


























JUMP ROPE TABLE OF CONTENTS

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GRADES 3-6

 = Individuals  = Pairs  = Groups  = Pedometer SPARK It Up!

 = Academic  = Fun Fact  = Home  = Wellness



JUMP ROPE TABLE OF CONTENTS

PAGE/CD

GROUPING

INTEGRATIONS

PEDOMETER

PACE (Physically Active Choices to Enjoy) Activities (continued)

Group Jump Rope Challenge

Groups of 3-5 work together to complete a variety of individual and partner trick challenges.

23



Create a Routine

Groups of 4 or 6 create a jump rope routine using specific guidelines and then share with the class.

25



Pedometer Activity

CD



Task Cards

CD

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CD

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CD

Limited Equipment/Large Class Ideas

CD

Inclusionary Strategies

CD

JUMP ROPE UNIT

Introduction

Jumping rope has been a popular activity throughout history and around the world. Today, jumping rope has continued to be part of a child's leisure activities, an adult's fitness routine and an athlete's national competition schedule. The activities in this unit give students the opportunity to enhance their aerobic capacity, muscular endurance and body composition in a fun and social atmosphere. Activities in this unit can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

What You Have

SPARK Manual

* **Activities**

8 jump rope activities. The *SPARK It Up!* variations on the backside of activities allow you to modify activity challenges, according to the developmental and/or grade level of your students.

* **PACE (Physically Active Choices to Enjoy) Activities**

3 activities designed to allow students to practice rope jumping skills, while they work independently at their own pace with a partner or small group.

SPARK Instructional Media CD

* **Pedometer Activity**

An activity specifically designed to incorporate the use of pedometers.

* **Task Cards**

Includes instructions for the *Group Estimation* activity, PACE activities, and student assessment. Print quantities recommended for each activity.

* **Skill Cards**

Half-sheets graphically and/or verbally depicting the jump rope skills. English on the front, Spanish on the back. Use to create stations, as visuals for you and your students to help with creating routines, etc. Print on card stock and laminate for durability.

* **Assessment Samples**

Performance rubric and student self-assessment samples to document and guide learning.

* **Limited Equipment/ Large Class Ideas**

Ideas for how to use the activities when faced with limited equipment and/or more students than you expected!

* **Inclusionary Strategies**

Tips on how to modify activities to gear towards special-needs students.

JUMP ROPE UNIT

How To Use It

- * Choose an activity based on the skill level of most of your students. As you teach, assess their comfort, interest and capacity to perform the activity and adjust accordingly. If an activity is too easy, jump to the *SPARK It Up!* variations to add more difficulty. If it is too difficult, decrease the variables, simplify and slow down.
- * Review the assessment samples provided on the *SPARK Instructional Media CD*. The *Jump Rope Self-Check* is a student-paced assessment that can be administered throughout the entire unit. The *Performance Rubric* is an observational assessment you can use to collect skill development data. Ideally, plan to take rubric observations at the beginning, middle and end of the unit. The *Create a Routine* should be used toward the end of the unit.
- * There is a sample unit plan on page 4 built on a 3 PE classes-per-week model. Use this as a guide to adjust and create a unit plan that meets your particular instructional requirements.

Safety

- * While turning ropes, always remind students to have an adequate amount of distance between them.
- * Be sure the activity area surface is smooth and free from obstructions.
- * Teach students that the rope is for jumping only.
- * Teach students to lay the rope down while you are instructing.

JUMP ROPE WHAT YOU NEED

	QUANTITY	INVENTORY	NEED
EQUIPMENT			
Individual Jump Ropes range of 8-10'	1 per student		
Longer Jump Ropes for partner jump tricks (10-12')	1 per 2 students		
Cones for stations	12 4 of various colors		
Pinnies or other type of marker	4 of various colors to match cones above		
Spot Markers for home bases	1 per pair		
Music and Player	1		
Pedometers optional	1 per 2 students		

SPARK INSTRUCTIONAL MEDIA (on CD)

- | | |
|---|-------------------------------------|
| * Group Estimation Recording Sheet | * Create a Routine Task Card |
| * Jump Rope Tag Team Traveling Task Card | * Jump Rope Skill Cards |
| * Group Jump Rope Challenge Task Card | * Assessment Samples |

FACILITIES

- * A wooden floor or blacktop is preferred. However, jumping may be done in any activity area with a smooth surface, free of debris. If outside, jumping can be done on grass cut short.

JUMP ROPE SAMPLE UNIT PLAN

The following unit plan can be used as is or modified to suit your needs. Variables are many, including: number of students, fitness levels, duration of PE class, days per week taught, weather, facilities, equipment, etc. This unit was created using a 3 PE classes-per-

week unit model for 4 weeks – 12 lessons total. The *SPARK It Up!* variations provided on activities allow you to meet the changing needs of your students as they become more skilled from year to year.

DAY 1	DAY 2	DAY 3
* Introduction To Jump Rope	* Jump the Circuit (Individual Tricks)	* Jump Wheel
DAY 4	DAY 5	DAY 6
* Mirror, Mirror	* Group Estimation	* PACE Activity #1/Assessment
DAY 7	DAY 8	DAY 9
* Jump the Circuit (Partner Tricks)	* Jumping Color Tag	* PACE Activity #2
DAY 10	DAY 11	DAY 12
* Jump Rope Add-On	* Pedometer Activity	* PACE Activity #3/Assessment

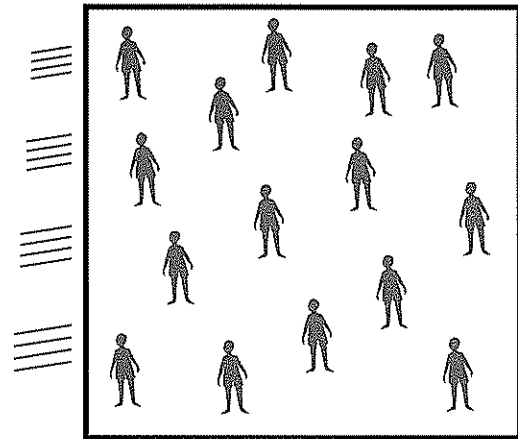


Ready...

