

MODULE OVERVIEW

ABOUT THIS MODULE

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.

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

TABLE OF CONTENTS

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.

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 optimized 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