Acknowledgements

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The Heart Foundation also acknowledges project consultant Nicole Wade, who provided expert educational and cultural content for this resource.

For more information about Heart Foundation Jump Rope for Heart Outreach
www.heartfoundation.org.au
Telephone: 1300 72 48 04

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Thank you for agreeing to take part in the Heart Foundation's Jump Rope for Heart Outreach program.

We are grateful for the funds raised on Celebrity Apprentice in 2013 by Olympic swimming great, Steph Rice that helped turn this program into a reality for the Heart Foundation.

With the support of Steph Rice we've been able to remove the fundraising element from the traditional Jump Rope for Heart program, allowing your students to focus on fun and physical activity to start them on a pathway healthier hearts. Removing the fundraising element also allows us to involve students from a sections of the community that otherwise would not have the opportunity to participate due to the onus on fundraising.

Through the Jump Rope for Heart Outreach program we are hoping to deliver a fun and enjoyable physical active program that will teach Aussie kids healthy habits that they will hopefully keep with them for life.

One quarter (25%) of all Australian school children are overweight or obese, this is caused by inadequate levels of physical activity and poor diets. The consequences to children’s health are many including higher risk of heart disease, hypertension, high blood cholesterol, diabetes, musculoskeletal problems and poor mental health.

We know that being physically active is good for kids’ health, and importantly, it also has the added benefit of creating opportunities for making new friends and developing physical and social skills.

The Australian Physical Activity Guidelines released in 2014 state:

• Children aged 5–12 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day.
• Children’s physical activity should include a variety of aerobic activities, including some vigorous intensity activity.

• On at least three days per week, children should engage in activities that strengthen muscle and bone.
• To achieve additional health benefits, children should engage in more activity – up to several hours per day.

Thank you again for allowing us this opportunity to bring the Jump Rope for Heart Outreach program to your school to help get the students active and to promote the importance of keeping their bodies healthy.

Kerry Doyle PSM
Chief Executive – NSW Heart Foundation

When I was asked to compete in the 2013 series of Celebrity Apprentice it was an easy choice in selecting the Heart Foundation, and in particular, the Jump Rope for Heart program as my charity.

Growing up, physical exercise and eating right always played a big role in my daily life. I started swimming at a young age and even though I’ve now retired from competing professionally, being healthy will always be an important part of who I am.

I want to continue to be a positive role model to Aussie kids and feel truly blessed to have been able to provide these funds to the Heart Foundation that will help bring the Jump Rope program to schools where it may have never been before.

I hope you enjoy participating in the program!

Steph Rice
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Part 1. About the program
Whilst the Heart Foundation Jump Rope for Heart Program has been operating in schools across Australia for more than three decades, many schools, including those in smaller or rural, remote regions, communities populated with families who speak languages other than English (LOTE) or high Aboriginal and Torres Strait Islander populations, have been unable to participate.

As a way to deliver the Jump Rope for Heart program to these communities, the Heart Foundation developed an outreach pilot model Jump Rope for Heart Outreach (JRFHO). By adapting the original Jump Rope for Heart format, the JRFHO Program aims to take the program into school communities where cost and logistics has previously been too great a barrier for schools to participate by removing the fundraising component and providing program resources to those schools at no cost.

First introduced in 1983, Jump Rope for Heart has been implemented in thousands of schools across Australia. The program is designed to encourage a positive attitude towards exercise, healthy eating and heart health. With over 25 per cent of children considered overweight, there is still much to be done and skipping is a great start to developing life long healthy habits.

How does JRFHO work?

Participating schools receive a Heart Foundation Jump Rope for Heart resource kit, explaining how to conduct the program over a four to six week period. During this time students participate in healthy activities organised at the school.

Looking after our children

Heart, stroke and blood vessel disease is the leading cause of death in Australia, and one of the major risk factors is physical inactivity.

Low levels of physical activity have been shown to be associated with increased risk of blocked arteries, high blood pressure and overweight and obesity among children as young as 12 years of age.1

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Evidence that physical inactivity in childhood and adolescence may track to young adulthood is of particular concern.²

Heart Foundation JRFHO provides a unique opportunity to engage children in physical activity in a noncompetitive way and encourage them to develop lifelong heart healthy habits.

National Physical Activity Guidelines

In 2004, the Australian Government released physical activity recommendations for children aged five to twelve years.¹ Such recommendations suggest students undertake 60 minutes (and up to several hours) of moderate to vigorous physical activity every day.

The JRFHO program helps students to work towards meeting the recommended physical activity benchmarks.

Benefits for students:

- builds confidence and self-esteem
- helps students achieve and maintain a healthy weight
- builds strong bones and muscles
- improves fitness, coordination, balance, posture and agility
- is fun and challenging
- allows for creativity and working with friends and peers
- helps students learn about heart health, nutrition and how to advocate for a healthy school community.
Benefits for teachers
The JRFHO program:
• is flexible and easy to implement
• requires little space, time and equipment
• provides teaching ideas and learning strategies
• includes resources and staff support
• involves parents and the community
• means a lot more Australian kids are more active, thanks to you
• helps teach students to take a whole-of-community approach to health and nutrition.

Benefits to parents and the wider school community
The JRFHO program:
• helps kids be healthier (and healthier children are happier children)
• offers practical tips for parents and carers in adopting and demonstrating a healthy attitude
• gives parents and children the opportunity to work together.
Congratulations on registering for Heart Foundation JRFHO and making your students’ health and physical activity a priority.

In this section you will find some useful tips and advice on how to set up Jump Rope for Heart at your school.

This section includes:

- Simple steps for a successful program
- A sample program template to help map out your program week by week
- A simple Coordinator’s checklist – this is a great tool to see a snapshot of all key requirements
- Frequently Asked Questions.

Before you get started, make sure you have the following:

- Skipping ropes
- Teacher’s Manual
- Jump Rope for Heart music CD
- Skipping skills posters.

Keep this manual handy at all times – all you need to know to ensure your program is a success is right here at your fingertips.

The following simple steps will ensure your Heart Smart Kids program is as easy as a hop, skip and a jump!

**Step 1: Set your Heart Day**

Begin by setting a date for the Heart Day. This day marks the culmination of your program, with students, parents and teachers coming together to celebrate all that has been learnt. Once you have set your Heart Day, count back and see how many weeks you have to implement your program. Most schools will run JRFHO across a four to ten-week period. The best part about the program is its flexibility – you can make it as big or as small as you like.
Step 2: Start skipping and educating your students about nutrition

Now that you have set your Heart Day and have planned your program across several weeks, you’re ready to start skipping and introducing your students to the Heart Foundation’s nutrition resources. Please refer to the skipping skills section in Part 3 on page 60 for ways you can incorporate skipping into your classrooms straight away.

You will also find an integrated eight-week health unit in Part 2 on page 16. You may like to implement all or parts of this unit. Here you will find lesson plans and advice to promote a whole-of-community approach to health.

For access to Heart Foundation resources visit www.heartfoundation.org.au/publications. All you have ever wanted to know about heart disease and heart health can be found at this site – a very useful tool for your classroom.

Step 3: Hold your Heart Day and complete the program

The Heart Day is your event, to run as you would like. Whether you make the Heart Day a morning, full day or even a week-long event, the most important thing is that you make the day enjoyable for all – especially yourself!

In the Heart Day section in Part 4 on page 80 you will find all you need to know about holding a successful and fun Heart Day and completing your program. Heart Day is an opportunity to showcase your school by inviting your parents and key stakeholders to show your commitment to physical activity and health.

As this important day marks the end of your program, students can wear red and bring in a healthy lunch. It’s a skipping and health celebration for all. This is a great time to thank everyone for their participation.

You can use the template on the following pages to plan what you will work towards achieving each week. This is based on a nine-week program – but it’s completely up to you how you implement JRFHO. You can choose to run it over a shorter or longer period – it’s your program!
## Sample JRFHO program

<table>
<thead>
<tr>
<th>WHEN</th>
<th>WHAT</th>
<th>WHO</th>
<th>COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Planning • Hold a meeting with staff and explain how JRFHO will be implemented across the school over the coming weeks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain the resources available to staff so they can support you in implementing the program in their classrooms and across the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Book a time in each assembly that will take place over the duration of your program so you or your selected students can provide an update on JRFHO weekly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Launch • Launch your JRFHO program at your school with a ten-minute presentation at your school assembly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consider sending home a letter to parents or including information in the school’s newsletter about JRFHO. Tip: include some healthy tips as well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If you would like to implement the health unit, start this week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Get skipping and healthy! • Incorporate skipping and the health unit (if you are implementing it) across your school, as detailed in the manual. It’s completely flexible so select lessons and teaching aids that will support you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Get your students to pledge their commitment to health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Continue having fun! • Consider leaving your ropes out at recess and lunchtime so students can practise their skipping tricks learnt in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide assembly presentations as detailed previously.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students can bring in healthy food to share and discuss its position on the healthy food plate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Meet with staff and ask them to discuss how they are incorporating JRFHO in their classrooms – are there any art posters that can be displayed around the school? Has the music class learnt a healthy eating song that they can perform at your next assembly?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Sample JRFHO program (continued)

<table>
<thead>
<tr>
<th>WHEN</th>
<th>WHAT</th>
<th>WHO</th>
<th>COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 5</strong></td>
<td>• Send a reminder note home to parents that your school’s Heart Day is coming up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Continue creating a healthy school community!</strong></td>
<td>• Now is a good time to start planning your Heart Day activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>• Hold your Heart Day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hold your Heart Day</strong></td>
<td>• Why not kick things off with a healthy breakfast?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Check out Part 4, the Heart Day section of this manual for extra tips.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consider holding a health exhibition with your students to display all they have been learning throughout the program.</td>
<td></td>
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</tr>
</tbody>
</table>
Coordinator checklist

JRFHO is completely flexible. Use this guide as your one-stop shop for all you need to ensure your program is a success.

Planning

☐ Contact the Heart Foundation to confirm your registration.
☐ Receive JRFHO resource kit.
☐ Schedule Heart Day.
☐ Notify staff.
☐ Make an assembly presentation to introduce the program.
☐ Use this resource to start planning your health and physical activity lessons.

Heart Day

☐ Read over the ideas for Heart Day in Part 4.
☐ Meet with staff to brainstorm Heart Day ideas and confirm program of events.
☐ Invite parents friends to attend.
☐ Hold your Heart Day.

Completing the program

☐ Consider recognising those in your school who played a role in the program’s success.
FAQs

Q: When should we run the program?
A: The program is designed to be flexible so it can fit in with your school schedule and can be held at any time of the year.

Q: What costs are associated with running JRFHO?
A: Thanks to the money donated by Stephanie Rice through Celebrity Apprentice, there are no costs incurred by the participating schools. We do still encourage schools to make a donation if they are willing to help support the ongoing work of the Heart Foundation.

Q: Can the school or students buy extra ropes?
A: Yes, as a registered school, you can order ropes at a discounted price. Contact your field officer to find out how.

Q: How can I include all students with varying abilities?
A: Please refer to Part 5 Extra Resources for some tips on incorporating all students’ abilities.

For access to Heart Foundation resources visit www.heartfoundation.org.au/publications. All you have ever wanted to know about heart disease can be found at this site – a very useful tool for your classroom.
Part 2. Integrated health unit
Part 2. Integrated health unit

Overview

Purpose
JRFHO’s unique health unit is developed to introduce students to healthy living habits both for themselves and for their community. Students form questions about their own health and the health of those in their community. They focus on developing the knowledge, skills, attitudes and behaviours to be able to maintain their own personal health, as well as working with others to create a sustainable healthy community. They begin to understand their own health needs, and take a whole-of-community approach to identifying healthy solutions to make health sustainable and inclusive for all.

Grades
P–6: This unit has been developed with basic activities that include extension ideas for older students. Lessons can be adapted according to the grade level and ability of the students.

Unit objectives
Learners will increase their knowledge, skills, attitudes and behaviours about physical activity and health through a variety of activities and tasks.

Focus questions
Why is it important to identify personal health needs?
Why is it important to think about the diverse health needs of a community?
Why is it important to implement sustainable health needs in a community?
Why is it important to advocate for excellence in health?

Unit duration
4–8 weeks, 1 hour per week – but remember JRFHO is completely flexible, you may like to use some or all of the lessons in this unit.
### KNOWLEDGE

- Understanding why eating healthy food and being active regularly are part of good health.
- Defining a balanced diet and identifying a healthy daily intake of food groups as ‘everyday’ and ‘sometimes’ foods.
- Understanding fruits and vegetables – What are they? Why are they important? How can we eat more of them?
- Understanding that healthy eating and being active can prevent obesity.
- Defining obesity and recognising that obesity can lead to serious illnesses, in particular heart disease.
- Discussing the adverse health effects of smoking.
- Understanding what it means to be part of a community and being familiar with their role in community.
- Defining and understanding the concept of sustaining personal health.
- Defining and understanding the concept of sustainable community health.

### SKILLS

- Identifying food groups and classifying different foods as ‘sometimes’ or ‘everyday’ food choices.
- Identifying places in the school that serve or sell healthy foods and snacks.
- Identifying places in the school which help students be active.
- Identifying parts of the body which smoking affects.
- Identifying reasons why people should not smoke.
- Recording and analysing their own diets.
- Forming questions about their personal eating and activity habits.
- Developing appropriate goals for improvement and sustainability of their own diets.
- Developing strategies for meeting goals, carrying out strategies, reflecting on successes and failures, learning from mistakes.
- Analysing the components of a healthy meal.
- Identifying healthy recipes and creating healthy meals.
- Categorising TV, movies, radio, magazines and the internet as media.
- Identifying foods that ads and commercials are trying to persuade a person to buy.
- Conducting a school community survey about activity levels and food habits. Analysing data.
- Generating ideas for ways to improve and sustain the community’s healthy living resources.

### ATTITUDES

- Understanding that healthy food is better for them and others in their family and the community.
- Understanding that being active can be fun (e.g. skipping, making routines).
- Stating why a healthy diet and being active is important to them personally.
- Making a pledge to be healthy at school and at home and to sustain good health for the long term.
- Explaining the characteristics of a healthy community and how to help others be healthier.
- Developing an advertisement to advocate for good health and wellbeing.
- Appreciating the notion that health can be diverse for different people in the community.

### BEHAVIOURS

- Demonstrating a positive attitude to healthy foods.
- Demonstrating a positive attitude to being active.
- Goal setting to demonstrate their own desire to sustain their health.
- Influencing others – being an advocate for improved food supply – individual household, school tuckshop, school fete, classroom, sports events, sport clubs.
- Encouraging others to be active on a regular basis.

Reflecting on knowledge, skills, attitudes and behaviours developed during the unit.
Lesson outline

Lesson 1
Students brainstorm ways to teach others about healthy choices for building personal health. They may find creative places and ways to advocate for and educate about healthy choices. They create a healthy pledge for the class and the family to promise to become a healthier school community.

Lesson 2
Students examine elements of healthy living, with a particular focus on healthy foods. They look at the five food groups and which foods they should eat ‘every day’ or only ‘sometimes’. They discuss how they can make healthy meals for themselves as well as their families.

Lesson 3
Students continue to learn about ‘every day’ and ‘sometimes’ foods and extend their knowledge to understand how to structure their eating plans throughout the day. They learn how to identify foods as carbohydrates, proteins or fats and learn why these are important for us.

Lesson 4
Students investigate the effect that smoking has on our bodies. They identify the parts of our bodies which smoking affects and the types of diseases and illnesses associated with smoking.

Lesson 5
Students explore the components of healthy living: eating healthy foods and being active. Children identify their favourite healthy foods and types of activity that help them live a healthy life. They explore their school and home neighbourhoods for healthy food and activity options and analyse how healthy their own school community is.

Lesson 6
Students analyse their own eating and activity habits from food and activity logs. They learn about setting goals to motivate themselves to become healthier and also encourage their family members and friends to become healthier. They learn to demonstrate excellence towards their health. They set goals to encourage sustainable health for themselves as well as their community.

Lesson 7
Students look at the health status of their school community. They learn about the characteristics of a healthy community and start to think about ways they can help their own community become healthier. They understand they are part of a community and have a role in working towards sustaining health for all.

Lesson 8
Students continue to think about the health of their community. They analyse parts of the media and discuss how advertising can affect people’s health. They think about their own school community and some of the unhealthy habits they identified earlier in the unit. They create their own ad campaigns around ‘Be the best you can be!’ to advocate for everyone in the community to work towards creating sustainable health for all.
Conclusion of unit

Students demonstrate all the knowledge, skills, attitudes and behaviours they have learnt over the course of the unit at a Health Exhibition. This can be incorporated with Heart Day. Parents and friends should be invited to look at all the work students have completed. Students demonstrate how they are advocating for a sustainable healthy community for all. Students bring in healthy food for a picnic and parents can take part in different healthy activities.

Healthy rewards

Students should be rewarded for positive behaviours and this includes being healthy in the classroom. Some great rewards charts are included to encourage students to bring in healthy food for lunch every day and water bottles to ensure they keep hydrated

- Healthy lunchbox rewards chart, page 31.
- Water bottle rewards chart, page 31.

Home connection

- Throughout the unit, students take home a variety of tasks to complete at home with their families, including writing pledges, analysing how active their families are and the healthy foods they eat, as well as working with parents to identify healthy food choices in their community.

- At the end of the unit, students hold their Heart Day (see Part 4) which can act like a mini health exhibition. Parents are invited to help out with this special skipping day, where students display all the skills they have been learning. Students also hold a mini health exhibition where they display what they found out about the health of their school and how they think they can improve the health of their school community. They can display all of their work they have completed over the unit. Students can also bring in foods for a healthy food party.

