

TOOLS FOR LEARNING
JUMP ROPE

INTERMEDIATE (3-5)

A PUBLIC SERVICE OF



MODULE OVERVIEW

ABOUT THIS MODULE

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For thousands of years, children have been jumping rope as a form of movement-based fun. This module reinforces basic rope jumping skills and then progresses from that point to include a variety of tricks, challenges, long rope jumping, and cooperative routines.

Jump rope participation provides students with valuable physical activity experiences that provide a relevant context for a variety of fitness-related lessons.

NATIONAL STANDARDS AND OUTCOMES FOCUS

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

- ✔ **Outcome [E4.3&5].** Jumps and lands in the vertical plane using a mature pattern (3); Combines jumping and landing patterns with locomotors and manipulative skills in dance, gymnastics, and small-sided practice task/game environments (5).
- ✔ **Outcome [E27.3-5].** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3); Creates a jump-rope routine with either a short or long rope (4); Creates a jump rope routine with a partner, using either a short or long rope (5).

Standard 2. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- ✔ **Outcome [E3.3-5c].** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a). Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance and gymnastics (5c).

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- ✔ **Outcome [E3.3-5].** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

- ✔ **Outcome [E4.3-5].** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

MODULE OVERVIEW

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NOTE: Additional standards and outcomes addressed are specified on each activity plan.

MODULE OVERVIEW

PLANNING
COMPLETE
LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

- | | |
|--------------------------------------|----------------------|
| Instant Activity (not on block plan) | <i>5-10 minutes</i> |
| + Skill Activity with Debrief | <i>10-15 minutes</i> |
| + Skill Activity with Debrief | <i>10-15 minutes</i> |
| + Check for Understanding | <i>5 minutes</i> |

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

ACADEMIC
LANGUAGE
QUIZ

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module’s critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

The format of each question has been written and optimize for use with Plickers data collection tool available for Apple and Android devices. To learn more about Plickers visit: www.plickers.com

SELF
ASSESSMENT
WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module’s first lesson, students participate in the activity Back to Basics. At the end of this activity, students would complete the Pre and Goal columns for Jumping a Short Rope. Other skills would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the Module’s Station Day lesson.

MODULE OVERVIEW

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC
RUBRIC
FOR
PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.


Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Back to Basics + Creative Mode Stations	Jump, Land, Two-Foot Take Off, Vertical, Turn, Enhance, Fitness, Safe, Health-Related Fitness, Skill-Related Fitness
2	Jump Rope Battle Bags + Creative Mode Stations	Skill, Trick, Benefit, Heart Rate, Short Rope, Long Rope, Quick, Slow, Pace, Health Benefits
3	Match Me If You Can + Creative Mode Stations	Consecutive, Two-Foot Take Off, Routine, Health-Related Fitness, Skill-Related Fitness
4	Match Me If You Can + Long Rope Basics	Success, Long Rope, Turn, Rhythm, Improve, Skill-Related Fitness
5	Long Rope Basics + Long Rope Rhymes	Success, Long Rope, Turn, Rhythm, Rhyme, Improve, Cooperate
6	Long Rope Rhymes + Survival Mode Stations	Challenge, Nutrition, Food Choice, Hydration, Speed, Endurance, Pace
7	Jump Rope Battle Bags + Jump Routines	Cooperate, Practice, Track, Analyze, Accept, Recognize, Actively Involve, Routine
8	Match Me If You Can + Jump Routine Performances	Cooperate, Practice, Track, Analyze, Accept, Recognize, Actively Involve, Routine
9	Station Day	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
48	Jump Ropes (Variety of Lengths)	Various	Link to e-Store
12	Long Jump Ropes	17316	Link to e-Store
60	Bean Bags	1293418	Link to e-Store
12	Foam Dice	1135589	Link to e-Store
12	Hula Hoops	2160	Link to e-Store
24	Low Profile Cones	1255690	Link to e-Store
6	Large Cones	1245875	Link to e-Store
6	Task Tents	1389878	Link to e-Store
			OPENPhysEd.org
	Jump Rope Selection Poster		OPENPhysEd.org
	Jump Rope Progression Card		OPENPhysEd.org
	Creative Mode Station Cards		OPENPhysEd.org
	Long Rope Progression Card		OPENPhysEd.org
	Rhyme Cards		OPENPhysEd.org
	Survival Mode Station Cards		OPENPhysEd.org
	Jump Rope Routine Task Card		OPENPhysEd.org
	Jump Rope Station Cards		OPENPhysEd.org

BACK TO BASICS

STUDENT TARGETS

- ✔ **Skill:** I will practice a variety of jump rope skills using the cues my teacher gives me in class.
- ✔ **Cognitive:** I will give examples of physical activities that enhance fitness.
- ✔ **Fitness:** I will work to stay actively engaged during all of the jump rope activities.
- ✔ **Personal & Social Responsibility:** I will demonstrate safe behaviors without being reminded by a teacher.

TEACHING CUES

- ✔ Work Safely by Respecting Self-Space
- ✔ See *Jump Rope Progression Card* for Basic Jump Rope Skill Cues

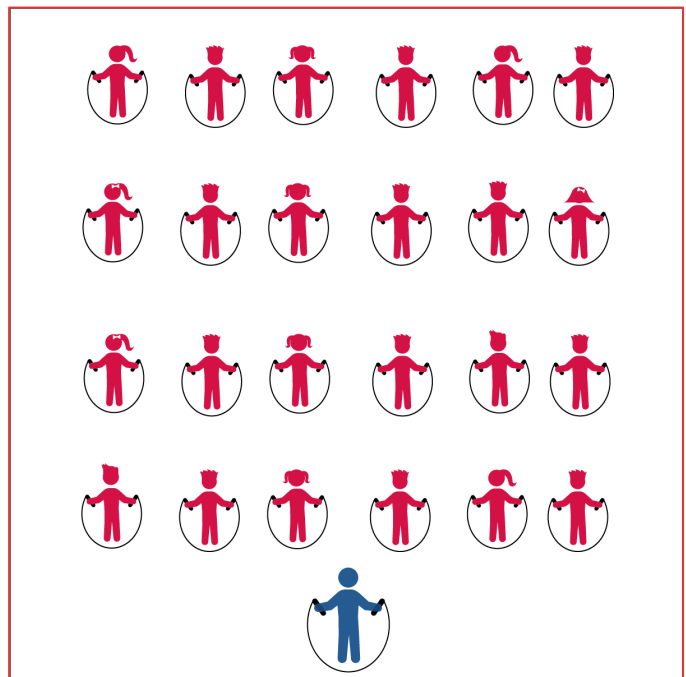
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 jump rope per student
- ✔ Rope Selection Rule Poster
- ✔ Jump Rope Progression Cards

Set-Up:

- ✔ Students spread out in general space facing the teacher, each with a jump rope.
- ✔ Jump Rope Progression Cards ready on clipboard or tablet.



Activity Procedures:

1. Today, we are going to review the progression for jumping rope.
2. It's important that everyone has a jump rope that is the proper length. The Rope Selection Rule posted near the jump ropes will help you make the correct choice.
3. Now that everyone has a jump rope, follow along and repeat the skills that I demonstrate. For safety, remember to stay within your own personal space.
4. *Teachers, follow the Jump Rope Progression Cards and lead the class through the progressions for jumping rope.*

Grade Level Progression:

- 3rd: Complete the activity as described above.
- 4th: Students work in small groups, each with a progression card, to review basic jump rope technique.
- 5th: Combine this activity with Creative Mode Station Cards. Work through the progression card with students who need assistance. Allow more advanced students to complete Creative Mode Stations.



BACK TO BASICS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Allow students to use ropes in a variety of styles and lengths.
- ✔ Jump an invisible rope to music with a slow and steady beat. Increase the tempo of the music selection to increase the intensity of the activity.
- ✔ Provide ongoing verbal cues with individualized instruction and/or peer tutoring.

ACADEMIC
LANGUAGE

Jump, Land, Two-Foot Take Off, Vertical, Turn, Enhance, Fitness, Safe, Health-Related Fitness, Skill-Related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [S1.E4.3]** Jumps and lands in the vertical plane using a mature pattern (3).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How can you recognize activities that enhance fitness?
- ✔ **DOK 1:** What are some examples of activities that enhance fitness?
- ✔ **DOK 2:** How does jumping rope enhance health-related fitness?
- ✔ **DOK 3:** Which components of fitness would be most impacted if you jumped rope every day? Why?

TEACHING
STRATEGY
FOCUS

Identify Critical Content: Jump rope success depends on students' ability to understand and perform the basic jump. At each grade level, students will benefit from a review of jump rope cues and content. Likewise, there will most likely be students at each grade level who haven't mastered the basic jump and will require remediation. Take time to assess where students are starting and then identify the critical content needed for progression.

CREATIVE MODE STATIONS

STUDENT TARGETS

- ✓ **Skill:** I will perform a variety of jump rope tricks.
- ✓ **Cognitive:** I will discuss the health benefits of jumping rope.
- ✓ **Fitness:** I will actively participate at all jump rope stations in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will work independently and safely at each station.

TEACHING CUES

- ✓ Work Safely by Respecting Self-Space
- ✓ Work Responsibly and Independently at Each Station
- ✓ Clean Station Equipment Before Rotating

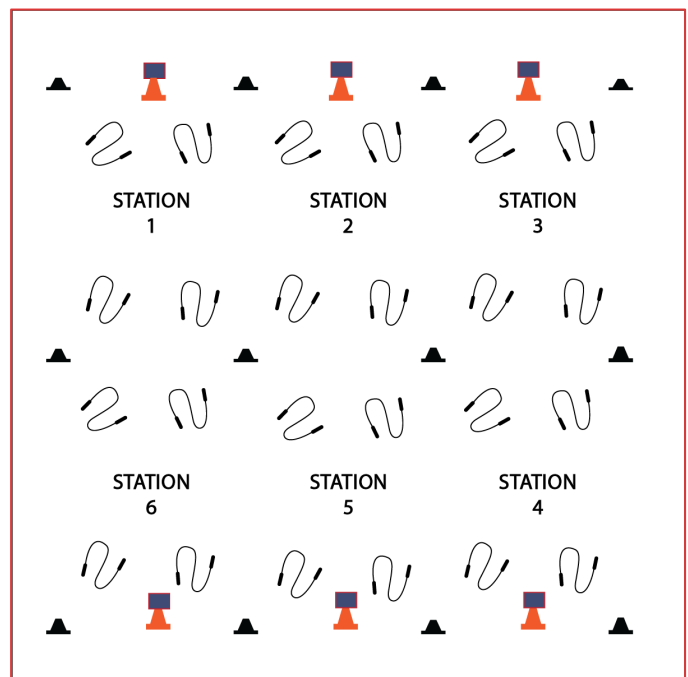
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 jump rope per student
- ✓ 12 low profile cones
- ✓ 6 large cones
- ✓ 6 Task Tents
- ✓ Creative Mode Station Cards
- ✓ Music

Set-Up:

1. Create 6 stations, each with a cone and station card.
2. Evenly distribute jump ropes at each station (e.g., 4 ropes per station).



Activity Procedures:

1. Today's station activity is called Creative Mode! This is the day when you'll work at stations to learn basic jump rope tricks that will eventually make up a jump rope routine.
2. At each station, there will be a Creative Mode Station Card that will give you instructions on what to do. You'll complete that station task for 2 (or 3) minutes.
3. *Teachers: if necessary, demonstrate and explain all station tasks.*
4. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before starting the next activity.

Grade Level Progression:

- 3rd: Complete this activity with basic skills at each station.
- 4th & 5th: Provide basic and intermediate skills at each station.



CREATIVE MODE STATIONS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Provide a variety of equipment for students to jump over and on (i.e., a variety of ropes, spot markers, low profile cones, rhythm bands, etc.).
- ✔ Provide different challenge areas with tasks that match various skills and abilities, allowing students to choose their levels of participation.
- ✔ Provide one-to-one instruction utilizing teaching assistants and/or peer coaches.

ACADEMIC
LANGUAGE

Skill, Trick, Benefit, Heart Rate, Short Rope, Long Rope, Quick, Slow, Pace, Health Benefits

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E27.3-5]** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3).
- ✔ **Standard 2 [E3.3-5c]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance and pacing for running (4a).
- ✔ **Standard 4[E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✔ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5a).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What are the health benefits of jumping rope?
- ✔ **DOK 2:** How do the benefits of jumping rope compare to the benefits of other physical activities (e.g., push-ups, jogging, yoga, etc.)?
- ✔ **DOK 3:** How is physical activity related to good health (physical, mental, emotional)?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content: Creative Mode Stations allows students to interact with a variety of jump rope tasks in small groups. This organizational format has several advantages. First, students are active in a social environment that promotes shared experience and positive interaction. Second, educators can provide focused instructional attention in a small group setting. Third, students' interest and energy levels are kept high because of the variety of tasks with appropriate practice time. Adding music can also promote engagement while providing tempo and rhythm to jumping tasks.

JUMP ROPE BATTLE BAGS

STUDENT TARGETS

- ✓ **Skill:** I will do the correct number of consecutive jumps in a row using a self-turned rope.
- ✓ **Cognitive:** I will identify the fitness components that this activity enhances.
- ✓ **Fitness:** I will explain why this activity can enhance my fitness.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my partner.

TEACHING CUES

- ✓ Elbows In
- ✓ Wrist Circles
- ✓ Two Feet Together
- ✓ Jump to a Rhythm

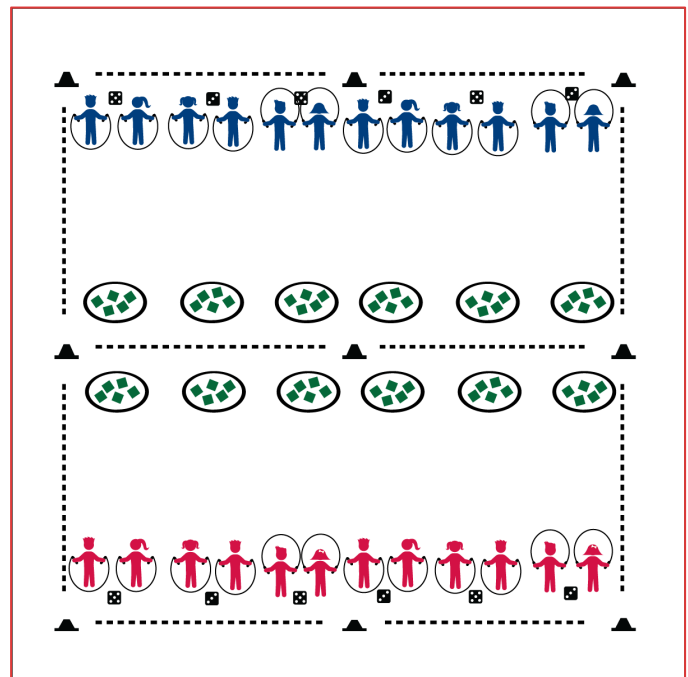
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 9 low profile cones for boundary and mid line
- ✓ Jump rope for each student
- ✓ 12 hula hoops
- ✓ 12 dice
- ✓ Bean bags (about 5 bags per hoop)

Set-Up:

1. Use the cones to create a large activity area and divide it in half
2. 6 hula hoops on each side near the mid line
3. About 5 bean bags inside each hoop
4. 6 dice on each side of the activity area
5. Divide the class into 2 groups and send 1 group to each side of the activity area



Activity Procedures:

1. The game of Jump Rope Battle Bags is a challenge between two teams. Team A is on 1 side of the activity area, and Team B is on the other side.
2. The objective is for you to get rid of your team's beanbags and be the team with the fewest remaining bags when the game is over.
3. You'll work in pairs. You and your partner will roll a set of dice to determine the number of jumps to complete before you can collect and toss a beanbag. Both partners must complete a number of jumps equal to the total of the dice.
4. After both partners have completed jumps, you'll both run to 1 of your team's hoops, take 1 bean bag each, and toss it into 1 of the other team's hoops. Then, quickly run back to the dice and roll again. (If you miss the hoop, quickly pick the beanbag up and place it in a hoop.)
5. Continue until you hear the stop signal.

