

Jump Rope

How to Use It

- As you teach, assess your students' comfort, interest, and capacity to perform the activity and adjust accordingly. If an activity is too easy, jump to SPARK It Up extensions and add more difficulty. If it is too difficult, decrease the variables, simplify, and slow down.
- Use music as often as possible. It helps students gain a sense of rhythm and makes jumping rope more enjoyable. Use music with a strong, regular beat at an appropriate speed for the ability level of the group. Recommended beats per minute (bpm): Beginners 100-125 bpm, Intermediate 120-135 bpm, Advanced over 130 bpm. Determine an appropriate speed of music by having students practice at a comfortable pace. Time for 30 seconds and count the number of jumps made. Multiply the score by 2 to obtain the total number of jumps in 1 minute. This number will help to identify beats per minute and appropriate music selection.
- Once individual tricks have been learned, use Individual Trick Skill Cards to create a review lesson. Groups of 4 select 1 card per student. Each student practices 1 trick, then performs their trick for the group. Group members compete to name the trick first. Then they practice the trick together.
- Implement the *Jump Rope SPARK Event* during the last days of the unit and provide an exciting culminating experience that will showcase skills and knowledge learned. Use the SPARK Event as a foundation for teacher and student creativity and expand the idea to make it relevant to your students, school, and community.
- Generate interest for the *SPARK Event* with a bulletin board focusing on unit content and the SPARK Event theme. SPARK Event bulletin board plans and supplemental resources can be found at SPARKfamily.org.
- Use the Integrations as background information during a lesson introduction or closure. Another option is to print all the unit Integrations from SPARKfamily.org and staple the entire set to a bulletin board in the sequenced order. Pull off the top Integration before the start of each new lesson.
- Review the assessment samples provided on SPARKfamily.org.
 - The *Jump Rope Self-Check* is a student-paced assessment that can be used throughout the entire unit.
 - *Jump Rope Performance Rubrics* are observational assessments used to collect skill development data.
 - *Jump Rope Peer Coaching Task Cards* guide students in offering feedback to their partners for proper performance. Students take turns being the coach and the performer.
 - The *Jump Rope Unit Test* provides students a chance to show off their new knowledge through a short, written test given at the end of the unit.
 - *Jump Rope Coulda, Shoulda, Woulda* scenarios allow students to reflect and respond to situations they are often faced with during physical education/physical activity settings. These make excellent homework assignments and topics to discuss with a partner or in small groups.
 - *The Jump Rope Create a Routine* activity is used toward the end of the unit.
- Follow the sample *Jump Rope Unit Plan* (SPARKfamily.org), or use it as a guide to adjust and create your own unit plans which meet your particular instructional requirements.
- **Individual Jumping**
 - For students having difficulty with basic individual rope jumping, see SPARKfamily.org for teaching cues and basic instruction.
- **Long Ropes**
 - Students should work in 3s: 1 student jumps while 2 others turn (no one waits in line to jump).
 - Use the same tricks as with a single rope.
 - Once jumpers have mastered the skills from a standing start, have them attempt to enter and exit the rope as it turns. Enter when rope is going up. Exit after the stunt by following the rope.
- **Double Dutch**
 - Use the same procedures as with the long ropes, but turners have a rope in each hand and alternately turn each rope inward.
 - Jumpers run in when 1 rope is high and the other is on the ground.
 - Advanced jumpers may be able to turn their own single rope while inside the Double Dutch ropes.

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Safety

- Be sure the surface of the activity area is smooth, dry, and free of unnecessary equipment.
- While turning ropes, ensure students leave a safe space between them.
- Teach students the rope is for jumping only.
- Teach students to set their ropes down during instruction.
- Never allow students to jump with bare feet. Appropriate shoes protect jumpers from injury (i.e. correct fit, good cushion, sufficient arch support, etc.).
- If possible, have students practice with all the long ropes turning in the same direction. They are less likely to be struck by a rope, and entries and exits can be made without collisions.

Limited Equipment/Large Class Ideas

- Students in pairs; 1 rope per pair.
- While Partner A practices individual tricks, Partner B watches and gives constructive feedback.
- Change roles on signal (every minute or so). Provide students with teaching cues to look for such as:
 - Keep elbows in at sides.
 - Use wrist to turn the rope.
 - Bend knees on landing.
 - Allow the rope to touch the ground.
 - Jump efficiently by staying low over the rope.
 - Keep a smooth rhythm.
 - Land on the balls of feet, not flat-footed.