

Teacher: Clark Kuhn **Subject:** Practical Living (P.E./Health/Career/Consumerism) **Week:** August 9-11th **Topic:** Rules, procedures, making friends, back to school, movement, football (throwing)
Name: Clark Kuhn **Subject:** PE Date: Week of 10.18 to 11.5.21 PE, SEL, Career, & Health **Topics:** Jump Rope, Social Awareness, personal space, safety, business, stress

<p>K-5th Lesson plans</p> <p><u>Standards and "I can" statements:</u> K-5th</p> <p>Kindergarten Health: I can describe the importance of respecting the personal space and boundaries of others. K.1.4. P.E: I can explore manipulative skills with a variety of objects including a jump rope. K.1.MS1</p> <p>1st Health: I can identify appropriate ways to express and deal with feelings. 1.1.4. P.E.: I can explore manipulative skills with a variety of objects including a jump rope. 1.1.MS1</p> <p>2nd Health: I can identify safety hazards in the home and the community. 2.1.4. P.E. I can explore manipulative skills with a variety of objects including a jump rope. 2.1.MS1</p> <p>3rd Health: I can describe the importance of being aware of one's own feelings and being sensitive to the feelings of others. 3.1.4. P.E.: I can demonstrate manipulative skills using a variety of objects (jump rope, long rope, flying disc) with a partner. 3.1.MS1</p> <p>4th Health: I can identify personal stressors at home, in school and with friends. 4.1.4. P.E.: I can apply manipulative skills using a variety of objects</p>	<p><u>Vocabulary:</u> warm up, cool down, dynamic stretching, warm-up, dynamic stretching, locomotor, non-locomotor feelings, stress, communicable non-communicable, feelings, social awareness, personal space, safety hazards, business, entrepreneur, management, administration</p>	<p>Mini lesson: Greet students and the door and then students will walk to their assigned spot on the gym floor. Slides: I will go through the first few slides reviewing expectations, rewards, and consequences as needed. I will give the students a basic overview of the class and go over learning targets.</p> <p>Warm-up #1: (P.E.) Teacher will go over how to safely run laps. Students will run two laps as a warm up.</p> <p>Daily Warm-ups #2</p> <p>Monday: (Dynamic) K-5th: https://www.youtube.com/watch?v=DGXkg03Vjk&t=1s</p> <p>Tues: (Choice) K-2nd: https://www.youtube.com/watch?v=BTC3BjoQG9c</p> <p>Tues: (Choice) 3rd-5th: https://www.youtube.com/watch?v=d2HAKLoPjJk&t=1s</p> <p>Wed: (Dynamic) K-2nd: https://www.youtube.com/watch?v=aW_JqSK-CgY&t=50s</p> <p>Wed: (Choice) 3rd-5th: https://www.youtube.com/watch?v=BTC3BjoQG9c</p> <p>Thurs. (Dynamic & Static) K-5th: https://www.youtube.com/watch?v=0L3W0pcHU50</p> <p>Fri. (Dynamic) K-5th https://www.youtube.com/watch?v=EYDDtTJ6TtQ</p> <p>Physical Education Concepts:</p> <p>Monday: Locomotor Review (K-2) https://www.youtube.com/watch?v=Jm1xwY1_9iw&t=10s</p>	<p>Weekly Assessments: X Observation X Participation X Oral responses - Self-Evaluation ORQ - Whole Class - Small Group - Individual X Product (drawing, written response)</p> <p>Formative and Summative Assessments -X- Entrance (flashback) and Exit Slips</p> <p>X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
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(jump rope, long rope, flying disc) with a partner. 4.1.MS1

5th Health: I can explain the difference between infectious and noninfectious diseases, as well as how to prevent and treat them. 5.1.4. P.E.: I can apply manipulative skills in a game-like situation using a variety of objects (jump rope, long rope, flying disc) with a partner. 5.1.MS1

Monday: (Jump Rope) (3-5)
https://www.youtube.com/watch?v=KYISITGD2_I

Tuesday: (Jumping & JR) (K-2)
<https://www.youtube.com/watch?v=Z75iY5ez2s>

Tuesday: (Jump Rope Tricks) (3-5)
<https://www.youtube.com/watch?v=Hhkb9c6-uus>

Turn and Talk: Brainstorm a new jump rope trick with a partner.

K-5th Wednesday: Health Concepts

K-1st (Personal Space, Touch)
<https://www.youtube.com/watch?v=5DG-2VDSUJ>

2 (Safety Hazards) Fire Safety
<https://jr.brainpop.com/health/besafe/firesafety/>

3 (My Feelings & others)
<https://www.youtube.com/watch?v=cKQIOVjxmfs>

4 (Stress)
<https://www.brainpop.com/english/studyandreadingskills/stress/>

5 (Communicable/Non Communicable Sickneses)
<https://www.brainpop.com/health/diseasesinjuriesandconditions/asthma/>

K-5th Thursday & Friday: Career & SEL (Social Emotional Learning) Concepts

Career (Thursday & Friday Lesson)

Primary: Business: Toy Maker

<https://www.youtube.com/watch?v=R01r5ohQ9aM&list=PLUxXXPYz30yVOj-HAqliU3JjINQBvIX2&index=10>

Intermediate: Business, Management, & Administration

https://www.youtube.com/watch?v=m00aoY4hgYE&list=PLwaY7Ha3fP_KiehOYELehG16aKVZWwOci&index=5

SEL (Fri.)

Primary: Gratitude (Social Awareness)

<https://www.youtube.com/watch?v=8a3b1e1b0z0>

Intermediate: Gratitude: (Social Awareness)

<https://www.youtube.com/watch?v=yA5Qpt1JRE4>

PE Activities (K-2)

Primary K-2nd Activity:

Monday: Jumping and Landing patterns

Tuesday: Jump for Distance & Stationary Rope Jumping

Wednesday: Long Rope Turning in Pairs & Long Rope Jumping 1

Thursday: Long Rope Jumping 2 & Individual Rope Jumping 1

Friday: Stations: Individual Rope Jumping 2

See attached for lesson, questions leveled by DOK, **differentiated instruction** and **assessment/exit slip**.

PE Activities (3-5)

Intermediate 3rd-5th Activity:

Monday: Introduction to Jump Rope & Back to Basics

Tuesday: Long Rope Basics & Jump the Circuit (Stations)

Wednesday: Backhand Throw & Catch & Backhand Give and Go

Thursday: Forehand Throw & Keep Away

Friday: Jump the Circuit (Stations)



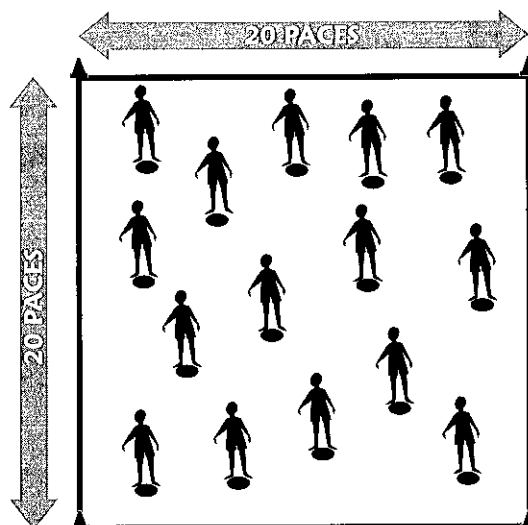
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Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- Music and player
- Chalk (optional)

Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within area; send students to stand on a spot.



GO!

1. Introduction to Jumping and Landing

- Today we will practice different ways to jump and land.
- When we leave the floor (or ground) we are jumping, and when we return we are landing.