- 1 individual jump rope per student
- *Jump Rope Skill Cards - Individual Tricks (SPARK Instructional Media CD)*
- Music and player (optional)

Set...

- Scatter students with enough room between them to ensure they won't be hit with ropes.
- Lay jump ropes (grouped by length) away from center of area.



GO!

1. The object is to learn and practice basic rope jumping safety rules and individual rope jumping techniques.
2. To find the right size rope, hold the handles in both hands, step on the center with both feet and pull until the rope is taut. It should be long enough to reach your chest.
3. For safety we all need to follow these rules:
 - Ropes may only be used for jumping.
 - Keep a "safety zone" around you so you don't hit others with your rope.
 - When listening to instructions, lay your rope on ground.
4. *(Teach and demonstrate several of the basic individual tricks using the Jump Rope Skill Cards for visual and cues. Allow time for students to practice each.)*
5. *(Suggested skills to teach beginners include: Jog and Jump, Double Bounce, Single Bounce, Hop, Forward and Backward. Skill Cards are in order of difficulty.)*

CHALLENGES

- * Choose your favorite trick. How many jumps can you do in 15 seconds?
- * Choose another trick. Can you do it with a double bounce? Now try a single bounce. Can you do it backward? With a hop?
- * Can you jump 10X without an error?

CUES

- * Keep your elbows in at your sides.
- * Use your wrist to turn the rope.
- * Bend your knees slightly when you land.

* More Tricks

(Repeat the lesson for several days, introducing new tricks each day. Review the old and add the new to build students' repertoire.)



FUN FACT

The rope has always been an essential tool of mankind. Ropes have been made using leather, reeds, grass, vines and even hair (maybe that is why Grandpa is bald). To increase the strength of rope, strands of fibrous materials are twisted and braided together. The Egyptians moved enormous stones to construct the pyramids by using very strong rope.

• STANDARDS ADDRESSED

NASPE

#1, 2 Individual rope jumping skills/techniques

#3, 4 Cardiovascular endurance

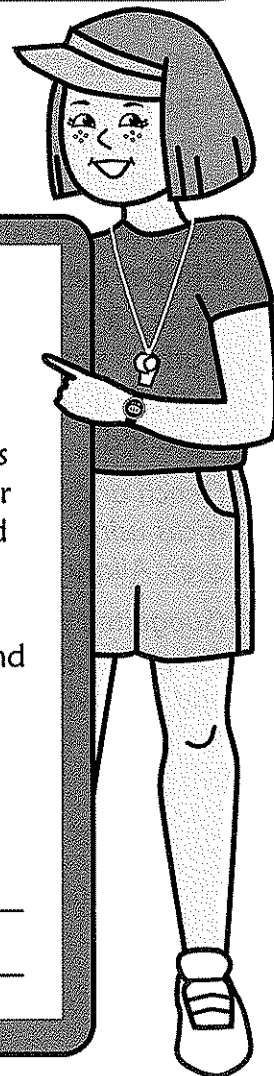
• #6 Accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Use fun, high energy music to motivate your students.
- Challenge advanced rope jumpers by allowing them to practice their own tricks, while beginners spend time on the basics.
- Students having difficulty can simply grab both handles in 1 hand and turn the rope to the side as they practice each trick.

NOTES



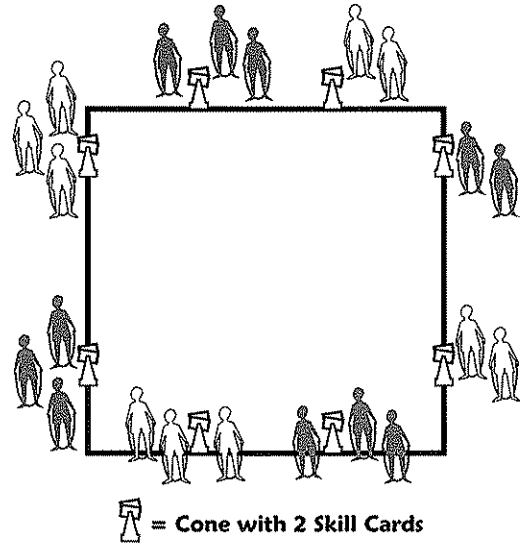


Ready...

- 1 individual jump rope per student
- 6-8 cones (for 6-8 stations)
- 12-16 *Jump Rope Skill Cards* - Individual Tricks (*SPARK Instructional Media CD*)
- Music and player

Set...

- Create a circuit with chosen *Jump Rope Skill Cards* around perimeter.
- Place 2 cards at each station (1 basic, 1 more advanced).
- Distribute students evenly at all stations; each with a rope.



JUMP ROPE

GO!

1. The object is to practice a variety of individual jump rope skills in a circuit format.
2. (*Teach and demonstrate the various stations chosen for the circuit.*)
3. On music, practice the skill at your station. On signal (*music off*), *Jog and Jump* to the next station, and practice the next trick.
4. We'll continue until you have been active at all of the stations.

CHALLENGES

- ★ While at your station, how many times can you do the trick without error?
- ★ Once you've mastered it, try it backward, or add another type of twist to it. Can you try it with your eyes closed, hopping on 1 foot, adding a crossover, etc.?

CUES

- ★ Move to stations quickly; more time to practice skills.
- ★ Bend your knees when you land.
- ★ Turn with your wrists; keep elbows in at your sides.
- ★ (*More cues found on each Skill Card.*)

* More Tricks

(Repeat lesson for several days, introducing 3-5 new tricks each day. Review the old and add the new to build students' repertoire.)



WELLNESS

Why do boxers jump rope? Jumping rope is a great aerobic activity that you can do almost anywhere. Skipping rope develops agility, balance, leg strength and coordination. It also helps a boxer develop fast footwork (are you athletes out there listening?). Finally, the cardiovascular benefits are well known. Get a rope, and use it often.