Extra resources

The following websites are useful resources for this:

- Heart Foundation: www.heartfoundation.org.au
- The publications section of the Heart Foundation website: www.heartfoundation.org.au/publications
- Curriculum guidelines: www.acara.edu.au
- Nutrition Australia: www.nutritionaustralia.org
- Global Education: www.globaleducation.edu.au
Lesson 1: Healthy pledge

Purpose
This lesson is developed to determine students’ current knowledge of what ‘being healthy’ means and how they can help each other to be healthier. Students write a pledge of commitment to being healthy and learn about how to advocate for their school community to become healthier. They explore the meaning of good health and the importance of eating well and being active every day.

Focus questions
• What is a community and what is my role in it?
• What is health and why is it important?

Duration
• Three activities and time for reflection: 1 hour in total

Objectives
• To understand why eating healthy food and being active every day are part of good health
• To understand that healthy food is better for me and others in my community
• To define and understand what being part of a community means, as well as the purpose of a pledge

Materials
• Butcher’s paper
• A4 sheets of paper for each student
• Crayons/drawing pencils
• Scrabble letters for older students
• Handout: ‘My classroom community pledge’ (page 23)
Lesson outline

Introductory activity: Identifying students’ knowledge of health (15 mins)

Brainstorm what being ‘healthy’ means. Responses may include: eating the right foods, eating breakfast, drinking milk, not drinking soft drink, eating vegetables, not eating junk food, being active, playing, going to bed on time, brushing your teeth.

Read the brainstormed list.

Ask the following reflection questions:

- Which ideas on the brainstorm list are about healthy food?
- Which ideas are about being active?
- Which ideas are about habits and routines?
- Why do you think eating healthy food is important (i.e. food helps you grow; foods give you energy to play and learn; food tastes good)?
- Why do you think playing and being active is important (i.e. being active is fun; it builds muscles; it helps you run faster and jump higher)?
- Ask students if they know how many minutes a day they should be active (i.e. 60 minutes for children aged five to twelve, 30 minutes for adults)?

Activity 2: Why is good health important? (10 mins)

Continue to discuss with students what it means to be healthy and why good health is important for everyone.

- Ask students to form pairs.
- Have them interview their partner for five minutes (taking turns) and find out what their healthy food is and what their favorite activity is (if students pick a sport, ask them to identify their sporting hero and why they picked them – what inspires them about that person and sport).
- Randomly select three pairs to stand up and share what they found out about the other person.
- As a class, discuss some of the common answers.

Extension: Give older students a series of scrabble letters and ask them to make as many healthy words or sports as possible. You can try doing this at the start of every lesson in this unit to see if students can beat their record. The winning pair is asked to talk about each word and why it’s healthy or identified as a sport. Make sure you have a stopwatch, and the most in five minutes wins.
Activity 3: Write a class pledge to be healthy (25 mins)

Introduce the concept of a pledge. Tell students that a pledge is a promise to do something. Construct a pledge together as a class as to how they can be a healthy classroom and help each other to be healthy – responses can include bringing healthy food for lunch, making sure they bring water bottles in every day, washing hands before lunch, making a special time for ‘fruit snack’, being active at recess and lunch, being respectful of each other’s food choices and so on.

Note: Make sure there is a contingency plan in place for students who don’t have access to fruit every day. Have a special class fruit bowl where a different student brings in a few pieces of fruit each day or ask students to share fruit with a friend.

Each student writes out their own pledge for how they can be healthier by incorporating physical activity and healthy foods into their everyday routines.

Reflection (5 mins)

Remind students that their classroom community ‘is a group that shares interests and goals and works together’. Tell them that as they share their illustrated pledges they should think about how these actions help their community work together. Encourage volunteers to share their pictures and read their sentences to the group. Reinforce positive behaviours as children listen to their classmates. Display pledges in the classroom.

Home connection

Students can go home and write a ‘Healthy Home Pledge’ with their families. They can include ways to be healthier at home and how they can help each other be healthy (responses include spending less time watching television, taking the dog for a walk, riding/walking to school/work, helping with the cooking and so on).

Lesson adapted from Learning to Give education website for teachers: www.learningtogive.org
My classroom community pledge

✓ We, ________________, promise to:

✓ follow the rules in our classroom community
✓ eat all the fruit and vegies in our lunchboxes
✓ make a special time for fruit snack each morning
✓ skip as much as possible at recess and lunch or in PE
✓ make sure we are active every day for at least 1 hour
✓ be respectful of other people’s food choices!

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Draw a picture of yourself being responsible in your classroom community.
Lesson 2: The healthy food plate

Purpose
Students examine elements of healthy living, with a particular focus on healthy foods. They look at the five food groups and which foods they should eat ‘everyday’ or ‘sometimes’. They discuss how they can make meals healthier for themselves and their families.

Focus questions
- What foods are healthy?
- How can I eat more healthy foods everyday?
- How can I help my family eat healthy foods everyday?

Duration
- Three activities and time for reflection, 1 hour in total

Objectives
- Define a balanced diet and identify a healthy daily intake of food groups as ‘everyday’ or ‘sometimes’ foods
- Identify food groups and classify different foods as healthy or unhealthy food choices
- Understand that healthy food is better for me and others in my community
- Analyse the components of a healthy meal
- Analyse menus (e.g. lunchbox)
- Understand that healthy eating promotes healthy child growth and development

Materials
- Scissors
- Magazines to cut up
- Colouring pencils/crayons
- Interactive whiteboard with internet access
- Handout: The Healthy Food Plate (page 28)
- Handout: My Healthy Lunchbox (page 29)
- Handout: A Balanced Lunchbox (page 30) to be sent home
- Handout poster: Strive for Five! enlarged on classroom wall
Lesson outline

Introductory activity: Identifying students’ knowledge of healthy foods (10 mins)

Break students into pairs and have them cut out pictures from magazines of different foods and place them into two different groups – ‘everyday’ foods or ‘sometimes’ foods – based on their own knowledge of what is recommended for healthy eating.

**Extension:** Older students could look at all the foods in each group and write down what benefit those foods provide to the body (for example, foods in the ‘everyday’ group provide energy, protein, healthy fats, vitamins; and foods in the ‘sometimes’ group only provide added kilojoules, added sugar, or added unhealthy fats) and discuss why they have chosen to put them in that category.

Discuss students’ results and record answers on the board (there should be a few similarities between groups’ answers).

- Ask students why they thought some foods were only ‘sometimes’ food (Answer – because these foods are not healthy and they should not eat as much from this group).
- Ask students why some foods (for example, vegetables and fruit) should be eaten every day.

**Activity 1: The healthy food plate (20 mins)**


There are many fun books out there that illustrate the five food groups. Read one of them with your class. Discuss the five different food groups with the students.

Show the class on the interactive whiteboard the five food groups ‘Australian Guide to Healthy Eating – Poster PDF’ as found at [www.eatforhealth.gov.au/guidelines](http://www.eatforhealth.gov.au/guidelines)

Or view the ‘Indigenous Guide to Healthy Eating – Poster PDF’ and briefly highlight to the class the five food groups, also found at [www.eatforhealth.gov.au/guidelines](http://www.eatforhealth.gov.au/guidelines)

Hand out a copy of the blank Healthy Food Plate worksheet (page 28). Alternatively, it can be printed from ‘Resources suitable for printing – Australian Guide to Healthy Eating -Poster blank template’ at [www.eatforhealth.gov.au/resources-suitable-printing](http://www.eatforhealth.gov.au/resources-suitable-printing)

- Explain to students that the healthy food plate shows us what foods we need each day and in what proportions.
- Explain that people, like all animals, need food for energy. We need the right amounts of good food to keep our bodies healthy so we are able to play and work at our best.
- Highlight the different sizes of each section of the healthy food plate. Explain to students the recommended amount to eat from each food group each day is represented by the amount of space it is given on the plate. For example, the wholegrain cereals group is much larger than any other section, as the recommended daily servings are more than any other food group represented on the plate.
• Students should guess the number of servings they need from each food group per day to keep them healthy, and can draw pictures of all the different foods that go in each section.
• Relate students’ answers from the earlier activity (‘everyday’ foods, ‘sometimes’ foods) to the groups of the food plate.

Extension: Older students can complete the Healthy Food Plate worksheet on their own by using the computer to research the foods in each section and how many servings they need each day. Direct them towards the website www.eatforhealth.gov.au

Answers: The healthy food plate worksheet*

• Vegetables and legumes/beans = 5-5.5 serves a day
• Grains, cereals, bread, pasta, rice = 4-6 serves a day
• Fruit = 2 serves a day
• Milk, cheese, yoghurt or alternatives = 2.5-3.5 serves a day
• Lean meat, fish, poultry, eggs, tofu, nuts, seeds, legumes/beans = 2.5 serves a day
• Sweets = sometimes and in small amounts

* Based on children 9 – 13 years from ‘Healthy eating for children’ at www.eatforhealth.gov.au

Activity 3: Healthy lunchboxes (20 mins)

Based on the healthy food plate, discuss with students what they think a healthy lunchbox should look like. A healthy lunchbox should consist of foods from each of the five food groups, providing essential nutrients for children’s daily energy, healthy growth and development.

• Ask students what foods shouldn’t be in their lunchbox every day, but only sometimes (chips, chocolate, lollies, salty foods, etc.)
• Ask students what they should have in their water bottles every day (trick question, its water!).

Explain to students that we should try to avoid processed and refined foods that contain high kilojoules, high sugar, high saturated fat, high salt and low fibre, as these sorts of foods do not give us the correct energy to help us grow. Highly processed foods and drinks increase tooth decay, increase unhealthy weight gain, and reduce concentration at school (e.g. high-sugar cereals, lollies and chocolates, sausage rolls, dried fruit bars, soft drinks, cordials, energy drinks, fruit drinks and sports drinks).

• On the interactive whiteboard show the class pictures of healthy lunchboxes, as can be viewed at www.healthy-kids.com.au/10-great-lunch-box-ideas and discuss what is in each lunchbox. Ask the class: What is there a lot of in each? What is there none of?
• Hand out the healthy lunchbox worksheet ‘My Healthy Lunchbox’ (on page 29).
• Ask students to draw or cut out pictures from magazines of what they would put in their own healthy lunchbox.

• Once they have finished, they can write a sentence or paragraph about what they have put in their lunchbox and why (ie. the health benefits of those foods chosen).

**Extension:** Ask older students to make up an ad campaign to encourage students and their families to eat healthy foods every day. They can do this in pairs or alone, and create posters or PowerPoint presentations on the computer.

**Reflection (5 mins)**

Students share their healthy lunchboxes (or ad campaigns) with the class. They each share why they have chosen to include certain foods and why they haven’t chosen some foods. Display each student’s lunchboxes around the classroom.

**Closing activity (5 mins)**

Introduce students to the ‘Strive for Five!’ healthy lunchbox rewards chart (page 31). Explain that they get one point for having one of each of the five food groups in their lunchboxes each day. For example, if they have all five groups in there and have eaten them by the end of the day, they get a total of five points. At the end of the week all of the points will go towards the house points and the house with the most ‘healthy heart’ points will get a special prize at assembly.

**Home connection**

Send home the resource ‘A Balanced Lunchbox’ (page 30) for parents and students to look at together. Students should help their mum and dad pack their lunchbox for the next day or week and say why they chose certain items to put in their lunchbox.

**Extra resources**

For access to Heart Foundation resources visit [www.heartfoundation.org.au/healthy-eating/food-and-nutrition](http://www.heartfoundation.org.au/healthy-eating/food-and-nutrition) for information on heart healthy eating tips. This is a great tool for your classroom.

For access to seasonal lunchbox meal ideas and pdf printouts visit [www.heartfoundation.org.au/campaigns/mums-united](http://www.heartfoundation.org.au/campaigns/mums-united). There are Spring, Summer, Autumn, Winter and All-Year-Round five day planners with recipes.
The healthy food plate

Draw pictures of your favourite foods on each section of the plate. In the box provided for each group, write how many servings you should have per day.

Vegetables and legumes/beans

Water

Milk, yoghurt, cheese and alternatives

Lean meat, poultry, fish, eggs, nuts, tofu, seeds, legumes/beans

Fruit

Grains, cereals, rice, pasta, breads, mostly wholegrain

Healthy Oils and Fats

Sweets and other foods

Healthy Oils and Fats

Sweets and other foods
My healthy lunchbox

Students are encouraged to use this sheet to either draw or cut out images of what should be in a healthy lunch box.

What I put in my lunchbox:

Why I put these food in my lunchbox:
A Balanced Lunchbox

A balanced lunchbox has all five food groups in it – plus a re-fillable bottle of water! Students are encouraged to take this worksheet home to share and discuss with their parents/carers.

**GRAINS / BREADS / RICE**
2 serves in lunchbox

**VEGETABLES**
2 serves in lunchbox

**LEAN MEAT / POULTRY / FISH / LEGUMES**
1 serve in lunchbox

**MILK / CHEESE / YOGHURT / ALTERNATIVE**
1 serve in lunchbox

**FRUIT**
1 serve in lunchbox

**WATER**
Strive for five!

Print out and enlarge to hang in the classroom. Explain that each day you will monitor which students are bringing in healthy lunchbox items ie. meeting the recommended serves of each food group – there’s 5 food groups! Give them a tick for being healthy. At the end of the week tally points to add to their house colour.

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Lesson 3: Design my day’s menu

Purpose
In this lesson, students continue to learn about ‘everyday’ and ‘sometimes’ foods, and extend their knowledge to understand how to structure their eating plans throughout the day. They learn how to identify foods as carbohydrates, proteins or fats and they learn why these are important for us.

Focus questions
• How do we plan what we eat?
• Why are certain foods good for us?

Duration
• Two activities spread over one lesson: 1 hour in total

Objectives
• To be able to define a balanced diet and identify the food groups that make up a healthy daily intake as ‘everyday’ foods or ‘sometimes’ foods
• To identify food groups and classify different foods as ‘everyday’ or ‘sometimes’
• To analyse the components of a healthy meal
• To identify healthy recipes and create healthy meals
• To understand that healthy food is better for me and others in my family and the community
• To demonstrate a positive attitude to healthy foods

Materials
• Plain A4 paper
• Colouring pencils/crayons
• Large butcher’s paper
• Handout: Design my day’s menu (page 37)
• Handout: Design my day’s menu food pictures (pages 35-36)
• Interactive whiteboard with internet access
Lesson outline

Introductory activity: Identifying balanced meal components (20 min)
Ask the students if anyone knows what the three healthy components of a balanced dinner plate should be. (Answer: carbohydrate-preferably wholegrain or high fibre, lean protein, and vegetables or salad).

Draw up on the board a table like the one below, filling in the headings as they are identified by the group.

Ask for a few examples of each category and write those up.

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<th>CARBOHYDRATES</th>
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<th>SATURATED FATS</th>
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<td>E.g. Olive oil, seeds, margarine spread</td>
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Discuss with students some of the other elements in food – fats, carbohydrates and proteins.

- Fats Our bodies need some healthy (unsaturated) fats for energy and to help us grow and develop well. However, we don’t want to eat too much unhealthy (saturated or trans) fat because it can be bad for our hearts. To find out more about the differences between saturated and unsaturated fats go to www.heartfoundation.org.au/healthy-eating/food-and-nutrition/fats-and-cholesterol
- Carbohydrates give our bodies the energy we need to play, learn and grow. The more energy you use, the more carbohydrates you need to eat. To find out more about carbohydrates go to www.heartfoundation.org.au/healthy-eating/food-and-nutrition/carbohydrates-and-sugars
- Protein gives our muscles some energy to grow and also to repair, and keeps us strong and healthy. To find out more about protein go to www.heartfoundation.org.au/healthy-eating/food-and-nutrition/protein-foods

Activity 1: Design my day’s menu (30 mins)
A healthy balanced lunchbox should contain foods from each of the five food groups. Who can remember all the groups? (Answer: wholegrains breads/cereals, vegetables/salads, fruit, dairy or alternatives, lean protein/fish/or alternative, and of course a drink... water!)

We have also learnt about creating healthy dinners, and that a healthy balanced dinner should have 3 food groups in it – from the wholegrains group, from the lean proteins/fish/or alternatives group, and from the vegetables/salads group.
Ask: What meal is next? (Trick question: Breakfast!).

Discuss with the students that breakfast is best if it contains a wholegrain bread/cereal, a reduced fat dairy (or lean protein), and maybe a fruit or vegetable too. You might like to view the website www.healthykids.nsw.gov.au/parents-carers/healthy-eating-and-drinking/lunch-box-ideas.aspx

Plan a daily menu together with the students based on the number of servings they need each day to keep them healthy. Make copies of the food pictures on the ‘Design my day’s menu’ handouts (pages 35-36).

Students cut out the pictures and place them in the appropriate places in the ‘Design my day’s menu’ table, using the knowledge of what food types to include at breakfast, lunch and dinner each day.

Discuss students’ answers.
- Why did some foods or meals sit in certain boxes?
- Which options were healthier than others?

Reflection (10 mins)

Healthy kids need healthy snacks too. Explain to students that healthy snacks are a good way to stop us from getting overly hungry so we don’t eat lots of food all in one meal. Breakfast, lunch and dinner are our main meals during the day, so these will be a little bit bigger. Snacks only need to be small, for example a handful of grapes or some vegetable sticks.

Sit in a circle with the students and ask why is it important to make sure we have snacks throughout the day? Why is ‘fruit snack/break’ or recess important?

Explain to students that lots of processed packaged snack foods also contain high levels of sodium, which is in salt. People shouldn’t eat too much salt because it can dehydrate them and is very bad for their hearts. We need to make sure we don’t eat too many salty foods (such as chips) or add too much salt to our food.

Go around the circle and ask students to give you examples of healthy snacks. They can think about what they might eat for recess to help them.