2. Jumping and Landing Challenges – Can you take off from. . .

- Two feet and land on 2 feet? Can you do that 2X? 3-5X?
- Two and land on just 1? Practice until you can hold your balance for a count of 3 or longer.
- Two and land on 1 – this time landing on the other foot? Hold your balance for 3 seconds or longer. (*Move to help students balance.*)
- One and land on the same foot? Who remembers what locomotor skill that is? (*Hop.*) Can you do it 2X? 3-5X? Try again with the other foot.
- One and land on the other? Hold steady. Who remembers what locomotor skill that is? (*Leap.*)
- One foot and land on both feet? Change your take-off foot and try again. How high can you jump from 1 foot?
- One foot and make a straight shape in the air? A tucked shape? Bring your knees up to tuck?

3. Straight Jump

- Can you take off from both feet and land on your spot with both feet? That is a *Straight Jump*.
- Practice a few times, and try to “stick” your landing. That means to land without hardly moving at all. You do that by bending your knees to absorb the force and controlling your body so it is in perfect balance.
- *Straight Jump* over your spot. Can you *Straight Jump* backward over your spot? Can you stick your landing?

(continued)

JUMPING AND LANDING PATTERNS

*SPARK™ IT UP!

* Jump for Height

How high can you jump? Start with your knees bent and your arms back. Swing your arms forward and up while your legs push off like a rocket! Can you touch the sky?

* Vertical Jump (or Jump and Touch)

(Need a wall and chalk.) Your Vertical Jump is how high you can jump. I'll put chalk on your 3rd finger. Stand sideways to the wall, reach as high as you can, then touch that finger to the wall. That's your starting spot. Now, jump as high as you can, and when you think you're at the top of your jump, touch the same finger. Is the 2nd mark higher? The distance between the 2 marks is your Vertical Jump.



HOME

Have you ever heard of the game *Hopscotch*? It's a jumping and landing game that's been played by kids for a very long time – usually on a sidewalk. Ask a parent or older brother or sister to draw a hopscotch court with chalk for you. Then ask them to teach you how to play. *Hopscotch* is fun and very active as long as you don't stand in a long line waiting for a turn. Remember, the P in SPARK stands for "Play Actively." (Teachers: See *Hopscotch* in "Recess Activities" section.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body awareness, locomotor movements, nonlocomotor movements

● #3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance

#5, 6 Participates, appreciates, enjoys movement

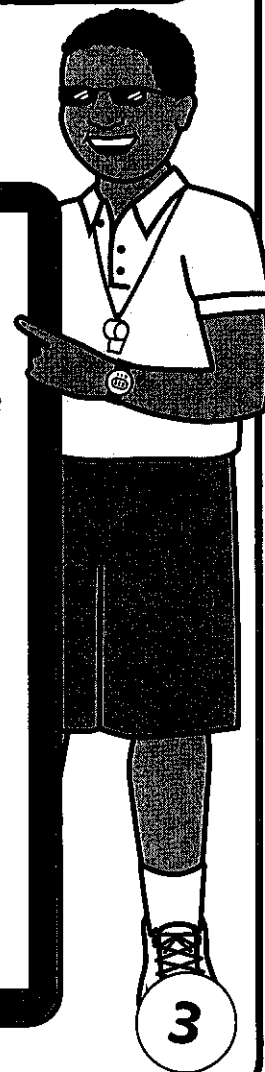
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TONY'S TIPS

- Here's a simple teaching sequence for *Jumping and Landing* activities:
 - First, use students to demonstrate a jump and/or landing.
 - Turn on fun, active music to cue everyone to begin practicing.
 - Move to assist, encourage, and challenge students.
 - When ready to introduce a new skill, stop the music.
- Use students with gymnastic backgrounds to demonstrate and help others.

Vocabulary

Vertical Jump, "stick a landing"





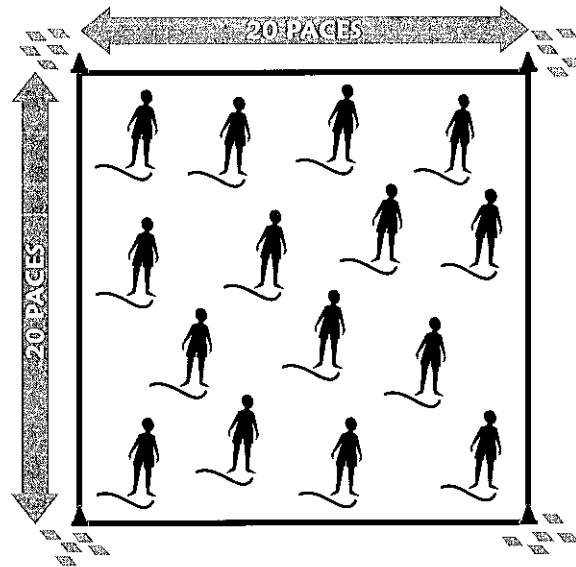
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Ready

- 4 cones (for boundaries)
- 1 7' rope per student
- 1 beanbag per student

Set

- Create medium (20X20 paces) activity area.
- Scatter ropes within the area.
- Send students to stand by a rope.
- Place beanbags in corners.



GO!

1. Jump for Distance

- Stretch your rope on the floor and practice jumping over it.
- When you land, bend your knees and think of your feet sinking into soft sand.
- Now stand at one end of your rope with your feet on each side of it.
- How far can you jump down the length of your rope?
- *(Cues for students while they are practicing: Swing your arms forward and upward; think of a rocket ship and take off; lean forward on your landing.)*

2. Jump the Distance of Your Height

- *(Send students in small groups to select 1 beanbag each.)*
- Hold your beanbag in one hand. Move your feet near one end of your rope.
- Lie down carefully and wherever the top of your head extends to, place the beanbag on the rope right on that spot.
- Ask a friend for help if you're having trouble.
- The distance from the end of your rope to the beanbag is your height!
- Stand at the end of your rope; then try to jump to the beanbag and beyond.

3. Leap the Puddle

- *(Pair students.)* Partners, place your ropes on the floor 1 step apart. Pretend the space between the ropes is a puddle of water.
- On my signal, take turns trying to leap over the puddle.
- Remember, a leap is when you take off from 1 foot and land on the other.
- If you leap over your puddle 2X in a row, move your ropes farther apart and try again.
- How many times can you leap your puddle in 30 seconds?

4. Wrap It Up

- What should you do with your arms to gain distance on your jumps? *(Swing forward and upward.)*
- Which foot did you prefer to take off from when you leaped over the puddle? Do you think you can leap farther when you take off from that foot?

JUMPING

GRADES K-2



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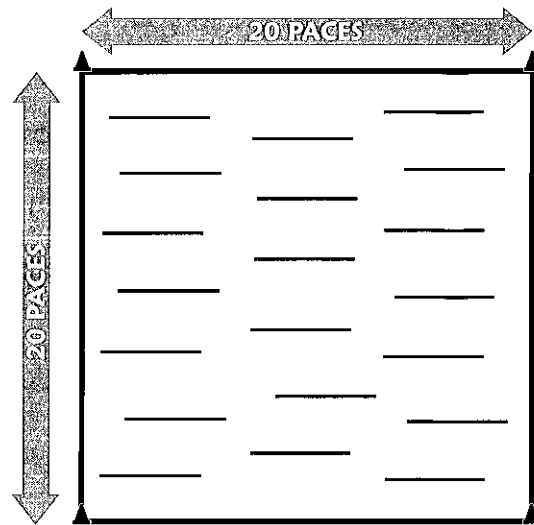
Ready

- 4 cones (for boundaries)
- 1 7' rope per student
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Scatter ropes parallel to one another within area.

