25.8% between 1999 and 2005, from 195 to 144 deaths for every 100,000 people, surpassing the AHA’s 25% target reduction. Stroke deaths dropped 24.4%, from 61 to 47 deaths per 100,000.

That adds up to roughly 160,000 lives saved in 2005. If the trend holds, the AHA predicts that as many as 240,000 lives may be saved this year.

Signs of trouble loom on the horizon, among them twin epidemics of diabetes and obesity in young people, says Daniel Levy of the National Heart, Lung, and Blood Institute’s Framingham Study, a 50-year-old examination of heart disease in a Massachusetts community.

“We haven’t yet paid the full price in heart disease and stroke deaths for the obesity epidemic in our children that began 25 years ago,” he says.

M. Cass Wheeler
Chief Executive Officer, American Heart Association

“This means that our 2010 strategic goal for reducing deaths from coronary heart disease has been achieved, and for stroke nearly achieved — well ahead of schedule. This is an amazing accomplishment for the American Heart Association and for the health of our country.”
American Association for Health Education Standards

Health Education teachers are expected to provide learning opportunities that support their students in achieving the eight standards as determined by the American Association for Health Education.

AAHE National Standards for Health Education

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on standard health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family and community health.

National Association for Sport and Physical Education Standards

Physical Education teachers are expected to provide learning opportunities that support their students in achieving the six physical education standards as determined by the National Association for Sport and Physical Education (NASPE).

NASPE Standards for Physical Education

**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-expressions, and/or social interaction.

More information on how Jump Rope For Heart and Hoops For Heart meet the NASPE and AAHE standards can be found on the Bonus CD in this kit!
This year, each activity has a summary icon showing which areas of student health or knowledge that activity addresses.
A worksheet of this diagram can be found on the Bonus CD in this kit!
This language can be used as a tool for teaching how the heart works and helping students visualize the progress of blood through the four chambers of the heart.

The walls of the heart are made of thick muscle. When they contract, blood is pushed through tubes called blood vessels.

There are different types of blood vessels.

- Arteries are large, thick blood vessels that carry blood away from the heart. They bring oxygen and nutrients to the body. The aorta is the largest artery.

- Veins are large blood vessels that carry blood back to the heart. Veins carry carbon dioxide and other wastes from the body. Veins are thinner than arteries, are closer to the skin and have a bluish color.

- Capillaries are the smallest blood vessels. These tiny vessels ensure that every cell gets the nourishment it needs. Arteries eventually become capillaries. The capillaries deliver the oxygen and nutrients in the blood, then pick up wastes and feed into veins.

Blood constantly travels from the heart to the arteries, capillaries and veins. The heart and blood vessels are called the circulatory system because blood keeps circulating through this network of blood vessels.

You can think of the heart like two pumps side by side. The pump on the right side moves blood to your lungs, where the waste gas carbon dioxide is removed and oxygen is added. Freshly oxygenated blood returns to the pump on the left side, which moves it out into the rest of your body.

Your heart is similar to a two-story house with four rooms: two rooms on the top floor and two rooms on the bottom floor. Each room is called a chamber. The right atrium and left atrium are the upper chambers. The right ventricle and left ventricle are the lower chambers. Blood carrying carbon dioxide travels from the right atrium to the right ventricle, then into the lungs where carbon dioxide is exchanged for oxygen. Blood carrying oxygen travels from the left atrium to the left ventricle and onward to the rest of the body.

The heart has valves that control the direction of blood flow. Think of these valves as doors between the rooms that open and close to let the blood in or to stop it from entering.
**Objective**

Students will learn specifics about fat and cholesterol while participating in a tag game to stay away from fat.

**Materials and Setup:**
- Soft yellow ball or other tagging object to signify the fat
- Connectors (optional)

**Introductory Activity:**
The teacher presents information on fat and cholesterol:

Cholesterol is a soft, waxy substance found in the blood and in all your body’s cells. It’s an important part of a healthy body because it’s used to form cell membranes and some hormones, and is needed for other functions. But having too much cholesterol can cause problems. If you have too much of it in your blood, it can collect in the blood vessel walls. This narrows the channel where the blood flows, and increases the risk of heart attack and stroke. Your body makes cholesterol and you get it from what you eat. Some foods contain cholesterol, and foods containing saturated fat or trans fat cause your body to make more cholesterol.

