­­­



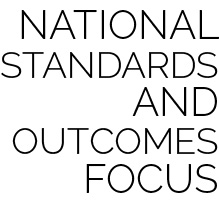
**Created by:** Jenna Knapp, Aaron Hart

**Special Contributions:** Deedi Boland

**Design:** Jennifer Truong

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.



**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).

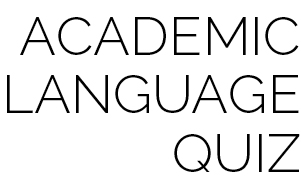


|  |  |  |
| --- | --- | --- |
| **RESOURCES** | **FOCUS OUTCOMES & STANDARDS** | **PAGE** |
| Module Overview |  | **1** |
| Required Materials List |  | **5** |
| **Activity Plans** |  |  |
| Back to Basics | Standard | **6** |
| Creative Mode Stations | Standard | **8** |
| Jump Rope Battle Bags | Standard | **10** |
| Match Me If You Can | Standard | **12** |
| Long Rope Basics | Standard | **14** |
| Long Rope Rhymes | Standard | **16** |
| Survival Mode Stations | Standard | **18** |
| Jump Routines | Standard | **20** |
| Station Day | Standard | **22** |
| Sample First Lesson Plan |  | **24** |
| Academic Language Posters |  | **22 pages** |
| Station Cards |  | **6 pages** |
| Rope Selection Rule Poster |  | **1 page** |
| Jump Rope Progression Cards |  | **1 page** |
| Creative Mode Station Cards |  | **12 pages** |
| Long Rope Progression Card |  | **1 page** |
| Rhyme Cards |  | **2 pages** |
| Survival Mode Station Cards |  | **12 pages** |
| **Student Assessment Tools** |  |  |
| Jump Rope Routine Task Card |  |  |
| Self-Assessment Worksheet |  |  |
| Holistic Performance Rubric |  |  |
| Academic Language Quiz |  |  |
| Teacher Self-Evaluation & Reflection Guide |  |  |

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



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.



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](http://www.plickers.com)



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.



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:

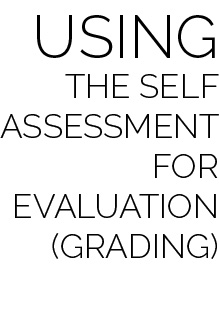
Instant Activity (not on block plan) *5-10 minutes*

+ Skill Activity with Debrief *10-15 minutes*

+ Skill Activity with Debrief *10-15 minutes*

+ Check for Understanding *5 minutes*

**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.



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.

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.*



|  |  |  |
| --- | --- | --- |
| **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 |