GO!



1. Introduction

- Jump rope activities are a great way to make your heart strong, build strength in your legs, and have a lot of fun!
- To stay safe, make sure there is plenty of space between you and others.
- When we're ready, I'll send you to a rope, make sure everyone is spread out safely, then give you a challenge or a rope trick to try.
- Practice while music plays (or on "Go!"); freeze when it stops (or on "Freeze!").

2. Straight Rope Jumping

- **Challenges** – Can you. . .
 - o Walk forward along the side of your rope, to the end and back?
 - o Walk the rope like a tightrope? Don't step on the handles.
 - o Gallop to the end of your rope, switch feet, and gallop back?
 - o Hop on 1 foot to the end of your rope, switch feet and hop back?
 - o Straddle (1 foot on each side of the rope) and jump down the rope and back?
 - o Keep your feet together and jump over your rope side to side like a skier?
 - o Jump from side to side the length of your rope and back?
 - o Cross your legs like an "X" on either side of the rope, then uncross them? Do this as you jump the length of your rope and back.

3. Circle Jumping

- Make a circle with your rope; then stand inside.
- **Challenges** – Can you. . .
 - o Jump out of your circle? Back in? Jump around your circle at a high level?
 - o Hop around your circle? Switch feet; go back in the other direction?
 - o Hop in and out of your circle while traveling around it?
 - o Jump over your circle? Jump back again?
 - o Side-slide quickly around your circle? Gallop the other way?
 - o Leap across your circle? Now turn around and leap back?
 - o Side-slide around 3 circles and jump back into your circle? Now jump in place?

4. Wrap It Up

- What kinds of things can you jump over in your neighborhood or at home?

JUMPING

GRADES K-2



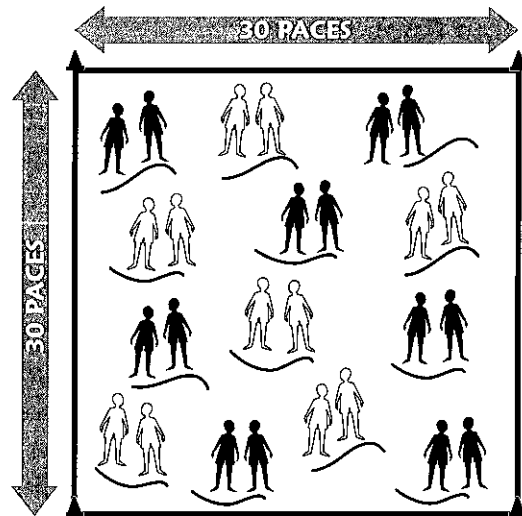
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Ready

- 4 cones (for boundaries)
- 1 14' long rope per 2 students
- Music and player
- Jump Rope Chants (SPARKfamily.org) (optional)
- 1 8½" playground ball per 3-4 students (optional)
- 1 drum or anything to make and change beats (optional)

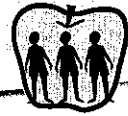
Set

- Create large (30X30 paces) activity area.
- Scatter ropes within area, keeping them parallel.
- Pair students; send pairs to stand by a rope.



GO!

1. Today we will practice turning a long rope. You must learn to turn before you learn to jump. Turns must be even and steady, or even skilled Jumpers will have trouble.
2. On my signal, pick up the rope by its handles, then step apart until the rope sags in the middle and lightly touches the floor (*ground*).
3. Stand with your feet shoulder-width apart, facing your partner.
4. One of you is the "Lead Turner." Lead Turner says, "Ready, Go!" and you both begin turning the rope in the same direction. Mirror your turning partner as you turn.
5. While turning, keep your arms and elbows close to your body, waist high, elbow bent to 90° (*demonstrate*).
6. Make sure the middle of the rope touches the floor as it turns.
7. **Challenges** – Can you and your partner. . .
 - Keep your rope turning at the same pace? Say "One, two, three" each turn of the rope.
 - Turn the rope slowly? Work together to slow down, and then hold a slow and steady pace.
 - Turn the rope really fast? Speed up, and when you've reached a speed you can control, try and keep it going.
8. **Wrap It Up**
 - What do you and your partner need to do while turning the rope so someone can jump successfully? (*Cooperate, communicate, compromise.*)
 - Are there ropes available during recess or lunch breaks? Why don't you and a friend ask a playground monitor if you can borrow one and practice rope turning again?



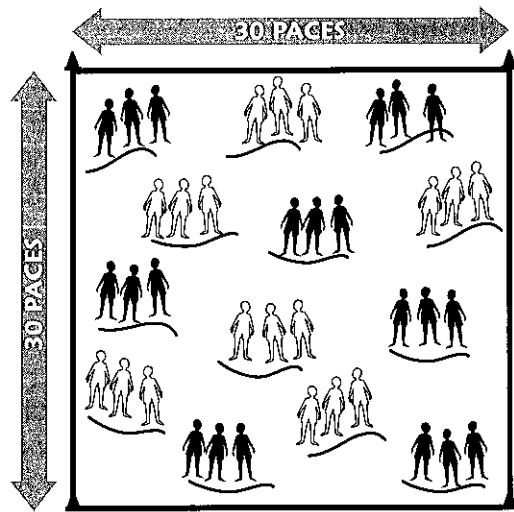
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Ready

- 4 cones (for boundaries)
- 1 14' long rope per 3 students
- Music and player (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter ropes within area, keeping them parallel.
- Create groups of 3; send groups to stand by a rope.



GO!

1. Introduction

- Today we are going to practice long-rope turning and jumping skills.
- Show you can be a good group-mate by sharing, taking turns, and doing your best.

2. Building a House

- Turners: Hold the rope 3" (*demonstrate*) above the floor (*ground*).
- Jumpers: Face the rope, and jump back and forth over it.
- Turners: Each time the Jumper makes it over and back, raise the rope a little higher.
- Switch roles on my signal.
- (*Rotate students every 1-2 minutes after this and each of these activities.*)

3. Ocean Waves

- Turners: Make waves by moving your arms up and down.
- Jumpers: Can you time it so you jump over the lowest part of the wave?

4. Snake in the Grass

- Turners: Squat down, and wiggle the rope side-to-side like a snake.
- Jumpers: Can you leap over the snake?

5. Blue Bells

- Jumpers: Stand in the center of the rope facing a Turner.
- Turners: Move the rope back and forth like a pendulum; let it swing as high as your shoulders.
- Jumpers: Jump over the rope just before it touches your feet. Watch the rope!

6. Wrap It Up

- When jumping over a swinging rope, should you jump high or low? (*Low.*)
- Give me a thumbs up if you:
 - Did your best.
 - Took turns.
 - Shared your time and equipment fairly.

JUMPING

GRADES K-2



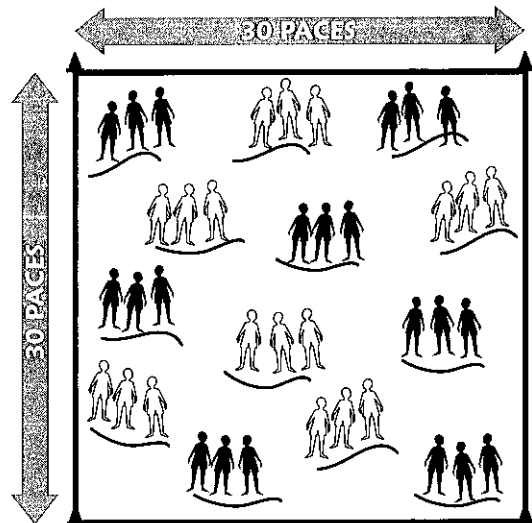
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Ready

- 4 cones (for boundaries)
- 1 14' long rope per 3 students
- Music and player (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter ropes within area, keeping them parallel.
- Create groups of 3; send groups to stand by a rope.



