

# OPEN



## TOOLS FOR LEARNING MIDDLE SCHOOL **JUMP ROPE**

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TOOLS FOR LEARNING  
**JUMP ROPE**  
MIDDLE SCHOOL (6-8)

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## MODULE OVERVIEW

### ABOUT THIS MODULE:

This module was developed in partnership with the team from Learnin' The Ropes and OPEN. For decades, children have been jumping rope as a form of movement-based fun. This module reinforces basic rope jumping skills and then progresses 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. It has been known to improve health-related and skill-related fitness components, as well as helping to establish foot work and motor skills that can serve individuals in many other sports or activities. Students will discover the joys of mastering new skills and challenges while fostering a lifelong appreciation for movement and the importance of maintaining an active and healthy lifestyle.

The activities within this module develop and reinforce responsible behaviors. All participants are given the opportunity to explore jump rope in a fun and engaging environment where everyone can feel successful. This allows students to build connections with their classmates that can extend beyond physical education. If you are interested in additional information and resources from Learnin' The Ropes you can visit their webpage at [www.learnintherores.com](http://www.learnintherores.com).

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## PRIORITY OUTCOMES:

### Personal Challenge:

- **(Grade 6)** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks.
- **(Grade 7)** Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge.
- **(Grade 8)** Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge.

### Personal Enjoyment:

- **(Grade 6)** Describes how moving competently creates enjoyment and self-expression.
- **(Grade 7)** Explains the relationship between self-expression and lifelong enjoyment of physical activity.
- **(Grade 8)** Discusses ways to increase enjoyment in self-selected physical activities.

### Personal Health:

- **(Grade 6)** Describes how physical activity positively impacts the body to promote good health.
- **(Grade 7)** Identifies and explains the relationship between the 5 components of health-related fitness and disease prevention.
- **(Grade 8)** Seeks out and identifies physical activity options to enrich physical, emotional, and mental health for self and others.

### Social Interaction:

- **(Grade 6)** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- **(Grade 7)** Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.
- **(Grade 8)** Demonstrates respect for self by asking for help and helping others in various physical activities.

### Working With Others:

- **(Grade 6)** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
- **(Grade 7)** Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
- **(Grade 8)** Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.



**SUGGESTED BLOCK PLAN**

Lesson #	Activities	Suggested Academic Language
1	<b>Jump Zone</b> <b>Focus:</b> Single and Shared Rope	Jump, Land, Turn, Challenge, Cooperation, Teamwork
2	<b>Jolly Jumpers</b> <b>Focus:</b> Single and Shared Rope	Health-related Fitness, Skill-related Fitness, Consecutive
3	<b>Skip Squad</b> <b>Focus:</b> Single Rope and Partner Jumping	Encourage, Cooperate, Acceptance
4	<b>Jumping for Joy</b> <b>Focus:</b> Single Rope and Partner Jumping	Enjoyment, Communication, Partner
5	<b>Rhythm &amp; Ropes</b> <b>Focus:</b> Single and Long Rope	Challenge, Long Rope, Entrance, Exit, Rhythm
6	<b>Jump Jam</b> <b>Focus:</b> Single and Long Rope	Double Dutch, Personal Health, Health-related Fitness
7	<b>Double the Fun</b> <b>Focus:</b> Double Dutch	Endurance, Actively Engage, Respect, Creative
8	<b>Creative Combos</b> <b>Focus:</b> Creation and Performance of Jump Rope Routine	Combination, Encourage, Creative



## JUMP ZONE

### STUDENT TARGETS

- **Skill:** I will complete a variety of jump rope skills and challenges.
- **Cognitive:** I will recognize challenges and identify ways to cope in a positive way.
- **Fitness:** I will stay actively engaged in all the jump rope challenges.
- **Personal & Social Responsibility:** I will develop a plan of action and make appropriate decisions based on that plan when faced with a challenge.

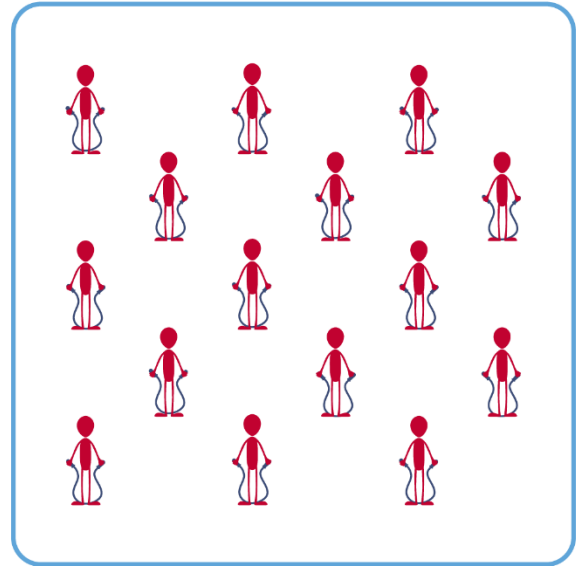
### EQUIPMENT & SET-UP

#### Equipment:

- 1 jump rope per student (ensure that ropes of various lengths are available for students to select)
- Rope Selection Rules Poster
- Technology for demonstrations of jump rope skills/challenges (if available).
- Skill videos provided [here](#) by Learnin' The Ropes (click "Join" and Log in to access)

#### Set-Up:

- Students spread out in general space, a safe distance from their classmates.
- Each student begins with a jump rope.