**Procedure**
1. The students choose a partner and form a “glob” by either locking body parts (wrists or elbows) or using equipment (bicycle tube or Tag-a-long straps).
2. One pair of students is given the “glob of fat” (soft yellow ball) and act as taggers to begin the game. On the signal the taggers and fleers move about the space. The taggers “tag” a pair of fleers and then pass the soft yellow ball to the pair of fleers. This pair then becomes the taggers and attempt to tag and pass the soft yellow ball to another group of fleers.
3. The cycle continues for three minutes until the teacher gives the signal to end the round. The partnership holding the “glob of fat” (soft yellow ball) then performs 25 jumping jacks or other designated exercise to burn off the “fat.”
4. Play continues for as many rounds as time allows.

**Discussion**
What is fat? What is cholesterol? What are some common foods that contain fat? Are these foods good for you? Why or why not?

This activity meets NASPE Standards 1, 3 and 5 and AAHE Standard 5.5.5.
**Objective**

The student will identify physiological changes in response to vigorous physical activity by locating a pulse at two body points — the neck and wrist.

**Materials and Setup:**
- Jump ropes (lay these out if possible in two rows ahead of time)
- Timer
- Jumping Scientist Worksheet (available on Bonus Materials CD)
- 30-second and 1-minute music clips
- Vests (red and blue or two different colors)

**Introductory Activity:**
1. Students will jog around the perimeter of the gym for one minute to increase heart rate.
2. After running, students will select another student as a partner and tell that person one difference about his/her body now compared to when they first came to PE today (heart beating faster, sweating, breathing harder, tired). Other partner gives one difference about his/her body now.
3. Students will count their pulse for six seconds and multiply that number by 10 by placing a zero behind the number. This approximates the heart rate for one minute.

**Procedure:**
1. Divide the students into two groups. One group wears the red vests, the other group the blue vests. The students scatter and begin skipping. The teacher gives the cue: Hand UP/Pair UP and the students have 15 seconds to find a partner (red vest with a blue vest) and stand back to back. Blue vest person takes pulse at the wrist; red vest person takes pulse at the neck.
2. Review how to take a pulse (remind them NOT to use their thumbs!) Example: a count of 9 with a 0 added is a heart rate of 90 beats per minute (BPM).
3. Ask students to observe what happens to our hearts when we exercise. Start completing Jumping Scientist Worksheet — fill in the first question which deals with changes to the body and heart rate.
4. Students go to rows of jump ropes...red in one row, blue the other. When the music starts, begin the jump rope skill. When the music stops, drop the jump rope and find your pulse. Cues are: heart rate, count, stop and add a zero to get BPM.
5. Continue working through the Jumping Scientist Worksheet.

This activity meets NASPE Standards 1, 4 and 6 and AAHE Standards 1.5.1 and 1.5.2.
Objective

Students will gain knowledge in nutrition facts and fat content while practicing jump rope skills to reinforce the concept of balancing food intake and exercise.

Materials and Setup:
Cones or spots
Jump ropes
Food labels
I Am What I Eat Worksheet (available on Bonus Materials CD)

Introductory Activity:
Facilitate a discussion with students concerning nutrition facts using the guiding questions:
1. What is a calorie?
2. Where can you find the nutrition information for the foods you eat?
3. Does your amount of daily activity affect how many calories you can eat?

Procedure:
1. Teacher sets up cones/poly spots around the outside of the gym with a short jump rope at each station. In the middle of the gym the teacher places food labels containing nutrition information. Students are placed at various cones/poly spots around the gymnasium/space.
2. On the signal, the students run to the center of the gym and select a food label and return to the initial cone/poly spot. The student reads the food label to determine the total calories and fat grams within the food and records this information on the worksheet.
3. Student picks up the jump rope and completes the number of jumps equivalent to the number of fat grams listed on the food label.
4. After completing the jumps, the student runs back to the center circle to return the first food label and get another.
5. Student repeats the activity until all food labels have been used or until time is called.
6. The activity can be repeated using differing food label measurements: grams of sugar, protein or total calories.

Discussion:
Why did you choose certain foods? Did jumping rope help you determine which foods to choose?
How many different vitamins and minerals did you notice on the labels?