STANDARDS ADDRESSED

NASPE

#1, 2 Individual rope jumping skills

#3, 4 Cardiovascular endurance

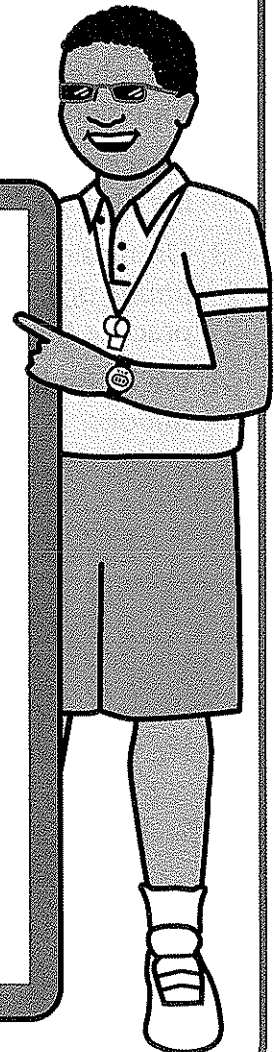
• #6 Accepting challenges

Your State (Write in here)

TONY'S TIPS

- Divide number of minutes you have to teach by the number of stations to determine amount of time per station. Remember to save some time for rotation.
- Prepare a music CD or cassette that contains an interval of music followed by an interval of silence (e.g., 1 minute on and 15 seconds off).
- Allow enough room so students can turn ropes without hitting others.

NOTES



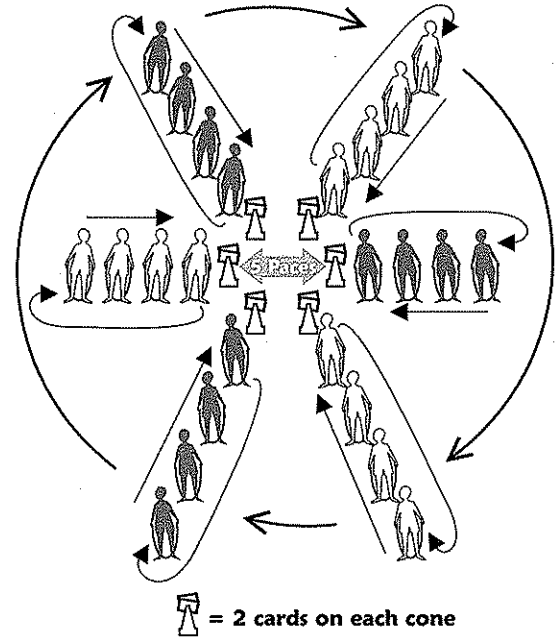


Ready...

- 1 individual jump rope per student
- 6 cones (for posting *Jump Rope Skill Cards*)
- 12 *Jump Rope Skill Cards* - Individual Tricks - 6 basic/6 advanced (*SPARK Instructional Media CD*)
- Music and player (optional)

Set...

- Create the “hub of the wheel” in the center of a large area, using 6 cones placed in a small (5 paces diameter) circle.
- Place 2 *Jump Rope Skill Cards* (1 basic/1 advanced trick) on each cone.
- Students in 6 equal-sized groups. Each group forms a line radiating out from each cone to resemble the spokes of the wheel.
- Students nearest the “hub” are the 1st leaders.



GO!

1. The object is to learn and practice a jump rope trick chosen by your Leader.
2. On signal, Leaders choose 1 of the 2 jump rope tricks on the cone in front of you, and teach it to your group. You will have 1-2 minutes to practice that skill.
3. On signal, your line shifts to the next cone clockwise. The old Leader moves to the end of the line, and the 2nd in line becomes the next Leader.
4. We'll continue until you have gone to all cones.

CHALLENGES

- * Can you all jump at the same time?
- * How many jumps can you do before the signal to rotate to the next trick? Try to improve each time.

CUES

- * Listen to your Leader for cues for each trick.
- * Eyes face forward while jumping.
- * Jump in your personal space.

* SPARK™ IT UP!

* Add-On

Do 10 of each skill, adding on to the first skill each time you move to another skill (i.e., skill #1, skill #2, skill #3, and so on).

* Partner Trick Wheel

(Use Jump Rope Skill Cards - Partner Tricks. Each group has an even number of students.) Using a partner in your group, practice Partner Tricks.



ACADEMIC

Knock-Knock! Who's there? Wheel. Wheel who? WHEEL you come out and jump rope with me? Okay, so it's corny. Tell us something we don't already know. Think you can do better? Then Knock-Knock! Who's there? Wanda. Wanda who? We WANDA see you try! Send your best jump rope knock-knock rhyme to us at the SPARK offices.

STANDARDS ADDRESSED

NASPE

#1, 2 Individual rope jumping skills

#3, 4 Cardiovascular endurance

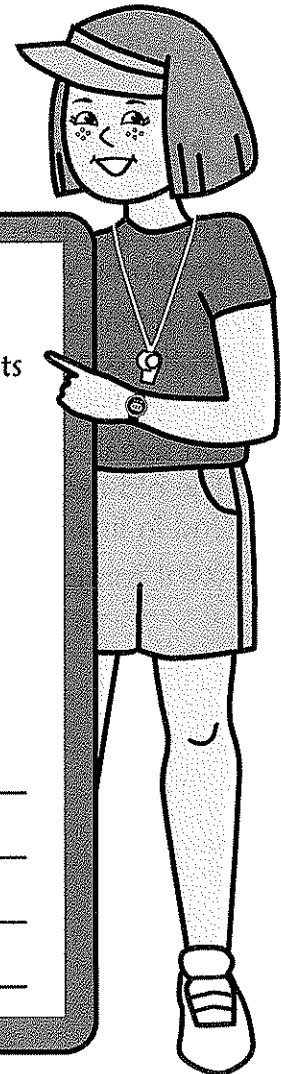
- #5, 6 Accepting challenges, cooperation

Your State (Write in here)

PAULA'S POINTERS

- Depending on time, some students may have more than 1 opportunity to be the Leader.
- Prompt Leaders to encourage group members.
- Ensure students have adequate space.