### ACTIVITY PROCEDURES

1. We are going to try some individual and partner jump rope challenges! We will start with the basics and move through a variety of challenges.
2. It is important that everyone has a rope that is the proper length for them. The Rope Selection Rules sign that is posted near the jump ropes will help you make the correct choice.
3. Now that everyone has a rope, we are going to try a variety of jump rope challenges. Some will be on your own and some will be with a shared rope. We will start with some single rope skills:
  - Single Bounce
  - Double Side Swing Jumps
  - Arm Wrap
  - Skier
4. We are now going to try some shared rope challenges. Everyone will need to find a partner and chose the rope you would like to use.
  - Under the Leg Pass
  - 1 Person Jumping Inside
  - 2 People Jumping Inside

### GRADE LEVEL PROGRESSION

- **Grade 6:** Participate in jump rope skills described above.
- **Grades 7 & 8:** Challenge students to have 2 people jump inside a shared rope for 30 seconds.

### TEACHING CUES

- **Cue 1:** Ensure you are safely spaced away from classmates before jumping.
- **Cue 2:** Keep a growth mindset, and if you make a mistake just reset and try again!



## JUMP ZONE (continued...)

### UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to use ropes in a variety of weights, colors, and lengths.
- **UDL 2:** Allow students to jump an “invisible” rope (e.g., line on floor).
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Jump, Land, Turn, Challenge, Cooperation, Teamwork

### PRIORITY OUTCOMES

#### Personal Challenge:

- **(Grade 6)** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks.
- **(Grade 7)** Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge.
- **(Grade 8)** Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge.

### DEBRIEF QUESTIONS

- **DOK 1:** What is teamwork? What does it look like during shared rope challenges?
- **DOK 2:** How does teamwork affect how successful you and your partner will be during shared rope challenges?
- **DOK 3:** How does having a growth mindset affect how well you are able to make a plan to try and overcome challenges?



## JOLLY JUMPERS

### STUDENT TARGETS

- **Skill:** I will complete a variety of jump rope skills and challenges.
- **Cognitive:** I will identify the fitness components that jumping rope enhances.
- **Fitness:** I will stay actively engaged in all the jump rope challenges.
- **Personal & Social Responsibility:** I will demonstrate respect by using encouraging language and supporting my classmates.

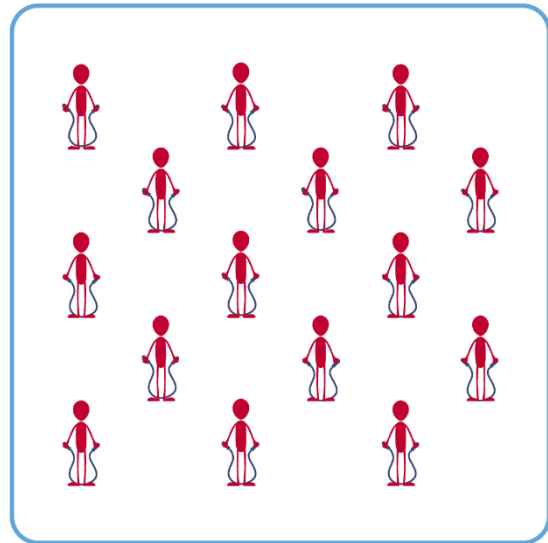
### EQUIPMENT & SET-UP

#### Equipment:

- 1 jump rope per student (ensure that ropes of various lengths are available for students to select)
- Rope Selection Rules Poster
- Technology for demonstrations of jump rope skills/challenges (if available).
- Skill videos provided [here](#) by Learnin' The Ropes (click "Join" and Log in to access)

#### Set-Up:

- Students spread out in general space, a safe distance from their classmates.
- Each student begins with a jump rope.



### ACTIVITY PROCEDURES

1. We are going to try some individual and shared jump rope challenges! We will continue to build our jump rope skills as we move through a variety of challenges.
2. It is important that everyone has a rope that is the proper length for them. The Rope Selection Rules poster that is near the jump ropes will help you make the correct choice.
3. Now that everyone has a rope, we are going to try a variety of jump rope challenges. Some will be on your own and some will be with a shared rope. We will start with some single rope skills:
  - 180
  - Side Straddle
  - Beginner Push-up
  - Walk the Dog
4. We are now going to try some shared rope challenges. Everyone will need to find a partner and choose the rope you both would like to use.
  - Quick Switches
  - Full Turn
  - Push Up 1 Person
  - Push Up 2 Jumpers

### GRADE LEVEL PROGRESSION

- **Grade 6:** Participate in jump rope skills described above.
- **Grades 7 & 8:** Challenge students to see how many Single Bounce jumps they can complete in 30 seconds.

### TEACHING CUES

- **Cue 1:** Ensure you are safely spaced away from classmates before jumping.
- **Cue 2:** Keep a growth mindset, and if you make a mistake just reset and try again!





## JOLLY JUMPERS (continued...)

### UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to use ropes in a variety of weights, colors, and lengths.
- **UDL 2:** Allow students to jump an “invisible” rope (e.g., line on floor).
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Health-related Fitness, Skill-related Fitness, Consecutive, Cooperation

### PRIORITY OUTCOMES

#### Social Interaction:

- **(Grade 6)** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- **(Grade 7)** Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.
- **(Grade 8)** Demonstrates respect for self by asking for help and helping others in various physical activities.