This activity meets NASPE Standards 1 and 5 and AAHE Standards 1.2.1, 1.5.1, 7.2.1 and 7.5.1.
I Am What I Eat — Part 2

Source: Paula Shelden, Physical Education, Webster Groves School District, Missouri.

Materials and Setup:
Cones or spots
Jump ropes
Food labels — can be different from Part I

Introductory Activity:
Review with students what they have already learned about the information on nutrition labels. Facilitate a discussion with students about fats using the guiding questions:

1. What is fat?
2. Does my body need fat?
3. How much fat do we need? How much do we eat?

Your body definitely needs fat — but not as much fat as most people eat.

Fats are essential to give your body energy and to support cell growth. They also help protect your organs and help keep your body warm. Fats help your body to absorb some nutrients and produce important hormones, too.

There are four major fats in the foods we eat: saturated fats, trans fats, monounsaturated fats and polyunsaturated fats. The bad fats, saturated and trans fats, tend to be more solid at room temperature (like a stick of butter), while monounsaturated and polyunsaturated fats tend to be more liquid (like vegetable oil).

Fats can also have different effects on the cholesterol levels in your body. The bad fats, saturated fats and trans fats, raise bad cholesterol (LDL) levels in your blood. Monounsaturated fats and polyunsaturated fats can help lower bad cholesterol levels.

There are nine calories in every gram of fat, so consuming high levels of fat — regardless of the type — can lead to taking in too many calories.

Procedure:

1. Teacher sets up cones/poly spots around the outside of the gym with a short jump rope at each station. In the middle of the gym the teacher places food labels containing nutrition information. Students are placed at various cones/poly spots around the gymnasium/space.

2. On the signal, the students run to the center of the gym and select a food label and return to the initial cone/poly spot. The student reads the food label to determine the ratio of good versus bad fats within the food.

3. Student picks up the jump rope and completes the number of jumps equivalent to the number of BAD fat grams listed on the food label.

4. After completing the jumps, the student runs back to the center circle to return the first food label and get another.

5. Student repeats the activity until all food labels have been used or until time is called.

Discussion:

Why did you choose certain foods? Did good or bad fats make up most of the total fat content in the foods you chose? What foods might be good choices to avoid fat?

This activity meets NASPE Standards 1 and 5 and AAHE Standards 1.2.1, 1.5.1, 7.2.1 and 7.5.1.
Objective

Students will learn how blood travels through the heart while practicing a variety of jump rope skills.

Materials and Setup:

Jump ropes
Heart Facts Quiz (available on Bonus Materials CD)
Station signs (available on Bonus Materials CD)

Introductory Activity:

1. Teacher walks the students through the various stations for the activity. At each station the teacher places a station sign and jump rope.

2. As the students follow, the teacher reads the heart function detailed at each station and has another student demonstrate the various types of jumps that are to be completed at each station. The types of jumps utilized include: basic jumps, side swings, skier jumps, bells, scissor jumps, straddle cross jumps, side straddle, left leg only and double bounce basic jumps.

Procedure:

1. Students are randomly assigned to one of the nine stations. Each student is given a Heart Facts Quiz Sheet to complete as they circulate through the stations.

2. On the start signal, students read the heart station signs and answer the related quiz question. The student then performs the jump rope skill listed on the heart poster at the station.

3. On the rotation signal, students rotate one station clockwise. The circuit continues until each student completes the nine stations.

Discussion:

The teacher reviews the key information from the heart station signs and discusses the answers to the quiz questions.

This activity meets NASPE Standards 1 and 5 and AAHE Standards 7.5.2 and 7.8.2.
Objective

Students will demonstrate cooperative elements of equality, participation, success and trust during team-building activities while demonstrating knowledge of addition, subtraction, multiplication and division.

Materials and Setup:

- Hula hoop, jump rope and basketball for each group of four
- Cones to create a track around the outside of the activity area
- Team Marathon Challenge List (Five versions are available on Bonus Materials CD)

Introduction Activity:

1. Teacher walks the students through the various activities in the team marathon challenge list.

Procedure:

1. Teacher divides the class into groups of four students and the groups scatter around the gymnasium.
2. Each person in the groups is assigned a letter: A, B, C or D.
3. On the floor in front of each group, place a hula hoop, jump rope and basketball.
4. On the signal, each group reads the task on their Team Marathon task sheet and begins working on their challenge. The students are reminded that they are to complete the tasks in A, B, C, D order with each student waiting until the student ahead of them on the list has completed their task. During the activity, the teacher should circulate to ensure that students accurately complete the various challenges and can accurately calculate the mathematical solutions.