NOTES



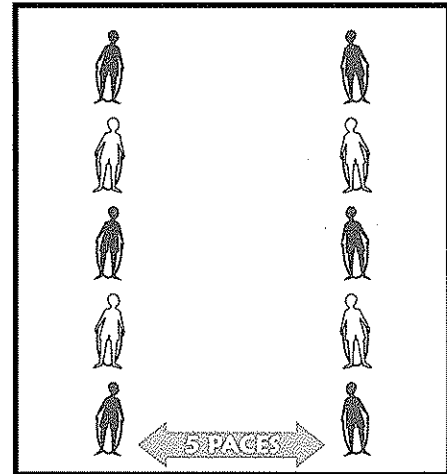


Ready...

- 1 individual jump rope per student
- Music and player (optional)

Set...

- Pair students in face-off formation (5 paces apart) in 2 parallel lines; each student with a rope.
- Designate 1 line to be “X;” the other to be “Z.”



GO!

1. The object is to mirror your partner’s movement.
2. If you are in the X line, choose a jump rope trick from those you know, and begin jumping. Your partner mirrors your movement.
3. On signal (*about every 20 seconds*), switch leaders and followers. Now Z leads, and X follows.
4. We’ll rotate partners every other round. On my signal, all in the X line step 1 position to your L.
5. The farthest on the L side runs behind all to the opposite end. Zs don’t move.
6. We’ll continue until the signal.

CHALLENGES

- * Can you mirror your partner so no one can tell who is the leader and who is the follower?
- * Can the leader turn around slowly and the mirror follow?

CUES

- * Head up; eyes on your partner.
- * Try to synchronize your jumps. Jump at the same time!

* SPARK™ IT UP!

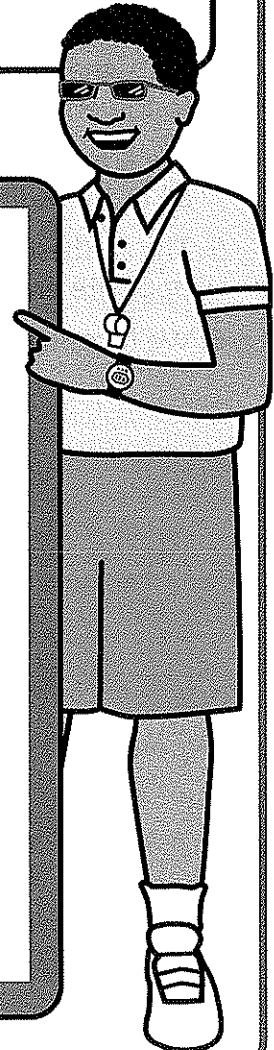
* Pedometer

(Need 1 pedometer per 4-6 students.) I'll select some students to wear the pedometer today. When we are finished with jumping, we'll add all of their individual steps/jumps together, and divide that number by the number of wearers to find the average. Next time we do this activity, we will try to better this average.



HOME

The Chinese jumped flexible bamboo. The Egyptians used vines. Native Americans used reeds. What can you use around your home? Make sure you have your parent's permission. Don't go wrapping your Mom's favorite shawl into a rope. Maybe she will let you tie some of Dad's tacky ties together instead. Look around your house, and see how many different things you could use to make a jump rope.



STANDARDS ADDRESSED

NASPE

#1, 2 Individual rope jumping skills

#3, 4 Cardiovascular endurance

#5, 6 Accepting challenges, cooperation

Your State (Write in here)

TONY'S TIPS

- Be sure students are a safe distance from each other as they swing their ropes.
- Students may mirror their partner without a rope on tricks they cannot do with a rope.

NOTES

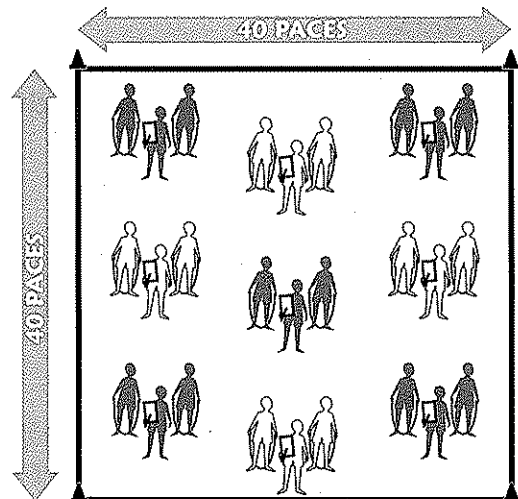


Ready...

- 2 individual jump ropes per group of 3 students
- 1 pencil per group of 3 students
- 4 cones (for boundaries)
- 1 *Group Estimation Recording Sheet* (SPARK Instructional Media CD) per 3 students
- Music and player (optional)

Set...

- Create large (40X40 paces) activity area.
- Form groups of 3 (of similar height) scattered in area; each group with:
 - 2 jump ropes.
 - 1 pencil.
 - 1 *Group Estimation Recording Sheet*.



GO!

1. The object is to predict the number of jumps your group will complete in a specific time.
2. On signal, take turns jumping for _____ minutes (you need to specify a duration so they have a clue for their estimation).
3. Before we begin, talk with your group, and estimate the total number of jumps you think you will complete. Write it on your sheet where it says, "Estimation."
4. Both ropes in your group must be used at all times. When it is your turn, jump until you miss or get tired. Each time you stop jumping, the resting member of your group takes your rope and begins jumping. When you are resting, record the number of jumps you completed.
5. When you hear the signal, tally your individual totals, and add them together for a group total. Compare your group total to your estimation.

CHALLENGES

- ★ How close to your estimation can you come?
- ★ How many jumps can you do without error or stopping to rest?

CUES

- ★ Be efficient with your jumps. Keep your feet close to the ground as you jump over the rope.
- ★ Keep both of your ropes going the whole time.

* SPARK™ IT UP! *

* Long Rope

Use 2 Turners and 1 Jumper. When the Jumper tires, reaches 50 or makes an error, change places with 1 of the Turners.

* Better Your Score

Each day you repeat this activity, try to better your group's score from previous days.

* Pedometer

(Need 1 pedometer per group.) Match the pedometer reading to the number of jumps you count. How accurate is it?



WELLNESS

Create your own jump rope competition to be done alone, with a partner or with a group of friends. Challenges can be the longest consecutive jumper, most jumps in 30 seconds, most tricks in 1 minute, the best jump rope rhyme, etc. Stay active, and keep jumping.