### DEBRIEF QUESTIONS

- **DOK 1:** Did you see any examples of encouragement or support being provided to a classmate today?
- **DOK 2:** How do you think that encouragement and/or support impacts someone’s willingness to try a new jump rope challenge they may not have tried before?
- **DOK 3:** How did today’s jump rope challenges help to enhance any of the components of Health-related or Skill-related fitness? Identify the component and how it was enhanced through jumping rope.



## SKIP SQUAD

### STUDENT TARGETS

- **Skill:** I will complete a variety of jump rope skills and challenges.
- **Cognitive:** I will identify ways to encourage and cooperate with my classmates.
- **Fitness:** I will stay actively engaged in all the jump rope challenges.
- **Personal & Social Responsibility:** I will demonstrate cooperation with classmates and respond appropriately to behaviors when resolving conflicts.

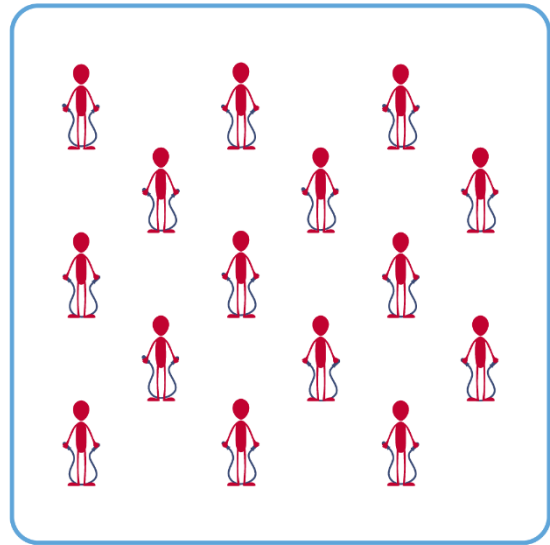
### EQUIPMENT & SET-UP

#### Equipment:

- 1 jump rope per student (ensure that ropes of various lengths are available for students to select)
- Rope Selection Rules Poster
- Technology for demonstrations of jump rope skills/challenges (if available).
- Skill videos provided [here](#) by Learnin' The Ropes (click "Join" and Log in to access)

#### Set-Up:

- Students spread out in general space, a safe distance from their classmates.
- Each student begins with a jump rope.



### ACTIVITY PROCEDURES

1. We are going to try some single jump rope and some partner jumping skills today! We will continue to build our jump rope skills as we move through a variety of challenges.
2. It is important that everyone has a rope that is the proper length for them. The Rope Selection Rules poster that is near the jump ropes will help you make the correct choice.
3. Now that everyone has a rope, we are going to try a variety of jump rope challenges. Some will be on your own and some will be with a shared rope. We will start with some single rope skills:
  - Speed Step
  - 360
  - Criss Cross
  - Combination 1
4. We are now going to try some partner jumping challenges. Everyone will need to find a partner and choose the rope you both would like to use.
  - Jumping Forward (with a partner)
  - Scooper Entrance
  - Scooper Exit
  - Partner Jumping & Shared Rope

### GRADE LEVEL PROGRESSION

- **Grade 6:** Participate in jump rope skills described above.
- **Grades 7 & 8:** Challenge students to see if they can jump forward with a partner for 30 seconds.

### TEACHING CUES

- **Cue 1:** Ensure you are safely spaced away from classmates before jumping.
- **Cue 2:** Keep a growth mindset, and if you make a mistake just reset and try again!



## SKIP SQUAD (continued...)

### UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to use ropes in a variety of weights, colors, and lengths.
- **UDL 2:** Allow students to jump an “invisible” rope (e.g., line on floor).
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Encourage, Cooperate, Acceptance

### PRIORITY OUTCOMES

#### Working With Others:

- **(Grade 6)** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
- **(Grade 7)** Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
- **(Grade 8)** Responds appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

### DEBRIEF QUESTIONS

- **DOK 1:** What does it mean to accept differences among classmates?
- **DOK 2:** Did you see or hear any conflicts arise today? If so, how were the conflict(s) resolved?
- **DOK 3:** Can you share an example of an appropriate way that you could respond to a conflict that was happening near you? What could be the impact on the class as a whole if it isn’t resolved?



## JUMPING FOR JOY

### STUDENT TARGETS

- **Skill:** I will complete a variety of jump rope skills and challenges.
- **Cognitive:** I will identify ways to encourage and cooperate with my classmates.
- **Fitness:** I will stay actively engaged in all the jump rope challenges.
- **Personal & Social Responsibility:** I will discuss ways that moving competently can lead to enjoyment of physical activity and self-expression.

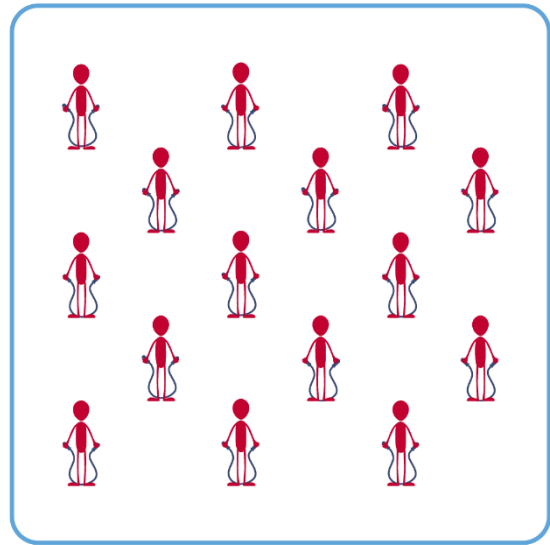
### EQUIPMENT & SET-UP

#### Equipment:

- 1 jump rope per student (ensure that ropes of various lengths are available for students to select)
- Rope Selection Rules Poster
- Technology for demonstrations of jump rope skills/challenges (if available).
- Skill videos provided [here](#) by Learnin' The Ropes (click "Join" and Log in to access)

#### Set-Up:

- Students spread out in general space, a safe distance from their classmates.
- Each student begins with a jump rope.