Safety Considerations: Ensure students travel in the same direction around the track and remind students of personal space when performing the activities.

This activity meets NASPE Standards 1 and 5 and AAHE Standards 7.5.2 and 7.8.2.
Objective

Students will perform dodging, fleeing, tagging and jumping skills during a fitness tag game with competency.

Materials and Setup:

- Short, foam noodles for tagging
- Eight poly spots
- Two jump ropes
- Four accordion mats

Introductory Activity:

1. The students and teacher form a large circle.
2. The teacher moves around the circle asking each student to choose an imaginary way to jump rope. The student demonstrates that method and the class performs the skill with the student. The class performs each variation for 20 to 30 seconds before moving to the next student.

Procedure:

1. Teacher designates four “I’ve been tagged” areas at each end of the gymnasium by placing four poly spots or cones on the floor. Each of the poly spots are designated with a fitness component.
   - Spot #1 — jumping rope using a method of student’s choice to promote cardiovascular endurance
   - Spot #2 — performing curl-ups to promote muscular endurance
   - Spot #3 — performing push-ups to promote muscular endurance
   - Spot #4 — performing flexibility exercise of student’s choice
2. Students scatter throughout the gymnasium and two to four students are designated as “taggers” and given a short foam noodle.
3. On the signal, the designated “taggers” move about the area attempting to tag students using the foam noodle. When a student gets tagged, he goes to Spot #1.
4. The second student to be tagged goes to Spot #1, replacing the first student who moves to Spot #2.
5. The third student tagged replaces the second student at Spot #1 and this student replaces the first student at Spot #2. This student then moves to Spot #3.
6. When the fourth student is tagged, they go to Spot #1 and the students at the various spots move down one spot. The first student who was tagged when the game began is now at Spot #4.
7. Once the next student is tagged, the students at the other spots move down and the first student tagged now returns to the game as a “tagger.”
8. The process repeats until all students have completed the circuit.

This activity meets NASPE Standards 1, 2 and 5 and AAHE Standards 7.2.1 and 7.5.2.
Jump Rope For Heart Tag Game

Objective

Students will develop oral communication, rope jumping, dodging, fleeing and tagging skills during cooperative group activities with competency.

Materials and Setup:

One jump rope per student, 3–4 heart shapes per student

Prior Knowledge:

Students should be provided knowledge of the Jump Rope For Heart event and how the dollars raised are used to fund research and to provide educational materials to help everyone have healthier hearts.

Introductory Activity:

1. Each student is given a jump rope and on the signal begins jumping.
2. Once students reach 30 seconds, they are awarded one heart shape. Students repeat jumping for another 30 seconds and get an additional heart shape for each 30-second interval completed.
3. The cycle is repeated until each student has about three to four heart shapes.

Procedure:

1. Students are assigned to be either a JRFH Participant (tagger) or a JRFH Sponsor (fleer).
2. On the signal, the taggers attempt to tag the fleers. Once a student has been tagged, the tagger plays the role of a JRFH participant and asks the sponsor, “Would you like to help the American Heart Association combat Heart Disease and Stroke?”
3. The Sponsor (fleer) may ask one question about the event, such as:
   “When is your event?”
   “What is your school fund-raising goal?”
4. If the Participant (tagger) answers the question correctly, the Sponsor (fleer) says “Yes, I’d be happy to sponsor you!” and gives one heart shape to the Participant (tagger).
   Be sure that each Participant (tagger) says “Thank You!” to the Sponsor (fleer).
5. Both students return to the game and the Participant (tagger) must tag another Sponsor (fleer).
6. Students can be “OUT” when they have no more heart shapes. If time permits, students can be allowed to earn more heart shapes by going to the Fitness Bank (Teacher) and jumping for 30 seconds to get another heart shape.

Safety Considerations: When two students are stopped in a Participant/Sponsor transaction, other students should maintain a safe distance.

Discussion:

Remind students about the appropriate way to ask for donations and to always thank their sponsors. Review the reasons for participating in the JRFH program.

This activity meets NASPE Standards 1, 3 and 5 and AAHE Standards 7.2.1, 7.2.2 and 8.2.3.
Objective

Students will create a video to promote the school’s Jump Rope For Heart event and also incorporate heart-health ideas. They will research heart-health information to share.