• STANDARDS ADDRESSED

NASPE

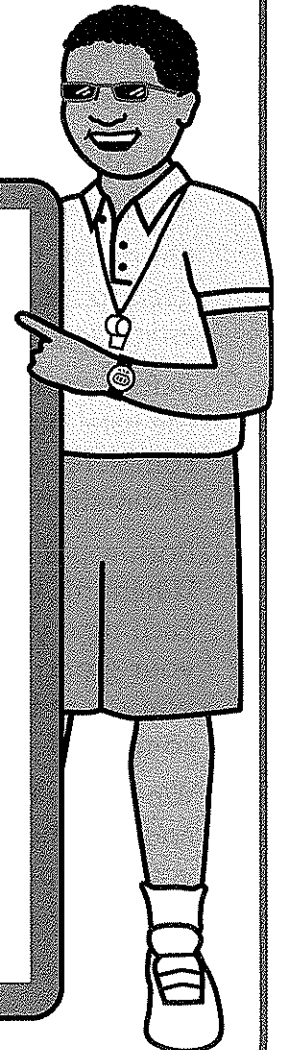
- #1, 2 Individual rope jumping skills, predicting
- #3, 4 Cardiovascular endurance
- #5, 6 Accepting challenges, cooperation

Your State (Write in here)

TONY'S TIPS

- Limit students to no more than 50 jumps in a row so that all get a chance to jump.
- This activity is a great prelude to the American Heart Association's "Jump Rope for Heart."
- Emphasize honesty when recording all scores.

NOTES



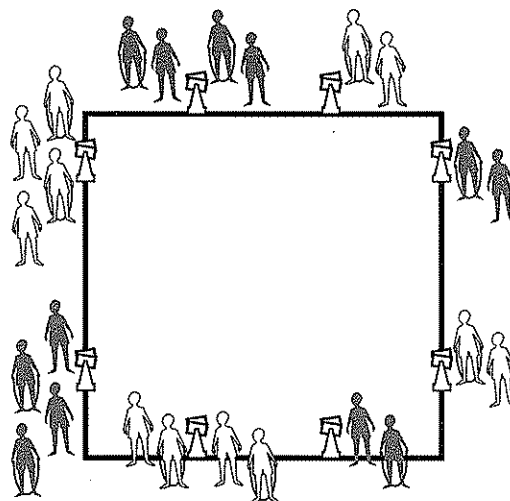


Ready...

- 1 “partner” jump rope (10'-12' works well) per pair
- 6-8 cones (for 6-8 stations)
- 8-16 *Jump Rope Skill Cards - Partner Tricks* (SPARK Instructional Media CD)
- Music and player

Set...

- Create circuit by placing chosen *Jump Rope Skill Cards* (Partner Tricks) around perimeter on cones to form stations.
- Distribute pairs evenly to all stations; each pair with a rope.



= Cone with 2 Skill Cards

GO!

1. The object is to practice a variety of jump rope skills with a partner in a circuit format.
2. (Teach and demonstrate the various skills chosen for the circuit.)
3. On music, practice the Partner Trick at your station. On signal (*music off*), Jog and Jump to the next station, and practice the next trick.
4. We'll continue until you have been active at all of the stations.

CHALLENGES

- ✦ While at the station, how many jumps can you and your partner complete without error?
- ✦ Once you've mastered it, try it backward, or add another type of twist to it. Can you try it with your eyes closed, hopping on 1 foot, adding a crossover, etc.?

CUES

- ✦ Move to stations quickly so you get more time to practice the skills.
- ✦ Be patient with your partner.
- ✦ Encourage each other.
- ✦ (*For specific cues, see the Skill Cards.*)

* More Tricks

(Repeat lesson for several days, introducing a few new tricks each day. Review the old and add the new to build their repertoire.)



FUN FACT

If you are really a serious jump rope addict, you might consider joining the United States Amateur Jump Rope Association, www.usajrf.org. You can learn new tricks and routines. They post information for events, clubs and competitions, and members can get special advice from the “Coaches Corner.”

STANDARDS ADDRESSED

NASPE

#1, 2 Partner rope jumping skills

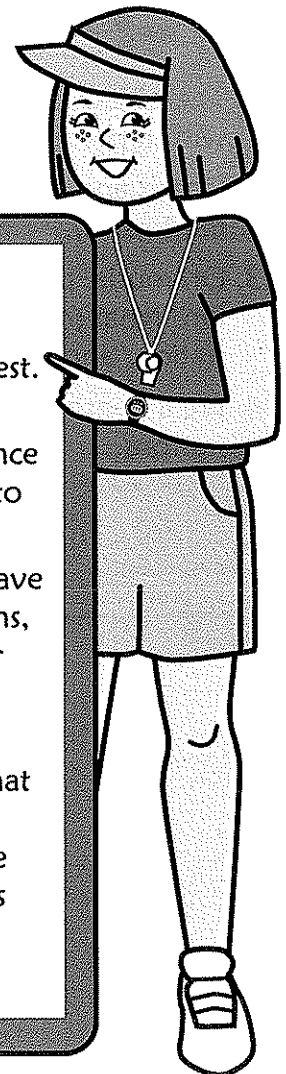
#3, 4 Cardiovascular endurance

- #5, 6 Accepting challenges, cooperation

Your State (Write in here)

PAULA'S POINTERS

- Partners of similar height work best.
- Many of these skills look similar. There may be just 1 small difference between them. Prompt students to find the difference.
- Divide number of minutes you have to teach by the number of stations, to determine amount of time per station. Remember to save some time for rotation.
- Prepare a music CD or cassette that contains an interval of music, followed by an interval of silence (e.g., 1 minute on and 15 seconds off).





Ready...

