



## 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.

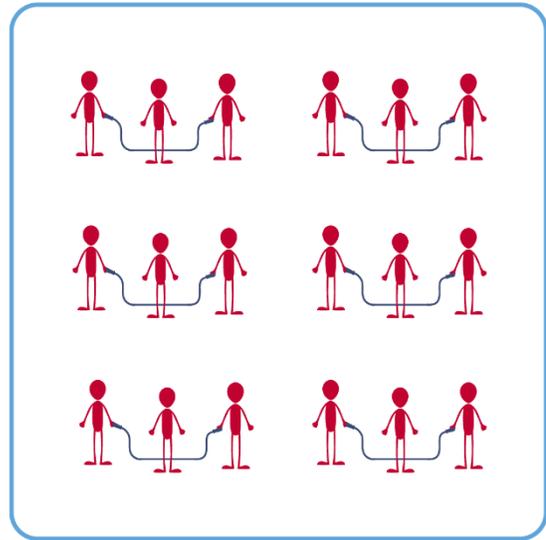
### EQUIPMENT & SET-UP

#### 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?