Home connection

Tell students to visit the recipe section of the Heart Foundation website at www.heartfoundation.org.au/recipes. For specific recipes from the Aboriginal and Torres Strait Islander people, visit the ‘Flavours of the Coast’ Koori Cookbook at www.heartfoundation.org.au/images/uploads/publications/4423_HF__Koori_Cookbook_FA_WEB.pdf

Students need to pick a recipe and make it at home with a parent or guardian. They should write a sentence or paragraph about what they chose and why, and what meal it would be best eaten in. Ask students to present back to class.
Design my day’s menu
Design my day’s menu
Design my day’s menu

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Lesson 4: The health effects of smoking

Purpose
Students will investigate the effect that smoking has on our bodies. They will identify the parts of our bodies affected by smoking and the types of diseases and illnesses associated with smoking.

Focus questions
• How does smoking affect our personal health?
• How does smoking affect our environment?

Duration
• One main activity, discussion and time for reflection: 1 hour in total

Objectives
• To identify the parts of the body affected by smoking
• To identify reasons why people should not smoke
• To discuss the adverse health effects of smoking

Materials
• Butcher’s paper or poster paper
• ‘The effects of smoking on the body’ poster
• Plain A4 paper
• Thin cardboard or construction paper
• Flip camera (if available)
• Coloured pencils, crayons, textas and other art supplies
• Handout: ‘Food and activity log’ (page 42)
Lesson outline

Introductory activity: smoking discussion (10 mins)
Students should brainstorm what they know about smoking and why it is bad for our health. Most older students will need little direction with this, but younger students will need prompts. Questions could include:

- What does smoke look like?
- What colour is it?
- What does it smell like?
- Have you been around a person who is smoking cigarettes?
- How did the smoke make you feel?
- Do you think smoking is good for you?

Referring to ‘The effects of smoking on the body’ poster, point to different parts of the body, such as the eyes, nose, throat, skin, teeth, fingernails, heart and lungs. Cover all these areas that are affected by smoking with a piece of paper. Ask students to tell you what they think smoking does to each part of the body. After they have answered, take the covering piece of paper off.

Discuss with students some of the ways the Australian government and the National Heart Foundation are trying to help people stop smoking for good. Write responses on a large piece of butcher’s paper (responses could include: no smoking in restaurants, no smoking in clubs, Quit advertisements, plain packaging for cigarettes, and so on).

Ask students to think of some ways they could encourage people to stop smoking. They can be as imaginative as they like (for example, bad tasting cigarettes, making them extra large, too expensive and so on).

Activity 2: Creating a non-smoking campaign! (40 mins)
Students are to create part of an advertising campaign that highlights the dangers of smoking to school-aged children. They should select one of the following formats to present their information:

- A3 poster
- information brochure (A4 size, tri-fold)
- music video
- TV ad
- rap/song and dance
- board game.

They should include a variety of the following information: For younger students, you can ask them to present four or five facts on smoking and why it is bad; Older students should provide more explanation.
• What is in a cigarette? What does smoking do to our bodies? Which parts of our bodies does smoking affect and how? What are the short-term effects of smoking? What types of diseases and illnesses do most long-term smokers get?

• Students should be encouraged to present the information in a way which would deter people from smoking or inspire people to quit smoking. You can brainstorm some ideas around this to give them some guidance.

**Reflection (5 mins)**

Students can share their ad campaigns with the rest of the class. They can explain the information and why they chose to use that format to present the information.

**Closing activity (5 mins)**

Discuss with the class how they could influence their parents or other family members to stop smoking. What facts would they present to these people? What suggestions could they make to help them quit?

**Extra resources**

www.quit.org.au

This website is designed for school-aged children and has games, quizzes and competitions. Students can upload videos and be eligible for prizes.

Introductory activity: smoking discussion was adapted from a suggested lesson from the American Heart Foundation, www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_313205.pdf
The health effects of smoking lesson plan has been adapted from the Smarter than Smoking Project (WA).

‘The effects of smoking on the body’ poster is reproduced with permission from the Smarter than Smoking Project (WA).
Food and activity log

**Food log** – Write down all the foods you eat during the day for the next seven days. You will need this for lesson 5.

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**Activity log** – Write down all the activities you do for the next seven days. You will need this for lesson 5.

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Lesson 5: My healthy school community

Purpose
In this lesson, students explore the components of healthy living: eating healthy foods and being active. Learners identify their favourite healthy foods and forms of activity that help them live a healthy life. They explore their school and home neighbourhoods for healthy food and activity options and analyse how healthy their own school community is.

Focus questions
• What foods and activities are best to help create a healthy community?
• How can I find out how healthy my school community is?

Duration
• Three activities and time for reflection: 1 hour in total

Objectives
• Identify food groups and classify different foods as healthy or unhealthy food choices
• Understand that healthy food is better for me and others in my family and the community
• Understand that healthy eating and activity can prevent obesity
• Identify places in the school that serve healthy foods and snacks
• Identify places in the school for activity
• Record and analyse their own diets – Is it healthy? Could it be healthier?
• Demonstrate a positive attitude to healthy foods
• Demonstrate a positive attitude to being active

Materials
• Plain A4 paper
• Colouring pencils/crayons
• Large butcher’s paper
• Handout: ‘My Healthy School Community’ (page 46)
• Handout: ‘Food and Activity Log’ (page 42)
Lesson outline

Introductory activity: Food Bingo! (5 mins)
Play a game of ‘Food Bingo’ with students. Students have to write down two foods from each food group (ten foods altogether – more or less for older or younger students). Call out foods from all food groups randomly (for example, cheese, banana, bread). The first student to call out ‘Bingo!’ is the winner. If the student has recorded an unhealthy food, they have to continue playing the game.

**Extension:** Older students can choose a student to call out the foods and swap over each time someone wins.

Activity 2: Which foods do our class like the best? (20 mins)
Based on Lessons 2 and 3 about the healthy food plate, reflect with students on the five food groups that make up a healthy meal.

Children can share how they helped their parents create a healthy lunchbox meal for them or another member of their family. Why was it healthy? Could it have been healthier?

Ask students how they might feel if they ate fast food, chocolates or lollies every day? (Responses could include: sick, tired, bored, etc.)

Tell children that the most common health problem among children in Australia at the moment is obesity. Obesity means building up too much fat in the body, which affects one’s health. Explain that obesity can affect children and adults and can lead to lots of serious health problems that make people very sick (diabetes, heart disease and cancer), but we can prevent obesity by taking care of our bodies.

Refer to the homework task from the previous week: Food and Activity Log.

As a class group, tally up the results on a big chart that can be displayed next to the class healthy food plate.

- What types of activities were most popular?
- What types of activities were least popular?
- What types of food were common or uncommon?
- Were there any ways they could be healthier?

**Extension:** Older students can create graphs to display the results. They can do this on their own or in pairs.

Activity 3: The healthy school community (30 mins)
Ask students where in the school they can find food, healthy or unhealthy. (Responses could include: the canteen, students’ lunchboxes, breakfast club, vending machines, etc.) Ask them where they can exercise. (Responses could include: play equipment, the oval, etc.)
• Take a walk around the school grounds with the students and tell them to keep an eye out for places that may have food or can be safe play areas (older students can take a clipboard with them and write some of their observations down).

• Draw up a chart in the classroom to list all the children’s observations.

• Now draw up a chart for all the places in the local neighbourhood where students could find food. (Responses may include: cafés, fast food restaurants, farms, markets, etc.) Record all the places people can do exercise (gyms, walking down the street, parks, bike tracks, etc.).

• Students can write a sentence or narrative about how they like to be healthy in their neighbourhoods. (Responses might include: ‘I like riding my bike to school because …’; ‘My favourite food is mum’s spaghetti bolognase because …’)

**Extension:** Older students can write their own charts up with their own individual responses and share their answers with the class. They can then write a paragraph about what they discovered from the results.

### Closing activity: How healthy is my school community? (5 mins)

Ask students to think of a list of questions that they can ask other members of their school community in order to find out how healthy their school is. Record all the questions on a large sheet of paper to refer back to later in the unit. (Responses may include: ‘What is your favourite thing to do after school?’, ‘What is your favourite food?’, ‘Do you know how many food groups there are?’)

Questions can be written as a group in class.

**Extension:** Each student can write their own questions based on the class discussion.

### Home connection

Each student needs to select one member of their school community (for example, another student, a teacher, a parent, etc) and ask them six survey questions over the next week. They should record who that person is in the school community (parent, student, teacher). Explain to students that it’s okay if people want to remain anonymous.

Students should record their results on the handout ‘My Healthy School Community Survey’ and bring their answers in for the next health lesson for discussion.
My healthy school community survey

Example:
What is your favourite hobby?
I like skipping in the backyard.

1. 

2. 

3. 

4. 

5. 

6.
Lesson 6: My goal is to be the best I can be!

Purpose

In this lesson, students analyse their own eating and activity habits from food and activity logs. They learn about setting goals to motivate themselves to become healthier and also encourage their family members and friends to become healthier. They learn to demonstrate excellence towards their health. They set goals to encourage sustainable health for themselves and their community.

Focus questions

• How can we motivate ourselves to be healthier every day?
• How can we encourage our school community to be healthier?

Duration

• One activity spread over the entire lesson: 1 hour in total

Objectives

• To understand that healthy food is better for me and others in my community
• To demonstrate a positive attitude to healthy foods
• To demonstrate a positive attitude to being active
• To understand how to set goals

Materials

• Plain A4 paper
• Colouring pencils/crayons
• Large butcher’s paper
• Handout: ‘Setting My Goal’ (page 50)
• Handout: ‘My Goal’ (page 51)
Lesson outline

Activity: How to set a healthy goal (60 mins)
Reflect on the results from the ‘Food and Activity Log’ from Lessons 4 and 5.
• What types of activities were most popular?
• What types of activities were least popular?
• What types of food were common or uncommon?
• Were there any ways they could be healthier?

Discuss with students how to set a goal. Explain to them that a goal is something they want to achieve. It also has to be something they can do, not an impossible activity like ‘fly to the Moon next week!’.

For younger students: Keep the idea of goal-setting very basic. Ask students to think about something they want and what they think they need to do to achieve it.

For example: I want to be able to do 10 backward skips. I will do this by practising every day.

Use the ‘Setting My Goal!’ handout on page 50. Explain that the goal needs to include four main ideas:

1. **Who** is the person involved?
2. **What** do you want to achieve?
3. **How** will you achieve this?
4. **And by when** will they achieve this?

Use an example to explain the idea to the students:
• Who? James.
• What? Do the pretzel skipping trick.
• How? Practise for 10 minutes every day.
• By when? By the end of the week.

**Goal**: James will be able to do the pretzel skipping trick by the end of the week. He will do this by practising every day for 10 minutes.

Write a class goal together as to how they can be a healthier class. For example, ‘We, 3W, will all remember to bring our runners for PE every day this week. We will do this by putting a note in our diaries.’

Students can draw a picture to match the class goal or, in pairs, write a very basic goal about something they want to achieve.
**Extension:** Students review their results from their Activity and Food Logs from the previous lessons and identify one activity or eating habit they could improve on. They can use this to create their own goal for a week. They practise how to write goals on the ‘Setting my goal’ handout. They write their goals down on the ‘My Goal’ handout and draw a picture of themselves achieving their healthy goal.

**Reflection (5 mins)**

Students share their goals and why they have decided to work towards this target.

**Home connection**

With their families, students write two healthy goals they want to achieve in a week. One goal is focused on healthy eating and the other goal is focused on being active.
Setting my goal

Who?

What?

How?

By when?
My goal
Lesson 7: Helping our school community be healthier

Purpose

In this lesson, students look at the health status of their school community. They learn about the characteristics of a healthy community and start to think about ways they can help their own community become healthier. They understand they are part of a community and have a role in working towards sustaining health for all.

Focus questions

- What are the characteristics of healthy communities?
- How can we encourage our school community to be healthier?

Duration

- Two activities spread over the entire lesson: 1 hour in total

Objectives

- Understand that healthy food is better for me and others in my community
- Explain the characteristics of a healthy community
- Demonstrate a positive attitude to healthy foods
- Demonstrate a positive attitude to being active
- Conduct a school community survey about being active, food habits and analyse data
- Understand why it is important to set goals

Materials

- Plain A4 paper
- Colouring pencils/crayons
- Large butcher’s paper
Lesson outline

Introductory activity (10 mins)
Reflect on student homework from the previous week. Sit in a circle with students and discuss the goals they set with their families.

- Did they achieve their healthy goals?
- How did it make them feel?
- Write the results on a big poster.

Activity 2 – How healthy is our school community? (45 mins)
Refer to the ‘My Healthy School Community’ survey from Lesson 5.

- As a class group, tally up the results on a big chart that can be displayed next to the class healthy food plate the students are continuing to fill.
  - What types of activities were most popular among community members?
  - What types of activities were least popular among community members?
  - What types of food were common/uncommon?
  - Were there any ways they could be healthier?
- As a class, construct a graph of the most popular activities and a graph of the most popular foods on the board or a large piece of butcher’s paper
- As a group, write a few sentences about what the results say about the health of their school community. (Responses may include: most students like to walk to school; students like riding their bikes to school; most students get driven; the most popular food people like to eat is fruit, etc.)

Extension: Older students can write sentences in pairs or on their own about what the results say about the health of their school community.

- As a class group, look at the results of the survey and identify answers that were related to ‘sometimes’ foods or inactivity. For example, did lots of people like to play computer games? Did lots of people like eating fast food like McDonalds?
- As a class group, discuss healthy and unhealthy communities. Brainstorm some similar characteristics between healthy communities. (Responses include: lots of places to walk or ride bikes, lots of people being active outside, people walking to work instead of driving, etc. Responses will vary depending on the ages of the students.) Brainstorm some similar characteristics between unhealthy communities and record them on butcher’s paper in a table format (see over).
Next, brainstorm with students all the ways they could help their community be healthier. Responses include: walking to school with friends, helping dad in the garden, starting up a sports club on the weekend with their friends, etc. Responses will vary on the age of the students.

Are there healthy events families can take part in together? ‘Walk to School Day’? Fun runs like the ‘Melbourne Marathon’ or ‘Spring into Shape’? Jump Rope for Heart?

Students can make a poster or write a story about one way they can help the community be healthier.

**Extension:** Older students can create their own graphs from the findings and write a paragraph about what they have discovered about the health of their school community. They conclude with a sentence about possible health issues in the community and one way they can encourage their community to be healthier.

**Reflection (5 mins)**

Students share what they learnt about making their community healthier and the posters they have created or stories they have written.

**Home connection**

Students cut out pictures from magazines advertising a food or activity (for example, fast food advertisements, healthy food advertisements, people walking and being active, etc). Students will need this for their next lesson of the JRFHO health unit.
Lesson 8: Media for a healthy community

Purpose

In this lesson, students continue to think about the health of their community. They analyse parts of the media and discuss how advertising can affect people’s health. They think about their own school community and some of the unhealthy habits they identified earlier in the unit. They create their own ad campaigns around ‘Be the best you can be!’ to advocate for everyone in the community to work towards sustainable health for all.

Focus questions

• How can we use media to encourage our community to be healthier?

Duration

• Three activities spread over one lesson: 1 hour in total

Objectives

• Understand that healthy food is better for me and others in my community
• Explain the characteristics of a healthy community
• Demonstrate a positive attitude to healthy foods
• Demonstrate a positive attitude to being physically active
• Identify foods that ads and commercials are trying to persuade a person to buy
• Influence others – be an advocate for improved food supply – individual household, school tuck-shop, school fete, classroom, sports events, sport clubs
• Influence others – be an advocate for improved food choices by others
• Develop an ad campaign to advocate for good health and wellbeing

Materials

• Plain A4 paper
• Colouring pencils/crayons
• Large butcher’s paper
• Magazines
Lesson outline

Introductory activity (10 mins)
Review the chart from Lesson 7 on healthy and unhealthy communities. Ask students to reflect on their suggestions for how communities can be healthier. Discuss ideas.

• Which ideas were related to healthy eating?
• Which ideas are related to healthy activities?
• Which ideas were related to helping each other?

Activity 2: Healthy advertising? (20 mins)
Ask students to get into groups and sort out all the magazine advertisements they cut out for homework into two groups: healthy and unhealthy. (Students will have clippings of fast foods, healthy foods, people being active, etc.)

• Nominate a group leader to come out and present their results when they have finished.
  – Why did they consider some clippings healthy?
  – Why did they consider some clippings unhealthy?
• As a class, do a tally of the number of healthy clippings compared with unhealthy. Discuss with students what sort of foods or activities were advertised the most. (Responses will be centered around fast food most likely.)

Extension: Older students can draw up a graph of the results and write a sentence or paragraph about the findings.

Activity 3: ‘Be the best you can be!’ (30 mins)
Discuss with students some of the healthy ad campaigns they came across. (Responses include: ads for healthy foods, people being active, Quit ads – responses will vary depending on the ages of your students.)

• What is the point of these ads?
• Do you think they work?
• How do they encourage people to be healthy?
Write responses on the board.

Students need to refer back to some of the answers they discovered on their community survey.

• What were some of the unhealthy activities people enjoyed?
• What were some of the unhealthy foods people enjoyed?

In pairs, students need to come up with a healthy ad campaign to encourage people to eat healthy foods or do healthy activity. They can pick one subject or they can make it about being healthy in general. Tell students to think about their school community and what would be most effective for them. Are they trying to encourage other students? teachers? parents?

Students can work in pairs and present their results in the form of a poster.
**Extension:** Older students can work in groups and present their ad campaign in a number of ways. They can use technology like a video camera and make an ad for television or they can make a poster. Students need to think of a slogan and need to include some healthy tips they have learnt along the way.

They will present their ad campaigns at a health exhibition on the Heart Day. Students can present them at an assembly or in an exhibition where spectators can walk around or be seated.