Grade Level Progression:

3rd: Play the game as described.

4th & 5th: Increase intensity with a star jump (or other exercise) in between jumps and running to collect a bean bag.



JUMP ROPE BATTLE BAGS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Allow students to use an “invisible” jump rope when playing this activity.
- ✔ Utilize a spot marker. Students make consecutive jumps on and off the spot marker.
- ✔ Students focus on turning a shortened rope beside them, without jumping.
- ✔ Pair students with limited mobility with students with full mobility. One student turns a rope, the other jumps.

ACADEMIC
LANGUAGE

Consecutive, Cooperate, Health-Related Fitness, Vertical, Praise, Accept, Actively Involve

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E4.3]** Jumps and lands in the vertical plane using a mature pattern (3).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What are the components of health-related fitness?
- ✔ **DOK 2:** How did this activity help to enhance your health-related fitness?
- ✔ **DOK 3:** How could we adapt this activity to focus on other aspects of health-related fitness?
- ✔ **DOK 1:** What does it mean to actively involve someone?
- ✔ **DOK 2:** How is our class environment affected when you work to actively involve others?

TEACHING
STRATEGY
FOCUS

Help students practice skills: Jump Rope Battle Bags adds variety to jump rope lessons while providing ample opportunity for students to practice basic jumping skills. This unique, game-based practice environment provides challenge and interest while helping students development skill competency and confidence.

MATCH ME IF YOU CAN

STUDENT TARGETS

TEACHING CUES

- ✓ **Skill:** I will do as many consecutive jumps in a row as I can using a self-turned rope.
- ✓ **Cognitive:** I will identify the components of fitness that jumping rope can enhance.
- ✓ **Fitness:** I will explain why jumping rope can enhance fitness.
- ✓ **Personal & Social Responsibility:** I will work safely with my classmates and equipment.

- ✓ Elbows In
- ✓ Wrist Circles
- ✓ Two Feet Together
- ✓ Jump to a Rhythm

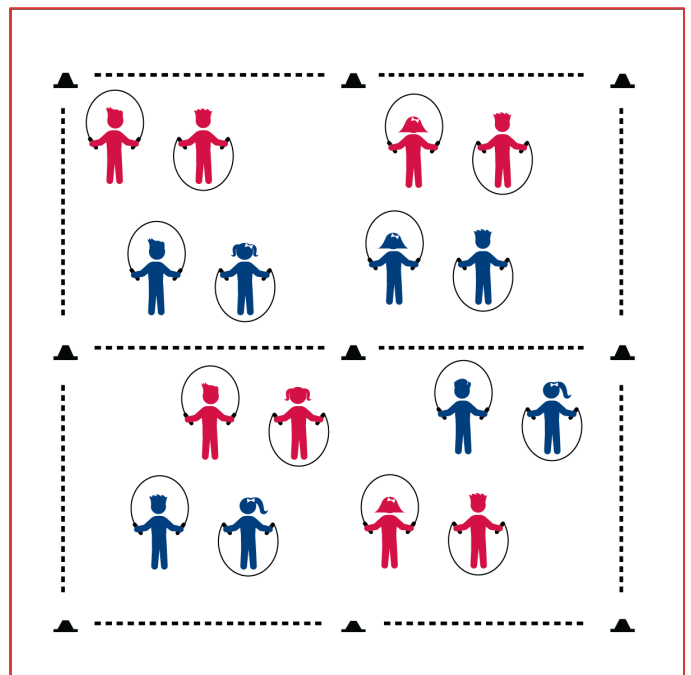
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 jump rope per student
- ✓ 9 half cones for boundaries and mid-line

Set-Up:

1. Create a large activity space using 6 cones.
2. Divide the area in half using 3 other cones. One side is Minor League, the other is Major League.
3. Scatter students with ropes on the Minor League side.
4. Students face one another with enough distance to safely turn a jump rope.



Activity Procedures:

1. Match Me If You Can is a head-to-head jump rope challenge game. The object is for you to make more consecutive jumps than your partner, and then move to the Major League side of the gym where you'll compete with another player for Major League points.
2. The gym is divided in half. We're starting on the Minor League side, and the other is the Major League side. Play Rock, Paper, Scissors (RPS) to determine who will be Partner 1 and who will be Partner 2.
3. When I say, "GO!" Partner 1 will go first and attempt to do 15 jumps in a row. When Partner 1 is done, Partner 2 will attempt to do 15 jumps in a row. If both reach 15 jumps, play RPS again to see who wins.
4. The partner with the most consecutive jumps will move to the Major League side and look for a new partner. The other will stay on the Minor League side and look for a new partner.
5. When 2 partners compete on the Major League side, the winner stays (and earns one Major League point), and the other partner moves back to the minor league side to try again.

Grade Level Progression:

- 3rd:** Play the game as described above.
- 4th:** When students compete on the major league side, require at least 1 jump rope trick in the 15 jumps.
- 5th:** Students play in pairs and perform 16 count jump rope routines to be matched by a competing pair. Provide time prior to the activity for routine development.



MATCH ME IF YOU CAN

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Allow students to use an “invisible” jump rope when playing this activity.
- ✔ Utilize a spot marker. Students make consecutive jumps on and off the spot marker.
- ✔ Remove the two zones and have the students play in one large zone. This allows students with limited mobility to stay in place, with challengers moving to work with them.
- ✔ Allow students to clap or tap to a rhythm as a substitute for jumping. They must stay on the beat of a drum or music in order to complete the correct number of consecutive “jumps.”

ACADEMIC
LANGUAGE

Consecutive, Two-Foot Take Off, Routine, Health-Related Fitness, Skill-Related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E27.3-5]** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3); Creates a jump-rope routine with either a short or long rope (4); Creates a jump rope routine with a partner, using either a short or long rope (5).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 2:** How does jumping rope affect your body systems?
- ✔ **DOK 3:** How is jumping rope connected to skill-related fitness?
- ✔ **DOK 4:** With a partner, create a 16-count jump rope routine that you can perform and challenge other pairs to replicate.

TEACHING
STRATEGY
FOCUS

Review content: This activity provides an opportunity for teachers and students to review basic jump rope cues and concepts before moving on to work with long ropes. Use this opportunity to ensure that students are competent jumpers and understand the importance of jump rope cues and jumping rhythm.

LONG ROPE BASICS

STUDENT TARGETS

- ✓ **Skill:** I will successfully turn and jump a long rope.
- ✓ **Cognitive:** I will identify the components of skill-related fitness required for jumping and turning a long rope.
- ✓ **Fitness:** I will give an example of how I can improve my skill-related fitness at home.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with another rope turner in order to turn a rope for a jumper to jump.

TEACHING CUES

- ✓ Face Turner
- ✓ Watch Rope
- ✓ Small Jumps
- ✓ Keep the Rhythm
- ✓ Turn with Arms
- ✓ Watch Jumper's Feet
- ✓ Keep the Rhythm

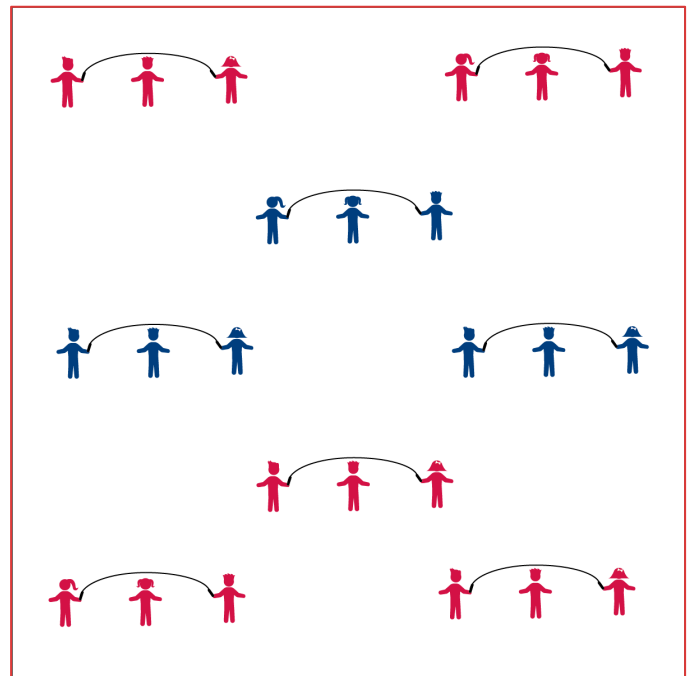
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 long jump rope per 3 students
- ✓ 1 Long Rope Progression Card per 3 students

Set-Up:

1. Divide students into groups of 3, each group with a long jump rope.
2. Scatter groups in general space with enough room to turn the rope safely.
3. Provide each group with a Long Rope Progression Card.



Activity Procedures:

1. Today we are going to work on skills using long jump ropes. In groups of 3 you will practice turning and jumping the rope by following the skill instructions on the Long Rope Progression Card.
2. When I see that a group has mastered one of the skills on the card, I'll stop the class so we can watch a demonstration.
3. When you hear the music, begin. When you hear the music stop, freeze and listen for instructions.

Grade Level Progression:

- 3rd: Complete the activity as described above.
- 4th: Allow advanced students to perform basic tricks during their turn as jumpers.
- 5th: Allow groups of 3 or 4 to create basic long rope routines.



LONG ROPE BASICS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Designate students as all-time turners.
- ✔ Provide a teaching assistant or peer coach to help students turn the rope.
- ✔ Turn the rope very slowly with students stepping over the rope.

ACADEMIC
LANGUAGE

Success, Long Rope, Turn, Rhythm, Improve, Skill-Related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E27.3-5]** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3); Creates a jump-rope routine with either a short or long rope (4); Creates a jump rope routine with a partner, using either a short or long rope (5).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What is skill-related fitness?
- ✔ **DOK 1:** What are the components of skill-related fitness?
- ✔ **DOK 2:** Which components of skill-related fitness are used when turning and jumping a long jump rope?
- ✔ **DOK 1:** What does the word rhythm mean?
- ✔ **DOK 2:** How does rhythm apply to jumping rope?
- ✔ **DOK 3:** What happens if the turners and jumpers are not in the same rhythm? Why?

TEACHING
STRATEGY
FOCUS

Help students examine similarities and differences: Students new to long rope jumping may be intimidated by the lack of control over the long rope turning. Taking time to explore the similarities to short rope jumping (e.g., rhythm, timing, basic jump technique) will help students connect prior success to this new task. Likewise, examining the difference between the two skills will help them understand the new cues and cooperative requirements of long rope jumping.

LONG ROPE RHYMES

STUDENT TARGETS

- ✓ **Skill:** I will successfully turn and jump a long rope.
- ✓ **Cognitive:** I will recite jump rope rhymes, in rhythm with my partners.
- ✓ **Fitness:** I will identify the component of health-related fitness required when jumping and reciting rhymes.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my group to complete each rhyme.

TEACHING CUES

- ✓ Face Turner
- ✓ Watch Rope
- ✓ Small Jumps
- ✓ Keep the Rhythm
- ✓ Turn with Arms
- ✓ Watch Jumper's Feet
- ✓ Keep the Rhythm

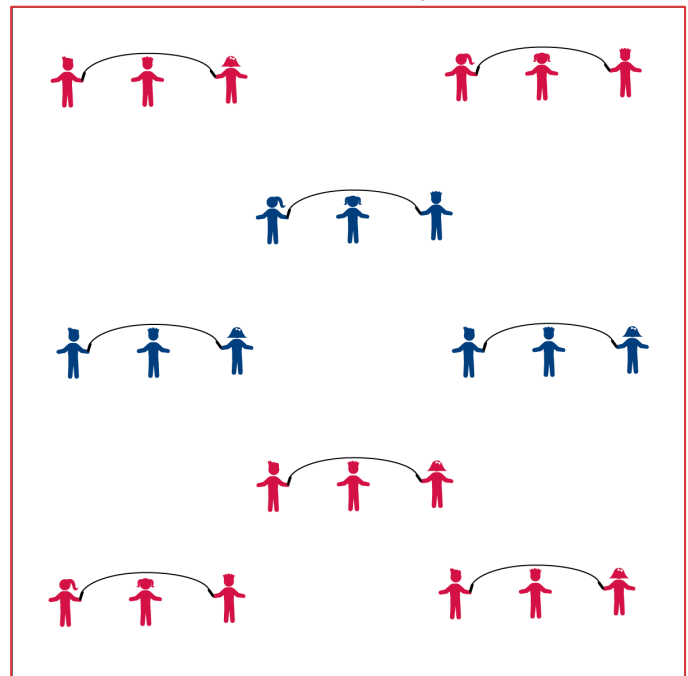
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 long jump ropes per 3 students
- ✓ Rhyme Cards

Set-Up:

1. Divide the class into groups of 3 or 4, each group with a long jump rope.
2. Have the students spread out in general space with enough space to turn the rope safely.



Activity Procedures:

1. Today we'll be combining our long jump rope skills with some classic jump rope rhymes.
2. When I say, "GO!" follow the Rhyme Cards with your partners when you jump.
3. After you master each rhyme, work to try all of the different tricks that you've learned with your group.

Grade Level Progression:

- 3rd: Complete the activity as described above.
- 4th: Allow advanced students to perform basic tricks while completing jump rope rhymes.
- 5th: Challenge students to create their own rhymes.



LONG ROPE RHYMES

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Use Velcro on gloves and rope handles to help students hold and turn.
- ✔ Allow students to jump next to the turning rope, in rhythm with the turning.
- ✔ Swing the rope slowly and allow students to step over the rope.
- ✔ Designate a student(s) as the rhyme caller.

ACADEMIC
LANGUAGE

Success, Long Rope, Turn, Rhythm, Rhyme, Improve, Cooperate

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E27.3-5]** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3); Creates a jump-rope routine with either a short or long rope (4); Creates a jump rope routine with a partner, using either a short or long rope (5).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How can you recognize groups that are cooperating?
- ✔ **DOK 2:** How does cooperation affect a group’s performance?
- ✔ **DOK 2:** What are ways that you can cooperate with others in this activity?
- ✔ **DOK 1:** How can you recognize a successful Jump Rope Rhyme Routine?
- ✔ **DOK 2:** How would you summarize your group’s participation performance today in relation to cooperation? In relation to fitness?

TEACHING
STRATEGY
FOCUS

Help students engage in cognitively complex tasks: The process of memorizing and reciting rhymes while also focusing on successful rope turning and jumping adds additional complexity to the already dynamic tasks of turning or jumping a long rope. This allows students to practice a level of complexity that can then be applied to the creation, memorization, and successful completion of jump rope routines. In both tasks, students must take their focus off of jumping/turning skills in order to execute a rhyme or routine. This helps to build students’ capacity for increasingly complex skill combinations.

SURVIVAL MODE STATIONS

STUDENT TARGETS

- ✓ **Skill:** I will perform the jump rope skills necessary to complete each challenge.
- ✓ **Cognitive:** I will answer challenge questions related to jump rope and fitness.
- ✓ **Fitness:** I will answer challenge questions related to nutrition and food choices.
- ✓ **Personal & Social Responsibility:** I will work cooperatively and provide praise and encouragement to my group.

