

When I joined Gayhead Elementary School five years ago as a physical education teacher, I was asked to coordinate the annual American Heart Association Jump Rope for Heart event. I was daunted by the fact that in the previous 10 years Gayhead students had raised over \$125,000 to help raise funds for heart disease research and education, including over \$20,000 for each of the previous three years. I didn't want to disappoint anyone, but I was unsure that I could lead Gayhead to be as successful in this worthy fundraising cause.

As the details unfolded and I began to organize the event with a co-worker, we realized that the Gayhead community has an intense passion for Jump Rope for Heart (JRFH). Gayhead Elementary School has been participating in JRFH since 1991, when Norm Schofield, the Physical Education teacher decided it was a worthy cause for the students to pursue. The event was a success and grew each year. Eventually, it was incorporated into the physical education curriculum and all students in grades one through five were able to participate. The energy grew dramatically each year with Norm and colleague Mark Piggott co-teaching: their enthusiasm and fundraising achievements continued to soar.

During the summer of 1994, Norm died of a heart attack: everyone at Gayhead was devastated. The Gayhead community rallied together to continue JRFH in Norm's honor. They dedicated the gymnasium to Norm and commissioned a mural to be painted that included Norm, a few students, and a Jump Rope for Heart banner. In addition, the local American Heart Association established the Norm Schofield Award, an annual recognition for the school that raises the most money per capita in a Jump or Hoops event.

Although the current students and most of the staff did not know Norm Schofield, the passion and love that Norm had for Jump Rope for Heart and the research and education that it provides those suffering from heart disease continues. Each February when we kick off the Jump Rope for Heart fundraising effort and mention "the man in the mural," the students at Gayhead rise to the occasion and amaze us with their immense level of fundraising. Gayhead has been awarded the **Norm Schofield Award** for the past four years. What a wonderful honor to the man that first brought Jump Rope for Heart to Gayhead! I am committed to do all that I can to keep motivating the Gayhead students to raise funds for this worthy cause and to help them understand and value the significance of their extraordinary efforts.

Gayhead Elementary School is one of the largest elementary schools in New York State with over 1,000 students. What most people don't know is that Gayhead is actually two schools or "houses" within one school building. The "letter house" has three sections of each grade level. The "number house" has four sections of each grade level. Since Gayhead is broken into two houses, the gymnasium is one of the few places that many of the students from separate houses come together. Most classes enter the gymnasium with another class and are team taught by two physical education teachers. At any time there can be as many as 50-65 students in the gymnasium simultaneously. As you can imagine it can often get quite loud when the students are actively participating in the tasks at hand, making it difficult to address all of the students effectively. Additionally, we have a few students with hearing impairments and it can at times be challenging for these individuals to hear all that is being said during a PE class. Purchasing a sound system that can adequately address all of our students in the gymnasium and out on our playing fields would be very beneficial to our PE program.

As most of us in Physical Education are aware, "Childhood obesity has more than tripled in the past 30 years. The prevalence of obesity among children aged six to 11 years increased from 6.5% in 1980 to 19.6% in 2008. Obese youth are more likely to have risk factors for cardiovascular disease, such as high cholesterol or high blood pressure." According to the National Center for Chronic Disease Prevention and Health Promotion, in a population-based sample of 5- to 17 year olds, 70% of obese youth had at least one risk factor for cardiovascular disease. With this overwhelming growth in childhood obesity, regular physical activity is a priority. Although we do not see our students on a daily basis, while they are in the gymnasium we believe it is important to share with them the knowledge necessary to understand basic movement concepts and motor skills, so that they may develop an understanding of different physical activities. In order to accommodate such a large number of students in such a confined space, we devise activities that allow the students to experience many challenges at their own pace. This class arrangement allows for maximum participation time during the students' 40 minutes of Physical Education class. The Gayhead gymnasium is where students begin to value physical activity, exhibit responsibility for their actions, learn respect for others, and, most importantly begin to respect themselves, their bodies, and their abilities, as well as physical education.