**Home connection**

Students create a flyer to advertise their health exhibition which will be held on the week of the Heart Day. They need to include all of the healthy highlights they have been learning about over the last week. They can give their completed flyer to their family and friends, so they can share what they have learnt about being healthy.
Part 3. Skipping skills
Australian children have been jumping rope with Heart Foundation Jump Rope for Heart since 1983. Jump Rope for Heart is renowned for being one of Australia’s most popular physical activity programs. Since its inception, more than 90 per cent of all Australian children have participated in this fun, active program.

With 25 per cent of Australian children being overweight or obese, it is important we show them that being active can be great fun while also being very beneficial. Skipping has a variety of health benefits including improved cardiovascular fitness, increased muscular strength and endurance, improved flexibility and coordination, improved timing and rhythm, along with balance and agility, increased social skills and self-esteem, and the opportunity to be creative.

In this section, you will find a variety of tools and ideas to help you plan your PE lessons to help students master the art of skipping and all it entails. Students will develop a variety of skills while learning how much fun skipping can be and that it is an important part of many sport programs.

**This section includes:**

1. Introducing students to skipping and correct skipping technique (page 62)
2. Ideas on how to include skipping in your PE lessons at each ability level (page 62)
3. Fun challenges for your students as they master skills and tricks (page 65-72)
Selecting the right rope

Before you start teaching your students skipping skills and tricks, you need to show them how to choose the correct rope. You have probably already pulled out your ropes ready for lessons and can now see there a variety of different sized ropes. How do you know which student should use which rope, suitable for their size?

Follow these simple steps:

1. Ask your students to hold the handles of the rope in both hands.
2. Next, ask them to place both their feet in the centre of the rope, continuing to hold the handles with each hand.
3. With both feet planted on the ground, have them hold the handles up towards their shoulders.
4. The handles should sit just below their shoulders – this is the correct sized rope.
5. If the rope is slightly too long, simply tie a knot or two at each end of the rope, just below the handle. This will shorten the rope slightly.
Correct skipping technique

Next explain correct skipping technique to your students. Use this head-to-toe checklist to analyse the movements and form of a learner, and pinpoint any specific problems.

1. Head – held straight, looking ahead
2. Shoulders – level and straight, not hunched
3. Arms – at about a 90° angle, held slightly forward and extended sideways
4. Wrists – move in a circular wrist action to turn the rope
5. Elbows – held in close to the body
Skipping challenge passports

We know how much your students love trying new tricks on their own so in this section you will find skipping challenge passports for you to hand out to students to allow them to take ownership of their learning and work towards achieving the next skipping level as their abilities improve. These can be used in conjunction with the skills cards or after students have mastered certain skills. Each challenge passport comes with an accompanying certificate to present at assembly to recognise skippers for their achievement, as well as allowing them to share their skipping success with their family. This can even be used for assessment if you are integrating a skipping unit into the curriculum.

We have intentionally omitted age groups from the included challenge passports so that you can pick up where you feel your skippers can begin with confidence. If you are unsure which level would be appropriate for your skippers, ask your students to pick the level they would like to start in. Above is a guide as to where certain ability levels might like to begin.

Please remember that this is to be used as a guide only and that each skipper will progress in their own time.

Students would be encouraged to work through the challenges and passports at their individual pace as well as helping their friends. It is recommended towards the end that the group join together to prepare a routine for your school assembly.

Outline of challenge passport levels

<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>SKILL LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Jump starters</td>
<td>Basic</td>
</tr>
<tr>
<td>2: Beginners</td>
<td>Basic</td>
</tr>
<tr>
<td>3: Intermediate</td>
<td>Intermediate</td>
</tr>
<tr>
<td>4: Long rope</td>
<td>Suitable for all levels</td>
</tr>
<tr>
<td>5: Advanced</td>
<td>Advanced</td>
</tr>
<tr>
<td>6: Multiple ropes</td>
<td>Intermediate/advanced</td>
</tr>
<tr>
<td>7: Choreography</td>
<td>Intermediate/advanced</td>
</tr>
</tbody>
</table>
Challenge 1: Jump starters

Skipping at this basic level (jump starters) should be focused on building confidence to try new activities, developing an appreciation for rhythm, body awareness and gross motor skills. To ensure success, make sure skippers are using the right size rope (see instructions page 61).

<table>
<thead>
<tr>
<th>SKILL</th>
<th>TEACHING TIPS</th>
<th>ACHIEVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumping to music</td>
<td>Play some fun music and jump with both feet together in time with music.</td>
<td>/ /</td>
</tr>
<tr>
<td>Jumping games</td>
<td>Mimic animal jumping movements to replicate the need to jump with both feet together. Think of native animals – kangaroo and bilby are our favourites! Jumping relays are fun warm ups.</td>
<td>/ /</td>
</tr>
<tr>
<td>Jumping down the line</td>
<td>Play games and warm up activities focused around jumping down a line with both feet together. Tennis courts are great for this! This will help prepare jump starters for skipping in a long rope.</td>
<td>/ /</td>
</tr>
<tr>
<td>Walking skip</td>
<td>Practise the movement pattern of arms, then feet. Identify the need to move arms over skippers’ heads before they attempt to step or jump over the rope.</td>
<td>/ /</td>
</tr>
<tr>
<td>Skipping chants</td>
<td>Recite skipping chants to encourage jumping in time with the music. See our skipping chants section for some fun chant ideas.</td>
<td>/ /</td>
</tr>
</tbody>
</table>

Looking for more ideas?

Don’t be afraid to try long rope jumping with your Jump Starters. The most important skill is the turning of the rope, ensuring the turner moves to catch the students – wherever they decide to jump! See the long rope card with more tips on starting the long rope.

Once your jump starters have mastered the walking skip, get them to try increasing the speed and distance to build up confidence.

* Award students with Jump Starters Certificate at the completion of these activities (see page 143)
Challenge 2: Beginners

When first learning these skills we encourage skippers to practise without a rope in order to develop confidence in the basic movement before integrating the arm skills. Make sure the rope is the correct size for the skipper and arms are kept down low on their sides.

Skippers will be deemed competent in this level once they can confidently perform the skill in eight successive beats.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>TEACHING TIPS</th>
<th>ACHIEVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Bounce</td>
<td>Jump with both feet together. Try jumping in time to the beat of a song.</td>
<td>/ /</td>
</tr>
<tr>
<td>Double Bounce</td>
<td>Jump the rope once, followed by a small rebound bounce.</td>
<td>/ /</td>
</tr>
<tr>
<td>Skier</td>
<td>Practise jumping side to side along a marked line. Remember: little jumps.</td>
<td>/ /</td>
</tr>
<tr>
<td>Bell</td>
<td>Count the beat: 1, 2, 1, 2 as the skipper jumps forwards and backwards.</td>
<td>/ /</td>
</tr>
<tr>
<td>Side Swing</td>
<td>Hold hands together in front of body and practise the motion of rowing a boat as you swing the rope to each side of your body. Some skippers may need assistance to mimic this motion.</td>
<td>/ /</td>
</tr>
<tr>
<td>Face to Face</td>
<td>Start close and facing each other. Learn to skip in time and communicate with each other.</td>
<td>/ /</td>
</tr>
</tbody>
</table>

Looking for more ideas?

Try altering the pace and direction of the rope – skippers can even combine skills to create their own foot patterns!

Partner skills: Practise running in and out, turning around and touching the ground.

* Award students with Beginners Certificate at the completion of these activities (see page 143)
Challenge 3: Intermediate

When first learning these skills we encourage skippers to practise without a rope in order to develop confidence in the basic movement before integrating the arm skills.

The skipper will be deemed competent in this level once they can confidently perform the skill in eight successive beats.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>TEACHING TIPS</th>
<th>ACHIEVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criss Cross</td>
<td>Hug your hip, ensuring hands are clear to the side.</td>
<td>/ /</td>
</tr>
<tr>
<td></td>
<td>Glue feet to the ground to practise the arm movement – before adding a jump.</td>
<td></td>
</tr>
<tr>
<td>Twister</td>
<td>Keep arms low to the side and maintain a normal arm pattern as you twist!</td>
<td>/ /</td>
</tr>
<tr>
<td>Jogging Step</td>
<td>Play music with a great beat and jog in time with the music. Try to lift one foot at a time for each rope turn.</td>
<td>/ /</td>
</tr>
<tr>
<td>Link Jumping</td>
<td>Start with a longer rope for each skipper.</td>
<td>/ /</td>
</tr>
<tr>
<td></td>
<td>Stand directly beside each other and communicate the pace and timing for each jump.</td>
<td></td>
</tr>
<tr>
<td>180° Turn</td>
<td>Practise a side swing and follow the rope around until you are facing the opposite direction.</td>
<td>/ /</td>
</tr>
<tr>
<td></td>
<td>Make sure hands are brought together as you make the turn.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arms need to be opened wide before you start skipping backwards.</td>
<td></td>
</tr>
</tbody>
</table>

Looking for more ideas?

Try these skills backwards and increase the pace from double to single bounce.

* Award students with Intermediate Certificate at the completion of these activities (see page 143)
## Challenge 4: Long rope

There are a range of games and skills you can practise with a long rope. Long rope skipping is a great way to encourage teamwork and is great for confined spaces.

**Tips:** Make sure you always turn the rope towards the skipper. Skippers should enter and form a line directly beside the turner.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>TEACHING TIPS</th>
<th>ACHIEVED</th>
</tr>
</thead>
</table>
| Jump starters | Start in the middle of the rope.  
Skippers watch the rope go over their head as a cue for when to jump.  
Teachers can assist by varying the pace of the rope to catch the skipper as well as calling out when to jump. | / / |
| Level 1   | Stand directly beside the teacher with two marked areas: one for where to start and one for where to run to.  
Place a hand on the back of the skipper and encourage them to enter the rope with a light push.  
Once they reach the second mark – JUMP! | / / |
| Level 2   | Skippers should be able to run in and out of the ropes independently, performing a few jumps down the rope before exiting.  
Try a figure of eight and build up to increase speed and endurance. | / / |
| Level 3   | Don’t miss a beat – skippers should aim to have someone in the rope every time the rope is in the air. | / / |
| Level 4   | Include equipment and challenge skills such as push ups and touching the ground. | / / |

* Award students with Long Rope Certificate at the completion of these activities (see page 143)
Challenge 5: Advanced

When first learning these skills, we encourage skippers to practise without a rope in order to develop confidence in the basic movement before integrating the arm skills. Beginning slowly is the key!

The skipper will be deemed competent in this level once they can confidently perform the skill in eight successive beats.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>TEACHING TIPS</th>
<th>ACHIEVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up &amp; Under (Pretzel)</td>
<td>Make sure you put the same arm under the same leg.</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>Practise ‘getting stuck’ with your arm under the leg and swinging both arms</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>over your head and to the side to get out.</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>Perform a few side swings before recommencing the skill.</td>
<td>/</td>
</tr>
<tr>
<td>Up &amp; Under Cross</td>
<td>Practise criss cross arm skills before attempting to raise your leg.</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>One arm should be over the leg and one under.</td>
<td>/</td>
</tr>
<tr>
<td>Dipsy Doodle</td>
<td>Keep legs apart, hands to the ground then drag and flick the rope back over</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>your body.</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>Once the rope is overhead, jump and start skipping backwards!</td>
<td>/</td>
</tr>
<tr>
<td>Double Under</td>
<td>Start with a single bounce.</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>Count this skill using 1, 2, 3, 4 – double.</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>On ‘double’ take a higher jump and increase wrist speed.</td>
<td>/</td>
</tr>
<tr>
<td>Can Can</td>
<td>Start with a normal bounce then lift knee up, knee down, kick out and come</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>back in. Repeat on the other leg.</td>
<td>/</td>
</tr>
</tbody>
</table>

Looking for more ideas?

Try performing the skill on each side of your body. Why not try to perform them faster!

* Award students with Advanced Certificate at the completion of these activities (see page 143)
Challenge 6: Multiple ropes

The key to ensuring success with multiple long ropes is using ropes of the same length with strong turners.

Skill development should be focused on turning with confidence; watching the skipper for cues on pace, entering and exiting, and the movement direction of the skipper.

Slow the ropes down to ensure success and remember to let go of the rope if a skipper gets caught.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>TEACHING TIPS</th>
<th>ACHIEVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egg Beater</td>
<td>Place the strongest turners’ rope on the bottom to lift the other rope.</td>
<td>/ /</td>
</tr>
<tr>
<td></td>
<td>Always turn the ropes towards the skipper.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mark on the ground where the skippers should jump.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ‘safe’ jumping zones to avoid getting hit by the ropes.</td>
<td></td>
</tr>
<tr>
<td>Double Dutch</td>
<td>Start with ropes tight and not touching the ground.</td>
<td>/ /</td>
</tr>
<tr>
<td></td>
<td>Begin turning with small circles into the middle of your body – walk towards each other until both ropes hit the ground.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stand directly beside turner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watch the rope that is closest to you. When it passes your head a large jump needs to be taken, followed by fast little jumps – another method is to watch when the rope furthest away from you hits the ground as a cue to enter.</td>
<td></td>
</tr>
<tr>
<td>Triangle</td>
<td>Start with three turners holding the ropes in position, ensuring equal distance between each rope.</td>
<td>/ /</td>
</tr>
<tr>
<td></td>
<td>Ropes should be turned into the middle to make it easier for the skipper to move between each rope.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If the skipper has difficulty moving between ropes in one jump, encourage them to jump in front of the turner, waiting a few beats before they re-enter the rope.</td>
<td></td>
</tr>
<tr>
<td>Springer</td>
<td>Make sure the skipper enters and exits the formation from the same direction.</td>
<td>/ /</td>
</tr>
<tr>
<td></td>
<td>Mark on the ground where the skippers should start skipping and move to when executing the skill.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Walk through the skill before attempting while skipping.</td>
<td></td>
</tr>
</tbody>
</table>

Looking for more ideas?

Include equipment and challenge skills such as push ups and touching the ground. See our skill cards for more ideas about incorporating skills into the long rope.

Make sure each skipper has a go at turning the ropes.

Encourage the skipper to challenge the turners by moving from side to side or front to back. The turners will need to watch the skipper carefully and move with them.

* Award students with Multiple Ropes Certificate at the completion of these activities (see page 143)
Challenge 7: Choreography

This level is flexible in length and could run across two weeks of classes.

Putting together a skipping routine is a great way to give ownership of the program to your skippers and provide some fantastic Heart Day entertainment. Routines can be performed with any ability level, using the skills they can confidently perform and some of our great skipping music.

Encourage skippers to start making routines in small, manageable groups. We recommend no more than five skippers per group.

Below we have listed eight key considerations when putting together a skipping routine.

| Music | Select upbeat music that students love – see our music CD for some great skipping tunes. |
| Map the song | Count the beats of the song into groups of eight. 
Practise playing different songs and encouraging students to shout ‘eight’ aloud every time they have counted eight beats. 
Once they can hear the groups of eight in any given song, start encouraging the skippers to write the number ‘eight’ on a piece of paper every time they hear a group of eight beats. |
| Skills | Keep skills simple and within students’ ability level – skills can always be modified once skippers gain confidence and increase their ability. Simple skills performed in time with music and with limited errors look fantastic! 
Remember to give skippers more time than you think they will need. |
| Ropes | Vary the use of individual, partner and long rope skills. 
Set challenge tasks for some of your skippers. For example, one group can perform the long rope skills and incorporate equipment and advanced skills like push ups. |
| Transitions | Think about how skippers will transition between skills, allowing time to move onto each section. 
Try to vary the skippers you use for each section so they don’t have to perform skipping back-to-back. |
| Formations | Think about where the skippers will stand to start and finish skipping. Use dots or crosses to mark where each skipper should stand in the group. |
| Poses | Encourage skippers to identify a beginning and ending pose. 
• Which way will the skippers be facing? 
• Will they be standing or crouching? |
| Team roles | It’s really useful to nominate someone as the counter to count aloud the beats of eight. Counting aloud the beats allows the group to practise without music and time how long each skill takes to perform. |

Looking for more ideas?

Once your skippers can perform their section with confidence, encourage them to move within their formations and travel as they skip! Groups moving forward and backwards together add a new dimension to any routine.

We’ve found it really helpful to select skills for them to integrate in the routine, based on our skills cards. Once the skippers have perfected a skill level confidently they can include them in their routine.

* Award students with Choreography Certificate at the completion of these activities (see page 143)
Mapping worksheet

After you have mapped the song to counts of eight, decide how many counts of eight you would like to perform for. Now you are ready to create your own choreography group card – use the blank group card below to create your own routine.

**Skills:** Fill in the skills you would like to perform for each count of eight – make sure you allow more time than you think you need.