TEACHING CUES

- ✓ Work Safely by Respecting Self-Space
- ✓ Work Responsibly and Independently at Each Station
- ✓ Clean Station Equipment Before Rotating

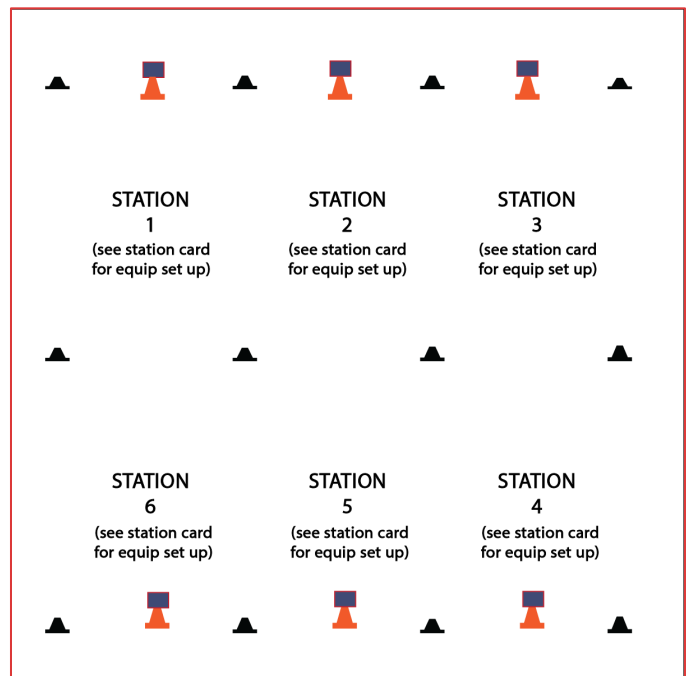
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ See station cards for equipment needs
- ✓ 12 low profile cones
- ✓ 6 large cones
- ✓ 6 Task Tents
- ✓ Survival Mode Station Cards

Set-Up:

1. Use low profile cones to create 6 stations. Each station should have a large cone, task tent, and station card.
2. Divide class into 6 groups. (Create more stations to accommodate large class sizes.)



Activity Procedures:

1. Today's station day activity is called Survival Mode! This is the day when you'll put the jump rope skills and tricks that you've learned to the test.
2. At each station there will be a Survival Mode Challenge Card that will give you challenge options with 3 levels of difficulty. Your group will have 2 (or 3) minutes to select and complete one of the challenges.
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before starting the next activity.

Grade Level Progression:

3rd: Complete the activity as described above.

4th & 5th: Add an element of competition by completing the stations in adventure race format. Each team starts at a different station. Groups complete each challenge as quickly as possible in order to be the first group back to their original station.



SURVIVAL MODE STATIONS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Provide a variety of equipment for students to jump over and on (i.e., a variety of ropes, spot markers, low profile cones, rhythm bands, etc.).
- ✔ Provide different challenge areas with tasks that match various skills and abilities, allowing students to choose their levels of participation.
- ✔ Provide one-to-one instruction utilizing teaching assistants and/or peer coaches.

ACADEMIC
LANGUAGE

Challenge, Nutrition, Food Choice, Hydration, Speed, Endurance, Pace

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E27.3-5]** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3); Creates a jump-rope routine with either a short or long rope (4); Creates a jump rope routine with a partner, using either a short or long rope (5).
- ✔ **Standard 2 [E3.3-5c]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance and pacing for running (4a). Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance and gymnastics (5c).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 3 [E6.3-5]** Identifies foods that are beneficial for pre- and post-physical activity (3); Discusses the importance of hydration and hydration choices relative to physical activities (4); Analyzes the impact of food choices relative to physical activity, youth sports & personal health (5).
- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✔ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5a).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What does hydration mean?
- ✔ **DOK 2:** How does hydration relate to physical activity?
- ✔ **DOK 3:** What foods help you prepare for physical activity? Why?
- ✔ **DOK 3:** How are your food choices related to your personal health?

TEACHING
STRATEGY
FOCUS

Help students process content: Survival Mode Stations shifts the focus from direct instruction to guided discovery as students use the skills previously learned to complete both cognitive and performance challenges. Students work in cooperative groups to read, comprehend, and process tasks/challenges in order to demonstrate content comprehension, skill competence, and cooperative abilities.

JUMP ROUTINES

STUDENT TARGETS

- ✔ **Skill:** I will perform a jump rope routine.
- ✔ **Cognitive:** I will complete a practice chart to track my jump rope activity outside of physical education class.
- ✔ **Fitness:** I will list 3 ways to improve my health-related fitness outside of physical education class.
- ✔ **Personal & Social Responsibility:** I will accept, recognize, and actively involve others in my group regardless of skill level.

TEACHING CUES

- ✔ Accept Everyone
- ✔ Cooperate and Contribute
- ✔ Praise Others

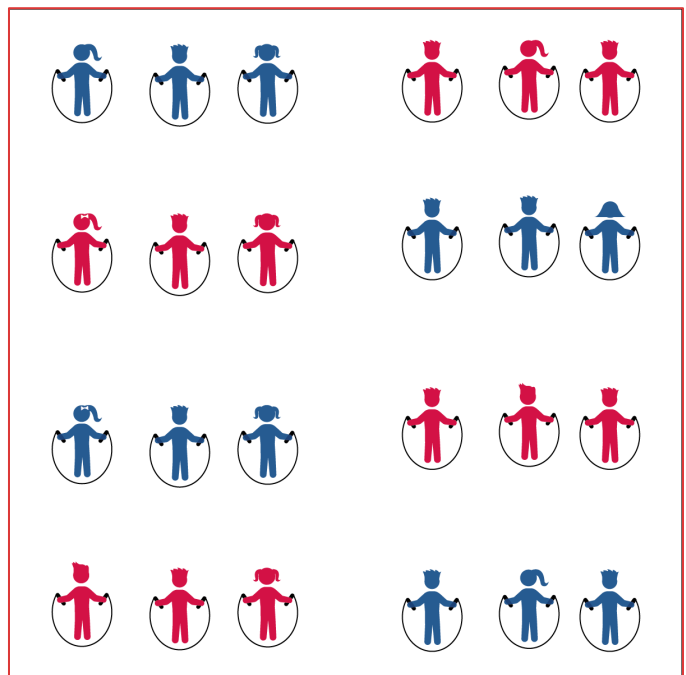
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 jump rope per student
- ✔ 1 long rope per 3 students (as needed)
- ✔ 1 Jump Rope Routine Task Card per group
- ✔ Music

Set-Up:

1. Divide students into groups of 3 (or 4), each student with a jump rope.
2. Scatter groups in general space with enough room to turn ropes safely.
3. Provide each group with a Routine Task Card.



Activity Procedures:

1. Today you'll work in groups of 3 (or 4) to complete musical jump rope routines that you can perform for an audience.
2. Each Jump Rope Routine Task Card gives your group a guideline for completing (or creating) a routine. If you create a routine, you can use skills and tricks that you've learned in class, tricks that you've learned at home, or tricks that you've invented.
3. The next time our class meets, you'll have a few minutes to practice your routine and then will perform it for your classmates. If at all possible, practice your routines before and after school, as well as at recess.

Grade Level Progression:

- 3rd: Students perform teacher-assigned routines.
- 4th: Students perform short rope routines that they create individually.
- 5th: Students perform either short or long rope routines that they create cooperatively with group members.



JUMP ROUTINES

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Allow students to create jumping routines without a rope.
- ✔ Allow students to create Hand Jive Routines.
- ✔ Allow students to choose the tempo of their routine music.
- ✔ Provide a teaching assistant for groups needing help/support.

ACADEMIC
LANGUAGE

Cooperate, Practice, Track, Analyze, Accept, Recognize, Actively Involve, Routine

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E27.3-5]** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3); Creates a jump-rope routine with either a short or long rope (4); Creates a jump rope routine with a partner, using either a short or long rope (5).
- ✔ **Standard 2 [E3.3-5c]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance and pacing for running (4a). Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance and gymnastics (5c).
- ✔ **Standard 3 [E1. 3-5]** Charts participation in physical activities outside physical education class (3a); Identifies physical activity benefits as a way to become healthier (3b); Analyzes opportunities for participating in physical activity outside physical education class (4); Charts and analyzes physical activity outside physical education class for fitness benefits of activities (5).
- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** Let’s list all of the benefits of being physically active
- ✔ **DOK 2:** How can charting our physical activity outside of physical education help us understand and improve our personal health?
- ✔ **DOK 3:** How can we use the information from an activity chart to improve our fitness?

TEACHING
STRATEGY
FOCUS

Engage students in cognitively complex tasks: Working with peers to create a short jump rope routine can be both cognitively and socially complex. This exercise provides students with a practice task that combines personal fitness, rope jumping skills, cooperative skills, and the ability to count (“feel”) music. This task can be used as either a formative or summative assessment opportunity.

STATION DAY

STUDENT TARGETS

- ✔ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✔ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✔ **Fitness:** I will find my pulse/heart rate after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✔ **Personal & Social Responsibility:** I will follow the rules and parameters of the Station Day learning

TEACHING CUES

- ✔ Start Activity with Music
- ✔ When Music Stops: Clean the Area and Rotate

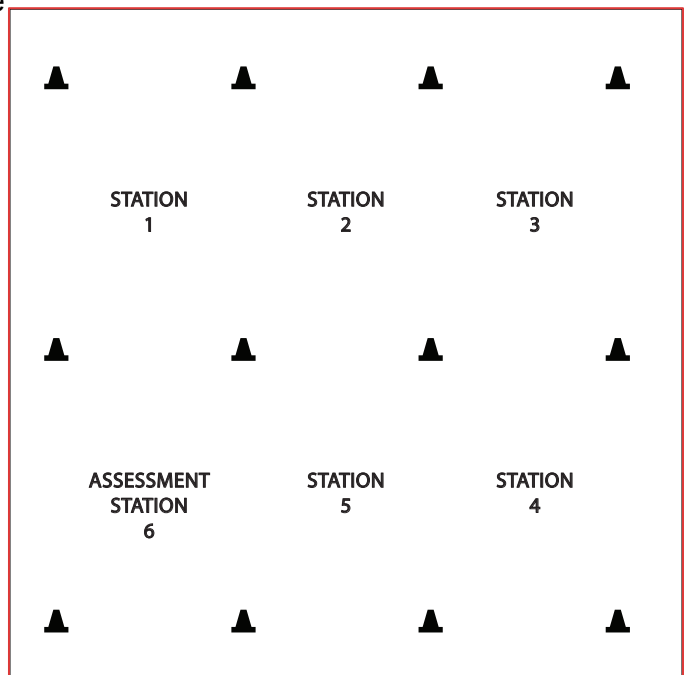
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 24 low profile cones
- ✔ Station music and music player
- ✔ See station cards for equipment needs

Set-Up:

1. Using low profile cones, create 6-10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate 1 station as an assessment station.
5. Create groups of 2-4 students, each group at a different station.



Activity Procedures:

1. Today is a Station Assessment Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.



STATION DAY

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Some students may need step-by-step assistance during clean-up and rotation.
- ✔ Pause the music and don't restart until every group has safely transitioned.
- ✔ Provide visual cues and graphics to enhance station instructions.

ACADEMIC
LANGUAGE

Select words from the module that you're teaching

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1, 2, 3, 5** [*Select outcomes from the module you're teaching.*]
- ✔ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

DEBRIEF
QUESTIONS

Select questions from the module you're teaching or the assessment you're using.

TEACHING
STRATEGY
FOCUS

Organizing students to interact with content: The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 1 [S1.E4.3]** Jumps and lands in the vertical plane using a mature pattern (3).
- ✓ **Standard 1 [E27.3-5]** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3).
- ✓ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).

FOCUS TARGETS

- ✓ **Skill:** I will practice a variety of jump rope skills using the cues my teacher gives me in class.
- ✓ **Cognitive:** I will give examples of physical activities that enhance fitness.
- ✓ **Fitness:** I will work to stay actively engaged during all of the jump rope activities.
- ✓ **Personal & Social Responsibility:** I will demonstrate safe behaviors without being reminded by a teacher.

ACADEMIC LANGUAGE

- ✓ Jump
- ✓ Two-Foot Take Off
- ✓ Vertical
- ✓ Enhance
- ✓ Fitness

SELECTED ASSESSMENT

- ✓ Self Assessment (Jumping a Short Rope)

SAMPLE LESSON PLAN

TRANSITION NOTES

ACTIVITY

DEBRIEF

1

INSTANT
ACTIVITY

As students enter the activity area, the class will be playing Pick a Card. The Pick a Card Challenge Posters will be modified to include Invisible Jump Rope as the physical activity to perform.



Pick A Card



DOK 1: What are the 5 food groups?
DOK 2: Who can tell the class why it's important to eat foods from the different food groups throughout the day?

Jump rope stations are set up around the perimeter of the area with enough room in the center for activity.

2

LEARNING
TASK

Gather students to view video highlights of world jump rope championships (YouTube). Briefly speak about the history of jumping rope.



Back to Basics



DOK 1: What are some examples of activities that enhance fitness?
DOK 2: How does jumping rope enhance health-related fitness?
DOK 3: Which components of fitness would be most impacted if you jumped rope every day? Why?

Students then collect a rope from the equipment areas on the perimeter of the activity area and find open space with enough room to safely jump rope. Review cues and progression.

3

LEARNING
TASK

With students in the center of the area, briefly explain and demonstrate each Creative Mode Station. Explain that the skills at each station will be used later in the module to complete challenges.



Creative Mode Stations



DOK 1: What are the health benefits of jumping rope?
DOK 2: How do the benefits of jumping rope compare to the benefits of other physical activities (e.g., push-ups, jogging, yoga, etc.)?
DOK 3: How is physical activity related to good health (physical, mental, emotional)?

Create 6 groups and send each group to a station. Allow those who would like more help with the basic cues to remain in the center of the area of additional help.

4

EXIT
ASSESSMENT

Self Assessment (Jumping a Short Rope)

Discuss the self-assessment, providing guidance to the class as a whole on how to honestly complete the assessment. Prompt students to think about their own personal assessment, which will be completed at the start of next class.

ACCEPTANCE

(noun)

The willingness to receive an idea or situation, or to receive an individual into a group.

*Gabriella showed **acceptance** towards everyone and their abilities by working with all the students in the class.*



ACTIVELY INVOLVE

(verb)

To make a mindful effort to include a person (or people) as a necessary part of group, activity, or action plan.

*Courtney made an effort to **actively involve** the new student in the activity they were doing so that they could become friends.*



ANALYZE

(verb)

To examine a situation or thing in order to gather important information about it.

*Sue **analyzed** the rules to make sure she knew how to play the activity before joining in the game.*



BENEFIT

(noun)

An advantage gained from something.

*Stronger leg muscles is just one of the many **benefits** of jumping rope.*



CHALLENGE

(noun)

Something that presents difficulty and requires effort to master or achieve.

*It was a **challenge** to be able to perform a lot of the jump rope tricks.*



CONSECUTIVE

(adjective)

One after another without stopping.

*John was able to do 20 **consecutive** jumps without stopping.*



COOPERATION

(noun)

The process of working together for a common goal or outcome.

*The red team worked together by using **cooperation**, and so they were able to reach their goal.*



ENDURANCE

(noun)

The ability or strength to continue or last. Stamina.

*Samantha has high **endurance**, which allows her to keep moving and continue doing her activity despite being tired.*



ENHANCE

(verb)

To raise or improve to a higher degree.