Gayhead students have donated over \$350,700 to the American Heart Association through it's participation in JRFH for the past 19 years. Receiving this grant will provide the physical education department with an opportunity to give something back to the Gayhead students, who go above and beyond their civic duty raising money to fund research and education to help those with heart disease.

Title

Learning Expectations:	The students will attempt as many fitness challenges as possible during PE class.
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Grade Level:	K-5	NASPE Standards:	#1 and #2
CSH Focus:	Physical Education/Physical Activity	AAHE Standards:	

Introductory Activity: Review the fitness activities and components from Fitness Unit classes. Demonstrate how to use a stopwatch to time a classmate.

Lesson Focus: Students will participate in activities that work different muscle groups and fitness components.

Conclusion/Assessment: Determine how many students got to 10 or more fitness activities. Encourage them to get to the remaining ones next class, as well as try to beat their time they earned today.

Prior Knowledge: Muscle names and location, Fitness Unit including components of fitness.	Vocabulary: agility, speed, endurance, flexibility, power, hand-eye coordination, foot-eye coordination, and muscle strength
Equipment/Materials: see attached lesson plan	Safety Considerations: Monitor students' progress and rotation.
Resource: 60 Station ideas to energize your Physical Education Program	

Fitness Fair

Objective: As a conclusion of our Fitness Month, students will have the opportunity to participate in "Fair" games that challenge different muscles of their bodies and use various Fitness components.

Emphasis:

- Stress each fitness component at the various activities.
- Stress the importance of completing each task to the best of their ability.

Equipment: 5 mats, hula hoop, playground ball, 17 beanbags, 5 Pringles cans, 4 stopwatches, "Skip-It", balance board, 13 poly spots, double scooter, hockey mask, gator skin ball, 12 bowling pins, soccer ball, foam hoop stand, 2 hockey puck, tennis ball, Wobbler and ball, Target board, milk carton, beanie baby, soda can, traffic cone, jump rope handle.

Lesson Plan:

1. Review the past fitness activities and components that we have done during our Fitness month.
2. Explain each Fitness component for the "Fitness Fair", including the muscle groups and/or fitness component of each station.
3. Inform the students where to wait for their turn. If there is a long line, try something else and come back later.
4. Instruct the students how to use a stopwatch, to time the person in front of them. (Students that are medically excused for the day may also assist in timing classmates.)
5. Encourage the students to try as many stations as they can.
6. Monitor the progress of the students as they attempt the "fair" activities.

Activities and their Fitness Components:

Speed Challenge: speed, agility and hand-eye coordination

Set two lines about 20 feet apart. At the end of each line place three Pringles cans and a series of six small marks. Starting at one end a student will run down and back three times. At each end they will move ONE can to a new mark. A partner will time and stop the watch once the third can is moved.

Giant Jacks Challenge: hand-eye coordination

Place ten beanbags in a hula hoop on the floor. A student tosses a playground ball in the air and attempts to pick up one bean bag then catch the tossed ball after one bounce. If successful, the student continues until either all bean bags are out of the hoop or the ball

is not caught successfully. Other variations might include trying to catch the ball before it bounces or picking up two bean bags on each try.

"Skip-it" Challenge: foot- eye coordination and cardio-vascular endurance

Using floor tape create a box about 7' X 7'. While staying inside of the box, a student will attempt to "skip-it" for as long as possible. A partner will use a stopwatch to find the final endurance time.

Balance Board Challenge: balance

Students will attempt to balance themselves on a balance board with as little movement as possible.

Beat the Clock: agility and speed

This is a timed challenge in which a student can set a personal best or in which a class record can be established. Arrange 13 poly spots, or taped boxes to resemble the face of a clock with a center spot and the 12 hours. On "go" a student, starting at the center spot, must go touch the 1 and come back to the center, then go to the 2, and back to the center. He/she continues until he/she has touched all 12 spots in order and finishes on the center spot. A partner will use a stopwatch to find the student's time.