Materials and Setup:
- Video camera
- Jump ropes
- Students should have access to music and/or extra equipment for their routines
- Heart-health resources (Books/Internet)
- Jump Rope Routine Worksheet (available on Bonus Materials CD)

Introductory Activity:
Teacher will lead the students through a review of the jump rope skills they have learned in class previously. This will help students develop their routine.

Procedure:
1. Divide students into groups of four to five.
2. Students will create a jump rope routine using the Jump Rope Routine Worksheet.
3. Students will create a 30-second commercial, including a written script listing references to be included with their final product. Teacher may assist the groups with choreographing ideas, suggestions, critiques, etc., to better prepare them for their presentation.
4. Students will videotape their routines and then share them with families and other classes.
5. Students could also audiotape and share their commercials over the school public-address systems as a “Healthy Heart News Break” during morning announcements.

Conclusion/Assessment:
Students should have the opportunity to evaluate their own performance using the Rubric Scoring Sheet.

This activity meets NASPE Standards 1, 2 and 5 and AAHE Standards 1.5.5, 3.5.2, 4.5.1, 5.5.6, 7.5.1, 8.5.1 and 8.5.2.
Objective

Students will learn factual information relative to heart attack and strokes while accessing valid health information on the Internet.

Materials and Setup:
- Computer with Internet capabilities
- Internet Scavenger Hunt Sheet (available on Bonus Materials CD)

Prior Knowledge:
- Skill in searching the Internet.

Introductory Activity:
This Scavenger Hunt is designed to familiarize students with the many Web sites available to obtain health information. As the students search for answers to the questions, they will complete the worksheet.

Procedure:
1. Introduce the lesson with a class discussion about heart health. If you wanted to find information about heart health, where would you look?
2. Explain the assignment. Each student will complete a Scavenger Hunt Worksheet. They will visit different Web sites and find information to answer the questions.
3. Students will log on and connect to the Internet.

Safety Considerations: Monitor students as needed to comply with school policies.

Discussion:
- Have students share their answers on the Worksheet in small groups or as a class.

This activity meets NASPE Standards 4 and 5 and AAHE Standards 1.5.1, 2.5.3, 4.5.4, 5.5.3, 7.5.1 and 8.5.1.
Objective

Students will learn basic jump rope skills using a step-by-step progression and teacher cues.

Materials and Setup:

Hockey sticks, Hula hoops, A variety of sizes of jump ropes — 7’, 8’ and 9’

Prior Knowledge:

Basic locomotor skills — jumping and hopping

Introductory Activity:

1. Students place a hockey stick on the floor and jump over the hockey stick — forward, backward, and side to side. Students should land on the balls of their feet and bend their knees. Ask students to think of other ways to jump over the stick?
2. Students jump in and out of a hula hoop. Try jumping in and out of the hula hoop with a turn.
3. Students should find a jump rope that fits (stand on the rope with both feet; the handles should come to the armpit or shoulders).

Procedure:

1. Have each student place their rope in a straight line.
2. Jump with feet together around and over the rope as it lays on the floor (forward, backward, side to side).
3. Pick up the rope and stand with the rope behind both feet. Check your hands: they should be on handles with thumbs on top pointing forward. Elbows should be “in” near sides of the body. (Cue: “Put your hands near your pockets.”)
4. Stand up straight and turn rope forward (Cues: “hands down and back”) then make a circle with your hands.
5. DO NOT jump when rope has stopped at your toes; instead, step or jump over. Repeat steps #4 and #5 as many times as it takes for the initial turn to become smooth.
6. To reinforce and practice correct posture: “Stand tall with head up, rock back on both heels as you run the rope under your toes, then rock forward onto the balls of the feet and turn the rope out the back. Continue rocking back and forth, from the heels to the toes, as the rope turns under the feet.”
7. Timing the Jump:
   • Find a straight line. Stand with toes on the line, then take one giant step backward from the line.
   • Turn the rope and jump with both feet when the rope gets to the line.
   • Repeat, focusing on one jump at a time.
   • Rotate your wrists to keep rope turning.

Safety Considerations: Students need to be aware of personal space when jumping with the rope.

This activity meets NASPE Standards 1, 2 and 4 and AAHE Standards 1.2.1 and 7.2.1.
Objective

Students will demonstrate long jump rope skills using correct forms and cues.