*Denise **enhanced** her fitness by exercising every day and eating healthy foods.*



FITNESS

(noun)

The degree to which the total organism is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

*Jumping rope is a good way to improve your **fitness** because it increases your heart rate and makes your muscles stronger.*



FOOD CHOICE

(noun)

The psychological and sociological aspects of how people select the food they eat.

*It's important to make **food choices** that include lots of fruits and vegetables if you want to lead a healthy lifestyle.*



HEALTH BENEFIT

(noun)

An improvement to a person's overall wellbeing resulting from a physical activity or food choice.

*Tommy knows that jumping rope provides plenty of **health benefits**, and so he does it every day.*



HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

*Parker understands that **health-related fitness** can help him become a healthier person. By using all of the characteristics, he is able to be more well-rounded.*



HEART RATE

(noun)

The speed at which the heart is beating, measured in beats per minute

*Nancy checks her **heart rate** before and after working out and knows that when she is moving faster, her heart rate is going to increase.*



HYDRATION

(noun)

The process of drinking the correct amount water needed to keep your body working right.

*Bruce drinks water before, during, and after events in order to maintain a high level of **hydration**. By staying hydrated, he is able to perform his best.*



IMPROVE

(verb)

To achieve a higher standard or quality; to make or become better.

*Luke showed how much he **improved** throughout the unit by receiving a much higher score on his post-test.*



JUMP

(verb)

To push off of a surface and into the air using the power in your legs.

*Emily likes to **jump** over different obstacles.*



LAND

(verb)

To reach the ground after jumping.

*Brett used balance to **land** safely on the floor after his jump.*



LONG ROPE

(noun)

A jump rope that must be turned by two individuals in order for another individual to jump it.

*You can have multiple people participate when using a **long rope** for jumping. Groups can even have more than one person jumping at a time.*



NUTRITION

(noun)

The process of providing or obtaining the food necessary for health and growth.

*Julie chooses healthy foods because she knows that **nutrition** is important for her to grow and be healthy.*



PACE

(verb)

To move or work at a steady and consistent speed, oftentimes in order to avoid becoming overly tired.

*In order to complete the running assignment, Tony **paced** himself so that he ran at about the same speed for the majority of the time.*



PRACTICE

(verb)

To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

*Amanda wanted to get better at jumping rope, so she decided to **practice** jumping every day.*



PRAISE

(verb)

To express approval or appreciation for someone or something.

*Mrs. Thyde **praised** Jeremy by congratulating him when he was finally able to perform the jumping trick that he had been working on.*



QUICK

(adjective)

Able to move with speed.

*Because Adam was so **quick**, his opponents couldn't keep up with him when he was running.*



RECOGNIZE

(verb)

To identify something or someone as previously seen or known.

*Lindsey was able to **recognize** a trick that she saw and could then tell the class the name of the trick.*



RHYME

(noun)

Correspondence of sound between words or the endings of words.

*A group of students were using the long jump rope when jumping to **rhymes**. Words sounded similar, such as “yellow” and “fellow.”*



RHYTHM

(noun)

**A uniform pattern of sound
or movement.**

*The class marched to the **rhythm** of the beat.*



ROUTINE

(noun)

A set sequence of steps.

*Using the skills they have learned throughout the unit, the students put together a **routine** that was made of at least 4 different skills.*



SAFE

(adjective)

Protected against physical, social, and emotional harm.

*The students felt **safe** in Mr. Miller's class because he created an environment where all the students were respectful of one another and their surroundings.*



SHORT ROPE

(noun)

A rope that can be both turned and jumped by a single individual.

*A **short rope** is used when jump roping individually.*



SKILL

(noun)

The ability to do something well.

*Jumping rope requires practice in order for people to become **skilled** at it.*



SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

*Katie knows that working on her **skill-related fitness** can help her become a better athlete.*



SLOW

(adverb)

To move or act at a low speed.

*Tony moved through the exercises at a **slow** pace because he wanted to take his time and make sure he used proper form.*



SPEED

(noun)

The ability to propel the body or a part of the body rapidly from one point to another.

*It's good to change the **speed** of your jump rope during practice. Start off by jumping slowly and gradually get faster.*



SUCCESS

(noun)

The accomplishment of a goal or purpose.

*The team achieved **success** by winning the tournament.*



TRACK

(verb)

To record progress/activity along a set plan of action.

*Sarah wanted to **track** her workouts to see how much exercise she is doing and if her fitness is improving.*



TRICK

(noun)

A skillful act.

*Connor did a cool jump rope **trick** that involved jumping rope backwards.*



TURN

(verb)

To rotate the body or another object.

*Abby started out facing one direction, but then she did a **turn** to face the other direction.*



TWO-FOOT TAKE OFF

(verb)

**Leaving the ground by using both legs/
feet at the same time.**

*When working on jumping, Jillian used both feet at the same time to perform a **two-foot take off**.*



VERTICAL

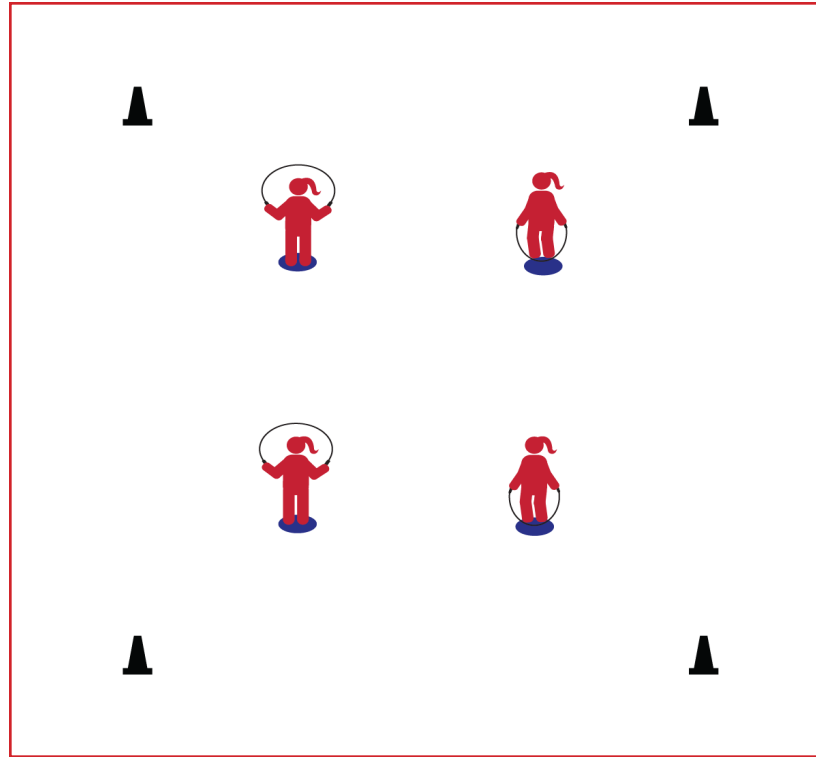
(adjective)

Perpendicular to the level ground.

*Amy wanted to see how high she could get in the air when practicing her **vertical** jump.*



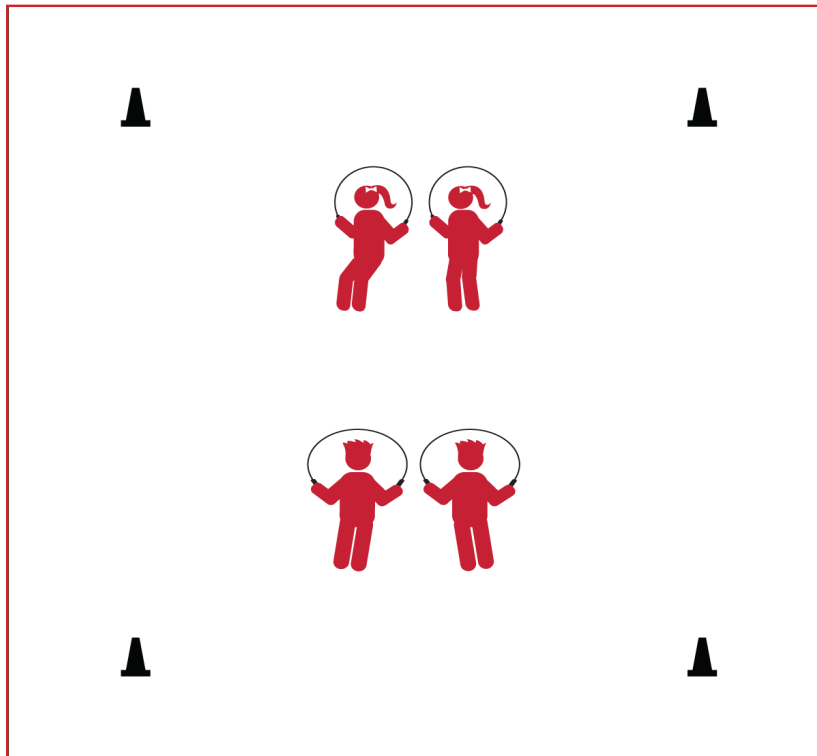
BASIC ROPE JUMPING



Perform basic jumps while staying on a spot marker.



CREATIVE MODE ONE



Choose 1 of 2 jump rope tricks to perform at this station.

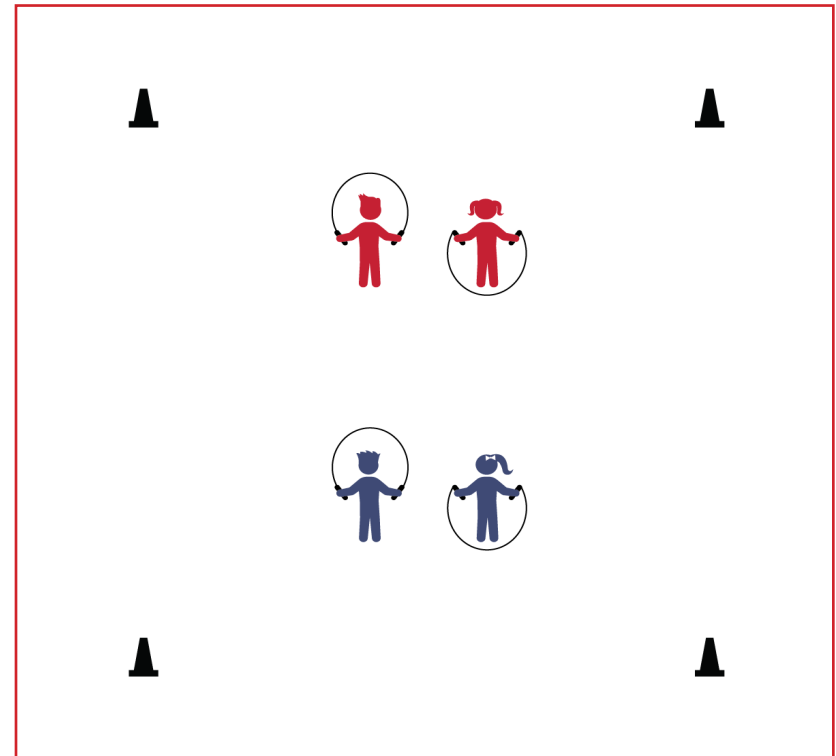
1. Bell Front and Back
2. Ski Jump



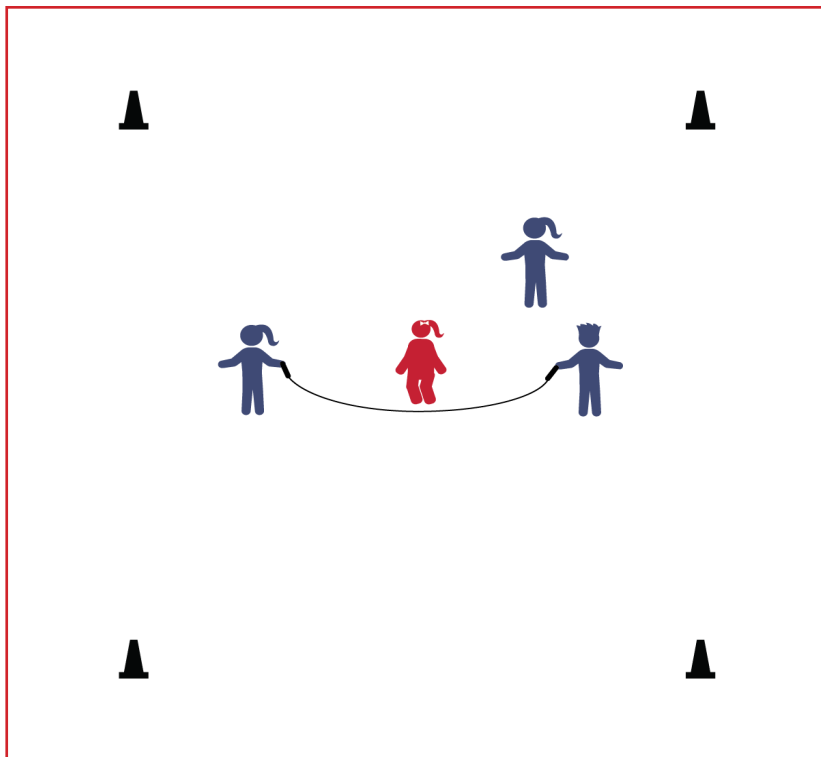
MATCH ME IF YOU CAN

HOW TO PLAY

- 1.** Challenge a partner to a game of Match Me If You Can.
- 2.** The object is to make more consecutive jumps than your partner makes.
- 3.** If both partners reach 15 jumps in a row, play Rock, Paper, Scissors to see who wins.
- 4.** Score a Match Point to win a round. How many Match Points can you collect before you hear the stop signal?
- 5.** As an optional challenge, add a different trick into each round.



LONG ROPE BASICS



HOW TO PLAY

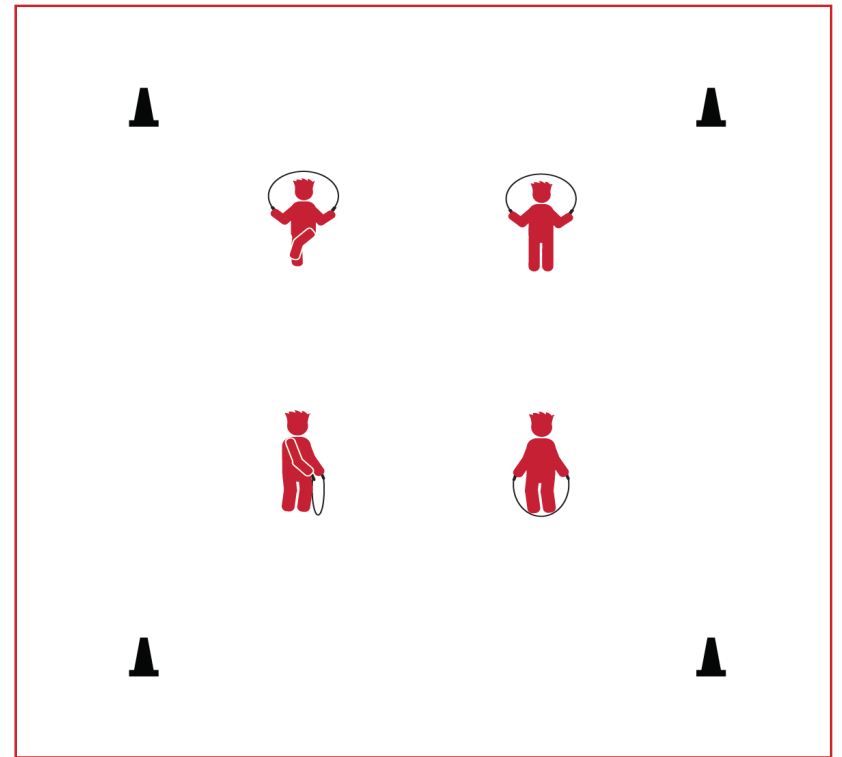
- 1.** Take turns jumping the long rope for 5 to 10 consecutive jumps.
- 2.** Change places when the jumper has made at least 5 jumps (10 jumps maximum).
- 3.** As an optional challenge, perform a moving entrance and exit.



