**JUMP JAMS**

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| **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](https://www.learnintheropes.com/challenge-page/middleschoolprogram?programId=c0b0fdc4-16ca-46bc-8c87-b98b603ab16c) 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…)

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| **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? |