### ACTIVITY PROCEDURES

1. We are going to try some single rope and some partner jumping skills today! We will continue to build our jump rope skills as we move through a variety of challenges.
2. It is important that everyone has a rope that is the proper length for them. The Rope Selection Rules poster that is near the jump ropes will help you make the correct choice.
3. Now that everyone has a rope, we are going to try a variety of jump rope challenges. Some will be on your own and some will be with a shared rope. We will start with some single rope skills:
  - Forward Straddle
  - Locked Cross
  - Double Under
  - Combination 2
4. We are now going to try some partner jumping challenges. Everyone will need to find a partner and choose the rope you both would like to use.
  - Jumper Entrance
  - Traveler

### GRADE LEVEL PROGRESSION

- **Grade 6:** Participate in jump rope skills described above.
- **Grades 7 & 8:** Challenge students to create a partner jumping combination using any of the skills they have learned so far. You can even ask for volunteers to share with the class!

### TEACHING CUES

- **Cue 1:** Ensure you are safely spaced away from classmates before jumping.
- **Cue 2:** Keep a growth mindset, and if you make a mistake just reset and try again!



## JUMPING FOR JOY (continued...)

### UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to use ropes in a variety of weights, colors, and lengths.
- **UDL 2:** Allow students to jump an “invisible” rope (e.g., line on floor).
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Enjoyment, Communication, Partner

### PRIORITY OUTCOMES

#### Personal Enjoyment:

- **(Grade 6)** Describes how moving competently creates enjoyment and self-expression.
- **(Grade 7)** Explains the relationship between self-expression and lifelong enjoyment of physical activity.
- **(Grade 8)** Discusses ways to increase enjoyment in self-selected physical activities.

### DEBRIEF QUESTIONS

- **DOK 1:** What has been a jump rope skill or challenge that you have enjoyed so far?
- **DOK 2:** Why do you think people enjoy physical activities more when they feel like they are successful? How could someone potentially increase enjoyment in physical activities?



## RHYTHM & ROPES

### STUDENT TARGETS

- **Skill:** I will complete a variety of jump rope skills and challenges.
- **Cognitive:** I will identify why rhythm is important when jumping rope.
- **Fitness:** I will stay actively engaged in all the jump rope challenges.
- **Personal & Social Responsibility:** I will discuss opportunities to address challenging jump rope skills in a positive way.

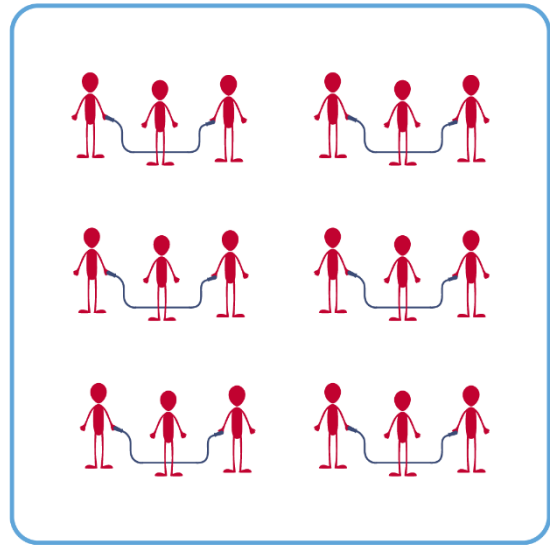
### EQUIPMENT & SET-UP

#### Equipment:

- 1 single jump rope per student (ensure that ropes of various lengths are available for students to select)
- 1 long rope per group of 3-4 students
- Rope Selection Rules Poster
- Technology for demonstrations of jump rope skills/challenges (if available).
- Skill videos provided [here](#) by Learnin' The Ropes (click "Join" and Log in to access)

#### Set-Up:

- Create groups of 3-4 students. Each group will begin with a long rope.
- Each group will spread out in general space, a safe distance from their classmates.



### ACTIVITY PROCEDURES

1. We are going to try some single rope and some long rope skills today! We will continue to build our jump rope skills as we move through a variety of different challenges.
2. We are going to start with some long rope challenges. You will work with a team and rotate through being the jumper and the rope turner.
  - Entrance
  - Exit
  - Rapid Fire
3. It is important that everyone has a single rope that is the proper length for them. The Rope Selection Rules poster that is near the jump ropes will help you make the correct choice.
4. Now that everyone has a single rope, we are going to try a variety of individual jump rope challenges.
  - X-Motion
  - Side Cross
  - Leg Over
  - Combination 3

### GRADE LEVEL PROGRESSION

- **Grade 6:** Participate in jump rope skills described above.
- **Grades 7 & 8:** Challenge students to try and complete 30 seconds with a single rope, while performing any of the single rope skills they have learned so far.

### TEACHING CUES

- **Cue 1:** Ensure you are safely spaced away from classmates before jumping.
- **Cue 2:** Keep a growth mindset, and if you make a mistake just reset and try again!