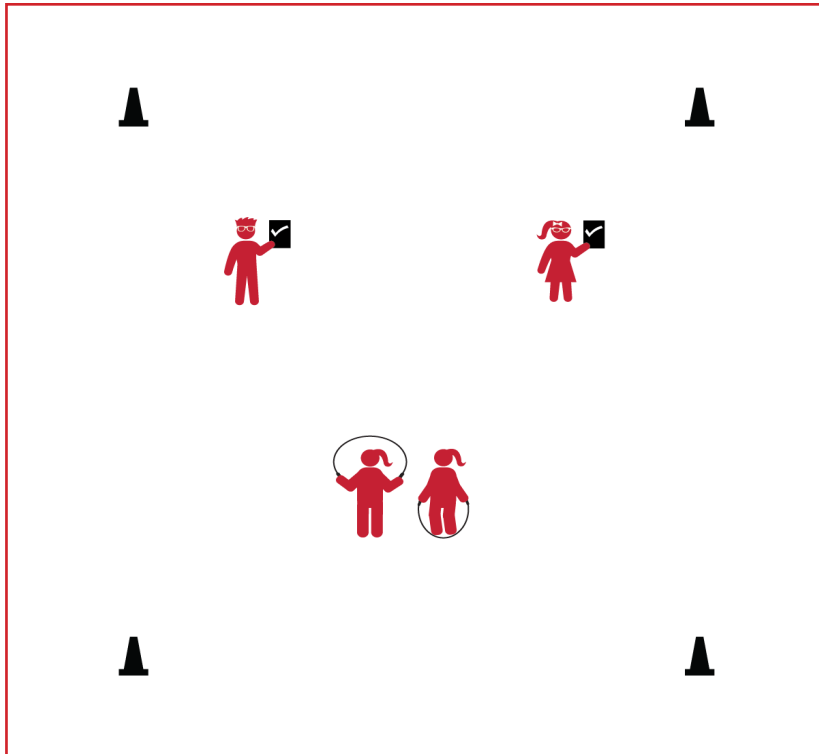
CREATIVE MODE TWO

Choose 1 of 2 jump rope tricks to perform at this station.

1. Kick Bounce
2. Side Turn Bounce



SELF-ASSESSMENT



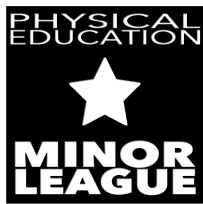
- 1.** Complete the Assessment for Jump Rope Skills
- 2.** When you're finished, perform jump rope rhymes while jumping a short rope.
- 3.** As an optional challenge, create and perform a new rhyme.



SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the "Goal" column to show how much you'd like to improve your skills after some practice and hard work.



Level 1:

I'm in the **Minor Leagues**. I wish I could do this better, and so I will keep trying my best to improve.



Level 2:

I'm in the **Major Leagues**. Practice is helping, and I will keep trying my best to improve.



Level 3:

I'm an **All Star**. I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Jumping a Short Rope	★ ★ ★	★ ★ ★	★ ★ ★
3+ Jump Rope Tricks	★ ★ ★	★ ★ ★	★ ★ ★
Jumping a Long Rope	★ ★ ★	★ ★ ★	★ ★ ★
Turning a Long Rope	★ ★ ★	★ ★ ★	★ ★ ★
Jump Rope Routine	★ ★ ★	★ ★ ★	★ ★ ★

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Proficient 4	<p>Consistently performs jumping/landing skills with control, using critical cues. Performs a variety of intermediate jump rope tricks (short and long rope). Creates and performs a partner/group routine. Conducts herself/himself safely and with consideration for others.</p>
Competent 3	<p>Performs skills with occasional errors in both form and outcome. Is able to competently perform basic jump rope skills. Demonstrates good effort when learning tricks and performing routines. Conducts herself/himself safely without disrupting the learning environment.</p>
Lacks Competence 2	<p>Performs skills with frequent errors in both form and outcome. Has difficulty performing basic jump rope skills. Cannot perform tricks. Cannot complete a routine. Occasionally creates unsafe situations.</p>
Well Below Competence 1	<p>Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.</p>

	Score	Comments
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
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16.		
17.		
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22.		
23.		
24.		

HOLISTIC DUAL PERFORMANCE RUBRIC

INTERMEDIATE (3-5)

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs jumping/landing skills with control, using critical cues. Performs a variety of intermediate jump rope tricks (short and long rope). Creates and performs a partner/group routine.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to competently perform basic jump rope skills. Demonstrates good effort when learning tricks and performing routines.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Has difficulty performing basic jump rope skills. Cannot perform tricks. Cannot complete a routine.	Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			

Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> ✓ Comment 1 ✓ Comment 2 ✓ Comment 3... 	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Self-Rating with Rationale	
Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale: <ul style="list-style-type: none"> ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 	

ACADEMIC LANGUAGE QUIZ

1

When choosing the right size jump rope, where should the ends of the rope stop?

- a. Hips
- b. Armpits
- c. Neck
- d. Belly Button

2

When something is perpendicular to the level ground, it is _____?

- a. Horizontal
- b. Parallel
- c. Vertical
- d. Across

3

What is it called when a body or object rotates?

- a. Turn
- b. Forward
- c. Track
- d. Backwards

4

Which rope is used when someone wants to turn and jump a rope individually?

- a. Long rope
- b. Double Dutch
- c. Jump bands
- d. Short rope

5

Performing one after another without stopping is called _____?

- a. Pace
- b. Consecutive
- c. Routine
- d. Speed

6

A set sequence of combined steps is called _____?

- a. Pace
- b. Consecutive
- c. Routine
- d. Speed

7

The ability to do something well is called _____?

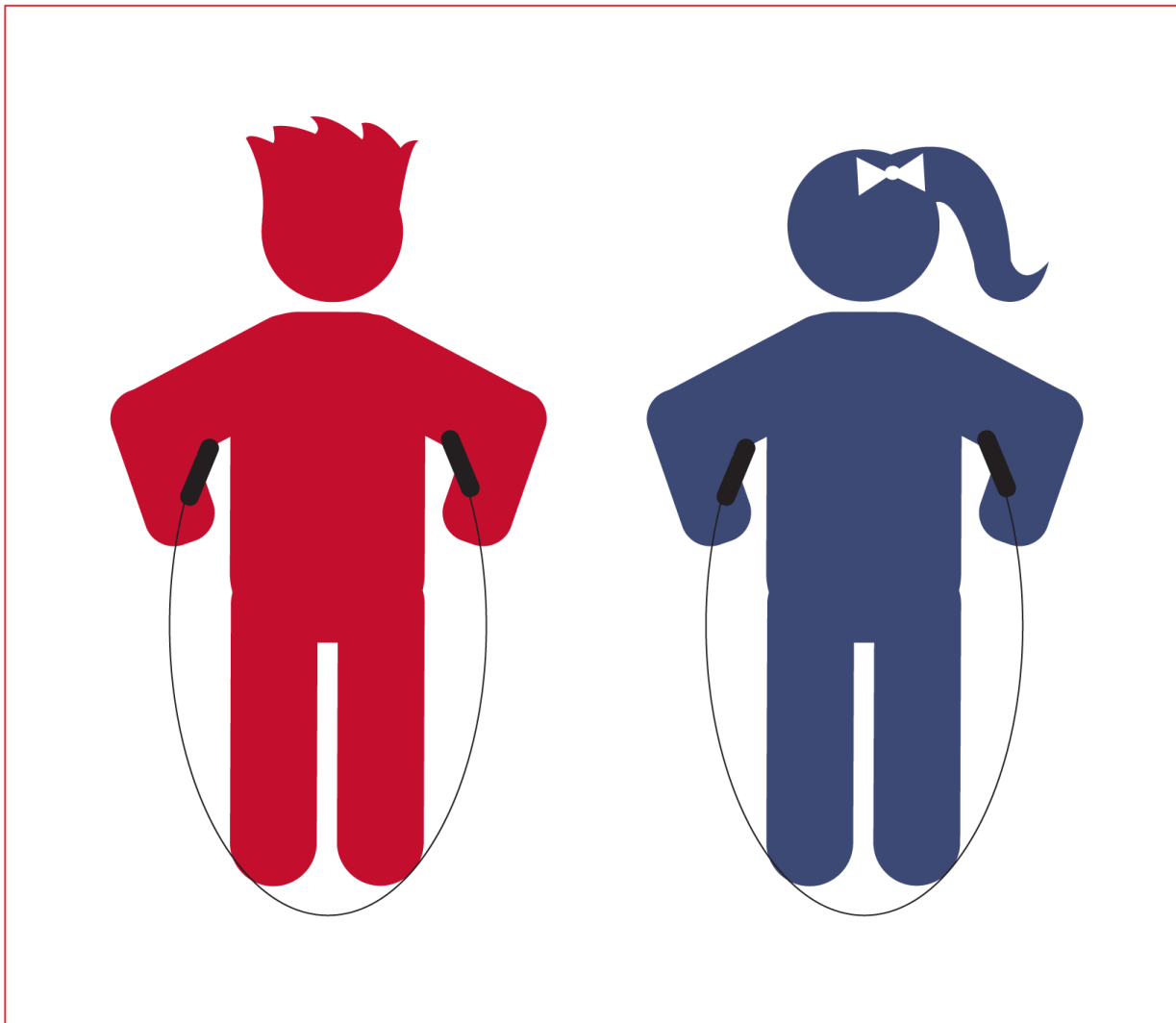
- a. Skill
- b. Trick
- c. Success
- d. Consecutive

8

What is a uniform pattern of sound or movement?

- a. Rhyme
- b. Recognize
- c. Rhythm
- d. Routine

ROPE SELECTION RULE POSTER



Step 1:

Hold the ends of the jump rope in each hand.

Step 2:

Step on the middle of the rope with both feet.

Step 3:

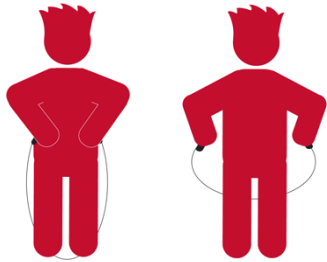
Bring the ends of the rope straight up by your side.

Step 4:

See if it's the right length. The ends of the rope should come near your armpits.

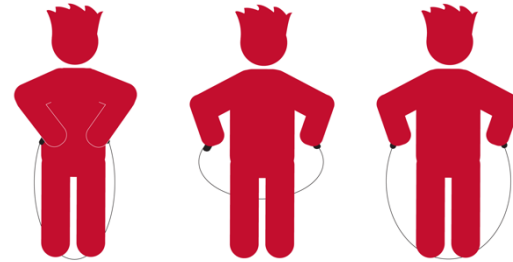
JUMP ROPE PROGRESSION CARD

Level 1



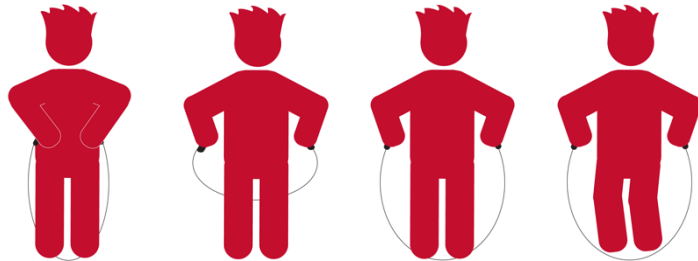
Knuckle Bump + Turn Rope

Level 2



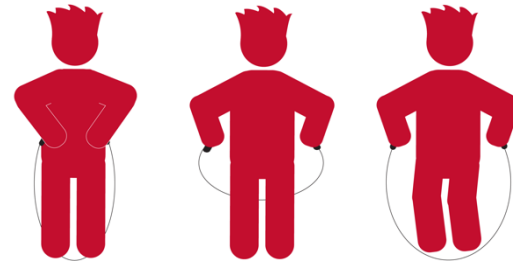
Knuckle Bump + Turn Rope + Trap with Feet

Level 3



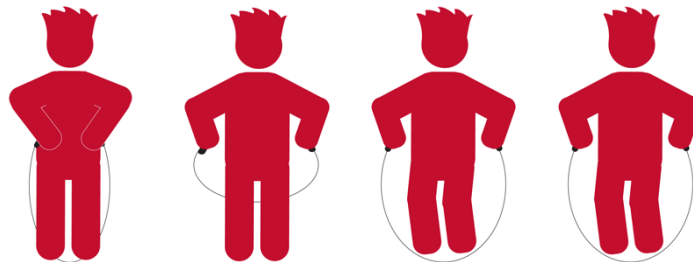
Knuckle Bump + Turn Rope + Trap with Feet + Jump Over Once

Level 4



Knuckle Bump + Turn Rope + Jump Over Once

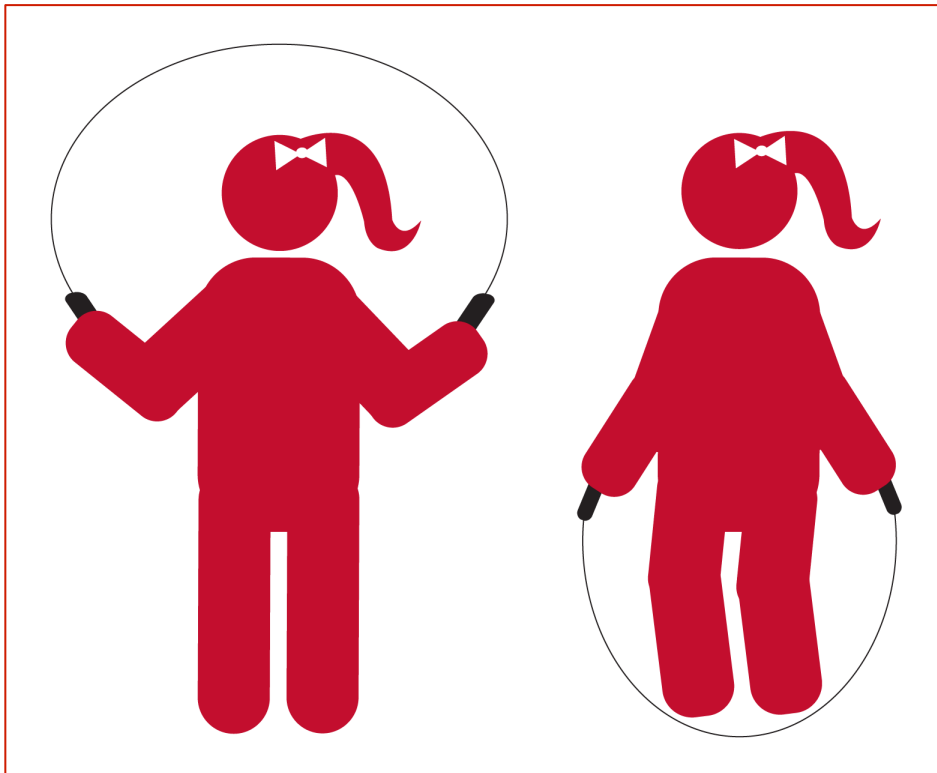
Level 5



Knuckle Bump + Turn Rope + Jump + Keep Jumping

CREATIVE MODE STATIONS

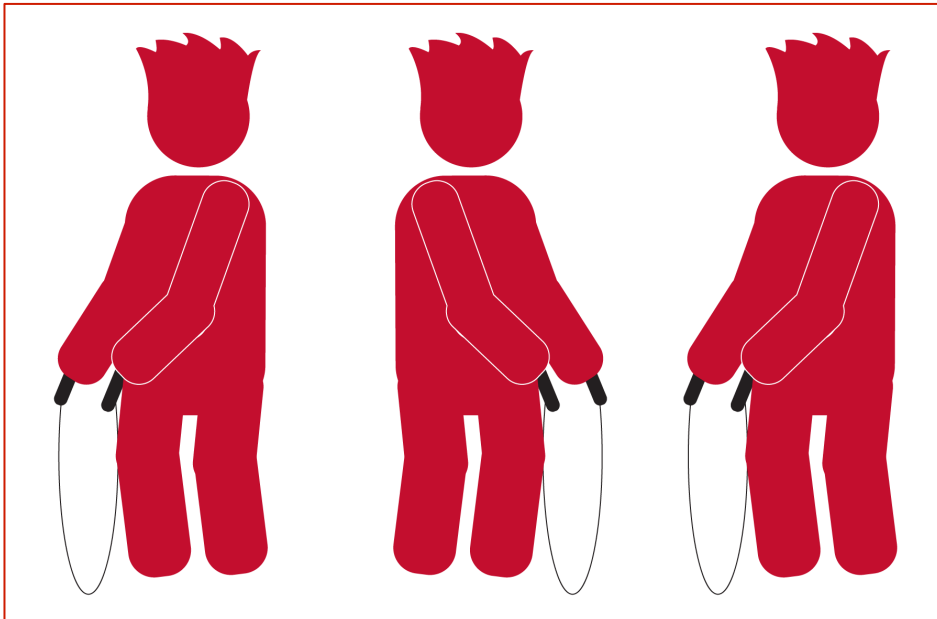
Basic Jump (2 Feet)