GO!

1. Introduction

- Today we'll continue learning and practicing long-rope turning and jumping skills.
- First, we'll repeat the activity we did last for practice and our warm-up (*review Jumping a Turned Rope I and repeat Blue Bells*).

2. Full-Turn Jumping

- Jumpers: Begin in the middle facing the Lead Turner.
- The Turners will do 3 pendulum swings for you to jump over, followed by a full turn of the rope. Can you do all 4 jumps in a row?
- Keep practicing, and I'll come around to help.

3. Jumping Rope from a Standing Start

- Jumpers: Move to the middle and face the Lead Turner.
- When you're ready, say "Go!" then watch the rope, and jump over it before it touches your feet.
- Turners: Begin your full-rope turns, and try to maintain a steady rhythm.

4. Jumping a Turning Rope

- "Front door" means entering from the side where the rope is turning toward the Jumper.
- Jumpers: To enter the front door, stand near a Turner, then move to the center of the rope.
- Jumpers: Run through the turning rope without jumping. Follow the rope, and exit out the other side.
- (*After trials.*) If you run through successfully 3X, try staying in the middle and jumping over the rope for a few jumps.

JUMPING

GRADES K-2

LONG ROPE JUMPING II

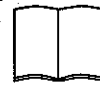
SPARK IT UP!

* More Challenges

- Instead of a 2-foot jump, can you hop on 1 foot? The other foot?
- Can you hop on a different foot each rope turn?
- How long can you alternate hops without a miss?
- Can your Turners turn the rope faster for you? How fast can you jump?
- How many times in a row can you jump without a miss? Count out loud.

* Jump to the Music

(For advanced learners.) Turners, can you time your rope turns to the beat of the song? I'll play a few bars to give you time to get on the beat. Jumpers, when you think they have it, go ahead and jump in.



ACADEMIC

Language Arts

(Read Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault.

Read The Crayon Counting Book by Pam Munoz and Jerry Palotta.

Read 1, 2, 3 To The Zoo by Eric Carle.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial and body awareness, rope turning, jumping, hopping, landing, rhythmic sequencing

- #3, 4: Participates in enjoyable, challenging activities, cardiovascular endurance

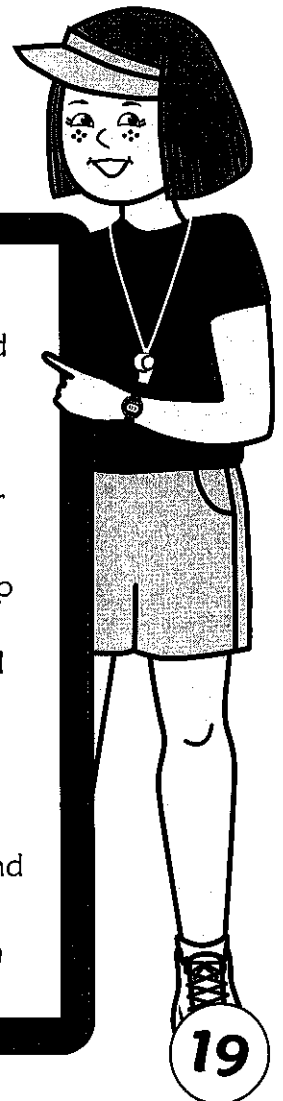
#5, 6 Participates, appreciates, enjoys movement, cooperates in a small group

Your State (Write in here)

● _____

PAULA'S POINTERS

- Once students acquire turning and jumping skills, work with recess and lunch playground supervisors to designate a "jump rope area," and make long ropes available for student practice.
- Teach playground staff at the jump rope area how to group students, encourage their participation, and offer positive, specific feedback.
- At times, ability-group students so they are challenged to improve. Gather students working on basic skills, and give them extra time and attention.
- See the *Jumping Unit Introduction* for more *Tips and Pointers*.





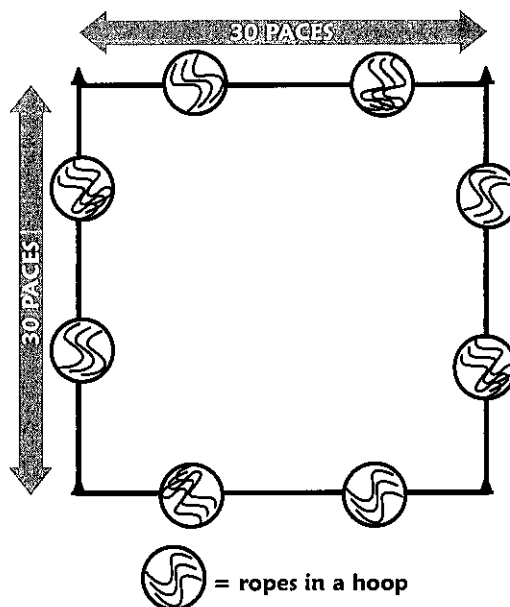
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Ready

- 4 cones for boundaries
- 1 7' or 8' rope per student
- 6-8 hoops
- Music and player
- Jump Rope Chants (*SPARKfamily.org*) (optional)

Set

- Create large (30X30 paces) activity area.
- Sort ropes by size, and place them inside 6-8 hoops around the perimeter.
- Share your behavioral expectations with the class before sending students to select 1 rope each.



GO!

1. Individual Rope Sizing

- Today you are going to turn and jump over your own rope.
- To find the right size rope, hold a handle in each hand, then stand on it in the middle. The handles should reach to your underarms (*around chest high*).
- If your rope is too short, exchange it for a longer one.
- If your rope is too long, exchange it for another (*or demonstrate rolling the handles around your wrists and/or tie a knot near the ends*).
- (*Send students to select a rope, try its length, and establish a home base.*)

2. Individual Rope Turns

- Hold a handle in each hand. Use your wrists to turn your rope on 1 side of your body. Let it touch the floor (*ground*).
- Try it on the other side.
- **Challenges** – Can you. . .
 - Turn your rope 3X on 1 side, then 3X on the other?
 - Alternate sides, 1 time L, 1 time R, like a figure 8?
 - Turn your rope slowly from side to side?
 - Turn your rope quickly? How quickly?
 - Turn your rope in circles in front of your body? Remember to let the rope touch the floor each time.
 - Change the direction of your circle?

JUMPING

GRADES K-2

INDIVIDUAL ROPE JUMPING I

* SPARK™ IT UP!

* Rope Chants

(Access "Jump Rope Chants" from SPARKfamily.org.)
Try practicing your full turns and jumps while I read a Jump Rope Chant(s).

* Runnin' Ropes

Place your ropes on the floor and "mold them" into any shape you'd like. When the music starts, fast walk within our boundaries and avoid stepping on a rope (or bumping anyone else). Move in all directions and pathways and explore all of our open space. When the music stops, pick up whichever rope you're closest to and practice your full turns again. (Change the locomotor skill students perform each round.)