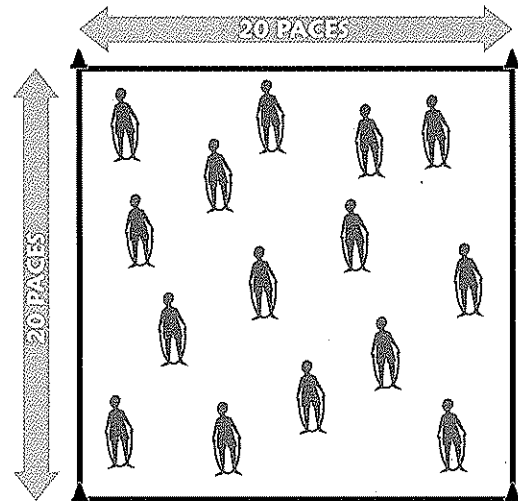
- 1 individual jump rope per student
- Music and player (optional)
- 8-16 *Jump Rope Skill Cards - Individual Tricks* (SPARK Instructional Media CD)

Set...

- Scatter students in activity area (20X20 paces); each student with a rope.

GO!

1. The object is to practice a variety of individual jump rope tricks using an add-on format.
2. We'll randomly draw a jump rope trick, and practice that trick for 10 jumps. Then we'll draw another trick. We'll do the first trick; then add on the second trick.
3. We'll continue until we have added 6 tricks together, for a total of 60 jumps.
4. *(If there is time, repeat using different tricks.)*



CHALLENGES

- * Can you remember the next trick without being given a clue?
- * Can you add all tricks together without an error?

CUES

- * Always start with the first skill, and add on to that.
- * Be efficient with your jumps. Keep your bounces low.

* SPARK™ IT UP!

* Partner Trick Add-On

This time, we'll use all partner tricks. Stay with the same partner throughout.

* Alternating Tricks

We'll alternate between individual and partner tricks. Stay with the same partner throughout.



HOME

Jump Rope Calendar Countdown - Each day, use the calendar date to determine how many minutes to jump rope. Say it is the 15th of the month, you jump for 15 minutes. Wait until the first of the month, and start with 1 minute. See how far into the month you can keep up the effort. If you jumped the minutes every day in a 31-day month, how many total minutes would you have? (Answer: 496 minutes!)

• STANDARDS ADDRESSED

NASPE

#1, 2 Individual rope jumping skills

#3, 4 Cardiovascular endurance

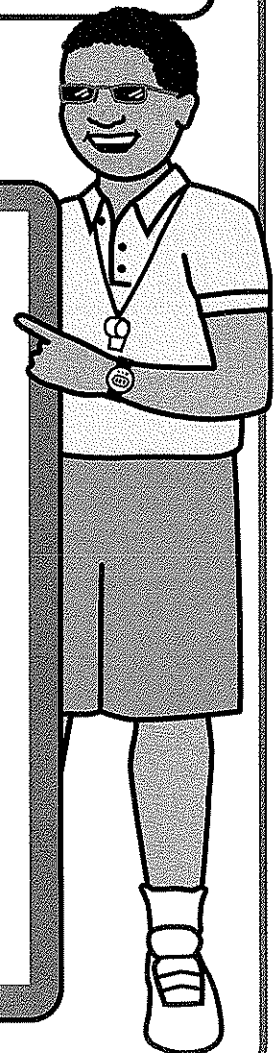
#5, 6 Accepting challenges, cooperation

Your State (Write in here)

TONY'S TIPS

- Choose basic tricks the first round. Challenge more advanced jumpers to take the tricks to the next level, e.g., on 1 foot, with eyes closed, while turning backward, etc.

NOTES





Ready...

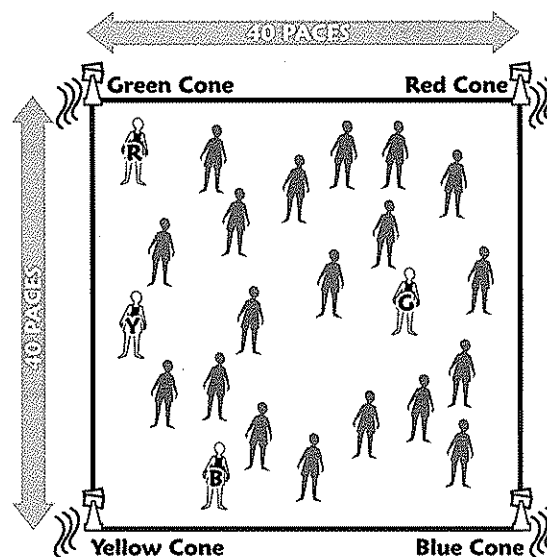
- 8-12 individual jump ropes
- 4 colored markers (fluff balls, pinnies, etc.) for Chasers to wear or carry (e.g., 1 red, 1 yellow, 1 blue and 1 green)
- 4 colored cones (1 to match each of the colors Chasers wear/carry)
- 8 *Jump Rope Skill Cards* (SPARK Instructional Media CD) 4 basic/4 advanced
- Music and player (optional)

Set...

- Create large (40X40 paces) activity area.
- Use 4 corner colored cones as 4 re-entry zones; each with 2 *Jump Rope Skill Cards* and several jump ropes.
- Designate 4 Chasers with colored markers.
- Scatter students in area.

GO!

1. The object is to avoid being tagged by the 4 Chasers (1 of each color).
2. On "Jumping Color Tag," Chasers attempt to tag Fleers.
3. If tagged, go to the re-entry zone that matches the color of your Chaser (e.g., if tagged by the blue Chaser, go to the blue-coned re-entry zone).
4. Do 1 jump rope trick on the *Skill Cards* 10X; then re-enter the game.
5. We'll have new Chasers every minute or so.



= Its wearing different colored pinnies

CHALLENGES

- ✦ Fleers, how long can you avoid being tagged?
- ✦ Chasers, how many can you tag before the signal?
- ✦ Those in re-entry zone, can you jump 10X without error?

CUES

- ✦ When tagged, raise your hand and move quickly to the practice area.

* SPARK™ IT UP!

* Play It Safe

You can be safe from the Chaser by jumping an invisible jump rope for 10 jumps. Chasers may not wait around for you to finish. Use this only when you are in need of a break.

* Partner Tag

(Need 8 Partner Trick Skill Cards.) Both Chasers and Fleers are in pairs, linked by joining hands. When tagged, Fleers complete partner tricks as their re-entry task.