- Feet and knees together
- Two-foot take off and landing
- Stay on balls of feet
- ✓ JUMP, JUMP, JUMP

CREATIVE MODE STATIONS

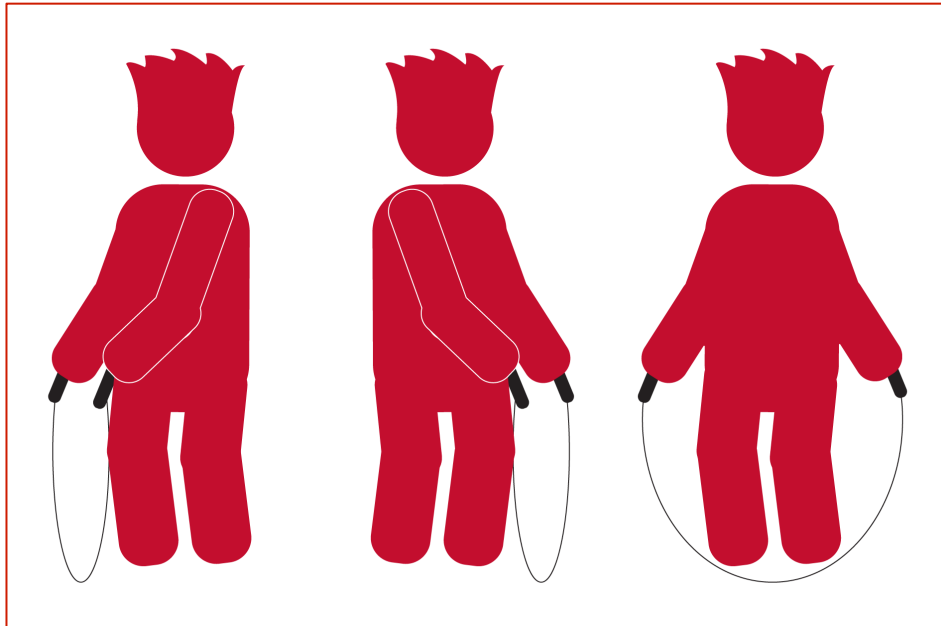
Side Turns



- Both handles swing right
- Both handles swing left
- Repeat side to side
- ✓ Right, Left, Right, Left

CREATIVE MODE STATIONS

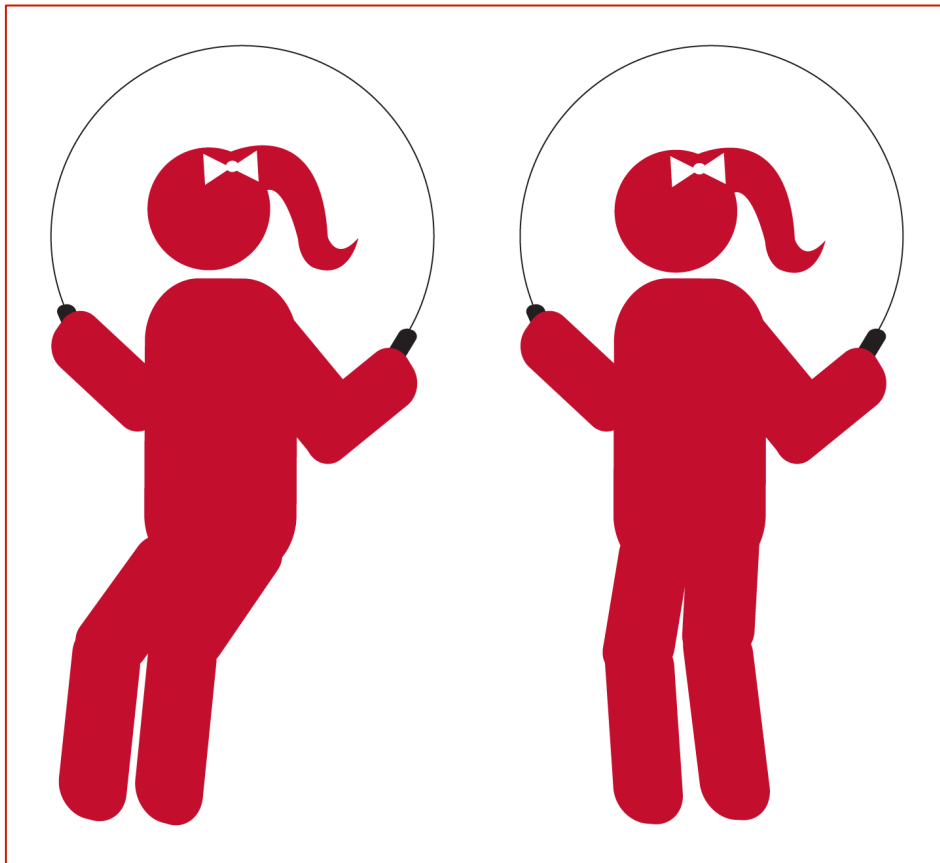
Side Turn Jump



- Both handles swing right
- Both handles swing left
- Jump to center
- ✓ Right, Left, Jump

CREATIVE MODE STATIONS

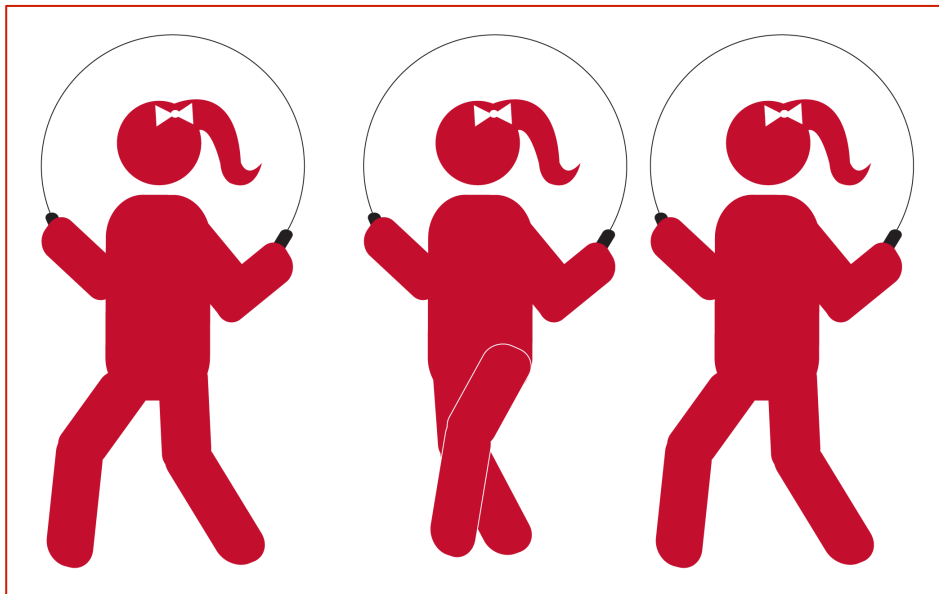
Bell Jump (Front and Back)



- Jump over forward
- Jump over backward
- ✓ Forward, Back, Forward, Back

CREATIVE MODE STATIONS

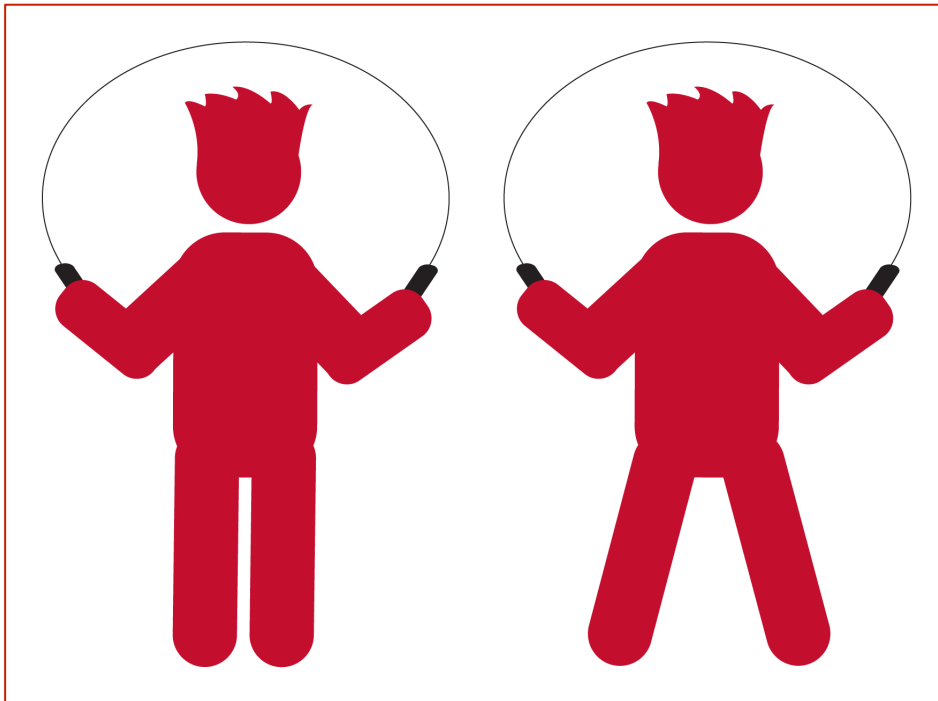
Forward Straddle Jump



- Jump & straddle right to front
- Jump & straddle left to front
- ✓ Right, Left, Right, Left