## RHYTHM & ROPES (continued...)

### UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to use ropes in a variety of weights, colors, and lengths.
- **UDL 2:** Allow students to jump an “invisible” rope (e.g., line on floor).
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Challenge, Long Rope, Entrance, Exit, Rhythm

### PRIORITY OUTCOMES

#### Personal Challenge:

- **(Grade 6)** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks.
- **(Grade 7)** Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge.
- **(Grade 8)** Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge.

### DEBRIEF QUESTIONS

- **DOK 1:** What does the word rhythm mean?
- **DOK 2:** Why is rhythm important when jumping rope?
- **DOK 3:** What will happen if the long rope turners and the jumpers are not in the same rhythm? Why?



## JUMP JAMS

### STUDENT TARGETS

- **Skill:** I will complete a variety of jump rope skills and challenges.
- **Cognitive:** I will identify the relationship between health-related fitness components and my personal health.
- **Fitness:** I will stay actively engaged in all the jump rope challenges.
- **Personal & Social Responsibility:** I will discuss opportunities for physical activity that can enrich physical, mental, and emotional health.

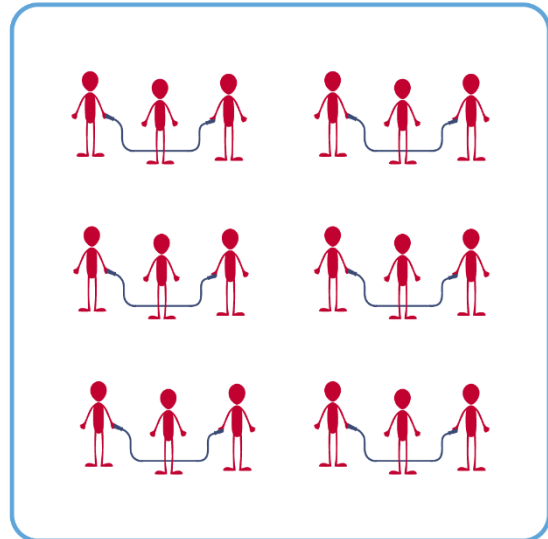
### EQUIPMENT & SET-UP

#### Equipment:

- 1 single jump rope per student (ensure that ropes of various lengths are available for students to select)
- 2 long ropes per group of 3-4 students
- Rope Selection Rules Poster
- Technology for demonstrations of jump rope skills/challenges (if available).
- Skill videos provided [here](#) by Learnin' The Ropes (click "Join" and Log in to access)

#### Set-Up:

- Create groups of 3-4 students. Each group will begin with a long rope.
- Each group will spread out in general space, a safe distance from their classmates.



### ACTIVITY PROCEDURES

1. We are going to try some single rope and some long rope skills today! We will continue to build our jump rope skills as we move through a variety of different challenges.
2. We are going to start with some long rope challenges. You will work with a team and rotate through being the jumper and the rope turner.
  - Touch the Ground
  - Mini Rainbow
  - Double Dutch Turning (no jumpers yet)
3. It is important that everyone has a single rope that is the proper length for them. The Rope Selection Rules poster that is near the jump ropes will help you make the correct choice.
4. Now that everyone has a single rope, we are going to try a variety of individual jump rope challenges.
  - Speed Step
  - Backward Criss Cross
  - Double Under Criss Cross
  - Combination 4

### GRADE LEVEL PROGRESSION

- **Grade 6:** Participate in jump rope skills described above.
- **Grades 7 & 8:** Students will work with partners. Two students turn a long rope, while 2 students partner jump inside of the long rope.

### TEACHING CUES

- **Cue 1:** Ensure you are safely spaced away from classmates before jumping.
- **Cue 2:** Keep a growth mindset, and if you make a mistake just reset and try again!





## JUMP JAMS (continued...)

### UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to use ropes in a variety of weights, colors, and lengths.
- **UDL 2:** Allow students to jump an “invisible” rope (e.g., line on floor).
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Double Dutch, Personal Health, Health-related Fitness

### PRIORITY OUTCOMES

#### Personal Health:

- **(Grade 6)** Describes how physical activity positively impacts the body to promote good health.
- **(Grade 7)** Identifies and explains the relationship between the 5 components of health-related fitness and disease prevention.
- **(Grade 8)** Seeks out and identifies physical activity options to enrich physical, emotional, and mental health for self and others.

### DEBRIEF QUESTIONS

- **DOK 1:** What is personal health?
- **DOK 2:** How could the components of health-related fitness impact your personal health?
- **DOK 3:** Discuss opportunities for physical activity that can enrich physical, mental, and emotional health. How could you find opportunities for a variety of physical activities in your community?



## DOUBLE THE FUN

### STUDENT TARGETS

- **Skill:** I will complete a variety of jump rope skills and challenges.
- **Cognitive:** I will identify how jumping rope can maintain or improve my endurance.
- **Fitness:** I will stay actively engaged in all the jump rope challenges.
- **Personal & Social Responsibility:** I will discuss ways to show respect for myself and others while jumping rope.