ACADEMIC

(Create 4 pages of math problems that are appropriate for your students. One addition, 1 subtraction, 1 multiplication and 1 division. Post 1 in each corner. Assign 4 or more Chasers as follows: red=quotient; blue=product; yellow=sum; green=difference.) Chasers, announce your math skill when you tag someone. When tagged, Fleers move to the appropriate sign, compute a problem on the sheet, and rejoin the activity.

STANDARDS ADDRESSED

• NASPE

#1, 2 Individual rope jumping skills, chasing, fleeing, spatial awareness

#3, 4 Cardiovascular endurance

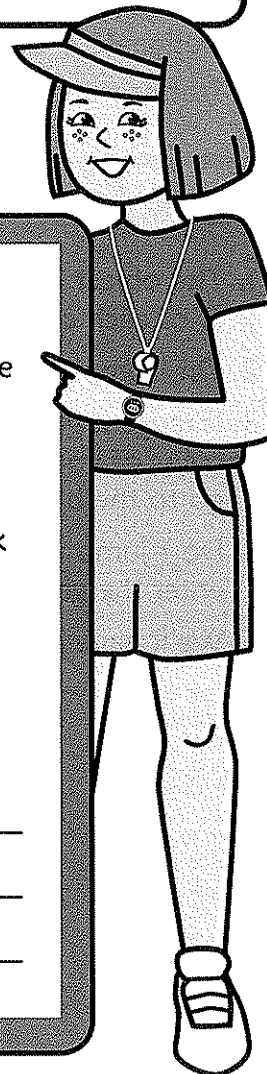
• #5, 6 Accepting challenges, cooperation

Your State (Write in here)

PAULA'S POINTERS

- Add more Chasers if the Fleers are not being challenged.
- Change the locomotor skills used in the tag area.
- Use a basic and an advanced trick for students to choose from at each of the re-entry jumping zones.

NOTES



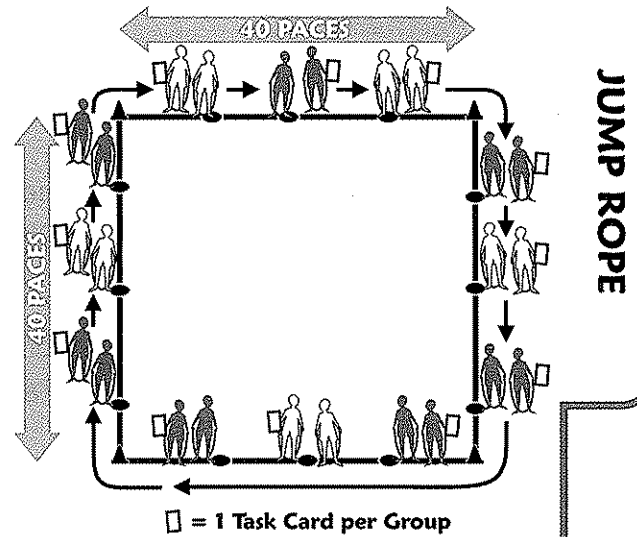


Ready...

- 1 individual jump rope per student
- 4 cones (for boundaries)
- Music and player (optional)
- 1 *Jump Rope Tag Team Traveling Task Card* (SPARK Instructional Media CD) per pair
- 1 spot marker per pair (for home base)

Set...

- Create large (40X40 paces) activity area.
- Place spot marker, (1 per pair) around perimeter to create home bases.
- Pair students; scatter around perimeter; each pair with:
 - 1 *Jump Rope Tag Team Traveling Task Card*.
 - 1 individual rope per student.



GO!

1. The object is to complete a variety of jump rope tricks and locomotor movements.
2. On signal, Partner A completes the 1st home base trick on the *Jump Rope Tag Team Traveling Task Card*, while Partner B completes the 1st All-Around task.
3. When Partner B returns, give each other a high-five and switch roles. When you both have finished Task #1, move on to Task #2.
4. Continue until signal. If you finish before the signal, complete the *Closing Challenge*.

★ New Partners

Switch partners on signal (every few minutes).

★ Pedometer

(Need 1 pedometer per pair.) The pedometer is switched back and forth with your partner. Wear it when you do the All-Around task. Do this for the first 2 activities on the *Task Card*. Then switch, so the home base partner wears it for the next 2 activities. Compare and see which registers more steps.



FUN FACT

Fleas can jump 130 times higher than their own height. This would mean that a 5' tall kid could jump 650' in the air. Dolphins jump in the air to conserve energy. Salmon can jump 6 yards when traveling upstream. Rabbits belong to a mammal group called *lagomorphs*, meaning "leaping shapes." Penguins can jump almost 3' high. How high can you jump? How far?

STANDARDS ADDRESSED

NASPE

#1, 2 Individual rope jumping skills, spatial awareness

#3, 4 Cardiovascular endurance

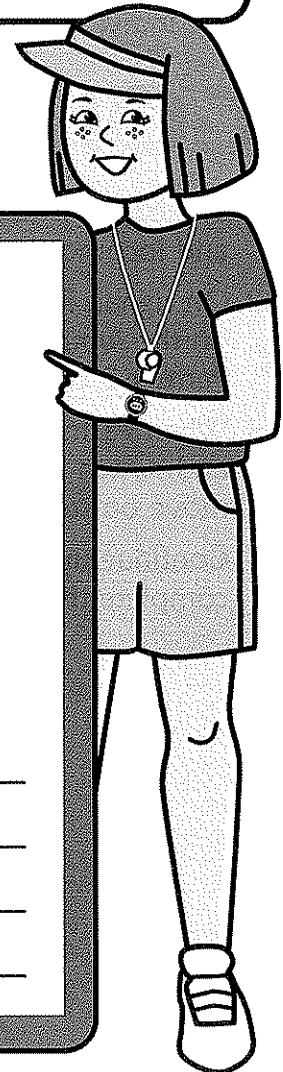
- #5, 6 Accepting challenges, cooperation

Your State (Write in here)

PAULA'S POINTERS

- All-Around tasks may be done with or without a rope.
- Create a larger area to give students more time to work on a home base skill, as well as to increase the distance for the All-Around tasks.

