



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.

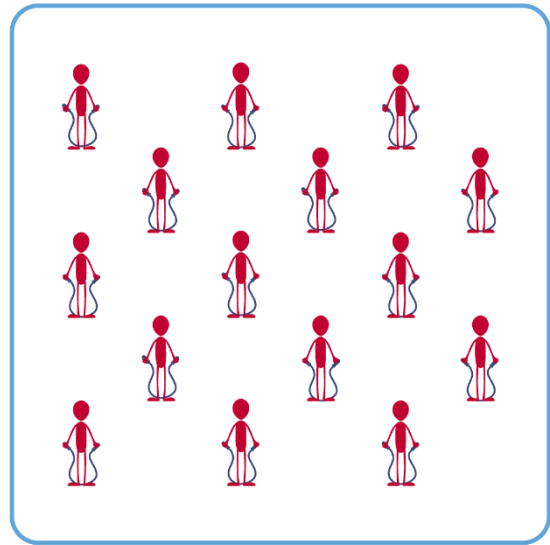
EQUIPMENT & SET-UP

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?