Materials and Setup:

Two 14’ to 16’ ropes for each group

Prior Knowledge:

Before beginning Double Dutch, students should have basic long rope knowledge.

Introductory Activity:

The students will practice the long rope skills (using one rope) they have learned earlier in the unit.

Procedure:

1. General Information
   • Requires two 14’ to 16’ ropes held in each hand by the turners.
   • The arm position and turning motion is the same as for the single long rope.
   • Alternate the left and right hands inward toward the midline of the body. Ropes are turning in opposite directions.
   • While turning, both turners must keep their thumbs up, their elbows close to their bodies, and they must not overlap their hands.

2. Turning the ropes takes practice. There are various ways to help the students learn how to turn the ropes.
   • Put a marker in each hand and practice making circles on a dry erase board or paper, first right hand then left hand.
   • Have two students use two 9’ to 10’ ropes and practice turning Double Dutch-style with the two shorter ropes.
   • Progress on to the longer ropes and practice turning with no jumpers.
   • When the students have a fairly smooth, rhythmic turn of the ropes they can have jumpers try to run into the ropes.
   • It will take a lot of practice to learn how to help the jumpers in and out of the ropes.

3. Jumping the Double Dutch rope
   • When first learning to jump the rhythm of the ropes and to get used to watching the ropes, have the students stand inside the ropes. The turners swing the ropes out and in “1, 2, 3, and then over” beginning the Double Dutch turning and allowing the jumper to jump.
   • Turners are very important in the above step.
   • Jump on both feet keeping the feet together.
   • It helps to keep the hands folded across the abdomen or belly button.

4. Entering the Double Dutch ropes
   • Stand close to the turner.
   • Enter as the back rope touches the ground.
   • Get ready to enter as soon as the rope passes the nose and travels towards the floor.
   • The turner can say “go” as the back rope touches the ground.
   • The jumper should take one long step and jump into the middle of the ropes, jumping over the closest rope as it turns toward the jumper.

5. Exiting the Double Dutch ropes
   • Jumpers moves toward one turner.
   • Exit the rope immediately after jumping.
   • Exit as close to the turner’s shoulder as possible.
   • The exit is made to the side where the ropes “open up” to allow the jumper to exit smoothly. In other words, if the rope you last jumped goes under your feet and to your left, you will exit to the right of the ropes.

This activity meets NASPE Standards 1, 2, 5 and 6 and AAHE Standards 1.2.1 and 7.2.1.
Materials and Setup:

- One set of jump bands per group
- One set of jump band cards per group (available on Bonus Materials CD)

Prior Knowledge:

Prior student knowledge of “Tinkling” may be beneficial for rhythmic patterns.

Procedure:

1. Divide students into groups of three or four. Each group is given a set of jump bands and jump band cards.
2. Teacher instructs each group to choose which students will be at the end of the jump bands (Enders) and which students will be in the center of the jump bands (Centers).
3. The Enders loop the ends of the jump bands around their ankles ensuring that the bands are directly aligned from one Ender’s foot to the other. The Enders begin the jump sequence with their feet straddled and jump using an “out-out, in-in” (double jump/bounce) pattern with legs straddled on the “out” phase and both feet together on the “in” phase. The Enders should repeat this sequence in rhythm together counting aloud using the “out-out, in-in” cues as they jump.
4. The Centers begin facing perpendicular to the jump bands with their right foot closest to the jump bands. The Enders begin the jump sequence and the Centers enter the bands using a “R-L-R-L” pattern. During this pattern the right foot steps in between the two jump bands followed by the left traveling perpendicular to the bands. The right foot then steps outside of the bands on the opposite side followed by the left, timing the sequence so that it is completed before the bands come together (similar to running in place with “high knees”) on the “in-in” count of the Enders.
5. The sequence is reversed, traveling back through the bands using a “L-R-L-R” pattern. This pattern is called the Original.
6. The students can switch positions to become either Enders or Centers for each progression.
7. Once students are competent at performing this basic pattern, the Original, other patterns can be introduced. These may include: Continuous Double Jump; Straddle; Straddle Turn 2; Kanapi; Triple Threat; Peahi; Intermediate Peahi; Advanced Peahi; Kauhale; Kipa Ko Hoalauna; Advanced Kipa Ko Hoalauna.