NOTES





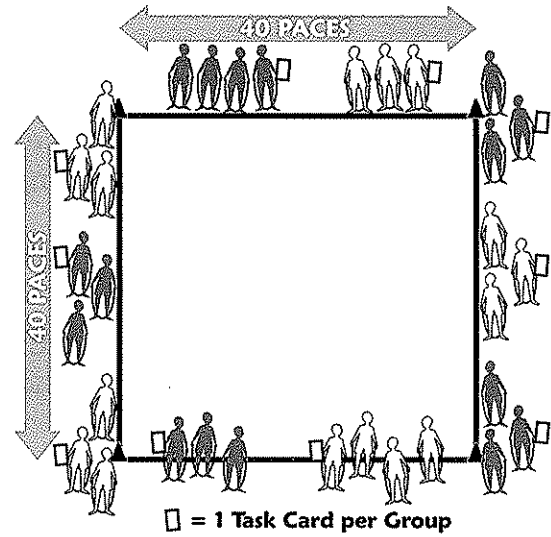
JUMP ROPE

Ready...

- 1 individual jump rope per student
- 2 partner jump ropes per group of 3-5
- 4 cones (for boundaries)
- Music and player (optional)
- 1 *Group Jump Rope Challenge Task Card* (SPARK Instructional Media CD) per group of 3-5

Set...

- Create large (40X40 paces) activity area.
- Form groups of 3-5, scattered around perimeter; each group with:
 - o 1 *Group Jump Rope Challenge Task Card*.
 - o 1 rope per student.



GO!

1. The object is to complete the *Group Jump Rope Challenge* with your group.
2. On signal, work with your group to complete the tasks in any order.
3. Continue until stop signal. If your group finishes before the stop signal, complete the *Closing Challenge*.

* SPARK™ IT UP!

* Pedometer

(Need 1 pedometer per group.) After completing each challenge, clear the pedometer, and change who wears it. New wearer of pedometer tries to get more steps than the wearer during the previous challenge.

* Create Your Own

(Need paper and pencil per group.) Create your own Group Challenge Task Cards, and trade with other groups.



HOME

Social Studies (Time, Culture and Continuance) - Chinese rope makers created ropes more than 900' in length. Two strands of hemp would be attached to a wheel, and a bundle would be tied to their waist. To twist the rope, the rope makers would slowly walk backward, and braid as they traveled. Helpers would supply more hemp to the rope maker. In order to do so, they had to jump over the strands of twisted rope.

STANDARDS ADDRESSED

NASPE

#1, 2 Individual rope jumping skills

#3, 4 Cardiovascular endurance

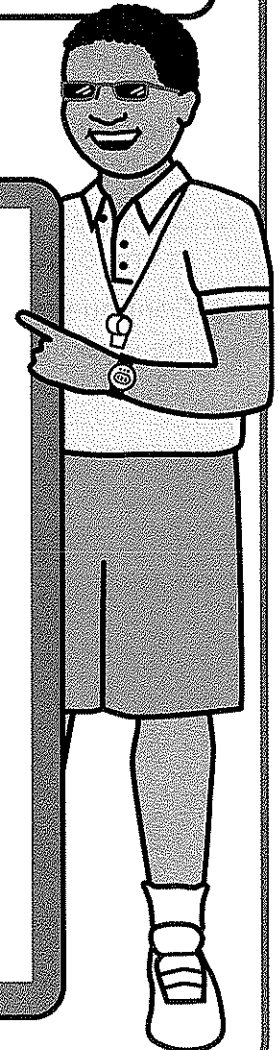
#5, 6 Accepting challenges, cooperation

Your State (Write in here)

TONY'S TIPS

- Music can be a great motivator.
- Create groups with a variety of skill levels. More advanced jumpers can help the beginners.

NOTES



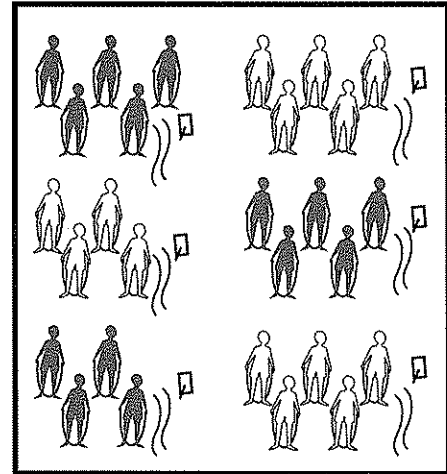


Ready...

- 1 individual jump rope per student
- 2 “partner” jump ropes (10' works well) per group of 4 or 6
- Music and player (optional)
- 1 *Create a Routine Task Card* (SPARK Instructional Media CD) per group of 4 or 6
- 1 pencil per group of 4 or 6

Set...

- Create groups of 4 or 6 (even number works best for Partner Tricks included) scattered in area; each group with:
 - 1 *Create a Routine Task Card*.
 - 1 pencil.
 - 1 rope per student.



 = 1 Task Card and Pencil

GO!

(This activity may take several lessons to complete! Be clear on timelines, so students are ready to share their routine at the same time.)

1. The object is to create a 1-minute jump rope routine with your group.
2. Use the *Create a Routine Task Card* as your guide. Be sure to fulfill all requirements, and have fun!
3. We'll show routines to each other during _____ (you choose when).
4. (Allow time for all routines to be shown to the class in a “Showcase” format: 1 group at a time, others play the role of the enthusiastic audience.)

* SPARK™ IT UP!

*** Reciprocal Teaching**
Teach your routine to another group, and they'll teach you their routine.

*** Pedometer**
(Need 1 pedometer per group.) The goal is for your pedometer wearer to reach at least 60 steps by the end of the routine.



HOME

Create a routine during the commercial of your favorite TV show. Add a new trick each time there is another commercial. By the end of the show, you will have a complete routine! Then, perform it for the grown-ups.

STANDARDS ADDRESSED

NASPE

#1, 2 Individual rope jumping skills

#3, 4 Cardiovascular endurance

• #5, 6 Accepting challenges, cooperation

Your State (Write in here)

TONY'S TIPS

- Using your experience with your students, provide time parameters on working on their routines so that all are ready to share.
- This activity works well with each group having a variety of skill levels. It is a great way for higher-skilled students to help others.
- Great to show at assemblies or Open House!

NOTES