HOME

Borrow a rope after school from me, and practice jumping at home. Ask a parent if she (or he) remembers a rope jumping rhyme from their childhood. Ask if any of these sound familiar: "Miss Mary Mack," "Bubble Gum," or "Cinderella." I have some *Jump Rope Chants*, too. I'll make copies and send them home with you, just in case a parent can't remember any of their own.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial and body awareness, rope turning, jumping, hopping, landing, rhythmic sequencing

● #3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance

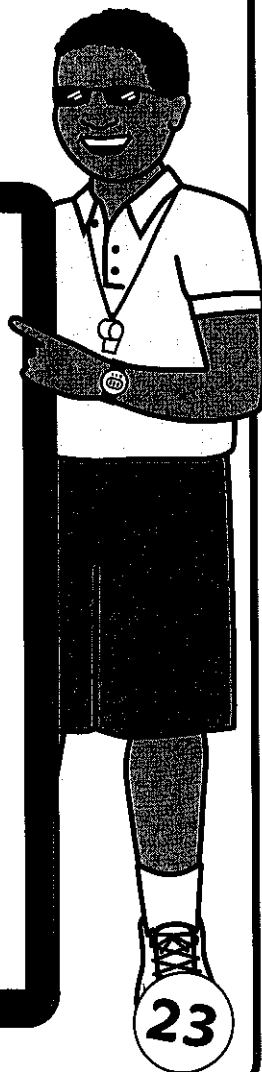
#5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

TONY'S TIPS

- Basic Jumping Tips – Students should:
 - Keep feet together.
 - Jump relaxed, keep knees slightly bent, and land on the balls of their feet.
- As students practice jumping, move to assist as many as possible. Allow sufficient time for practice.
- Remember to encourage students to recite *Jump Rope Chants* to help them maintain a steady rhythm.

NOTES



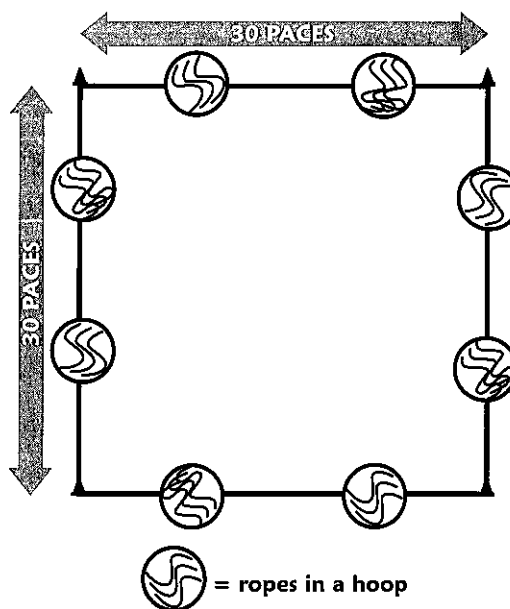


Ready

- 4 cones for boundaries
- 1 7' or 8' rope per student
- 6-8 hoops
- Music and player

Set

- Create large (30X30 paces) activity area.
- Sort ropes by size and place them inside 6-8 hoops around the perimeter.
- Send students to select an appropriately sized rope and establish a home base within boundaries.



GO!

1. Double-Side Swing

- Hold a handle in each hand. Swing your rope 2X to 1 side, cross the rope over in front of your body, then 2X on the other side.
- Can you bend your knees each time the rope touches the floor (*ground*)?
- Keep it going at a steady pace, remember, 2X on each side.
- Use your wrists to turn the rope, not your arms.
- Can you *Double-Side Swing* slowly? Even slower? Faster? Even faster?

2. Single-Side Swing

- Now try 1 swing per side. Cross the rope over in front of your body each time.
- Can you swing your rope on the beat of the music (*or on my clapping*)?

3. Double-Side Swing Jump

- Now we'll add a jump to our *Double-Side Swing*.
- Swing 2X to 1 side, then open your rope and jump through.
- Swing 2X to the other side, then open your rope and jump through.
- Can you jump through 2X in a row? 3-5X? More than 5X without a miss?
- Now try it slowly – slower – faster – faster!

4. Single-Side Swing Jump

- After 1 side swing on each side, open the rope, and step or jump over it.
- Can you do it 2X in a row? 3-5X? More than 5X without a miss?

INDIVIDUAL ROPE JUMPING II

* SPARK™ IT UP!

* Hot Peppers

Start with a slow and steady *Single-Bounce Forward*; then speed up until you're jumping as fast as you can. This trick is called *Hot Peppers*!

* Single-Bounce Right Foot, Left Foot

Same as a *Single-Bounce Forward*, but land on only 1 foot with each rope turn. Which locomotor skill is a 1-foot take-off and the same foot landing? (*Hop.*) Switch feet, and try hopping on the other foot. Can you change feet after every 3 hops?

* Alternating Feet

Can you land 1 foot, then the other, changing feet with each rope turn? It looks like you're jogging in place. (*Advanced learners.*) If you can alternate feet, try moving forward while jumping rope. It's like going for a run and jumping rope at the same time!



WELLNESS

Being active is good for your heart, but it's important to eat heart healthy foods, too. The A in SPARK stands for "Avoid excess sugars and fats." The word "excess" is the key. It means not to eat more than a reasonable amount, and not to do it too often. Foods like candy, sodas, ice cream, pizza, and chips should be eaten rarely, because they are not heart healthy. Do your heart a favor, and just say no thanks to these "NOT So Fabulous 5."

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial and body awareness, rope turning, jumping, hopping, landing, rhythmic sequencing

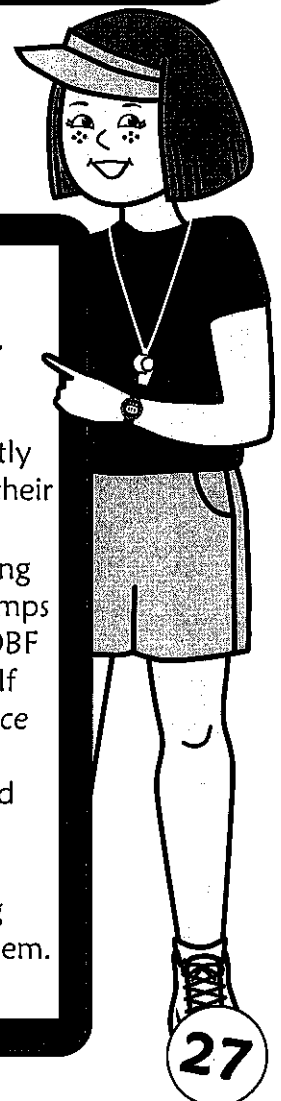
● #3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance

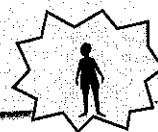
#5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

PAULA'S POINTERS

- Reinforce these basic jumping tips. Students should:
 - Keep feet together.
 - Jump relaxed, keep knees slightly bent, and land on the balls of their feet.
- SPARK doesn't recommend teaching the *Double-Bounce Forward* (2 jumps for each rope turn), because the DBF is rarely used in jump rope tricks. If students can learn the *Single-Bounce Forward*, they have established a solid foundation on which to build their skills.
- Show the *Jump Rope Chants* to students so they begin recognizing the words and reading some of them. You'll use these again in *Circuits*.



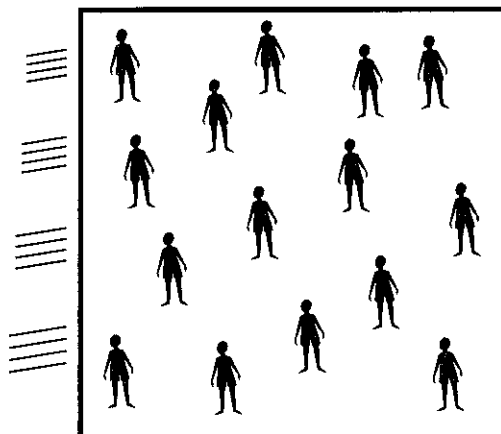


Ready...

- 1 individual jump rope per student
- *Jump Rope Skill Cards - Individual Tricks* (SPARKfamily.org)
- Music and player (optional)

Set...