**Formations:** Work out the formation for skippers to stand in. Examples for five skippers could include the following:
## Example group sections

**Group 1**

<table>
<thead>
<tr>
<th>8</th>
<th>Side Swing</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Single Bounce</td>
</tr>
<tr>
<td>8</td>
<td>Bell</td>
</tr>
<tr>
<td>8</td>
<td>Skier</td>
</tr>
<tr>
<td>8</td>
<td>Leg Swing (slow)</td>
</tr>
<tr>
<td>8</td>
<td>Leg Swing (fast)</td>
</tr>
<tr>
<td>8</td>
<td>Single Bounce</td>
</tr>
<tr>
<td>8</td>
<td>Criss Cross by 2 (slow)</td>
</tr>
</tbody>
</table>

**Group 2**

<table>
<thead>
<tr>
<th>8</th>
<th>Side Swing</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Single Bounce</td>
</tr>
<tr>
<td>8</td>
<td>Single Bounce moving forward</td>
</tr>
<tr>
<td>8</td>
<td>Single Bounce moving backwards</td>
</tr>
<tr>
<td>8</td>
<td>Scissors (slow)</td>
</tr>
<tr>
<td>8</td>
<td>Scissors (fast)</td>
</tr>
<tr>
<td>8</td>
<td>Single Bounce</td>
</tr>
<tr>
<td>8</td>
<td>Criss Cross by 2 (slow)</td>
</tr>
</tbody>
</table>
Example group sections

Group 3: Long rope

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Turning the rope</td>
</tr>
<tr>
<td>8</td>
<td>Figure 8</td>
</tr>
<tr>
<td>8</td>
<td>Figure 8</td>
</tr>
<tr>
<td>8</td>
<td>Figure 8</td>
</tr>
<tr>
<td>8</td>
<td>Build Up</td>
</tr>
<tr>
<td>8</td>
<td>Build Up</td>
</tr>
<tr>
<td>8</td>
<td>Build Up</td>
</tr>
</tbody>
</table>

Group 4

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Double Bounce</td>
</tr>
<tr>
<td>8</td>
<td>Single Bounce</td>
</tr>
<tr>
<td>8</td>
<td>Heel–Toe</td>
</tr>
<tr>
<td>8</td>
<td>Heel–Toe</td>
</tr>
<tr>
<td>8</td>
<td>Single Bounce with 180° Turn</td>
</tr>
<tr>
<td>8</td>
<td>Backward Skipping Single Bounce</td>
</tr>
<tr>
<td>8</td>
<td>Double Bounce</td>
</tr>
<tr>
<td>8</td>
<td>Backward Criss Cross by 2 (slow)</td>
</tr>
</tbody>
</table>
Skipping to music is great but skippers also love popular skipping rhyme and chants. Below are a few of our favourites to get skippers jumping!

<table>
<thead>
<tr>
<th>CHANT</th>
<th>LYRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teddy Bear</td>
<td>Teddy Bear, Teddy Bear, turn around,</td>
</tr>
<tr>
<td></td>
<td>Teddy Bear, Teddy Bear, touch the ground,</td>
</tr>
<tr>
<td></td>
<td>Teddy Bear, Teddy Bear, show your shoe,</td>
</tr>
<tr>
<td></td>
<td>Teddy Bear, Teddy Bear that will do!</td>
</tr>
<tr>
<td></td>
<td>Teddy Bear, Teddy Bear, go upstairs,</td>
</tr>
<tr>
<td></td>
<td>Teddy Bear, Teddy Bear, say your prayers,</td>
</tr>
<tr>
<td></td>
<td>Teddy Bear, Teddy Bear, turn out the lights,</td>
</tr>
<tr>
<td></td>
<td>Teddy Bear, Teddy Bear, say goodnight!</td>
</tr>
<tr>
<td>All in Together Kids</td>
<td>All in together kids,</td>
</tr>
<tr>
<td></td>
<td>It's fine weather kids,</td>
</tr>
<tr>
<td></td>
<td>When is your birthday?</td>
</tr>
<tr>
<td></td>
<td>Please jump in!</td>
</tr>
<tr>
<td></td>
<td>January, February, March, April, May, June, July, August, September,</td>
</tr>
<tr>
<td></td>
<td>October, November, December</td>
</tr>
<tr>
<td></td>
<td>All out together kids,</td>
</tr>
<tr>
<td></td>
<td>It's fine weather kids,</td>
</tr>
<tr>
<td></td>
<td>When is your birthday?</td>
</tr>
<tr>
<td></td>
<td>Please jump out!</td>
</tr>
<tr>
<td></td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, etc.</td>
</tr>
<tr>
<td>Cinderella</td>
<td>Cinderella, dressed in yellow,</td>
</tr>
<tr>
<td></td>
<td>Went upstairs to kiss a 'fella,</td>
</tr>
<tr>
<td></td>
<td>Made a mistake and kissed a snake,</td>
</tr>
<tr>
<td></td>
<td>How many doctors did it take?</td>
</tr>
<tr>
<td></td>
<td>(Keep counting in skippers till someone makes a mistake.)</td>
</tr>
<tr>
<td>Doctor Doctor</td>
<td>I had a little puppy,</td>
</tr>
<tr>
<td></td>
<td>His name was Tiny Tim.</td>
</tr>
<tr>
<td></td>
<td>I put him in the bathtub, to see if he could swim.</td>
</tr>
<tr>
<td></td>
<td>He drank all the water, he ate a bar of soap.</td>
</tr>
<tr>
<td></td>
<td>The next thing you know he had a bubble in his throat.</td>
</tr>
<tr>
<td></td>
<td>In came the doctor, (person jumps in)</td>
</tr>
<tr>
<td></td>
<td>In came the nurse, (person jumps in)</td>
</tr>
<tr>
<td></td>
<td>In came the lady with the alligator purse. (person jumps in)</td>
</tr>
<tr>
<td></td>
<td>Out went the doctor. (person jumps out)</td>
</tr>
<tr>
<td></td>
<td>Out went the nurse. (person jumps out)</td>
</tr>
<tr>
<td></td>
<td>Out went the lady with the alligator purse. (person jumps out)</td>
</tr>
<tr>
<td>Teacher</td>
<td>Here comes the teacher with her big black stick.</td>
</tr>
<tr>
<td></td>
<td>Now it's time for arithmetic!</td>
</tr>
<tr>
<td></td>
<td>1 plus 1 is … (the child in the middle adds up the numbers)</td>
</tr>
<tr>
<td></td>
<td>2 plus 2 is …</td>
</tr>
<tr>
<td></td>
<td>Now it's time for spelling!</td>
</tr>
<tr>
<td></td>
<td>CAT is … C-A-T! etc. etc.</td>
</tr>
</tbody>
</table>
## Common problems for beginners

<table>
<thead>
<tr>
<th>COMMON PROBLEMS FOR BEGINNERS</th>
<th>TIPS ON HOW TO COMBAT PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty maintaining rhythm with jumps</td>
<td>Practise jumping:</td>
</tr>
<tr>
<td></td>
<td>• to a drum beat or hand clap</td>
</tr>
<tr>
<td></td>
<td>• like a kangaroo, a hopping mouse, a giant</td>
</tr>
<tr>
<td></td>
<td>• along a line, in and out of hoops lying flat on the ground</td>
</tr>
<tr>
<td></td>
<td>• to music with a strong even beat</td>
</tr>
<tr>
<td></td>
<td>• alongside a proficient skipper</td>
</tr>
<tr>
<td></td>
<td>• in pairs, following the leader or holding hands.</td>
</tr>
<tr>
<td>Difficulty mastering turning the rope and jumping at the same time with individual skipping</td>
<td>Break the skill down into different stages such as:</td>
</tr>
<tr>
<td></td>
<td>• Practise rebound jumping without the rope.</td>
</tr>
<tr>
<td></td>
<td>• Practise turning the rope forward and backward.</td>
</tr>
<tr>
<td></td>
<td>• Remind students that rope must touch the ground before they jump.</td>
</tr>
<tr>
<td></td>
<td>• Practise combining steps 1 and 2, making it progressively quicker each time.</td>
</tr>
<tr>
<td>Difficulties turning a long rope</td>
<td>Turning technique:</td>
</tr>
<tr>
<td></td>
<td>• Turn rope towards the jumper.</td>
</tr>
<tr>
<td></td>
<td>• Turners stand on a line.</td>
</tr>
<tr>
<td></td>
<td>• Grip rope with thumb on top.</td>
</tr>
<tr>
<td></td>
<td>• Match jumpers’ rhythm.</td>
</tr>
<tr>
<td></td>
<td>• Use mainly the wrist and forearm at waist height.</td>
</tr>
<tr>
<td>Trouble skipping on the spot</td>
<td>• Keep head up and shoulders back.</td>
</tr>
<tr>
<td></td>
<td>• Encourage eye contact on a spot on the wall (to keep head up).</td>
</tr>
<tr>
<td></td>
<td>• Mark spot on the ground as a reference point.</td>
</tr>
<tr>
<td></td>
<td>• Practise without the rope.</td>
</tr>
<tr>
<td>Difficulty turning an individual rope</td>
<td>Ensure correct starting position:</td>
</tr>
<tr>
<td></td>
<td>• Hold handles in each hand.</td>
</tr>
<tr>
<td></td>
<td>• Ensure hands are held in front of the body with the rope resting on the back of the ankles.</td>
</tr>
<tr>
<td></td>
<td>• Take the elbows and wrists back in a circular motion, turning the rope overhead.</td>
</tr>
<tr>
<td></td>
<td>• Finish the turn with the rope falling at the toes.</td>
</tr>
<tr>
<td>Attempting to jump at incorrect times while skipping in an individual or long rope</td>
<td>Cue students to wait until the rope is near feet before jumping: ‘wait … wait … wait … jump!’</td>
</tr>
<tr>
<td></td>
<td>Encourage peer interaction and use good student examples.</td>
</tr>
</tbody>
</table>

---
The list below is provided to help you and your students progress in a natural order when learning skills, starting with entry-level skills at the top, descending to the more complex skills. Use our skipping skills cards or show students the video footage to show skills.

<table>
<thead>
<tr>
<th>SINGLE ROPE SKILLS – BASIC</th>
<th>SINGLE ROPE SKILLS – INTERMEDIATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jump – Bounce (Double Bounce)</td>
<td>Leg Swing</td>
</tr>
<tr>
<td>Basic Jump (Single Bounce)</td>
<td>Peek-a-Boo</td>
</tr>
<tr>
<td>Backward Jump</td>
<td>Kick Swing</td>
</tr>
<tr>
<td>Skier</td>
<td>Can Can</td>
</tr>
<tr>
<td>Bell</td>
<td>Behind-the-Back Pass</td>
</tr>
<tr>
<td>Twist</td>
<td>Under the Leg Pass</td>
</tr>
<tr>
<td>Advanced Twist</td>
<td>Combined Pass Series</td>
</tr>
<tr>
<td>Side Swing</td>
<td>Criss Cross</td>
</tr>
<tr>
<td>One-Handed Side Swing (Twirl)</td>
<td>Continuous Forward Cross</td>
</tr>
<tr>
<td>Forearm Wrap</td>
<td>Backward Criss Cross</td>
</tr>
<tr>
<td>Double Side Swing and Jump</td>
<td>Continuous Backward Cross</td>
</tr>
<tr>
<td>Single Side Swing and Jump</td>
<td>Side Swing Cross (Matador)</td>
</tr>
<tr>
<td>Continuous Side Swing Open</td>
<td>Continuous Side Swing Cross</td>
</tr>
<tr>
<td>Side Straddle</td>
<td>Backward Side Swing Cross</td>
</tr>
<tr>
<td>Scissors (Forward Straddle)</td>
<td>Side Swing Cross 360°</td>
</tr>
<tr>
<td>Straddle Cross</td>
<td>Criss Cross Switch</td>
</tr>
<tr>
<td>Switches</td>
<td>Squat</td>
</tr>
<tr>
<td>Jogging Step</td>
<td>Forward 180° Turn</td>
</tr>
<tr>
<td>Heel to Heel</td>
<td>Backward 180° Turn</td>
</tr>
<tr>
<td>Toe to Toe</td>
<td>Combination Forward and Backward 180° Turns</td>
</tr>
<tr>
<td>Heel–Toe</td>
<td>Double Under</td>
</tr>
</tbody>
</table>
Part 4. The Heart Day
In this section you will find inspiring ideas to make your Heart Day exciting for everyone, plus practical tools to make it happen.

The Heart Day is the climax of the Heart Foundation JRFHO program. It’s a day when your students can have fun and show off the skills they’ve learnt.

*Set your Heart Day now!*

If you haven’t done so already, set a date for the Heart Day. This day marks the end of your program, with students, parents and teachers coming together to celebrate all that has been learnt. Once you have set your Heart Day, count back and see how many weeks you have to implement your program and how many weeks you have to plan your school’s Heart Day event.

*Making the day unique and memorable*

Promoting your school’s Heart Day is a great way to involve your wider school community.

The possibilities for how to run your Heart Day are endless! We’ve found the best way to ensure Heart Day success is to create excitement, enlist plenty of helpers and arrange activities that you feel confident in running. The more excited and involved the school becomes the more you – the teachers and students – will enjoy the day.
Additional ideas

Here is a list of commonly used Heart Day ideas which you may like to incorporate when planning your school’s special event. Choose one idea or choose them all. Remember: it’s your event to run as you would like.

• Make Heart Day a free dress day, encouraging everyone to dress in red.
• Encourage students to talk about what they have learnt by taking part in the JRFHO program.
• Ask students to bring a healthy lunch to school.
• Invite local retailers to donate fruit for a healthy snack.
• Organise a skipping display or performance to showcase what students have learnt.
• Set up a series of skipping and heart health workstations for students to move between.
• Put together a staff routine or encourage all the teachers to wear red.
• Consider a health exhibition, as discussed in the health unit on page 19.

Invite your parents now!

• Make sure your parents have the date and time of your Heart Day in their diaries now.
• Consider asking some parents and friends to help you prepare and run your Heart Day.
• Don’t forget that your senior students can also help you: it’s great experience for them to build their confidence among peers.
Heart Day checklist

Key things to consider in planning a successful and fun Heart Day for your school:

☐ Confirm a Heart Day date with your school and place in school calendar.
☐ Notify JRFHO staff of the Heart Day date.
☐ Discuss proposed activities with teachers and enlist their support.
☐ Display the Heart Day date around your school.
☐ Advertise your Heart Day on your school’s website and intranet.
☐ Start practising your skipping.
☐ Decide on the format for your Heart Day.
☐ Organise equipment needed for Heart Day.
☐ Go over the Heart Day timetable at staff meetings and remind everyone of their duties on the day.
☐ Turn up the music and have fun! To create some hype consider an early morning skipping disco with your students before they start class for the day.

Safety tips

• Set a realistic timeframe, relevant to the level of fitness, age and skill level of students.
• Appropriate clothing and footwear should be worn.
• Sunscreen and a wide brimmed hat should be worn outdoors.
• Schedule rest times and ensure regular drink breaks.
It’s all in the plan!

Asking others to help out is a great way to share the excitement and provide valuable leadership opportunities. Use this template to help you plan your event!

Event title:

Who:

What:

Where:

When:

Why:

Time:

Equipment required:

Coordinating teacher:

Example run sheet template (use as a guide)

<table>
<thead>
<tr>
<th>TIME</th>
<th>TASK</th>
<th>WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00 am</td>
<td>Set up skipping stations</td>
<td>Mr Thomson</td>
</tr>
<tr>
<td>8.00 am</td>
<td>School fruit delivery arrives at canteen</td>
<td>Mrs Mooney to meet supplier</td>
</tr>
<tr>
<td>8.30 am</td>
<td>School skipping disco to take place – meet students on the basketball courts for free time skipping – use JRFH music CD</td>
<td>Miss Wimpole</td>
</tr>
<tr>
<td>9.00 am</td>
<td>Skipping circuit for prep group</td>
<td>Mrs Carter and Miss Sewell</td>
</tr>
</tbody>
</table>
# Ideas for organising your Heart Day

## 1. Circuit

One of the easiest and most enjoyable options for your Heart Day is to run a circuit. In the following pages you will find templates for planning a Heart Day circuit.

These sample circuit formats will help your day run smoothly. They are supplied as a guide, so don’t be afraid to add your own special touches. We have prepared circuit templates for lower and middle primary. You will also find a series of circuit cards on pages 88 to 110. Feel free to use these for your stations. There is also a blank one for you to add in your own circuit ideas.

### Circuit format – lower primary

<table>
<thead>
<tr>
<th><strong>Time frame:</strong></th>
<th>10 minutes per station, depending on the number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
<td>We recommend having no more than 16 students in each group.</td>
</tr>
<tr>
<td><strong>Details:</strong></td>
<td>Students rotate through six activity stations, spending 10 minutes at each station (including transition time). Organise a supervisor at each station to explain/demonstrate skipping skills. If you have a bigger group, consider running more stations or run multiple circuits concurrently.</td>
</tr>
</tbody>
</table>

| **Station 1** | Wiggly snakes – use a long rope to place on the ground with two people moving the rope in a wiggly snake-like motion. Ask students to jump over the rope without touching it. |
| **Station 2** | Sack relays – students can practise their jumping. |
| **Station 3** | Long rope run through |
| **Station 4** | Single rope free skipping |
| **Station 5** | Fruit station – close your eyes and guess which fruit |
| **Station 6** | Heart Foundation Jump Rope for Heart mural |
**Circuit format – middle primary**

**Time frame:** 10 minutes per station, depending on the number of students

**Students:** We recommend no more than 16 students in each group.

**Details:** Students rotate through 10 activity stations; spending 10 minutes at each station (including transition time). Organise a supervisor at each station to explain/demonstrate skipping skills. If you have a bigger group, consider running more stations or run multiple circuits concurrently.

<table>
<thead>
<tr>
<th>Station</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual skipping – 16 individual ropes – ask students to pick their favourite trick and skip freestyle for 10 minutes. Have skipping cards available and ask students to guess which trick the other is doing.</td>
</tr>
<tr>
<td>2</td>
<td>Partner skipping – 16 individual ropes – ask students to pick a partner and have a go at one of the partner tricks.</td>
</tr>
<tr>
<td>3</td>
<td>Colour my heart station – have a print out of a heart diagram and ask students to colour in and describe parts of the heart.</td>
</tr>
<tr>
<td>4</td>
<td>Double Dutch group skipping station – two long ropes</td>
</tr>
<tr>
<td>5</td>
<td>Egg Beater group skipping station – two long ropes</td>
</tr>
<tr>
<td>6</td>
<td>Endurance station – Who can skip for the longest without stopping? – 16 individual ropes</td>
</tr>
<tr>
<td>7</td>
<td>Fruit station – close your eyes and guess which fruit</td>
</tr>
<tr>
<td>8</td>
<td>Skipping relay – 16 individual ropes</td>
</tr>
<tr>
<td>9</td>
<td>How many can you get in a long rope at once? – one 9 metre purple-handed rope</td>
</tr>
<tr>
<td>10</td>
<td>Routine time – pick a partner and start to make up a skipping routine/dance</td>
</tr>
</tbody>
</table>
2. All together

The all together format is designed for schools who wish to run their Heart Day right across the school all at once. This involves a coordinator or teacher guiding students through a sequence of freestyle activities.