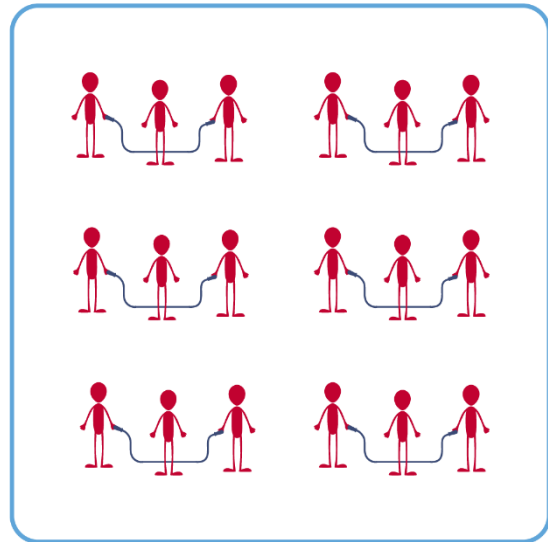
### EQUIPMENT & SET-UP

#### Equipment:

- 1 single jump rope per student (ensure that ropes of various lengths are available for students to select)
- 2 long ropes per group of 3-4 students
- Rope Selection Rules Poster
- Technology for demonstrations of jump rope skills/challenges (if available).
- Skill videos provided [here](#) by Learnin' The Ropes (click "Join" and Log in to access)

#### Set-Up:

- Create groups of 3-4 students. Each group will begin with 2 long ropes.
- Each group will spread out in general space, a safe distance from their classmates.



### ACTIVITY PROCEDURES

1. We are going to try some double Dutch and some single rope skills today! We will continue to build our jump rope skills as we move through a variety of different challenges.
2. We are going to start with some double Dutch challenges. You will work with a group and rotate through being the jumper and the rope turner.
  - Double Dutch Turning (no jumper yet)
  - Double Dutch Entrance
  - Double Dutch Exit
3. It is important that everyone has a single rope that is the proper length for them. The Rope Selection Rules poster that is near the jump ropes will help you make the correct choice.
4. Now that everyone has a single rope, we are going to try some single rope challenges.
  - Caboose with a Cross
  - Backwards Footwork Skills
5. You are now going to begin creating a jump rope routine that is 32-counts in length. You need to choose and include 4 different single rope skills in the routine, that are 8-counts each. They can be ones we have learned or new skills that you have created yourself and can perform safely.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Participate in jump rope skills described above.
- **Grades 7 & 8:** Challenge students to come up with fun and creative footwork skills while inside of the Double Dutch ropes.

### TEACHING CUES

- **Cue 1:** Ensure you are safely spaced away from classmates before jumping.
- **Cue 2:** Keep a growth mindset, and if you make a mistake just reset and try again!



## DOUBLE THE FUN (continued...)

### UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to use ropes in a variety of weights, colors, and lengths.
- **UDL 2:** Allow students to jump an “invisible” rope (e.g., line on floor).
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Endurance, Encourage, Actively Engage, Respect, Creative

### PRIORITY OUTCOMES

#### Social Interaction:

- **(Grade 6)** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- **(Grade 7)** Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.
- **(Grade 8)** Demonstrates respect for self by asking for help and helping others in various physical activities.

### DEBRIEF QUESTIONS

- **DOK 1:** What does it mean to have respect for someone?
- **DOK 2:** What are some examples of ways you could show respect for yourself and others?
- **DOK 2:** How can jumping rope maintain or improve your endurance?



## CREATIVE COMBOS

### STUDENT TARGETS

- **Skill:** I will create and perform a jump rope routine.
- **Cognitive:** I will include 4 different single rope skills to create a 32-count jump rope routine that flows from one skill into the next.
- **Fitness:** I will stay actively engaged in all the jump rope challenges.
- **Personal & Social Responsibility:** I will discuss ways to apply rules and etiquette while creating and performing jump rope routines.

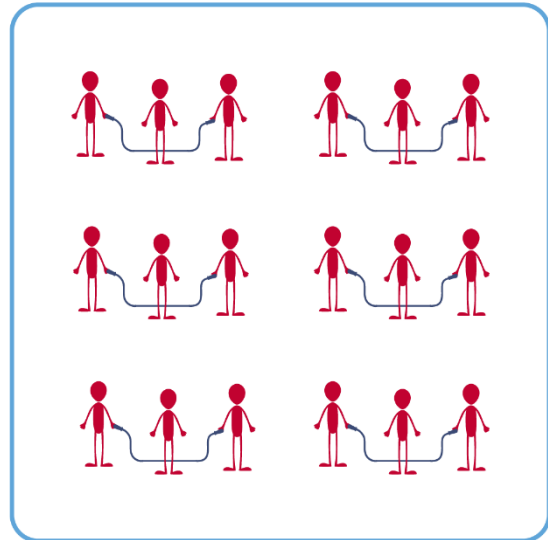
### EQUIPMENT & SET-UP

#### Equipment:

- 1 single jump rope per student (ensure that ropes of various lengths are available for students to select)
- 2 long ropes per 3-4 students
- Rope Selection Rules Poster
- Technology for demonstrations of jump rope skills/challenges (if available).
- Skill videos provided [here](#) by Learnin' The Ropes (click "Join" and Log in to access)

#### Set-Up:

- Create groups of 3-4 students. Each student begins with a single rope.
- Each group will spread out in general space, a safe distance from their classmates.



### ACTIVITY PROCEDURES

1. We are going to finish up our Jump Rope unit with you creating combination routines.
2. You will begin working as a group to create a 32-count jump rope routine. Your group needs to choose and include 4 different single rope skills in the routine, that are 8-counts each. They can be ones we have learned or new skills that you have created yourself and can perform safely.
3. You will want to select skills for the routine that you enjoy performing, but also that naturally flow from one skill to the next without having to stop or readjust the rope. Your entire group will need to be prepared to perform the routine together.
4. Be as creative as possible and make sure that everyone in your group has a voice while you determine what skills will be included in your routine.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Participate in jump rope skills described above.
- **Grades 7 & 8:** Challenge students to work in groups and create a 32-count routine with either a long rope or double Dutch ropes (instead of a single rope).