- Scatter students with enough room between them to ensure they won't be hit with ropes.
- Lay jump ropes (grouped by length) away from center of area.



JUMP ROPE

GO!

1. The object is to learn and practice basic rope jumping safety rules and individual rope jumping techniques.
2. To find the right size rope, hold the handles in both hands, step on the center with both feet and pull until the rope is taut. It should be long enough to reach your chest.
3. For safety we all need to follow these rules:
 - Ropes may only be used for jumping.
 - Keep a "safety zone" around you so you don't hit others with your rope.
 - When listening to instructions, lay your rope on ground.
4. *(Teach and demonstrate several of the basic individual tricks using the Jump Rope Skill Cards for visual and cues. Allow time for students to practice each.)*
5. *(Suggested skills to teach beginners include: Jog and Jump, Double Bounce, Single Bounce, Hop, Forward and Backward. Skill Cards are in order of difficulty.)*

CHALLENGES

- ★ Choose your favorite trick. How many jumps can you do in 15 seconds?
- ★ Choose another trick. Can you do it with a double bounce? Now try a single bounce. Can you do it backward? With a hop?
- ★ Can you jump 10X without an error?

CUES

- ★ Keep your elbows in at your sides.
- ★ Use your wrist to turn the rope.
- ★ Bend your knees slightly when you land.



BACK TO BASICS

STUDENT TARGETS

- ✔ **Skill:** I will practice a variety of jump rope skills using the cues my teacher gives me in class.
- ✔ **Cognitive:** I will give examples of physical activities that enhance fitness.
- ✔ **Fitness:** I will work to stay actively engaged during all of the jump rope activities.
- ✔ **Personal & Social Responsibility:** I will demonstrate safe behaviors without being reminded by a teacher.

TEACHING CUES

- ✔ Work Safely by Respecting Self-Space
- ✔ See *Jump Rope Progression Card* for Basic Jump Rope Skill Cues

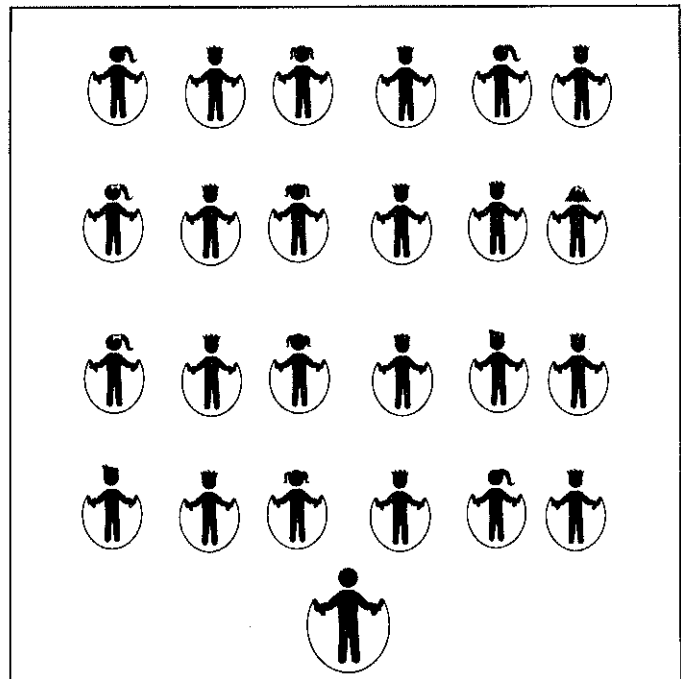
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 jump rope per student
- ✔ Rope Selection Rule Poster
- ✔ Jump Rope Progression Cards

Set-Up:

1. Students spread out in general space facing the teacher, each with a jump rope.
2. Jump Rope Progression Cards ready on clipboard or tablet.



Activity Procedures:

1. Today, we are going to review the progression for jumping rope.
2. It's important that everyone has a jump rope that is the proper length. The Rope Selection Rule posted near the jump ropes will help you make the correct choice.
3. Now that everyone has a jump rope, follow along and repeat the skills that I demonstrate. For safety, remember to stay within your own personal space.
4. Teachers, follow the *Jump Rope Progression Cards* and lead the class through the progressions for jumping rope.

Grade Level Progression:

- 3rd: Complete the activity as described above.
- 4th: Students work in small groups, each with a progression card, to review basic jump rope technique.
- 5th: Combine this activity with *Creative Mode Station Cards*. Work through the progression card with students who need assistance. Allow more advanced students to complete *Creative Mode Stations*.



BACK TO BASICS

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Allow students to use ropes in a variety of styles and lengths.
- ✔ Jump an invisible rope to music with a slow and steady beat. Increase the tempo of the music selection to increase the intensity of the activity.
- ✔ Provide ongoing verbal cues with individualized instruction and/or peer tutoring.

ACADEMIC LANGUAGE

Jump, Land, Two-Foot Take Off, Vertical, Turn, Enhance, Fitness, Safe, Health-Related Fitness, Skill-Related Fitness

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [S1.E4.3]** Jumps and lands in the vertical plane using a mature pattern (3).
- ✔ **Standard 3 [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 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How can you recognize activities that enhance fitness?
- ✔ **DOK 1:** What are some examples of activities that enhance fitness?
- ✔ **DOK 2:** How does jumping rope enhance health-related fitness?
- ✔ **DOK 3:** Which components of fitness would be most impacted if you jumped rope every day? Why?

TEACHING STRATEGY FOCUS

Identify Critical Content: Jump rope success depends on students' ability to understand and perform the basic jump. At each grade level, students will benefit from a review of jump rope cues and content. Likewise, there will most likely be students at each grade level who haven't mastered the basic jump and will require remediation. Take time to assess where students are starting and then identify the critical content needed for progression.



LONG ROPE BASICS

STUDENT TARGETS

- ✔ **Skill:** I will successfully turn and jump a long rope.
- ✔ **Cognitive:** I will identify the components of skill-related fitness required for jumping and turning a long rope.
- ✔ **Fitness:** I will give an example of how I can improve my skill-related fitness at home.
- ✔ **Personal & Social Responsibility:** I will work cooperatively with another rope turner in order to turn a rope for a jumper to jump.

TEACHING CUES

- ✔ Face Turner
- ✔ Watch Rope
- ✔ Small Jumps
- ✔ Keep the Rhythm
- ✔ Turn with Arms
- ✔ Watch Jumper's Feet
- ✔ Keep the Rhythm

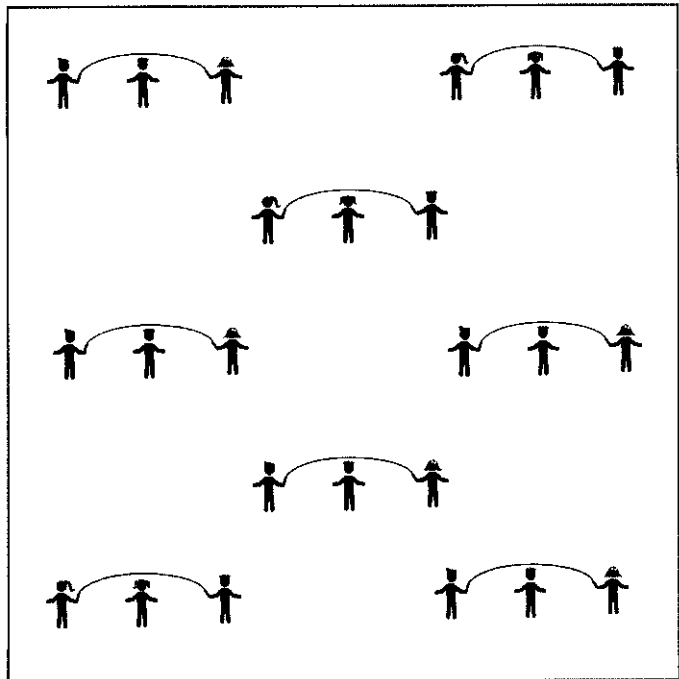
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 long jump rope per 3 students
- ✔ 1 Long Rope Progression Card per 3 students

Set-Up:

1. Divide students into groups of 3, each group with a long jump rope.
2. Scatter groups in general space with enough room to turn the rope safely.
3. Provide each group with a Long Rope Progression Card.