Skeleton Race: Upper-extremity strength

Place two folded mats together, end to end, to form a track. A student lies on their stomach on a skeleton (two connected scooters). A partner times as the student travels around the track. The arms are the only acceptable means of propelling the skeleton. After completing each lap they move a Pringles can from one mark to another. The stopwatch stops once the second lap is completed and the second can is moved.

Back hoe: foot-eye coordination and abdominal strength

Two students will compete against each other. Each student is given one large bucket and eight identical items. Spread the eight items around each bucket. On "go" the students will pick up their items and place them inside their bucket. The first student with all of their items in their bucket wins.

Flexibility challenge mat: flexibility

Allowing the students to use a mat, give the students a variety of individual balances and stunts to attempt. (Pretzel, Seat Balance, V-up, Face-to-Knee-Touch, Finger Touch, Rocking Horse, Tangle Foot, Side Flex and Side Flex Supported.

"Amazing challenge": balance

Use the Wobbler balance board. Maintaining controlled balancing skills, each student attempts to move a small plastic ball through a maze.

Bean Bag Target Game: hand-eye coordination and accuracy

A student will stand about ten feet from the target board and tosses, one at a time, seven beanbags. Have each student tally their score by adding each earned point.

Skier sit Contest: muscle strength and endurance

Two to four students will challenge each other in a skier sit contest. They all begin at the same time and must maintain proper positioning throughout. The last one "sitting" wins.

Shooting gallery: hand-eye coordination, accuracy

Place two folded mats about ten feet apart. Link the two mats by placing a 2" X 6" board from one mat to the other (or use a vault). On the board place 6 to 8 items of different sizes (examples: milk carton, bowling pin, beanie baby, soda can, traffic cone, hockey puck, jump rope handle) and tape a point value on each with the smallest item having the

largest point value. A student will stand about twenty feet from the items and toss five to ten yarn balls, one at a time. Have each student tally their score by adding each earned point, have a new student try to beat the score. Frisbees can also be used.