**Time frame:** 2 hours

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 am</td>
<td>Warm up</td>
</tr>
<tr>
<td>9.10 am</td>
<td>Partner activities</td>
</tr>
<tr>
<td>9.25 am</td>
<td>Single rope skipping – alternate with a partner</td>
</tr>
<tr>
<td>9.35 am</td>
<td>Skipping relays</td>
</tr>
<tr>
<td>9.50 am</td>
<td>Long rope skipping</td>
</tr>
<tr>
<td>10 am</td>
<td>Break – refreshments, rest and toilets</td>
</tr>
<tr>
<td>10.15 am</td>
<td>Free skipping time</td>
</tr>
<tr>
<td>10.25 am</td>
<td>Long rope – Egg Beater – Double Dutch</td>
</tr>
<tr>
<td>10.35 am</td>
<td>Novelty relays/races with sacks and hoops</td>
</tr>
<tr>
<td>10.50 am</td>
<td>Cool down and stretch</td>
</tr>
<tr>
<td>11.00 am</td>
<td>Finish/congratulations!</td>
</tr>
</tbody>
</table>
3. Unstructured skipping showcase

The unstructured format is designed to involve the whole school working at their own skill level and pace.

This format allows for schools to incorporate a skipping celebration day across the school with no set times or major activities. It works best when an assembly is arranged where students can provide a skipping group performance as well as mark the end of the program. Students are encouraged to wear red on the day as well as participate in lunchtime and recess skipping club activities.

POINTS TO CONSIDER

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Ropes (of all sizes), sundry PE equipment, markers, whistles, stopwatches and so on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Teachers, teachers aids, specialist staff, canteen staff and volunteers, parents and friends</td>
</tr>
<tr>
<td>Space and location</td>
<td>Oval, undercover area, basketball/tennis courts, gymnasium, carpark</td>
</tr>
<tr>
<td>Time of the year</td>
<td>Make sure you have a weather contingency back up! If it’s too hot or rain is predicted, consider holding your Heart Day in your gym, a local gym or a neighbouring school’s gym. The key is to plan ahead and have a back-up plan.</td>
</tr>
<tr>
<td>Skill level</td>
<td>Make sure you cater for all abilities and include group, partner and individual tricks. Have a variety of options available.</td>
</tr>
<tr>
<td>Age of participants</td>
<td>Take into account the needs of younger participants and that older students may need more variety to ensure maximum participation and fun on the day.</td>
</tr>
</tbody>
</table>
Beginner groups

Individuals or pairs

Equipment:
30 single ropes

Activities
- Getting the jumping rhythm

Jumping
Explanation:
1. Over a rope or line on the ground
2. Along a line or rope
3. Following the leader
4. Holding hands
5. To a drum beat or hand clap
6. To different beats
7. Like a kangaroo, rabbit or mouse
Tip: bounce on the balls of your feet
Beginner groups

Long Rope Skipping

Equipment:
4 long ropes

Activities
- Designate 8 rope turners
- Get the rope turners to form an ‘X’ in the space available
- Assign a different long rope style to each pair (see examples in illustration below)
- Students can jump in each rope simultaneously or students can rotate through each long rope style in one go
Beginner groups

Long Ropes

Equipment:
4 Long ropes and 4 balls

Activities
- Jump the rope
- Run Through
- Skipping (how many each time)
- Pairs passing the ball
- Double Dutch

Figure 8 Run Throughs

Explanation:
1. Run through rope, as below.
2. Continue to travel around turners in a figure 8 pattern
Beginner groups

Relays

Equipment:
4 ropes
4 hoops
8 markers

Activities
• Turning the hoops
• Running skipping
• Backward skipping
• Running criss cross
• Running side by side with a partner in one rope
• Make up your own relay

Two in One Rope Face-to-Face:
Basic Jump
Explanation:
1. Partners face each other
2. One partner controls the rope
3. Both jump basic jump
Tips: Partners should jump in unison
Start with a double bounce rather than single bounce
Cue: One, two, ready, go, jump, jump, jump
Beginner groups

Jumping Circuit

Equipment:
Various

Activities
• How many ways can you jump?
• Twist or star jumps
• Remember to land with your knees bent

1. Beam
2. Standing Jump
3. Dodge Run
4. Jump Bounce
5. Linewalk
6. Jump Bounce
7. Crawl Under
8. Jump Bounce

Circuit Station Option
Station No.
Beginner groups

Individual Music Station

Equipment:

- 30 single ropes
- CD player and music

Activities

- Practice all your favourites
- Criss Cross
- Side Swings
- Skier and Bell
- Double Unders
- Toe Tap
- Twist

Basic Jump (Single Bounce)

**Explanation:**

1. Jump on both feet
2. Jump once for each turn of the rope

**Tips:** Keep feet, ankles and knees together. Land on the balls of the feet.

**Cue:** Jump, jump, jump, jump

![Basic Jump (Single Bounce)](image)

Skier

**Explanation:**

1. With feet together jump left
2. With feet together jump right

**Tips:** Feet move laterally 15-20cms to each side.

**Cue:** Left, right, left, right

![Skier](image)

Bell

**Explanation:**

3. With feet together jump forward
4. With feet together jump backward

**Tips:** Feet move 15-20cms forward and backward.

**Cue:** Forward, backward, forward, backward

![Bell](image)
Intermediate groups

Individual Music Station

Equipment:
CD and CD player
30 single ropes

Activities
Try the following skills
- Basic jump
- Can can
- Twist
- Bell
- Skier
- Sideswing
- Criss cross
- Fast skipping
- Double under

Criss Cross
Explanation:
1. Basic jump
2. Cross arms until elbows touch and jump
3. Open rope and perform basic jump
4. Cross right arm over left or cross left arm over right

Tips: Hold handles in extended position. Cross arms at elbows

Cue: Jump, cross, open

Can Can
Explanation:
1. Hop on right foot, left knee up
2. Hop on right foot, touch left toe to side of right foot
3. Hop on right foot, kick left leg
4. Basic jump
5. Repeat on opposite leg

Tips: Knee lift and kicks are waist high
Practise without a rope

Cue: Knee, jump, kick, jump

Hop and kick to the beat of the music. Make up a short routine with 5 different jumps
Intermediate groups

Group Skipping

Equipment:
3 long ropes
3 short ropes

Activities
- Basic long rope jumping
- Run in – run out (under the moon)
- Figure Eight
- Weaving in and out
- Ten jumps in the middle
- Single skipping inside the long rope

Run in - Run out (under the moon)

Explanation:
1. Turners turn the rope towards the jumper
2. Jumper begins entry when rope passes nose and hits the ground
3. Run through rope to other side without jumping

Tips: Run diagonally through the rope

Cue: One, two, ready, run
Intermediate groups

Skipping Relays

Equipment:
- 5 short ropes
- 5 hoops
- 10 cones

Activities
- Normal skipping
- Hoop relay
- Make up your own relay
- Backward skipping
- Side swing relay
- Side by side skipping
- Link skipping

Single Side Swing and Jump

Explanation:
1. Swing rope to left side
2. Open hands and jump over rope
3. Swing rope to right side
4. Open hands and jump over rope

Tips: Hold one rope handle in each hand

Begin to open hands as soon as you start the downward part of the swing
Only open hands wide enough to fit body through to jump rope

Cue: Swing, jump, swing, jump
Intermediate groups

Extra Long Rope Skipping

Equipment:
2 extra long skipping ropes

Activities
Half of the class with each rope
- Try to get every one in skipping
- Call out names to exit, one at a time
- Down the line

Two Loops (Eyeball)

Explanation:
1. An extra long [9.0m] rope is needed
2. Both loops turn in the same direction
3. Turners turn out of time with each other; beginning with small circles, then increasing circles, till two loops form

Tips: Use big arm circles, slap the rope hard on the ground

Jumplers need to jump quicker than a double bounce jump, but not as fast as a single bounce jump

Cue: One, two, ready, go, jump, jump
Intermediate groups

Partner Skipping

Equipment:
15 single short ropes

Activities
Jump with a partner in one rope
• Basic jump facing each other
• Side by side
• Around the world
• Face each other and try some foot patterns
• One in one out
• Link jumping
• Wheels

One In One Out
Skill Prerequisites: Two in One Rope Side-by Side: Basic Jump
Explanation:
1. Right jumper stands outside rope with handle in right hand
2. Left jumper stands inside rope with handle in left hand
3. Turn rope together while inside partner performs basic jump
4. Take turns to be the outside turner then the jumper for each turn of the rope
Tips: Turn as if you were turning your own single rope
Cue: One, two, ready, go, jump, jump, jump
Intermediate groups

Dances

Equipment:
3 long ropes

Activities
Dances
- Can Can
- Conga
- Heel and toe polka
- Mexican hat dance
- Macarena
- Five, six, seven, eight

Can Can
Skill Prerequisites: Basic Jump
Explanation:
1. Hop on right foot, left knee up
2. Hop on right foot, touch left toe to side of right foot
3. Hop on right foot, kick left leg
4. Basic jump
5. Repeat on opposite leg
Tips: Knee lift and kicks are waist high; Practise without a rope
Cue: Knee, jump, kick, jump
Intermediate groups

Long Rope

Equipment:
6 long ropes
2 balls

Activities
- Single basic skipping
- Foot patterns
- Single skipping throwing and catching a ball
- Skipping with a partner
- Double Dutch
- Egg Beater

Ball Passing
Explanation:
1. Pass the ball back and forward between skippers
2. Catch a ball thrown from outside the rope
3. Bounce the ball while skipping
4. Pass the ball under the legs and over the head to a partner

Tips: Use a large ball
Intermediate groups

Do what the leader says

Equipment:
30 hoops
15 skipping ropes

Activities
Students to listen and follow directions. For example:
- Skip backwards ten times
- Skip to the canteen
- Do the skier, bell, twist
- Scissors (Forward Straddle)
- Forearm Wrap

Scissors (Forward Straddle)
Skill Prerequisites: Basic Jump

Explanation:
1. Jump to stride position with left foot forward
2. Jump and reverse position of feet

Tips: Feet should be 30cms apart

Cue: Left, right, left, right

Forearm Wrap
Skill Prerequisite: Side Swing

Explanation:
1. Single side swing to the right side, extend right arm and rope will wrap around it
2. To unwrap, reverse the arm rotation

Tips: Bring left hand to mid-forearm

Slightly rotate right arm to help wrap the rope

Cue: Swing, wrap
Intermediate groups

Putting Skills Together

Equipment:
One rope per student

Activities
Routine
• 4 double side swings, 8 basic jumps
• 8 skier, 8 basic jumps
• 4 criss cross, 8 basic jumps
• 4 can can, 8 basic jumps
• 4 single side swing, 8 basic jumps
Advanced groups

Long Ropes

Equipment:
4 long ropes

Activities
Investigate how many ways you can enter and exit the long rope
Be creative! Why not try:

- Using props, e.g. A ball
- Using the turners
- Combining a variety of skills or
- Calling a Heart Foundation Jump Rope for Heart rhyme
Advanced groups

Routine Building

Equipment:
One short rope per student

Activities
Make up a 1-3 minute routine that includes the following short rope skills:

- Side swings
- Criss cross
- Grapevine
- Double under
- Twist
- 360°
### Advanced groups

#### Coaching

**Equipment:**

Pen and paper

**Activities**

In pairs develop some tips to teach a beginner to turn and jump a short rope.

Write them down in checklist form.

<table>
<thead>
<tr>
<th>HOW TO TURN AND JUMP A SHORT ROPE</th>
</tr>
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<tbody>
<tr>
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</table>
Advanced groups

Invent!

Equipment:
One short rope per student

Activities

- Invent a totally new skill by combining two of your favourite short rope skills
- Name your skill
- Practise the skill on your own
- Then teach the skill to someone else in your group
Advanced groups

Travelling

Equipment:
In your group practice the skill of travelling. Make sure everyone has a turn.

Activities
In pairs develop some tips to teach a beginner to turn and jump a short rope.

Travelling
Explanation:
1. Space jumpers in a line, a double arm’s length apart
2. All jump together at the same pace as the traveller’s rope
3. Traveller moves behind the line including each jumper in the rope
4. Traveller jumps once between each jumper

Tips: Establish a strong beat
Jumpers look straight ahead and keep hands folded on chest
Traveller’s arms extend forward and hands extend past the sides to clear jumper
All jump a little higher than normal

Cue: One, two, ready, go, jump, jump, one, two, ready, go, move, jump, move, jump
Advanced groups

Double Dutch

Equipment:

4 long ropes

Activities

Practice double dutch entering and exiting.
Have a go at these double dutch entering/exiting drills:

In-out drill

Double Dutch Entering

Figure eight drill

Double Dutch Exiting

Entering/Exiting: In-Out Drill

Entering/Exiting: Figure Eight
For all skill levels

Heartbeat check

Equipment:
Whiteboard
Whiteboard marker
Stop watch

Instructions
• Place your hand over your heart.
• Close your eyes and listen to the sound of your heart beat.
• Start counting the number of times your heart beats for 15 seconds.
• Write down how many times your heart beats. What do you think will happen after you have rested for 2 minutes?
• After 2 minutes repeat the above.
• If skippers have not come from an activity station, encourage them to jump on the spot for 30 seconds before listening to first heartbeat.
Skill level:

Create your own workstation

Equipment:

Activities
Heart Day FAQs

Q: Do I have to hold the Heart Day for a specific period of time?
A: No, it’s entirely up to your school to decide. Consider the fitness level of your students, the resources available and other school commitments.

Q: What preparation do the students need prior to the Heart Day?
A: Students need to know why they are participating in the program – to improve their fitness and skills and increase their knowledge of heart health issues.

Q: We don’t have a rope for each student. What should we do at our Heart Day?
A: Use a circuit format that includes alternate physical activities that do not involve ropes; ask students to bring own ropes or borrow ropes from a neighbouring school.

Q: We have a large school population. What Heart Day format would suit us best?
A: A school with a large number of students will need to carefully consider the resources available (ropes, hoops, helpers) and not be overwhelmed by the logistics of holding their Heart Day. Here are some ideas:

- Timetable a split Heart Day, where different grades hold their Heart Day on different days or at different times on the same day.
- Organise a mass Heart Day with outdoor space being split into sections for lower, middle and upper schools.
- Buddy up grades so they can move around the circuit together, for example Year 1 with Year 6, etc.
- Split the day, as well as your school population, into three parts, i.e. before recess, between recess and lunch, after lunch; and lower, middle and primary. Plan three different activities that the three school sections can rotate through over the course of the day: for example, art competitions/projects, skipping performances/routines, tabloid activities.
- Incorporate the Heart Day in your scheduled health and PE lessons throughout the week.

If you have any other questions and can’t find the answers in this toolkit, please contact your field officer.
Part 5. Extra resources
Part 5. Extra resources

Overview

This section contains various additional resources to assist you in conducting the program at your school.

In this section:

- Including all abilities
- Lunchtime skipping club
- Extra lessons for Key Learning Areas:
  - English
  - Maths
  - Geography
  - Science
  - Visual Arts
  - Dance
Including all abilities

JRFHO is an inclusive program which encourages positive attitudes to physical activity and a healthy lifestyle. This section of the manual will outline some ways you can adapt your program to include students of varying abilities.

There are many benefits for students with varying abilities and physical limitations in participating in the JRFHO program. Not only will their cardiovascular fitness improve, they will also develop their motor skills and coordination, and it provides them with challenges and social opportunities in a fun and safe way. Although some students may have conditions which affect their physical abilities, there are ways activities can be adapted to suit the different abilities of your students. As a teacher, you will need to assess each individual student’s skills and abilities, ascertain some obtainable goals, and then set your program accordingly.

Simple changes to the environment, equipment, rules or your teaching style can ensure all students can participate in JRFHO.

Considerations for safety and maximal participation

- Focus on the student’s strengths and abilities.
- Place the emphasis of the program on participation, enjoyment and individual improvement.
- Buddy up – encourage students to teach and assist each other. This will foster social skill development and may help some students learn skills more quickly.
- When teaching a new skill, break it down into smaller components. Ensure students master each component before moving onto the next step.
- Communicate clearly – give simple instructions using visual demonstrations. Ask students to explain or demonstrate back to you to check for understanding.
- Use cones and other markers to clearly mark activities. i.e. Where they line up, where they jump into the rope, where to run out.
- Consider using balls, hoops, bean bags and other equipment to modify lessons.
- Ensure all areas of the teaching space are accessible to all students including those using wheelchairs, sticks or other aides.
- Encourage appropriate technique, but allow for your students to develop their own way of doing things.
- Maintain consistency and structure with each skipping lesson.
- Introduce 2-3 new concepts or activities in each lesson to make it more manageable for students.

Activities that everyone can enjoy

The following are some activities that may be appropriate for your program. Remember to adapt them as you feel appropriate for your student’s ability level.
Jumping with two feet

- Lay a rope across the ground in front of your students. Encourage them to jump forward across the rope. Once this action has been mastered, encourage them to jump backwards over the rope. Students with a visual impairment can first feel the rope with their hands and feet. Some students may step over and back.
- Lay a rope on the ground to the side of your students. Encourage them to jump across it sideways, then back to the starting position. Once this skill is mastered, continue the sideways jump, travelling along the rope slalom-style.
- Place a line of hoops on the ground for students to jump into and out of.
- To assist students lacking in confidence or coordination, the use of a mini-trampoline (with assistance) will develop the motor pattern involved in the two-feet jump.
- Adapt the game of hop-scotch, as it is familiar to most students.
- Progress to jumping inside a long rope and then inside a short rope using the technique described throughout the rest of this manual.