Activity Procedures:

1. Today we are going to work on skills using long jump ropes. In groups of 3 you will practice turning and jumping the rope by following the skill instructions on the Long Rope Progression Card.
2. When I see that a group has mastered one of the skills on the card, I'll stop the class so we can watch a demonstration.
3. When you hear the music, begin. When you hear the music stop, freeze and listen for instructions.

Grade Level Progression:

- 3rd: Complete the activity as described above.
- 4th: Allow advanced students to perform basic tricks during their turn as jumpers.
- 5th: Allow groups of 3 or 4 to create basic long rope routines.



LONG ROPE BASICS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Designate students as all-time turners.
- ✔ Provide a teaching assistant or peer coach to help students turn the rope.
- ✔ Turn the rope very slowly with students stepping over the rope.

ACADEMIC
LANGUAGE

Success, Long Rope, Turn, Rhythm, Improve, Skill-Related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [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 3 [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 [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).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What is skill-related fitness?
- ✔ **DOK 1:** What are the components of skill-related fitness?
- ✔ **DOK 2:** Which components of skill-related fitness are used when turning and jumping a long jump rope?
- ✔ **DOK 1:** What does the word rhythm mean?
- ✔ **DOK 2:** How does rhythm apply to jumping rope?
- ✔ **DOK 3:** What happens if the turners and jumpers are not in the same rhythm? Why?

TEACHING
STRATEGY
FOCUS

Help students examine similarities and differences: Students new to long rope jumping may be intimidated by the lack of control over the long rope turning. Taking time to explore the similarities to short rope jumping (e.g., rhythm, timing, basic jump technique) will help students connect prior success to this new task. Likewise, examining the difference between the two skills will help them understand the new cues and cooperative requirements of long rope jumping.



Top
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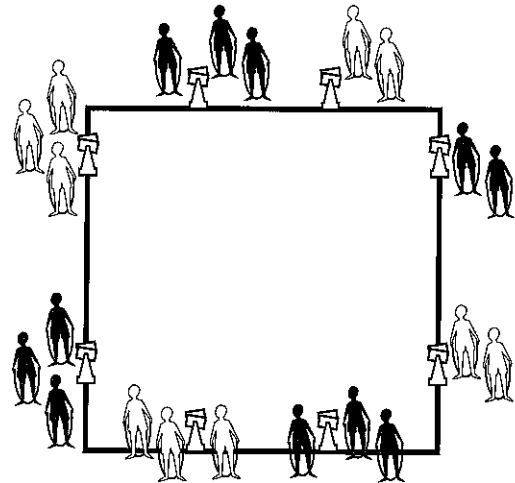
JUMP ROPE

Ready...

- 1 individual jump rope per student
- 6-8 cones (for 6-8 stations)
- 12-16 *Jump Rope Skill Cards* - Individual Tricks (SPARKfamily.org)
- Music and player

Set...

- Create a circuit with chosen *Jump Rope Skill Cards* around perimeter.
- Place 2 cards at each station (1 basic, 1 more advanced).
- Distribute students evenly at all stations; each with a rope.



= Cone with 2 Skill Cards

GO!

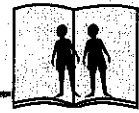
1. The object is to practice a variety of individual jump rope skills in a circuit format.
2. (*Teach and demonstrate the various stations chosen for the circuit.*)
3. On music, practice the skill at your station. On signal (*music off*), *Jog and Jump* to the next station, and practice the next trick.
4. We'll continue until you have been active at all of the stations.

CHALLENGES

- ★ While at your station, how many times can you do the trick without error?
- ★ Once you've mastered it, try it backward, or add another type of twist to it. Can you try it with your eyes closed, hopping on 1 foot, adding a crossover, etc.?

CUES

- ★ Move to stations quickly; more time to practice skills.
- ★ Bend your knees when you land.
- ★ Turn with your wrists; keep elbows in at your sides.
- ★ (*More cues found on each Skill Card.*)



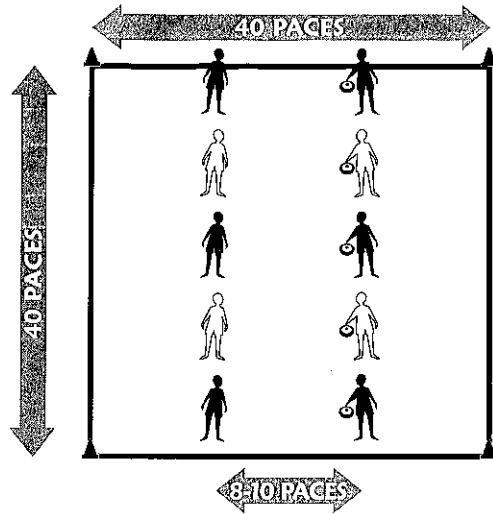
Ready...

- 1 flying disc per pair
- 4 cones (for boundaries)

Set...

- Create large (40X40 paces) activity area.
- Pair students; partner face-off formation (8-10 paces apart); each pair with a disc.

GO!



1. The object is to learn and practice the backhand throw and the “clap” catch with a partner. The backhand throw is the easiest of the disc throws to learn and master.

2. The grip

- Place your thumb on top of the disc, and your index finger on the outside edge.
- Curl your other fingers under the rim, and grip firmly.

3. The backhand throw

- To make your throw, turn your side to your target, and hold your disc parallel to ground.
- Point your throwing elbow at your target, and step toward the target with your front foot.
- Extend your arm, and snap your wrist as you release, pointing at the target.

4 The catch

- Before we practice the throw, let’s learn how to catch a disc.
- Hold hands out in front of you; 1 above and 1 below.
- As the disc comes into your hands, “clap” it between them.
- Keep your eyes on the disc as it comes into your hands.

5. On signal, play catch with your partner.

6. (Rotate partners every few minutes.)

CHALLENGES

- ★ How many catches can you make before the signal?
- ★ How quickly can you make 20 catches? Jump up and down when you get there!
- ★ Can you tell your partner 1 thing that will make them a better thrower? Catcher?

CUES

- ★ Side to target.
- ★ Keep your forearm and disc parallel to the ground.
- ★ Snap your wrist.
- ★ Point at the target on finish.

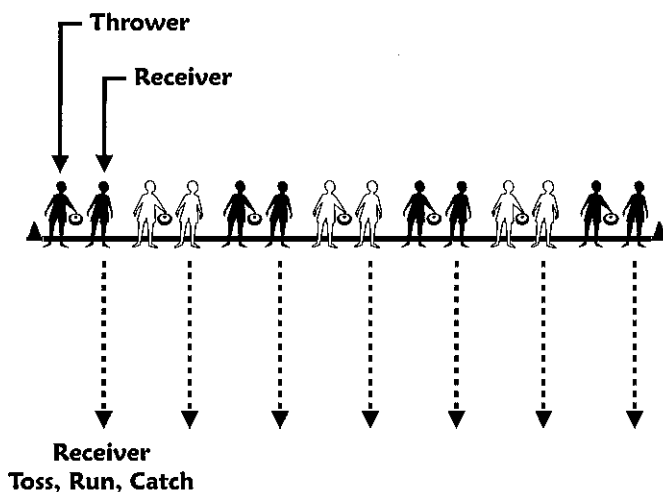


Ready...