Safety Considerations: Make sure the jump bands are positioned around the ankles and not higher on the leg.

Conclusion/Assessment:

During the lesson the teacher observes students for cooperative elements and for skill competency. The skill competencies may be evaluated using a checklist of the desired jump progressions that students are to master.

This activity meets NASPE Standards 1 and 5 and AAHE Standards 7.5.2, 7.8.2 and 7.12.2.
If we expect to influence students’ behavior, consistent messages about heart health must go beyond the classroom and echo throughout the school, the home and the community. Students need to see heart-healthy food choices in the cafeteria, at home and on restaurant menus. We need to create opportunities for more physical activity and make it a part of their everyday lives. **For some students, the physical activity they get at school may be their only exercise!**

Here are some ideas to help students and their families live healthier lifestyles. Try posting these on your school Web site or distributing them at events.

### School is the Starting Point!

- **Sponsor a Jump Rope For Heart or Hoops For Heart event and get all students and their families involved.**

- **During the official start of the school day, coordinators can direct each classroom of students to get up from their desks and perform a variety of exercises announced each morning on the school’s PA system. The physical educator in the school will teach the students and teachers the exercises that will be performed each morning. This is a great way to kick-start the brain’s learning abilities with increased blood flow.**

- **Schedule a day once a month as Fitness Day. Set up games and activities for the students to participate in. Make it fun with music and special decorations.**

- **Schedule Family Fitness at your school. Set up non-competitive games and activities for students and their families to participate in together on one or two evenings per school year.**

- **Provide nutrition and physical activity information for your school newsletter. If your school doesn’t have a newsletter, publish your own version! News could include ways to increase physical activity, such as information about local events (5Ks or community clean-up days). You can also include a regular feature with recipes for low-fat, nutritious snacks or lunches.**

- **Provide information about purchasing pedometers or use them in physical education classes. Pedometers measure the number of steps taken each day. Wearing a pedometer will encourage students and teachers to be more physically active.**
**Web Resources**

**Educational Web Resources for Teachers**

**www.americanheart.org/jump**
The Jump Rope For Heart Web site provides information for teachers, students and parents about the Jump Rope For Heart program. Whether you need jump rope skill instructions or tips for making your event a success, you can find that information here.

**www.americanheart.org/hoops**
The Hoops For Heart Web site provides event resources for coordinators, such as tournament set-up suggestions or forms needed to order thank-you gifts.

**www.americanheart.org**
The American Heart Association Web site offers a wide variety of valuable information including current research developments, detailed explanations for many diagnoses and heart-healthy tips.

**www.americanheart.org/healthierkids**
Former President Bill Clinton and the American Heart Association have joined forces to stop the increasing prevalence of childhood obesity in the United States. These tools for schools will inspire all young Americans to develop life-long healthy habits. You can register for e-mail updates on the latest progress for this cause.

**www.healthiergeneration.org**
The Alliance for a Healthier Generation is a partnership between the American Heart Association and the William J. Clinton Foundation dedicated to fighting childhood obesity. This site contains updates on the programs and partnerships that are being developed to address this issue on all fronts.

**www.aahperd.org**
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) is the American Heart Association’s partner in Jump Rope For Heart and Hoops For Heart. AAHPERD is the largest organization of professionals supporting and helping those involved in physical education, leisure, fitness, dance, health promotion and education and all specialties related to achieving a healthy lifestyle.

**www.aahperd.org/naspe/physicalbest**
Physical Best is a comprehensive health-related fitness education program of AAHPERD for use in conjunction with existing K–12 physical education curricula.

**www.aahperd.org/naspe/stars**
STARS is a program developed by the National Association for Sport and Physical Education (NASPE). This awards program features five levels of achievement to recognize outstanding physical education programs in K–12 schools across America. This is an opportunity to gain national recognition for your school and your PE teachers by documenting the excellence of your PE program.

**www.nhlbi.nih.gov/health/public/heart/obesity/wecan/**
We Can! (Ways to Enhance Children’s Activity & Nutrition) is a national program designed as a one-stop resource for people interested in practical tools to help children ages 8–13 years stay at a healthy weight. Tips and fun activities focus on three critical behaviors: improved food choices, increased physical activity and reduced screen (TV, computer, etc.) time.