Long rope skills

Suggested activity progression.

1. Get your students to practice jumping on the spot.
2. Place a long rope on the ground like a wiggly snake; get each student to jump or step over each bend in the stationary rope.
3. Move the rope like a wiggly snake and encourage students to jump or step over it.
4. Move the rope up and down in waves (at approximately calve height) and encourage students to jump or step over it.
5. Get two turners to swing the rope back and forth (without completing a full turn) and encourage students to attempt to jump the rope. Children will all experience the timing of jumping in the long rope in this activity.
6. Turn the rope slowly in a full circle and get your students to walk, run or wheel under the rope diagonally.
7. Progress to continuous jumping in the long rope. If you have a student that has difficulty coordinating this activity, get them to stand with a partner in the long rope holding hands. Use the verbal cue of ‘jump’. Slowly reduce the physical and verbal cues until your student can independently jump inside the long rope.

Obstacle course

Obstacle courses are a great way to warm up, introduce new skills, practice skills, have fun in a team and, most importantly, get your student’s hearts pumping!

- **Long rope** – students jumping in the rope can throw and catch a ball between themselves and their peers outside the rope.
- **Target shooting** – use ropes in a circle on a wall or on the ground as targets for jumping or throwing activities.
- **Stepping stones** – using mats or chalk circles, create a path of stepping stones that get further and further apart, encouraging students to jump or leap between them. Students who use a wheelchair or a frame can use the ‘stones’ as a slalom activity, going around each of them to the end.
• **Limbo** – students can run (or wheel) and duck under a series of progressively lower ropes that are tied horizontally.

• **Horizontal ropes** – hold two ropes horizontally to the ground, one at waist height, the other at knee height. Encourage students to jump or step over the first one (lower it to the ground for students who use a wheelchair to enable them to roll over it) and then roll under the second one.

• **Parallel ropes** – create a ‘rope road’ by placing two ropes parallel along the ground. Students can move between them using a variety of skills such as walking, running, hopping, crawling, rolling and so on. The ropes can get narrower over time to assist in balance development.

• **Hoop skipping** – use hoops to initiate the action of skipping. Students bring the hoop over their head and down in front of them, then step or jump through the hoop and repeat the process. For children using a wheelchair, try an extra large hoop. Your student may be able to turn the hoop up and over themselves and the chair, wheel over the rim and continue as if skipping. Excellent for use in relay races!

**Other activities**

• Incorporate other activities such as find-a-words of creative activities around the theme of heart health.

• Play games such as River/Bank where students, on the teacher’s command, jump over the rope into the ‘River’ and backwards over it to the ‘Bank’. Teachers mix and match the instructions (e.g. ‘River, Bank, Bank, River’ etc.). If a student gets tricked and goes the wrong way, they start on the obstacle course.

• Relays can incorporate wheeling, hopping, skipping, running, walking and so on. Use skipping ropes along the ground as finish lines. Let your imagination and students guide you, there is no end to the possibilities of an obstacle course.

**Ideas to modify activities**

• Create obstacle courses using all your equipment incorporating walking, wheeling, jumping, throwing, ducking, relaying, climbing and hopping as relevant.

• Use mini-tramps or rebounders to develop the jumping action.

• Using skipping hoops, balls and bean bags for throwing.

• Use the skipping ropes as obstacles and finish lines.

• Push or walk through a turning rope, assist in rope turning, progress through obstacle courses, participate in relays, play limbo under a rope, assist in running or participate in musical statues with skipping ropes.

• Incorporate ball skills into the skipping activities and they can choreograph and participate in routines and skipping rhymes.

• Attach electrical or masking tape to the centre of the rope for extra weight or at regular intervals along the rope for clearer visibility.

• Attach bells or plastic beads to the handles of the rope to provide interest for younger students or attach one to the centre of the rope to help students track when the rope hits the ground.
Student Leaders: Lunchtime skipping club

We understand how busy teachers are so we’ve designed a lunchtime skipping program to get your students active and taking part in the JRFHO program, outside of class time!

How does the program work?

The program is designed to be run as a lunchtime skipping club, accessible to all students and run by designated leaders known as ‘Jump Rope Leaders’. Jump Rope Leaders will be responsible for running the skipping program, with the support of an elected teacher at your school.

Jump Rope leaders

We recommend selecting a class, generally Grade 6 or 7, to take on the important and fun role of Jump Rope Leaders. Your Jump Rope Leaders can gain valuable leadership experience through:

- leading weekly assembly presentations with heart healthy tips and setting a skipping skill as challenge of the week
- setting up and packing away the ropes and resources required
- assisting with handing out JRFHO resources to classrooms
- helping coordinate and run the Heart Day
- They can even work towards performing their own routine on Heart Day!

How does this help your school?

Traditionally teachers who support the JRFHO program have been wholly responsible for coordinating all the program’s activities. Through the lunchtime skipping club we hope to empower your students to assist you in the running of the program, while giving them valuable leadership opportunities. Coordinator responsibilities include:

- corresponding with JRFHO staff
- ensuring a day, time and venue is selected for the skipping club and Heart Day
- allocating a time for weekly assembly presentations
- monitoring the progress of the skipping club.

Use the different resources in this section to help make your lunchtime skipping club a success – it includes a lunchtime skipping club checklist and heart health tips at school assemblies.

You could also get your students involved to create:

- Jump Rope Leaders badges
- a lunchtime skipping club advertising poster
- lunchtime skipping club certificates
Student Leaders: Lunchtime skipping club checklist

Equipment needed

☐ A nice big space with plenty of shade
☐ Ropes, ropes and more ropes! Make sure the ropes are sorted into piles by colour handles.
☐ CD player and the Jump Rope for Heart music CD
☐ Markers to create skipping areas for single, partner and long rope
☐ Skills posters. Display these around the hall or on a nearby noticeboard so skippers can learn new tricks on their own.

Assembly presentations

We think it’s fantastic that your school is taking part in JRFHO and we’d love to let everyone know just how important their support is to us! We’ve found the best way to increase participation in your school (and say thanks!) is to remind your school community each week why they are taking part in such a fun program.

Below are some tips to help keep your school community healthy and recognise the hard work of students in learning new tricks!

We encourage your teachers to present a weekly JRFHO update. Below we’ve given you a template of how a JRFHO assembly update could be structured.

JRFHO assembly update

☐ Hello! Introduce yourself and let everyone know how you are helping with the JRFHO program.
☐ Everyone can take part. Share the details for when they can come to skipping club and learn some cool tricks!
☐ An apple a day keeps the doctor away! Eating healthy and keeping active is the key to keeping hearts healthy. Choose one of our heart health tips to share with everyone. See if you can come up with your own!
☐ Thank you, thank you, thank you! We’d love you to say thanks to everyone who is working hard to learn new tricks and look after their heart. Why not present a weekly skipper award to recognise the people working hard in your school?
Integrating JRFHO into Key Learning Areas

Incorporating skipping into other subjects is a fantastic way to encourage all teachers in your school to get involved with JRFHO.

On the following pages you will find some great lessons to help integrate skipping into key learning areas at your school.

Lesson plans for the following subjects are included:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>• What skipping skill am I?</td>
</tr>
<tr>
<td></td>
<td>• What am I?</td>
</tr>
<tr>
<td>Maths</td>
<td>• Jumping with fractions!</td>
</tr>
<tr>
<td></td>
<td>• How many skips for a shape?</td>
</tr>
<tr>
<td>Geography</td>
<td>• Skipping around the world!</td>
</tr>
<tr>
<td>Science/Maths</td>
<td>• How do you rate yourself?</td>
</tr>
<tr>
<td>Science</td>
<td>• Making a skip ball</td>
</tr>
<tr>
<td></td>
<td>• Skip into infinity and beyond</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>• The benefits of skipping</td>
</tr>
<tr>
<td>Dance</td>
<td>• Dance the skip away</td>
</tr>
<tr>
<td>The Arts/Technology</td>
<td>• Are you going to be on TV?</td>
</tr>
</tbody>
</table>
Key Learning Area: English

What skipping skill am I?

Purpose

To teach students how to write a procedure in a fun and interesting way, incorporating various skipping skills.

Level: Middle/Upper primary
Location: You will need a large space for students to skip in

Materials

• Handout: ‘What skipping skill am I?’ (page 121)
• Different types of skipping skills e.g. Bell, Can Can, Criss Cross etc. written on paper and cut up to be one skill per piece of paper
• 1 skipping rope per child or 1 rope between 2
• Paper and pens/pencils

Lesson outline

Introductory activity – assessing students’ current knowledge of writing a procedure (15mins)

• Ask a volunteer to come out the front and demonstrate one of their favourite skipping skills eg: Can Can, the pretzel, etc.
• As a class, get the students to write out the procedure as they think it best explains how to complete that particular skipping skill.
• Discuss with the group particular elements involved in developing a procedure (eg: logical order for each step to follow, basic instructions, clear and concise, etc).

Activity1: What skipping skill am I? Writing a procedure (30mins)

• Ask a student to come out the front again and demonstrate a skipping skill of their choice.
• Model an example of how a procedure is written to best explain how to do this skill. Tell the students to think about all the different things they would need to know about this trick if they had never seen it before.
For example: the Criss Cross skip
1. Stand with your feet together, elbows into your sides
2. Start with a basic jump (bouncing on your tip toes)
3. Cross arms until elbows touch and jump
4. Open rope and perform basic jump
5. Cross right arm over left or cross left arm over right

- Get the students to spread out across the room and practise this skipping skill based on the procedure that has been modelled.
- Next, break the students into pairs, with at least one skipping rope between them.
- Hand out the pieces of paper containing skipping skills, one to each pair.
- Students are then to spread out and complete the required skipping skill that they chose. Their peer (the other person in the pair) has to guess what type of skipping skill it is.
- Students are then to write up the procedure together of the skipping skill one person has just demonstrated.
- Each pair is to have a go at guessing a skipping skill, with both students writing up the procedure for that skill on the worksheet provided.

Closing activity (15mins)
As a class, discuss some of the tips students learned about writing a procedure. What did they find hard? What made it easier? Did they find it easier to write the procedure before or after skipping?
# What skipping skill am I?

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>STEPS TO COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Firstly...</td>
</tr>
<tr>
<td>2.</td>
<td>Secondly...</td>
</tr>
<tr>
<td>3.</td>
<td>Next...</td>
</tr>
<tr>
<td>4.</td>
<td>Then...</td>
</tr>
<tr>
<td>5.</td>
<td>Finally...</td>
</tr>
<tr>
<td>6.</td>
<td>Tips?</td>
</tr>
</tbody>
</table>
Key Learning Area: English
What am I?

Purpose
To extend students’ current understandings of nouns, verbs and adjectives in a fun and active way.

Level: Middle/Upper primary
Location: You will need a large space for students to skip in

Materials
• A list of words that are nouns, verbs and adjectives to read out to the students. Make these words to suit the needs of the students.
• 1 skipping rope per student
• 3 types of skipping for example: Bell, Can Can and Criss Cross – refer to pages 66 - 71 of teacher’s manual or use skills posters

Lesson outline

Introductory activity – what is a noun, verb, adjective? (10mins)
• As a class group ask students to give you examples of:
  – Different nouns related to healthy activity and nutrition. For example: vegetables, fruit, skipping rope, etc.
  – Different verbs related to healthy activity and nutrition. For example: running, skipping, eating, digesting etc.
  – Different adjectives related to healthy activity and nutrition. For example: Fast, slow, tasty, vigorous etc.

Activity 1: Skipping nouns, verbs and adjective (30mins)
• Tell students a skipping skill that must be performed whenever the teacher calls out a word that is a noun. Similarly, tell students a different skill for when a verb is called, and another skill for when an adjective is called.

For example: When a teacher calls out...
• A noun: students must complete a Bell skip
• An adjective: students must complete a Can Can
• A verb: students must complete a Criss Cross
• Pick a volunteer to come out the front and call out either ‘verb’, ‘noun’, ‘adjective’. Students then complete the required skipping activity based on the words being said. Enable thinking time to occur, if needed.

• Any students that skip the incorrect skipping skill for the word announced have to run 1 lap of the gym.

**Extension: For older students, complete more specific word classification, for example proper nouns and adverbs etc.**

• In pairs, students are then to create a sentence with a verb, noun and adjective in it about healthy nutrition or activity. Tell them to be as creative as possible with the words they choose. (Have thesauruses on hand if students need ideas).

• Students are to form a circle and read out the sentence they have created with their partner. While each pair reads out their sentences, everyone else has to do the associated skipping skill from the start of the lesson when they hear the words that are either a noun, verb or adjective.

**Closing activity (10mins)**

In the circle, discuss with students what they enjoyed about the lesson today. Was it easier having to act out the word type or harder?
Key Learning Area: Maths
Jumping with fractions!

**Purpose**
To enhance students’ knowledge of fractions and in particular how to create a ‘whole’ from different fractions.

**Level:** Middle/Upper primary

**Location:** You will need a large space for students to skip in

**Materials**
- 1 skipping rope per child
- Handout: ‘How many skips to make a whole?’ (page 125)

**Lesson outline**

**Activity 1: Making a whole (30-60mins)**
- Students are to be in pairs with each individual having a skipping rope. Ensure that there is enough space between each pair for safety reasons.
- Refer to handout ‘How many skips to make a whole?’. Students in their pair are to work together to calculate the amount of skips they have to complete; Repeat this step for every question. Students must have a balanced approach to completing the number of skips.
- The teacher is to be circulating to provide students with guidance if needed.
- When in the classroom, mark the worksheet and enable students to compare results.

**Tips and other options**
Enable mixed ability to occur. This provides peer support to the students as well as working towards gaining an extensive understanding in the subject matter.
How many skips to make a whole?

<table>
<thead>
<tr>
<th>PARTNER A</th>
<th>How many to skip?</th>
<th>Number of skips?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/7 of 21</td>
<td></td>
<td></td>
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<tr>
<td>1/2 of 10</td>
<td></td>
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<tr>
<td>3/10 of 20</td>
<td></td>
<td></td>
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<tr>
<td>4/6 of 36</td>
<td></td>
<td></td>
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<tr>
<td>1/9 of 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6/9 of 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/12 of 24</td>
<td></td>
<td></td>
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<tr>
<td>1/2 of 26</td>
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<td></td>
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<tr>
<td>10/15 of 21</td>
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<tr>
<td>1/5 of 10</td>
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</tr>
<tr>
<td><strong>Total Amount:</strong></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTNER B</th>
<th>How many to skip?</th>
<th>Number of skips?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/7 of 21</td>
<td></td>
<td></td>
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<tr>
<td>1/2 of 10</td>
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<tr>
<td>7/10 of 20</td>
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<td></td>
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<tr>
<td>2/6 of 36</td>
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<td></td>
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<tr>
<td>8/9 of 9</td>
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<td>3/9 of 18</td>
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<td>8/12 of 24</td>
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<td>1/2 of 26</td>
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<td>4/5 of 10</td>
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<tr>
<td><strong>Total Amount:</strong></td>
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</tbody>
</table>
Purpose

To enhance students’ knowledge of shapes by identifying the properties of shapes in a fun and interesting way.

Level: Lower primary
Location: You will need a large space for students to skip in

Materials

- 1 skipping rope per child
- A list of properties or shapes the teacher can call out

Lesson outline

Activity 1: Skipping the answer (15-30mins)

- Students are to be spread out and have their own space with their skipping rope.
- Teacher is to then call out a shape instruction, for example: “A triangle has how many sides?” Once students have completed the amount of skips required, repeat this step but change the shape instruction, for example an octagon has how many corners? Continue this for a period of time.

Extension: Also include the properties of 3D shapes, for example: “A cube has how many corners?” When completing this give guidance to students on how many jumps they should be completing. Also complete ‘how many faces?’ and ‘how many edges?’ if desired.

Tips and other options

- Enable students to work in pairs or small groups if desired.
- Students can complete this without skipping ropes by jumping either side of a line with both feet together and facing side on to the line if needed.
Key Learning Area: Geography
Skipping around the world!

Purpose
To assist students to understand the geography, and enhance a spatial understanding of scale, of Australia and the world.

Level: Middle/Upper primary
Location: You will need a large space for students to skip in

Materials
- 1 skipping rope per student
- Map of Australia and map of the world
- Handout: ‘Skipping distances’ (page 129)
- Working out paper and pen
- 30cm ruler
- Piece of string into 10cm parts, enough for each student
- Measuring wheel (lesson two)

Lesson 1 outline

Introductory activity – assessing students’ knowledge of mapping and measuring scale (15mins)
Ask students how they might measure distance around the world. Write all answers on the board.

- What are some ways people measure big distances? Giant ruler? Tape measure?

Explain to students the notion of scale – that Scale is what makes map drawing possible. It takes real life things and reduces them in size many times so they can be shown on a map. The way we know this on a map is \textit{x:y}.

For example:
For every one unit of measurement on a map (like a centimetre) the distance is actually 25,000 times this size (in this case 25,000 cm or 250 metres) in real life = \textit{1:25,000}

Activity 1: How far around Australia? Measuring distance (45mins)
- Using a piece of string 10cm long, show students how to measure the distance from your state or territory to other states.
• Ask students questions about measuring using the string on the map of Australia:
  – Is the distance from Melbourne to Sydney really only 10cm? How far could it actually be?
  – How might we write a scale? 1:10,000
• Explain to students they are going to attempt to skip around Australia!
• Using a giant map of Australia, create your own scale from the map combined with skipping.

For example: 1 skip = 100km
- Look at the map and see how far 100km might get them.
- Look at the map and ask students how far they would need to travel to reach Brisbane?
  – For example: 1000km. How many skips would they need to complete to reach this distance? Answer = 10 skips.