CREATIVE MODE STATIONS

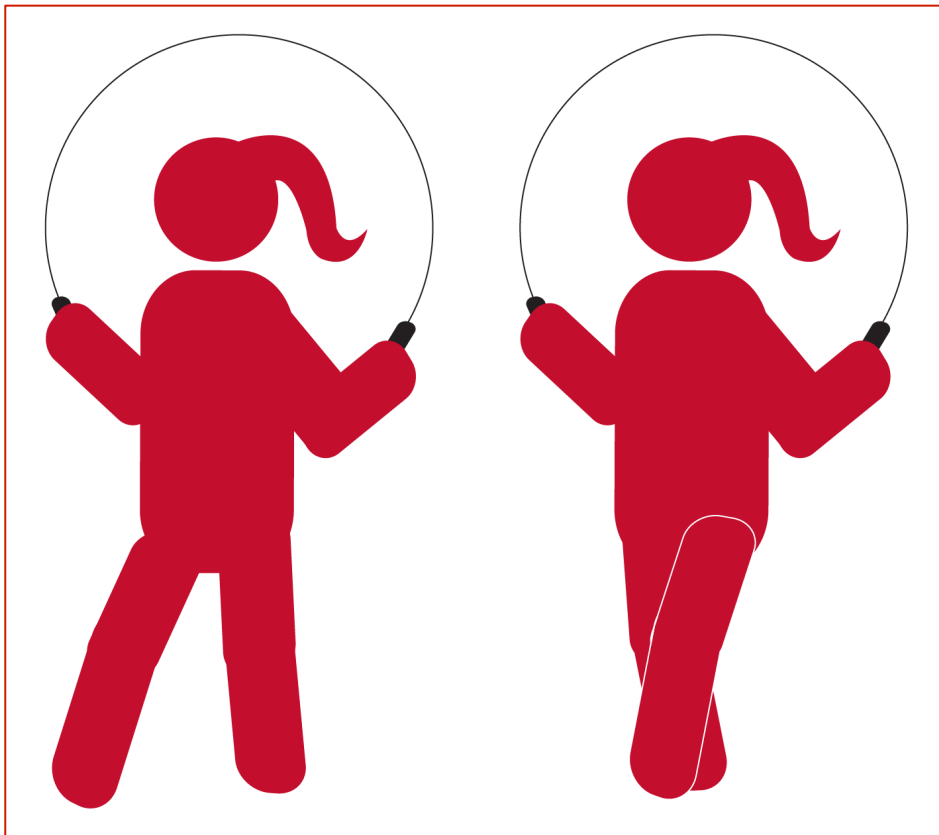
Side Straddle



- Basic jump
- Jump to straddle
- ✓ Basic, Straddle, Basic, Straddle

CREATIVE MODE STATIONS

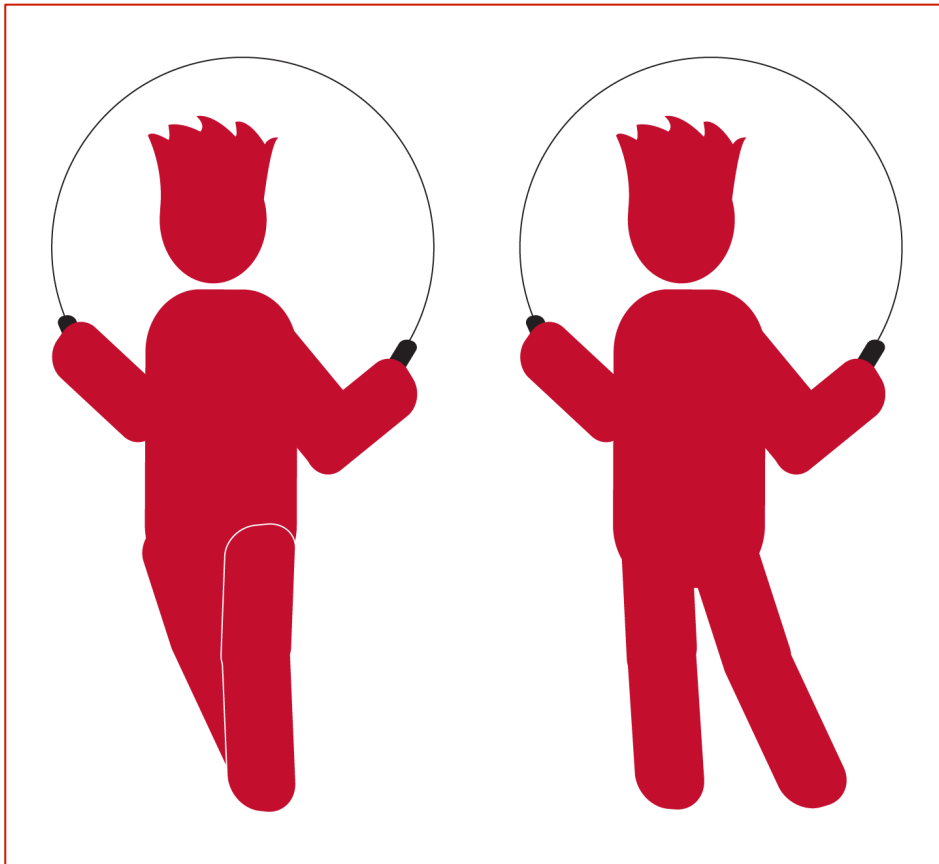
Heel to Heel



- Jump, right heel front
- Jump, left heel front
- ✓ Right, Left, Right, Left

CREATIVE MODE STATIONS

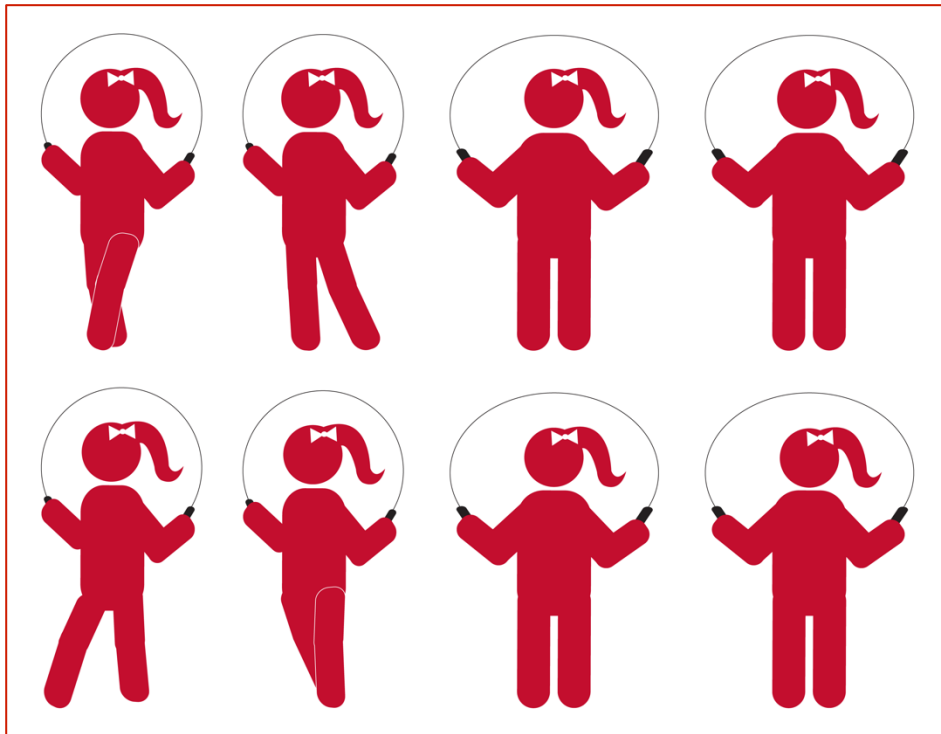
Toe to Toe



- Jump, right toe back
- Jump, left toe back
- ✓ Right, Left, Right, Left

CREATIVE MODE STATIONS

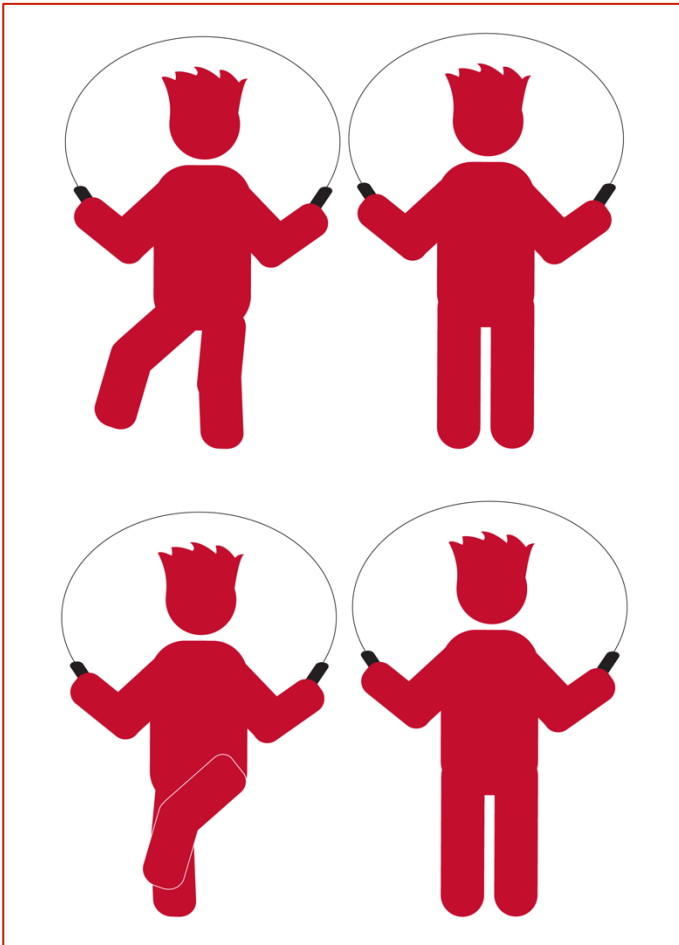
Heel Toe Bounce



- Jump, heel front
- Jump, toe back
- Bounce
- Bounce
- ✓ Heel, Toe, Bounce, Bounce

CREATIVE MODE STATIONS

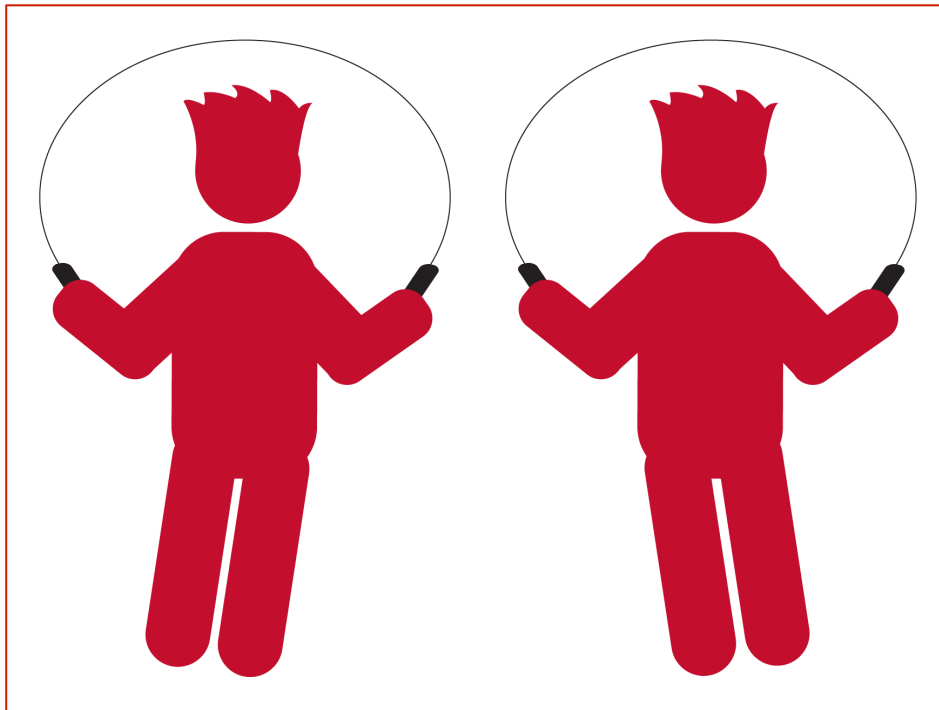
Kick Bounce



- Jump, right kick
- Basic jump
- Jump, left kick
- Basic jump
- ✓ Kick, Bounce, Kick, Bounce

CREATIVE MODE STATIONS

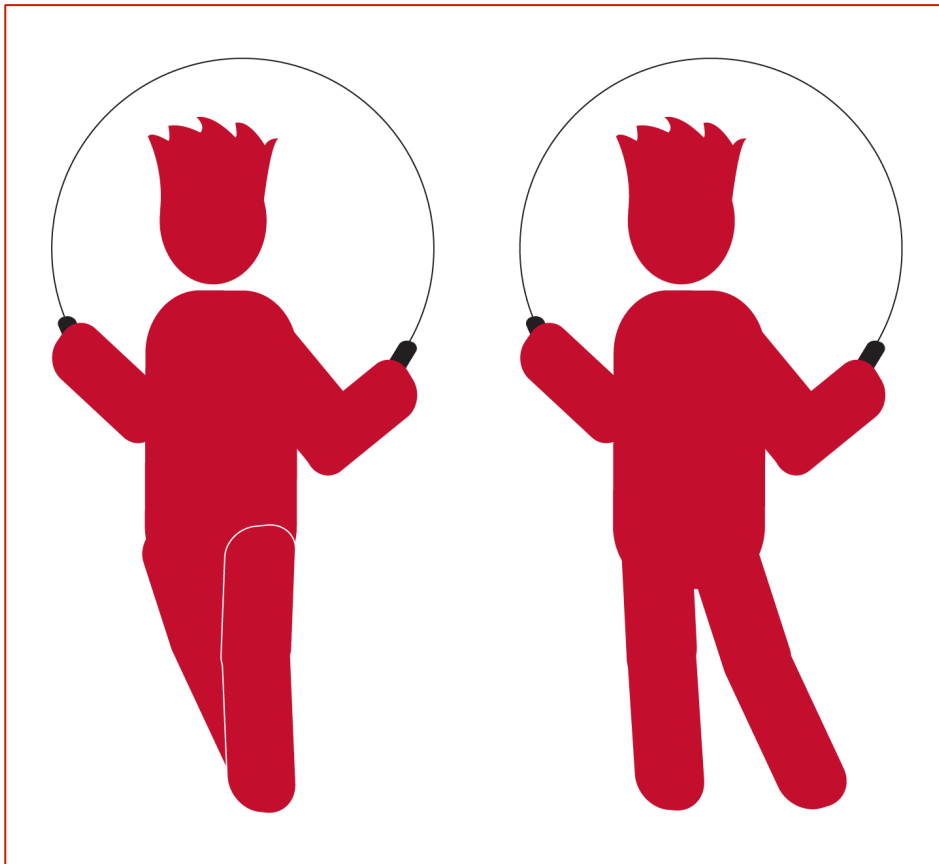
Ski Jump Side to Side



- Jump Left
- Jump Right
- ✓ Left, Right, Left, Right

CREATIVE MODE STATIONS

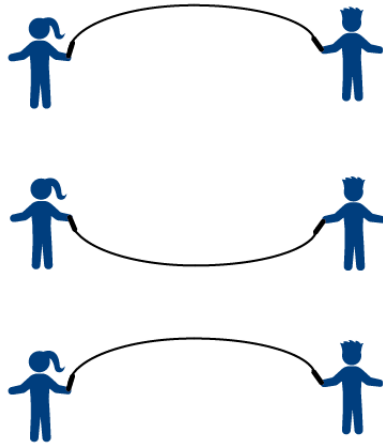
Double Under



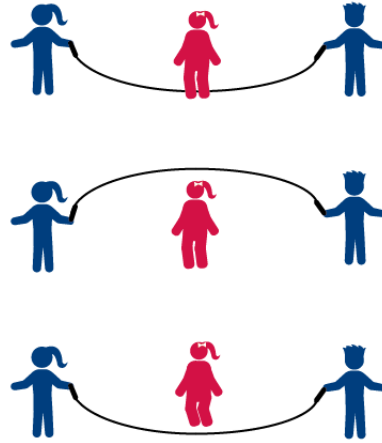
- Jump for rhythm
- Jump high and double under
- ✓ Jump, Two, Three, Double

LONG ROPE PROGRESSION CARD

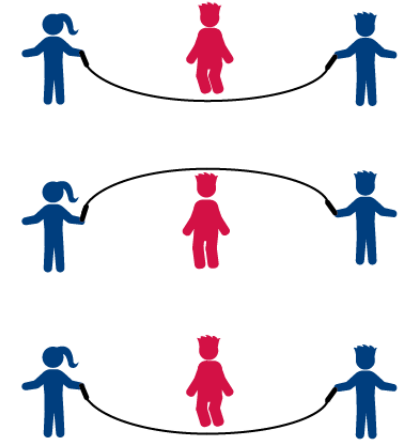
Level 1 – Cooperative Turning
1, 2, 3 and Over



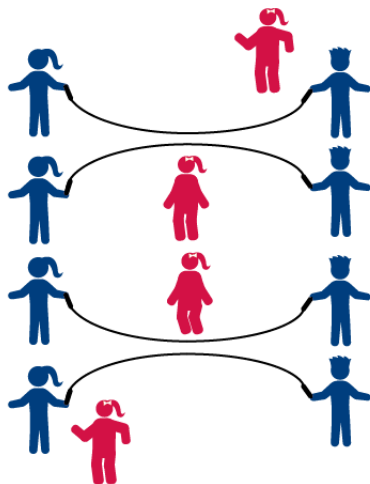
Level 2 – Center Jump
Stand in Center, Face 1 Turner, Turn and Jump



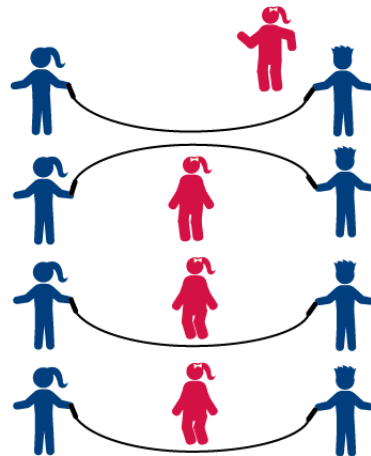
Level 3 – Continuous Jumping
Face 1 Turner, Turn, Jump, Turn, Jump



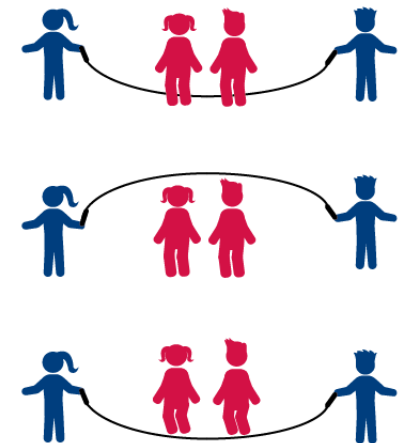
Level 4 – Enter and Exit
Enter Quick, Jump 1 Time, Exit Quick



Level 5 – Enter and Stay
Enter Quick, Jump, Turn, Jump



Level 6 – Add a Jumper
Stand in Center, Face 1 Turner, Turn and Jump



JUMP ROPE RHYME CARD

Endurance Rhymes

<p>I can Jump. I can Hop. How many Jumps before I stop? 1, 2, 3, 4...</p> <p>Pick a fruit. Pick a veggie. How many picked before I'm ready? 1, 2, 3, 4...</p>	<p>Up, and Up. Down, and Down. Jump and make the world go 'round! 1, 2, 3, 4...</p> <p>A, B, C's and vegetable goop. What letters land in the vegetable soup? A, B, C, D...</p>
---	---

Pick a Trick Rhymes

<p>I love carrots. I love Peas. Grab your rope and follow me. Side turns, 2, 3, 4 Bell Jump, 2, 3, 4 Heels, 2, 3, 4 Toes, 2, 3, 4 <i>Add more tricks...</i></p>	<p>One for the show, two to be funny, Three for the wish, we jumped for money! Kick Bounce, 2, 3, 4 Ski Jumps, 2, 3, 4 Straddle, 2, 3, 4 Double Under, 2, 3, 4 <i>Add more tricks...</i></p>
--	---

Long Rope Enter/Exit Rhymes

<p>Jump in start. Bounce begin. I jump out and you jump in.</p>	<p>Work all day, sleep all night. I jump out and you jump right.</p>
--	---

Create Your Own Rhyme Write Your Name Here: _____

Write your rhyme on the lines below.