**www.pecentral.org**
PE Central is ideal for PE teachers. The site offers physical education curricula, program ideas and resources for teaching children and youth.

**www.healthychoices.org**
The Healthy Choices for Kids nutrition education program was created by the growers of Washington apples. This program consists of four separate volumes: Eat a Wide Variety of Foods; Choose a Healthy and Active Lifestyle; Eat Plenty of Fruits, Vegetables & Grains; and Choose Healthy Snacks.

**www.nutritionexplorations.org/index.asp**
Sponsored by the Dairy Council, Nutrition Explorations is a great resource for teachers. It provides nutrition lessons, nutrition news and FAQs, grade-level ideas and a teacher idea exchange area. The site also has an extensive section for parents, kids and even the cafeteria or foodservice staff.
www.kidsnutrition.org
The USDA/Agricultural Research Service’s Children’s Nutrition Research Center site contains research, news, calculators (including children’s BMI calculator), a Portion-Distortion Quiz and an interesting article on how parents’ attitudes help shape kids’ “athletic identity.” The site also has a poster gallery where you can download and print materials.

www.bam.gov
BAM — Body and Mind is a children’s Web site of the Centers for Disease Control and Prevention (CDC). This teachers’ resource center helps you to incorporate CDC health, safety and science topics into your classroom. The site also offers your students interactive content to investigate topics for school or for a personal interest.

www.health.discovery.com
The Discovery Channel’s online health resource contains news, health tools, information on diseases and conditions, diet and fitness and even podcasts.

www.kidshealth.org
KidsHealth is the largest and most-visited site on the Web providing doctor-approved health information about children from before birth through adolescence. Created by The Nemours Foundation’s Center for Children's Health Media, KidsHealth provides families with accurate, up-to-date and jargon-free health information they can use. The site offers games and activities for kids as well as advice for teens.

www.healthyfridge.org
A Web site devoted to bringing awareness to the importance of healthy eating habits and developing those healthy habits at an early age. The site offers fun activities and information for parents and teens.

www.nutritionexplorations.org/kids/main.asp
The Dairy Council’s site is filled with games, activities, contests, a kids’ panel, recipes and fun links. It helps kids explore the world of nutrition and learn healthy eating habits.

www.healthiergeneration.org/kids
The movement for a Healthier Generation begins with youth and this site is all about being active and having fun!

www.mypyramid.gov/kids/index.html
This site contains the principles of the latest Food Pyramid worded for kids. It has resources for parents, games for kids and information for teachers. There are posters to download and tips on nutrition and physical activity.

Educational Web Resources for Students

www.americanheart.org/yourethecure
You’re The Cure is the American Heart Association’s nationwide network of people dedicated to finding a cure for heart disease and stroke. You’re The Cure when you speak up for vital research funding, or when you advocate for public policies that increase physical activity and improve nutrition in schools. You’ll get everything you need to succeed, including a Welcome Packet to get you started. Timely action alerts ask you to call, write or visit policymakers when an important issue is being decided.

www.nchealthyschools.org/docs/schoolhealth/advisorycouncil/advisorycouncilmanual.pdf
The North Carolina Healthy Schools Program has put together a comprehensive guide to create effective school health advisory councils.

www.walkinginfo.org/problems/
Walkinginfo.org has a checklist to determine if your neighborhood is a friendly place to walk. It will also give you suggestions on how to fix problems that you find.

http://member.aahperd.org/advocacy
The AAHPERD Legislative Action Center provides information and resources needed to address the health, physical activity, dance and sport issues being debated on Capitol Hill. In addition, this site serves as an election, media and training resource.

www.tobaccofreekids.org
This site by the Campaign for Tobacco-Free Kids offers information on state and federal initiatives, research, facts and special updates on how to keep kids from trying cigarettes.
Become a leader in quality physical education and the fight against childhood obesity!

Apply to have your physical education program recognized as a NASPE STARS school.

The National Association for Sport and Physical Education (NASPE) created the STARS program awards to identify quality physical education programs and provide models for others to follow. The STARS criteria can be used as a self study for needs assessment and program improvement by all schools. Once your physical education program qualifies for the STARS award, national, state and local visibility for your school will include recognition at the AAHPERD national convention award presentation; in media and press releases; and via official award letters sent to school administration and government officials.

Visit www.aahperd.org/naspe/STARS to learn more and to apply for STARS recognition.