- 1 flying disc per pair
- 4 cones (for boundaries)

Set...

- Create a long line on 1 edge of field.
- Get students in pairs on line; each pair with a disc.



GO!

1. The object is to learn and practice backhand throws using the *Give and Go* with a partner.
2. (Review cues for grip and throw.)
 - Thumb on top; index finger on outside edge.
 - Curl fingers under the rim.
 - Throwing side to target; disc parallel to the ground.
 - Extend elbow, and snap wrist.
 - Point to target and release.
3. **Give and Go**
 - The Give and Go is an offensive strategy used to move the disc upfield.
 - The thrower “gives” (using backhand throw to partner); then “goes” (run to open space) to receive a pass back from partner.
 - Continue giving and going throughout the area.
 - Try to “lead” your partner with your pass (pass to the open space where your partner is going, not where they started).
4. (Rotate partners every few minutes.)

CHALLENGES

- ★ How many catches can you make before the signal?
- ★ Can you tell your partner 1 thing that will make them a better thrower? Catcher?

CUES

- ★ Run forward (not sideways or backward) when going out for a pass.
- ★ Throw to where your receiver will be, not where they are.



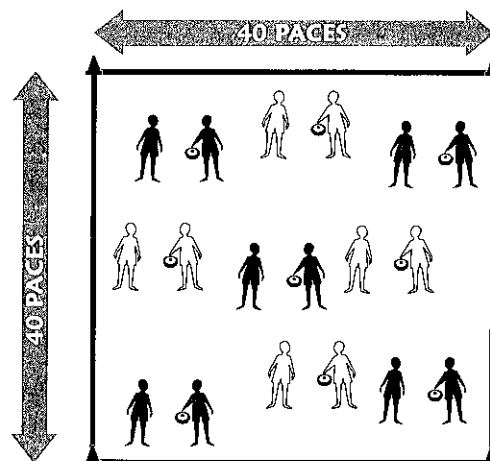
Ready...

- 1 flying disc per pair
- 4 cones (for boundaries)

Set...

- Create large (40X40 paces) activity area.
- Pair students; scatter in area; each pair with a disc.

GO!



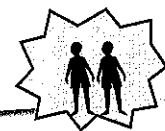
1. The object is to learn and practice the basic forehand throw.
2. The forehand throw is done with your throwing arm out to the side of your body, rather than crossed in front like the backhand throw.
3. **The grip**
 - Hold your thumb under the front side of the rim.
 - Curl your fingers over the front edge.
4. **The forehand throw**
 - Face your target; bring your throwing elbow in to your hip.
 - Keeping the disc parallel to the ground; flick your wrist as you release the disc.
5. On signal, play catch back and forth with your partner.
6. When you've caught 6 in a row, play *Give and Go* using the forehand throw. One partner runs out for a short pass; the other throws. Alternate throwing and running/catching until signal.
7. (Rotate partners every few minutes.)

CHALLENGES

- ★ How many catches can you make before the signal?
- ★ Can you tell your partner 1 thing that will make them a better thrower? Catcher?

CUES

- ★ Run forward (not sideways or backward) when going out for pass.
- ★ Throw to where your receiver will be, not where they are now.



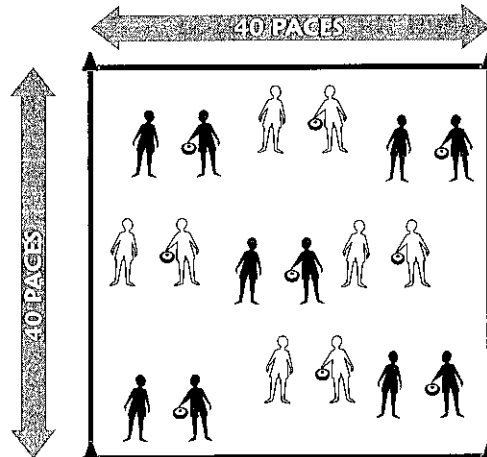
Ready...

- 1 flying disc per pair
- 4 cones (for boundaries)

Set...

- Create large (40X40 paces) activity area.
- Pair students; scatter in area; each pair with a disc.

GO!



1. The object is to learn and practice various types of catches.

2. 2-Hand Catch

- *(Teach and demonstrate 2-Hand Catch)*
- Both hands in front; palms out; thumbs down.
- Bring your fingers to your thumb as disc hits hand.
- On signal, play Give and Go with a partner. One partner runs out for a short pass, and the other throws. Alternate throwing and running/catching until the signal. Use the 2-Hand Catch when you can.

3. 1-Hand Catch

- *(Teach and demonstrate 1-Hand Catch)*
- One hand in front; palm out. Higher than waist; turn your thumb down. Lower than your waist; your thumb is on top.
- Bring your fingers to your thumb as the disc hits your hand.

4. Under the Leg Catch

- *(Teach and demonstrate Under the Leg Catch)*
- As the disc nears, lift 1 leg high enough for the disc to fly under. Catch with 1 hand behind your leg.

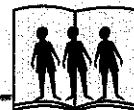
5. *(Rotate partners every few minutes.)*

CHALLENGES

- ★ How many catches can you make before the signal?
- ★ Can you tell your partner 1 thing that will make them a better thrower? Catcher?

CUES

- ★ Watch the disc fly into your hand(s).
- ★ “Give” with the disc as it hits your hands.



Ready...

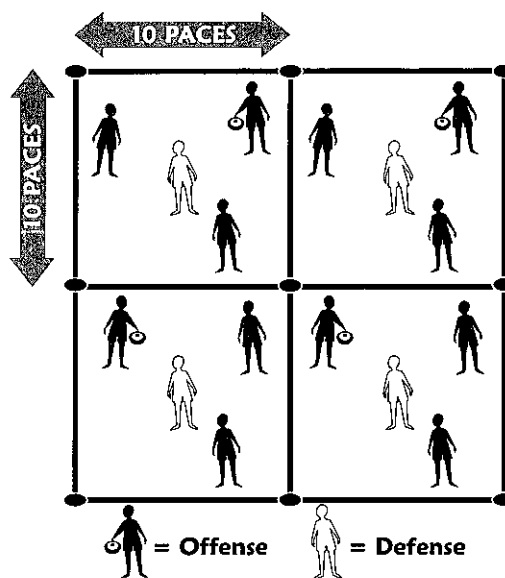
- 1 flying disc per 4 students
- Spot markers (for grids)

Set...

- Create grids (10X10 paces) for every 4 students.
- Form groups of 4 in each grid; 1 disc per grid.

GO!

1. The object is for the 3 Offensive players to pass the disc to each other, keeping the disc away from the 1 Defender.
2. Offense does this by pivoting, passing, and moving to open space. Running with the disc is not allowed.
3. The Defender tries to stop passes by intercepting or deflecting the disc.
4. If the Defender blocks or intercepts the disc, it is returned to the Offense. Start again.
5. *Principle Of 3s* is in effect (see *Tips*).
6. Change defenders on signal. (*Every minute or so.*)



FLYING DISC

CHALLENGES

- ★ Can you use either forehand or backhand throws to keep your Defender moving?
- ★ Defenders: How many times can you deflect the disc?

CUES

- ★ Receivers, move into an open space to receive a pass. Use the *Give And Go*.
- ★ Passers, pass quickly, and use fakes and feints. Pivot to get into a good passing position. Use both forehand and backhand.
- ★ Defender, stay between the disc and the receiver.