• Break students into pairs and ask them to see if they can play around and see how many skips they might need to do to travel the entire outside of Australia.
• Students then record their results in the table and complete the skips.

Lesson 2 outline

Introductory activity – revising scale and mapping (10mins)
Reflect on the last lesson and the knowledge students gained from how to match scale to map in the last lesson. What did students find out about skipping around Australia?

Activity 1: Skipping around the world! (40mins)
• As a class group, use the measuring wheel to measure the distance around the entire school building (or oval, gym).
• Once a measurement has been determined, ask students to get into pairs and work out how many times they would need to skip to make it around the entire building, based on the measurement 1 skip = 1 metre.

Investigation...
• Show the students a map of the world. Their goal is to skip around the entire world!
• Explain to the students this will be based on the scale of 1 skipping lap (of the building/gym/oval) will be equal to 100km on the map. 1 lap = 100km on the map.
• Each student gets their own world map. Over the rest of the program, they have to complete laps around the school. They can do this whenever they like (over lunch, recess etc). Every time a lap is completed, students mark on their map which country they have reached.
• Each lesson, students can share three interesting facts about the location they are currently at on the world map.
## Skipping distances

<table>
<thead>
<tr>
<th>DEPART FROM:</th>
<th>ARRIVE AT:</th>
<th>DISTANCE ON THE MAP (CM):</th>
<th>ACTUAL DISTANCE:</th>
<th>NUMBER OF SKIPS TO COMPLETE:</th>
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</table>
Key Learning Area: Science/Maths
How do you rate yourself?

Purpose
To introduce students to multiplication and result recording.

Level: Upper primary
Location: You will need a large space for students to skip in

Materials
• 1 skipping rope and 1 stopwatch between 2 students
• Pen and paper to record results
• Handout: ‘Record your heart rate’ (page 131)

Lesson outline

Introductory activity – Recording impact of exercise on the heart (5min)
• Ask all students to record their own resting heart rate by two fingers on wrist test (radial artery). To complete this, the student needs to measure their pulse for 15 seconds and multiply the result by 4. They record this result as beats per minute.
• Discuss what they think will happen to their heart rates when they start to exercise.

Activity 1: How do you rate yourself (15min)
• Students are to be grouped in pairs. One student who is going to be completing the skipping first, needs to measure his/her resting heart rate (using the above test process).
• After resting heart rate is recorded, Student 1 completes as many skips as he or she can within 30 seconds, at a leisurely or easy pace. They must only use one type of skipping e.g., single skip. Using stop watch, Student 2 tells Student 1 to stop skipping after 30 seconds. Student 2 measures heart rate of Student 1 and records result on the handout.
• Student 1 then completes another 30 seconds of the same skipping style used above, but at medium pace. Student 2 measures heart rate again and records on handout.
• Student 1 then completes another 30 seconds of the same skipping style used above, but at vigorous pace. Student 2 measures heart rate again and records on handout.
• Students then swap, Student 1 becomes the recorder/timer and student becomes the skipper.

Extension: Students can compare heart rates using different skipping activities e.g. double unders, criss cross. Get students to graph the results.

Closing activity (5min)
Discuss with students why it was easy to skip when doing easy skips compared to vigorous skips. Ask students why they think the heart reacted the way it did?
Record your heart rate

Resting heart rate before skipping: 

<table>
<thead>
<tr>
<th>TYPE OF SKIPPING COMPLETED</th>
<th>HEART RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skipping at a leisurely/easy pace:</td>
<td></td>
</tr>
<tr>
<td>Medium skipping pace:</td>
<td></td>
</tr>
<tr>
<td>Vigorous (huff and puff) skipping pace:</td>
<td></td>
</tr>
</tbody>
</table>
Key Learning Area: Science
Make a skip ball

Purpose
To research, design, construct and assess a piece of physical activity equipment made from recyclable materials.

Level: Middle/Upper primary
Location: Classroom

Materials
• Recyclable material, for example: string, a ball, toilet paper cardboard roll etc.
• General construction resources, for example: scissors, sticky tape, glue etc.
• Pen and paper/workbook

Lesson outline

Introductory activity – Research (15min)
• Ask students to research ‘skip balls’ or show videos like: http://www.youtube.com/watch?v=tuCK2GPgwp8
• Discuss with students the purpose of the piece of equipment and what would be important design features e.g. what do you do with the piece of equipment and what would happen if the ball was not attached to the foot properly? Record these answers.
• In groups of 3-4 students ask groups to list equipment they could find around their home that could used to build their own skip ball. Students to sketch design of their skip ball.

Activity 1: Make a skip ball (15min)
• In groups, students are to use materials brought from home to make a skip ball.
• They must test the product they have made to evaluate whether it is successful or not. To test the product, the students attach the band to the ankle, then swing the leg around in a circular motion; the other leg must then try to hop or jump over the ball attached to the band.
• Students are to then write up the procedure and how they tested the product.
• The groups then present the design and final product to the class and explain each fundamental part and how they tested it.

Closing activity (5min)
Discuss with students what materials worked and did not work. What parts of the design was difficult and what was the most important part of assessing the product?
Key Learning Area: **Science**

**Skip into infinity and beyond**

**Purpose**

To teach students how far the planets are from the sun.

**Level:** All primary  
**Location:** You will need a large space for students to skip in

**Materials:**

- Pen to fill out the worksheet  
- One individual skipping rope per pair of students  
- 4 beanbags, each different colours (for example, red, yellow, blue and green) per pair  
- 4 cones, each different colours (for example, red, yellow, blue and green) per pair  
- 1 additional cone (does not matter what colour)  
- 1 soccer ball  
- Teacher’s guide: ‘Skip into infinity and beyond’ (page 135)  
- Handout: ‘Skip into infinity and beyond’ (page 136)

**Lesson outline**

**Introductory activity – The shuttle skip (10 mins)**

- Set up cones at 5m, 10m and 15m from a starting point.  
- Separate students into groups of three.  
- The first student in the group will skip out to the 5m mark counting the number of skips.  
- The second student will repeat this activity but will go out to the 10m mark.  
- Repeat process for the third student at the 15m mark.  
- Ensure that all students write down the amount of skips it took them to reach their designated cones.  
- Repeat until all students have completed the 5m, 10m and 15m distances.

**Activity 1: Skip into infinity and beyond (30 mins)**

- Separate students into pairs.  
- Place soccer ball on top of a cone in the middle of a large skipping area. This represents the ‘Sun’ in space.  
- Students are to create a circle around the ball, with their backs to the ‘Sun’.
• In pairs, Student 1 will be skipping and Student 2 will carry their items.

• Teacher will read out a number (from Teacher’s guide) and Student 1 will skip out the amount read. Eg. 3 skips for Venus.

• When the designated number of skips has been completed, Student 2 then marks this spot with the designated item advised by the teacher (refer to ‘Teacher's guide’).

• This is repeated until all the planets have been read out by the teacher. When reading out the planets, you can mix up the order of the planets.

• Students will fill out their worksheet together after each planet has been completed.

• Students 1 and 2 can swap their roles after each different planet.

• Once back in class, the students are to mark their worksheet with the correct answers.

Hints and Tips:
• Enable students to compare the distance of the planet from the sun, to the properties of the planet. For example: the planet Mercury is the closest planet to the sun, therefore it is the hottest planet as it receives heat from the sun.

• Students in Stage 2 and 3 can create a mnemonic on the planet order from the Sun.

Conclusion (5min)
As a class, mark the worksheets and listen to some of the mnemonics created by the students.
Teacher’s guide: Skip into infinity and beyond

When reading out the planets listed below, read out the order of the planets in random order, for example Uranus, then Mercury, then Jupiter etc.

When reading each planet out to the students, read it as so:

“Earth, 7 skips from the sun with the blue beanbag”

<table>
<thead>
<tr>
<th>NAME OF PLANET</th>
<th>HOW MANY SKIPS FROM THE SUN</th>
<th>ITEM THAT REPRESENTS THE PLANET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercury</td>
<td>1</td>
<td>Red cone</td>
</tr>
<tr>
<td>Venus</td>
<td>3</td>
<td>Yellow beanbag</td>
</tr>
<tr>
<td>Earth</td>
<td>7</td>
<td>Blue beanbag</td>
</tr>
<tr>
<td>Mars</td>
<td>13</td>
<td>Green cone</td>
</tr>
<tr>
<td>Jupiter</td>
<td>33</td>
<td>Blue cone</td>
</tr>
<tr>
<td>Saturn</td>
<td>69</td>
<td>Yellow cone</td>
</tr>
<tr>
<td>Uranus</td>
<td>145</td>
<td>Red beanbag</td>
</tr>
<tr>
<td>Neptune</td>
<td>265</td>
<td>Green beanbag</td>
</tr>
</tbody>
</table>
Skip into infinity and beyond

<table>
<thead>
<tr>
<th>OBJECT</th>
<th>PLANET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow beanbag</td>
<td></td>
</tr>
<tr>
<td>Green cone</td>
<td></td>
</tr>
<tr>
<td>Red cone</td>
<td></td>
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<tr>
<td>Red beanbag</td>
<td></td>
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<tr>
<td>Blue cone</td>
<td></td>
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<td>Green beanbag</td>
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</tr>
<tr>
<td>Yellow cone</td>
<td></td>
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<tr>
<td>Blue beanbag</td>
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What is the correct order of the planets from the Sun?

Now create a mnemonic on the order of the planets from the sun.
Key Learning Area: Visual Arts
Foods of the World

Purpose
To design a rainbow collage showcasing the range of foods different cultures around the world eat.

Level: Middle and upper primary (Stage 2 and 3)
Location: You will need a large space for students to skip in

Materials
- One of each of 5-7 different coloured beanbags of various colours eg. red, blue, green, orange yellow, brown, purple
- Blank worksheet for each colour beanbag station (page 139)
- Art resources including A4 paper, butchers paper, pens/pencils, glue, scissors, crayons, textas
- 1 skipping rope per child or 1 rope between 2 students
- Pre-prepared large ‘rainbow template’ on butchers paper

Lesson outline

Introductory Activity – assessing students’ knowledge of nutrition and world cultures (10mins)
- Ask the class as a group why we might need to eat a rainbow of food colours every day. Explain to them that it is no different to other children around the world, everyone can benefit from a variety of coloured foods each day!
- Ask everyone to list a different culture they can think of around the world. Teacher is to use the most common of these answers as the culture to list on top of various worksheets.

Activity 1: Skip the colours of the rainbow (25min)
- Set coloured beanbags out across the hall or outdoor space in a large circular pattern with a good skipping distance between them, leaving a worksheet titled with the culture as selected from the groups suggestions and pen/pencil under the beanbag at each station. Depending on your class size you may need multiple worksheets(beanbags stations per colour.
- Starting from a different chosen colour by each pair, students in partners are to skip along in a clockwise pattern to each beanbag worksheet station with a partner and list a food item each that is the colour of the beanbag and that comes from the listed culture. Encourage them to try not to double up the answers of other students. Their thinking time can be completed while performing 30 skips each, one partner counts while the other partner skips and thinks, and vice versa.
• Once all pairs have completed all stations, have the children return to the centre and begin to cut out examples of those foods from magazines (food magazines or grocery catalogues work really well for this activity).

Activity 2: Make a colour rainbow Foods of the World collage (20min)

• Lay out your large pre-prepared butchers paper blank rainbow template
• In the same pairs, students are to cut out from magazines/catalogues pictures of the foods they listed on the worksheets. If they cannot find a picture of the food, they can draw it on a piece of A4 paper and cut it out from that
• Have the students glue their foods on the colour band of the rainbow it matches

Closing Activity (5min)
Discuss with the students what they learnt about foods of the world today. What foods from other cultures might they like to try at home with their family that they have not tried before?
Foods of the World

Bean bag station colour:

List a food from the culture that matches this colour beanbag (teacher to insert culture name as identified by children at introductory activity eg. Indian)

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Key Learning Area: Dance
Dance the skip away

Purpose
To teach students how to choreograph a dance sequence and perform in front of their class or on the Heart Day.

Level: All primary
Location: You will need a large space for students to skip in

Materials
- 1 skipping rope per child
- 5-6 long ropes
- Appropriate contemporary music to dance and skip to (eg Jump Rope CD)
- Computer with internet access

Lesson outline

Activity 1: Choreograph a dance routine with skipping (25min)
- Organise students into groups of 4-6 students.
- Explain that the students are going to choreograph a dance to perform to the class, but the dance must have skipping in it and it should be to the beat of the music. Show this routine to give them ideas www.youtube.com/watch?v=bKYdhjcWBxA

Closing activity (10min)
Perform the routines created in front of class, at an assembly or on the Heart Day.

Tips and other options:
- Enable mixed ability to occur, for example: if several students have a dancing background, enable them to be split up amongst the class.
- Enable set criteria to be used, for example: students must complete three different types of skipping or jumping throughout their dance. E.g. leg swing, two in one rope face to face.
- Enable students to practise their skipping or jumping with the rope before creating groups as it enables confidence to occur in their ability to skip and jump.
Part 6. Quick and fun class activities
Part 6. Quick and fun class activities

Overview

This section contains various quick and fun class activities to assist you in conducting the program at your school.

In this section:

- Heart word puzzle
- Healthy Australian Competition
- Food words find a word
- Physical activity quiz and wish list
- Feelings about smoking activity
- Health star rating activity
- Healthy shopping basket activity
Heart word puzzle
Fill in the missing letters to find the names of the parts of the circulatory system.

BL_ _ D
VE _ S_ L
VE _ _ S
HE _ _ T
ART _ _ _ _ _

Complete the sentences by inserting the correct word from the list below.

Word list

<table>
<thead>
<tr>
<th>Blood</th>
<th>Heart</th>
<th>Arteries</th>
<th>Air</th>
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<tbody>
<tr>
<td>Veins</td>
<td>Lungs</td>
<td>Oxygen</td>
<td>Food</td>
</tr>
<tr>
<td>Carbon dioxide</td>
<td>Water</td>
<td>Liver</td>
<td>Gases</td>
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</tbody>
</table>

1. ______ is transported throughout the body.
2. Vessels that take the blood from the heart are called ________.
3. ______ are the vessels that return the blood to the heart.
4. Which organ acts like a pump? ________
5. ______ and ______ are carried by the blood to all body cells.
Activity

Construct an entry form for our ‘Healthy Australian competition’ by listing four things you can do to be healthy.

Healthy Australian competition

Judging criteria

1. 

2. 

3. 

4.
Food words puzzle
Find as many food words as you can in the puzzle below.

P O T A T O C E C U T T E L N S N A E B Q
J B E C I R O U O T A M O T J U O I G U Q
L A E R E C R E W O L F I L U A C L A T T
R E T T U B N R R M C H E E S E A O S T A
S I L R M A N A N A B P D A E R B C U E K
T L S K I M M I L K E T U R K E Y C A R W
A O S N A E B D E K A B F P C P M O S B H
O O I D M W C A R R O T S E J F A R S A S
M L A E V C H I C K E N M A E R C B V G I
G N O L E M Z O R A N G E S S A R T X E F

**Bread and cereals**
- Cereal
- Rice
- Bread
- Oats

**Meat and meat alternatives**
- Fish
- Veal
- Sausage
- Turkey
- Chicken

**Vegetables and fruit**
- Carrots
- Beans
- Peas
- Cauliflower
- Lettuce
- Orange
- Melon
- Broccoli
- Potato
- Tomato
- Corn
- Banana

**Milk products**
- Cheese
- Skim milk
- Butter
- Cream
Physical activity quiz

Place a tick next to the pictures that show people being physically active.

[Images of people engaging in various activities, with options to select ticks]
Physical activity wish list

Write your physical activity wish inside the star. Use the spokes of the star to indicate what you actually need for this physical activity.

With a partner, discuss:

<table>
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<th>Possible limiting factors to each wish</th>
<th>How to overcome limitations</th>
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Feelings about smoking

What are your feelings about smoking and not smoking? Write what you feel about each situation.

1. If I were the baby I’d feel …

2. If I were the person in the chair I’d feel …

3. When I see these symbols I think of…

4. If a member of my family smoked …
Health star rating activity

The Health Star Rating system is a front or pack labelling system that rates the overall nutritional profile of packaged foods. It helps us quickly identify which item is healthier in the same food category.

Star ratings range from ½ a star to 5 stars - the more stars the better!

Of course, natural fruits, vegetables and tap water automatically get 5 stars because they haven’t had anything added or removed.

The Health Star Rating labelling system is currently voluntary for food manufacturer’s to include on pack.

For more information on the Health Star Rating food labelling system visit www.healthstarrating.gov.au/internet/healthstarrating/publishing.nsf/Content/About-health-stars

Students are to bring in a food label from home that has the Health Star Rating on pack and answer the following questions.

*Tip:* Products showing the Health Star Rating currently include many cereals, some snack bars, and some flavoured milk drinks.

1. What food category does your food belong to

2. What star rating does your product have

3. How much energy (in kilojoules or kJ) does your pack have per 100g

4. How much sodium (salt) does your pack have per 100g

5. How much sugar is in your product per 100g

6. Are there any other positive nutrients listed in your Health Star Rating front of pack label eg. protein, dietary fibre, certain vitamins or minerals?

**Extension:** Older students could visit the Health Star Rating website to answer the following questions – Why won’t all food products display the Health Star Rating? Is the Health Star Rating system a good addition to front of packs to help people make healthier choices? Why?

Remember: you can only compare products from the same food category. The health star rating system doesn’t work if you compare foods from different categories.
Healthy Shopping Basket

Curriculum outcomes: MA2-2WM, MA2 – 5NA, MA3-7NA, MA3-5NA and MA3-2WM

Circle which ten healthy foods from below you would buy to fill your empty shopping basket for the week. Then complete the activity questions below.

How much does your basket cost?

*Extension:* You have $50 and buy the ten healthy items, how much change do you have?