Circle the type of rhyme you wrote.

Endurance

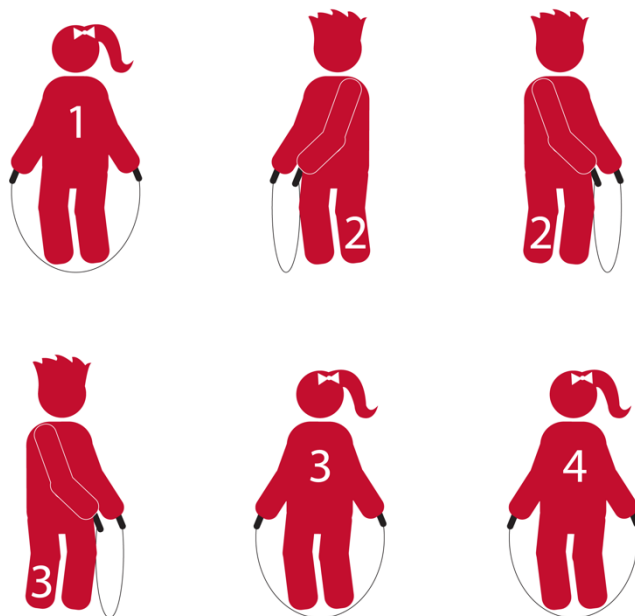
Pick a Trick

Enter/Exit

SURVIVAL MODE STATION CARD

Complete this challenge with your group and answer the nutrition challenge question before moving to the next station.

Skill Challenge



1. Basic Jump (4 Jumps)
2. Side Turns (4 Jumps)
3. Side Turn, Side Turn, Jump, Jump (4 Jumps)
4. Basic Jump (4 Jumps)

Nutrition Challenge

Q: Which is a better snack to eat BEFORE jumping rope: an apple or a candy bar?

A: An apple of course!

SURVIVAL MODE STATION CARD

Complete this challenge with your group and answer the nutrition challenge question before moving to the next station.

Skill Challenge



1. Bell Jump (4 Jumps)
2. Forward Straddle (4 Jumps)
3. Bell Jump (4 Jumps)
4. Forward Straddle (4 Jumps)

Nutrition Challenge

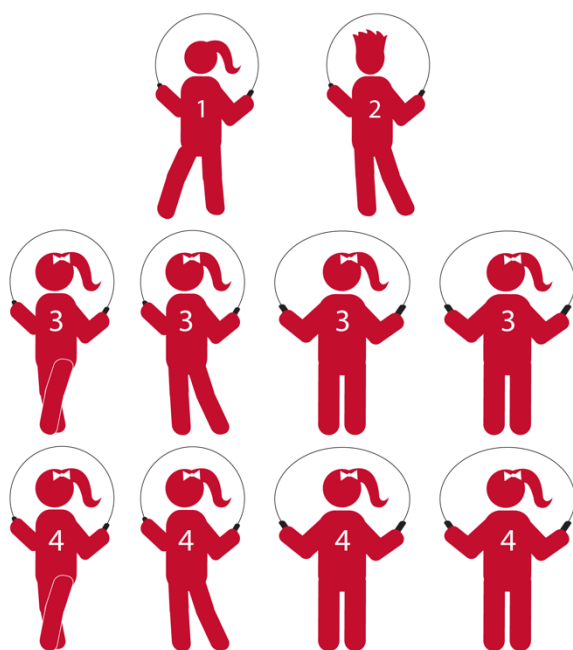
Q: Why are fruits and veggies good snacks to eat before and after exercise?

A: Because they give you quick energy, are easy to digest, and are juicy (which helps hydrate you).

SURVIVAL MODE STATION CARD

Complete this challenge with your group and answer the nutrition challenge question before moving to the next station.

Skill Challenge



1. Heel to Heel (4 Jumps)
2. Toe to Toe (4 Jumps)
3. Heel, Toe, Bounce, Bounce (4 Jumps)
4. Heel, Toe, Bounce, Bounce (4 Jumps)

Nutrition Challenge

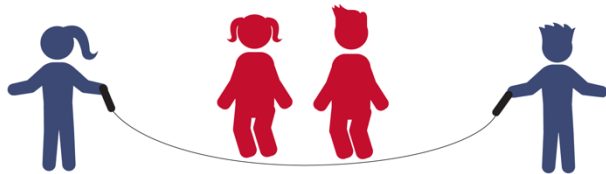
Q: What is the best drink for hydrating the body during exercise?

A: Water.

SURVIVAL MODE STATION CARD

Complete this challenge with your group and answer the nutrition challenge question before moving to the next station.

Skill Challenge



1. Long Rope Jumping while reciting 1 jump rope rhyme (of your choice)

Nutrition Challenge

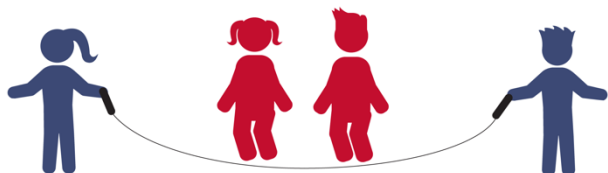
Q: More hydration is needed when it is...? (choose all the correct answers)
A) Hot Outside; B) Cold Outside; C) Just Right; D) You Sweat a Lot

A: A & D – Hot Outside and You Sweat a Lot

SURVIVAL MODE STATION CARD

Complete this challenge with your group and answer the nutrition challenge question before moving to the next station.

Skill Challenge



1. Each member of your group complete 5 Long Rope Jumps. It's okay to jump 2 people at a time.

Nutrition Challenge

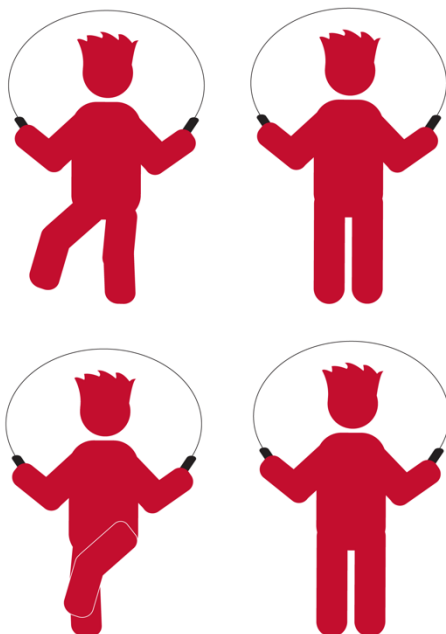
Q: Name 3 different fruits.

A: Apple, Pear, Grapes, Orange, and many, many more!

SURVIVAL MODE STATION CARD

Complete this challenge with your group and answer the nutrition challenge question before moving to the next station.

Skill Challenge



1. Kick Bounce for 16 Jumps

Nutrition Challenge

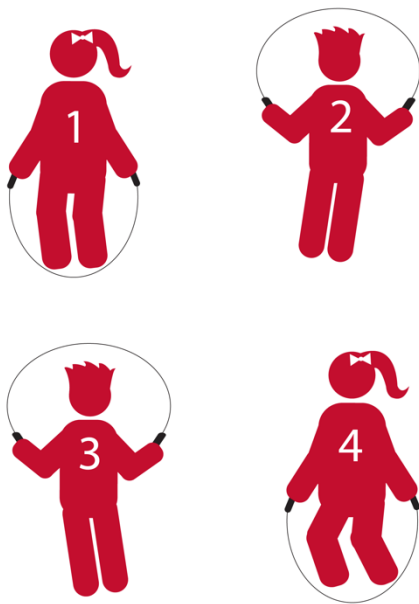
Q: Name 3 different vegetables.

A: Carrots, Lettuce, Peas, Broccoli, and many, many more!

SURVIVAL MODE STATION CARD

Complete this challenge with your group and answer the nutrition challenge question before moving to the next station.

Skill Challenge



- 1. Basic Jump (4 Jumps)
- 2. Ski Jumps (4 Jumps)
- 3. Ski Jumps (4 Jumps)
- 4. Double Under (4 Jumps)

Nutrition Challenge

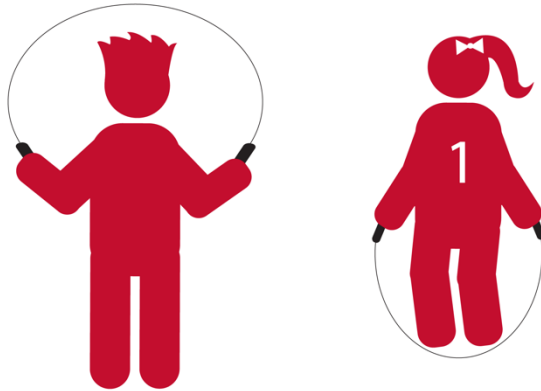
Q: Name 3 protein foods.

A: Beans, Soy/Tofu, Grilled Chicken, Fish, and many, many, many more!

SURVIVAL MODE STATION CARD

Complete this challenge with your group and answer the nutrition challenge question before moving to the next station.

Skill Challenge



1. Create a new Endurance Rhyme that includes a fruit or vegetable.
2. Then perform the rhyme while jumping a short rope.

Nutrition Challenge

Q: Foods of different color provide important micronutrients that help your body work the right way.
Name 3 foods that are each a different color.

A: Carrot (orange), Grape (blue or green), Corn (yellow)

SURVIVAL MODE STATION CARD

Complete this challenge with your group and answer the nutrition challenge question before moving to the next station.

Skill Challenge



Recite:

I love carrots. I love Peas.
Grab your rope and follow me.

1. Side turns, 2, 3, 4
2. Bell Jump, 2, 3, 4
3. Ski Jumps, 2, 3, 4
4. Straddle, 2, 3, 4

Nutrition Challenge

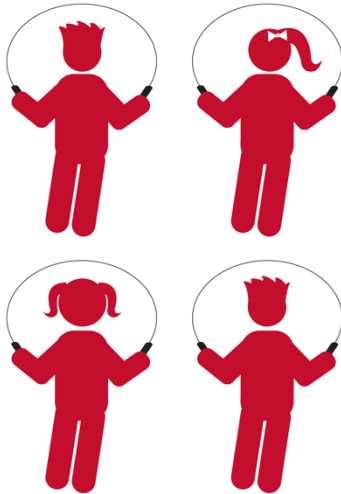
Q: Why is it important to choose healthy foods and correct portion sizes?

A: To maintain a healthy weight, to grow strong and lean, to have enough energy to be active, and to fight off disease.

SURVIVAL MODE STATION CARD

Complete this challenge with your group and answer the nutrition challenge question before moving to the next station.

Skill Challenge



1. Create a mini jump rope routine and perform it in unison as a group. The routine must have 2 tricks and 8 jumps.

Nutrition Challenge

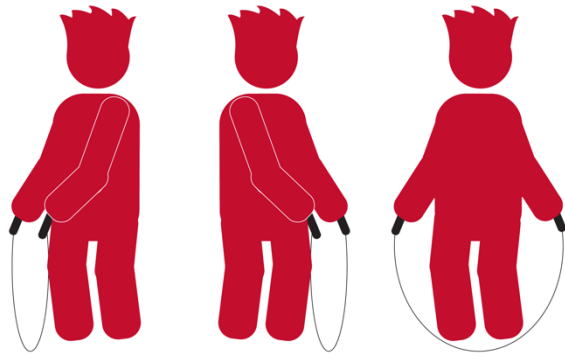
Q: Name the 5 food groups.

A: Fruits, Vegetables, Protein, Grain, Calcium/Dairy

SURVIVAL MODE STATION CARD

Complete this challenge with your group and answer the nutrition challenge question before moving to the next station.

Skill Challenge



1. Side Turn Jump (16 Jumps)

Nutrition Challenge

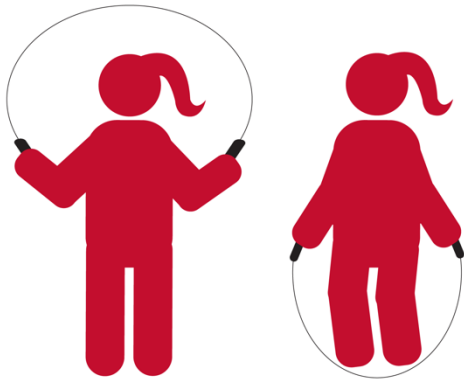
Q: What foods provide calcium?

A: Cheese, Yogurt, Milk, Spinach, Enriched Orange Juice, and more!

SURVIVAL MODE STATION CARD

Complete this challenge with your group and answer the nutrition challenge question before moving to the next station.

Skill Challenge



1. Speed Jump using a Basic Jump (32 Jumps)

Nutrition Challenge

Q: If your group could make a healthy, whole-grain pizza, what ingredient would you choose to top it with?

A: There are a lot of answers to this question. For example, peppers, onions, pineapple, spinach

JUMP ROPE ROUTINE TASK CARD

Group Member Names

Group Routine Criteria

- ✓ The routine must include a minimum of 4 different jump rope tricks.
- ✓ The minimum length of the routine must be 16 total jumps.
- ✓ The routine must be performed by all group members, in unison.

Required Tricks

Trick 1 _____ (4 Jumps)

Trick 2 _____ (4 Jumps)

Trick 3 _____ (4 Jumps)

Trick 4 _____ (4 Jumps)

Bonus Tricks

Trick 4 _____ (4 Jumps)

Trick 4 _____ (4 Jumps)

Trick 4 _____ (4 Jumps)

Trick 4 _____ (4 Jumps)

Activity Bonus

Step Total Goal: _____ Step Total Final: _____

Or...

Heart Rate Goal: _____ Heart Rate Final: _____

UNIVERSAL DESIGN CHART

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Jump Rope

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✔ Heavier / lighter rope choices ✔ Ropes of different materials (e.g., beaded, cloth, etc.) ✔ Length of rope ✔ Jump patterns/rhythms without a rope ✔ Jump with rope lying stationary on the floor (or use floor markings) 	<ul style="list-style-type: none"> ✔ Hold rope with both handles in one hand, turn the rope to a rhythm while jumping next to it ✔ Allow students who cannot jump to: (A) turn the rope for others; (B) clap to the rhythm of the rope; (C) roll, crawl, or step over rope ✔ Swing the rope slowly, then jump forward over rope 	<ul style="list-style-type: none"> ✔ Provide different challenge areas with tasks that match various skills and abilities, allow students to choose levels of participation ✔ Suspend rope from cones ✔ Spot markers or low-profile cones for jumping on and/or over ✔ Provide steady rhythm by playing music with a tempo that matches the readiness of students 	<ul style="list-style-type: none"> ✔ Provide ongoing verbal cues ✔ Provide physical assistance for rope turners ✔ Provide a peer tutor/mentor ✔ Use videos, graphics, and pictures as visual examples ✔ Provide individualized (one-to-one) instruction