### TEACHING CUES

- **Cue 1:** Ensure your group is safely spaced away from classmates before jumping.
- **Cue 2:** Keep a growth mindset, and if you make a mistake just reset and try again!
- **Cue 3:** Be as creative as possible so the routine is fun and engaging to perform and for others to watch.



## CREATIVE COMBOS (continued...)

### UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to use ropes in a variety of weights, colors, and lengths.
- **UDL 2:** Allow students to jump an “invisible” rope (e.g., line on floor).
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Combination, Encourage, Actively Engage, Creative

### PRIORITY OUTCOMES

#### Social Interaction:

- **(Grade 6)** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- **(Grade 7)** Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.
- **(Grade 8)** Demonstrates respect for self by asking for help and helping others in various physical activities.

### DEBRIEF QUESTIONS

- **DOK 1:** What does it mean to be creative?
- **DOK 2:** What made any of the routines you created (or watched) today feel creative?
- **DOK 2:** How did your group show respect for each other during the creation of the routine? How did you show respect for others while watching them perform their jump rope routine?

# ACTIVELY INVOLVE

(verb)

**To make a mindful effort to include a person (or people) as a necessary part of a 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.



# BENEFIT

(noun)

**An advantage gained from something.**

---

Increased leg strength 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.



# 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.



# 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.



# 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.



# QUICK

(adjective)

**Able to move with speed.**

---

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



# RHYTHM

(noun)

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

---

The class jumped 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.



# SHORT ROPE

(noun)

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

---

A **short rope** is used when jumping rope 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.



# 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**.







## Academic Language Quiz

Choose the vocabulary word that best matches the definition.

NAME:

DATE:

<b>1</b>	<b>What is it called when a body or object rotates?</b>	<b>2</b>	<b>Which rope is used when someone wants to turn and jump a rope individually?</b>
	<ul style="list-style-type: none"> <li>a. Turn</li> <li>b. Track</li> <li>c. Forward</li> <li>d. Backward</li> </ul>		<ul style="list-style-type: none"> <li>a. Long Rope</li> <li>b. Short Rope</li> <li>c. Double Dutch</li> <li>d. Jump Bands</li> </ul>
<b>3</b>	<b>Performing one after another without stopping.</b>	<b>4</b>	<b>A set sequence of combined steps.</b>
	<ul style="list-style-type: none"> <li>a. Pace</li> <li>b. Speed</li> <li>c. Routine</li> <li>d. Consecutive</li> </ul>		<ul style="list-style-type: none"> <li>a. Speed</li> <li>b. Routine</li> <li>c. Teamwork</li> <li>d. Etiquette</li> </ul>
<b>5</b>	<b>A uniform pattern of sound or movement.</b>	<b>6</b>	<b>The combined action and effort of a group of people working toward a goal or purpose.</b>
	<ul style="list-style-type: none"> <li>a. Routine</li> <li>b. Rhyme</li> <li>c. Rhythm</li> <li>d. Speed</li> </ul>		<ul style="list-style-type: none"> <li>a. Compete</li> <li>b. Teamwork</li> <li>c. Tracking</li> <li>d. Partner</li> </ul>
<b>7</b>	<b>The ability or strength to continue or last. Stamina.</b>	<b>8</b>	<b>The ability to propel the body or a part of the body rapidly from one point to another.</b>
	<ul style="list-style-type: none"> <li>a. Etiquette</li> <li>b. Challenge</li> <li>c. Communication</li> <li>d. Endurance</li> </ul>		<ul style="list-style-type: none"> <li>a. Turn</li> <li>b. Speed</li> <li>c. Consecutive</li> <li>d. Track</li> </ul>



## Creative Combos Worksheet

Your team is taking over as the teacher! You will create a 32-count jump rope routine with 4 different skills included. Each skill will be performed for 8-counts. Please be prepared to perform the routine for the other students in your class.

### Development Considerations:

- What type of routine do you want to create?
- What equipment will you need? (e.g., single or long jump ropes)
- What jump rope skills will be included? (minimum of 4)
- What will be the pace of the routine?
- Do the skills flow from one to the next?

### Complete the chart below:

Name of Group	
Names of Students in Group	1
	2
	3
	4
Equipment Needed	
Jump Rope Skills Included in Routine	Skill 1:
	Skill 2:
	Skill 3:
	Skill 4:



## UNIVERSAL DESIGN FOR LEARNING

**Universal Design for Learning (UDL)** is a strategy for eliminating instructional and environmental barriers for every member of a learning community 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 every need, 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 for Learning considerations intended to serve as baseline recommendations for inclusive 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 considerations to move us closer to the ideal of Universal Design for Learning.