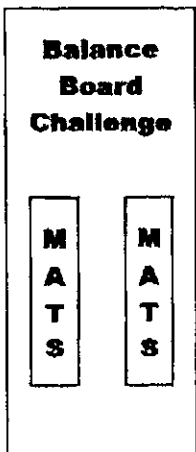
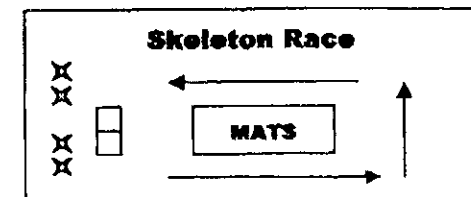
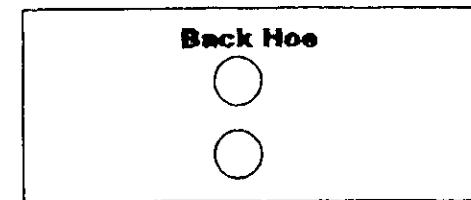
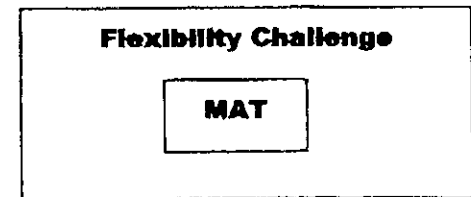
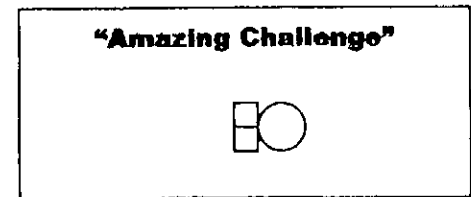
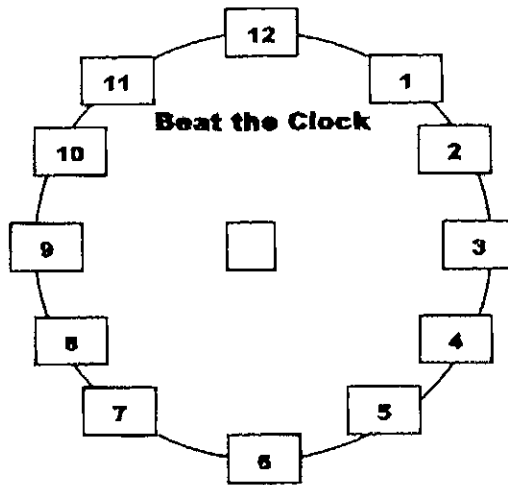
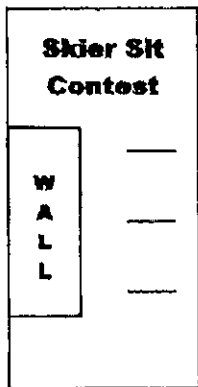
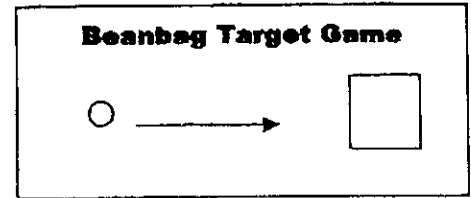
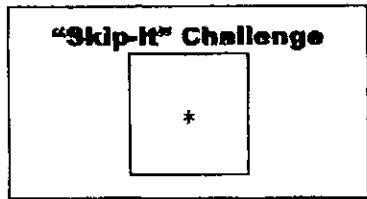
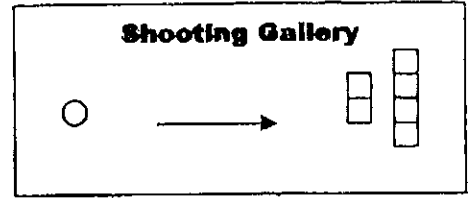
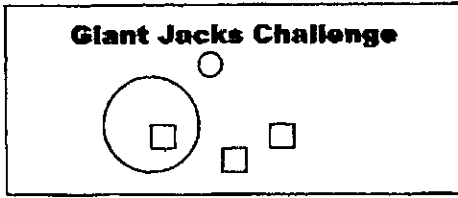
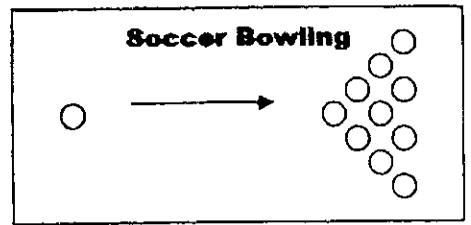
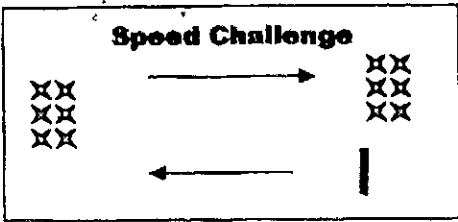
Soccer Bowling: foot- eye coordination and accuracy

Set up ten bowling pins or plastic soda bottles in a triangle formation, approximately 30 feet from the kicking line. Students take turns using a soccer kick to score points. Bowling scoring can be used or simply count the numbers of pins knocked down with one kick and keep a running total.

Variations: additional fitness challenges, partner stretches and/or small group challenges can be added to the "fair" set up.

Closure:

- Remind the students they will get an opportunity to complete the activities they did not get to today, next class.



Gayhead Proposed Budget
 Equipment to help provide further Fitness Fair Gym Set up Activities

US Games Item #	Description	Unit Price	Quantity	Total Price
286101	Amplivox - Wireless Half-Mile Hailer	\$799.99	1	\$799.99
1238396	Hot Spots Jump Rope Exercise Set	\$42.99	2	\$85.98
73166	Target Heart Rate Poster	\$22.49	2	\$45.80
MSCHRTTH	Training Heart Rate Target	\$22.49	2	\$45.80
1245257	Cathy Roe's Fun & Funky Fitness Kids DVD	\$48.49	1	\$48.49
1065039	Rock 'N Roll Fitness Fun CD	\$24.99	1	\$24.99
1245868	The Urban Rebounder	\$144.49	1	\$144.49
				\$1195.54