**Universal Design for Learning Considerations for Jump Rope**

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>• Provide ropes of different sizes, colors, and weights (e.g., speed rope, beaded rope, cloth rope)</li> <li>• Utilize beaded ropes if student has a visual impairment so it will make sound</li> <li>• Allow students to jump without a rope (e.g., use line on floor)</li> <li>• Provide assistive technology as needed to ensure activity is inclusive for all</li> <li>• Use bright and colorful floor markers or signs to help students identify task cards or directions</li> </ul>	<ul style="list-style-type: none"> <li>• Hold rope with both handles in one hand, turn the rope to a rhythm while jumping next to it</li> <li>• Allow for peer partner or group assistance if needed</li> <li>• Swing the rope slowly, then step over it vs. jumping</li> <li>• Allow students to roll or crawl over the rope if needed</li> <li>• Allow students who are unable to jump to turn the rope for others</li> </ul>	<ul style="list-style-type: none"> <li>• Create activity areas with plenty of space for student movement and that <u>do not</u> put students on “center stage” to perform in front of their peers</li> <li>• Allow area within activity space where students can participate seated vs. standing</li> <li>• Allow for use of noise cancelling headphones if students have difficulty with loud noises or environments</li> </ul>	<ul style="list-style-type: none"> <li>• Use visual demonstrations with verbal instruction</li> <li>• Display diagrams and visual instructions whenever possible</li> <li>• Provide hand-over-hand assistance when necessary</li> <li>• Use auditory and visual start/stop signals</li> <li>• Allow for peer partners to assist with visual instructions and activity participation if needed</li> </ul>

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.



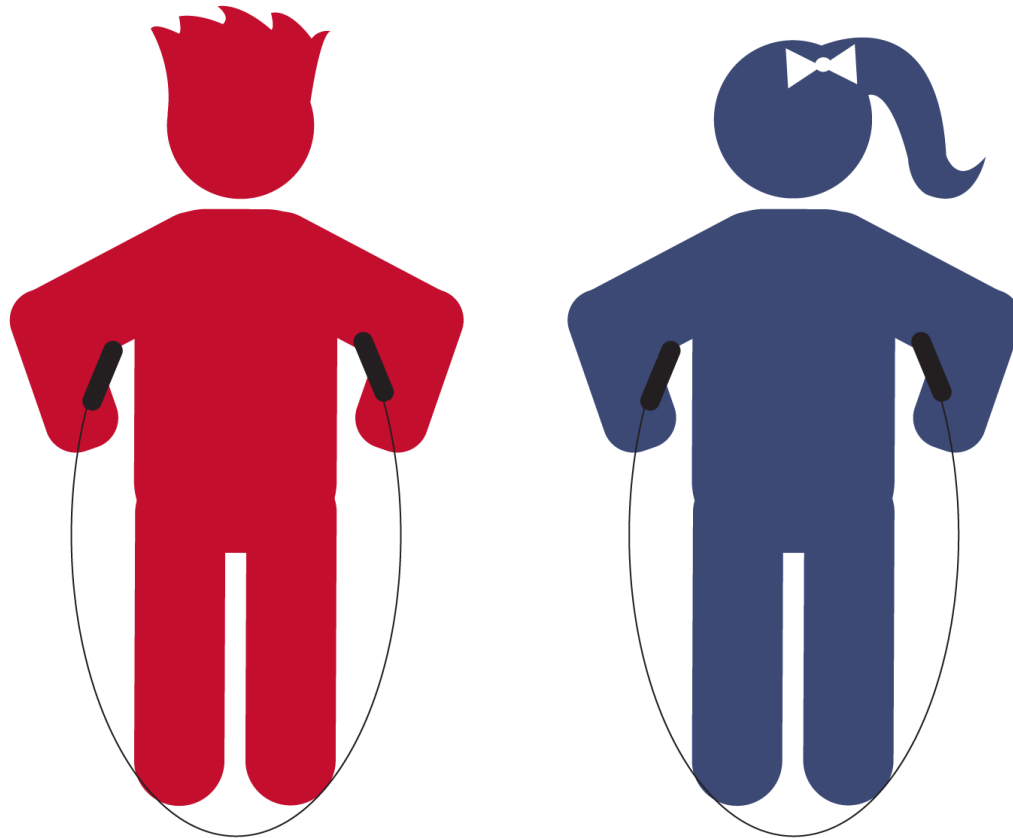


## TEACHER SELF-REFLECTION GUIDE

Teaching Dates of Module:	School Year:
<b>General Comments / Notes for Planning Next Year's Module</b>	
<ul style="list-style-type: none"> <li>✓ Comment 1</li> <li>✓ Comment 2</li> <li>✓ Comment 3...</li> </ul>	
<b>Self-Reflection Across Danielson's Four Domains of Teaching</b>	
<b>Domain 1: Planning &amp; Preparation</b>	
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"> <li>✓ Reflection 1</li> <li>✓ Reflection 2</li> <li>✓ Reflection 3...</li> </ul>	
<b>Domain 2: Classroom Environment</b>	
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"> <li>✓ Reflection 1</li> <li>✓ Reflection 2</li> <li>✓ Reflection 3...</li> </ul>	
<b>Domain 3: Instruction</b>	
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"> <li>✓ Reflection 1</li> <li>✓ Reflection 2</li> <li>✓ Reflection 3...</li> </ul>	
<b>Domain 4: Professional Responsibilities</b>	
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"> <li>✓ Reflection 1</li> <li>✓ Reflection 2</li> <li>✓ Reflection 3...</li> </ul>	
<b>Self-Rating with Rationale</b>	
<b>Choose One:</b>	
<b>Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)</b>	
Provide rationale:	
<ul style="list-style-type: none"> <li>✓ Evidence 1</li> <li>✓ Evidence 2</li> <li>✓ Evidence 3</li> </ul>	



## ROPE SELECTION RULES POSTER



### Step 1:

Hold one end 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 sides.

### Step 4:

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