

**Please note:** Activities are member submitted and not approved prior to uploading by SHAPE America staff.

Name of Activity	
<b>Jump Rope Skills &amp; Heart Moves Obstacle Course</b>	
<b>Submitted by</b>	<b>Martin Margolis</b>
<b>National Standard(s)</b>	Physical Education Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
<b>Grade Level Outcome or Performance Indicator</b>	GLOs: <ul style="list-style-type: none"> <li>• Kindergarten- a single jump with a self-turned rope (S1.E27.Ka)</li> <li>• Jumps a long rope with teacher-assisted turning (S1.E27.Kb)</li> <li>• Grade 1- Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)</li> <li>• Jumps a long rope up to 5 times consecutively with teacher turning assistance.</li> <li>• Grade 2- Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)</li> <li>• Jumps a long rope 5 consecutive times with student turners (S1.E27.2b)</li> <li>• Grade 3- Performs intermediate jump-rope skills for both long and short ropes. (S1.E27.3)</li> <li>• Grade 4- Creates a jump rope routine with either a short or long rope. (S1.E27.4)</li> <li>• Grade 5- Creates a jump rope routine with a partner, using either a short or long rope. (S1.E27.5)</li> </ul>
<b>Activity Objective</b>	Students will be able to: <ol style="list-style-type: none"> <li>1. Show cooperation by working well with a partner.</li> <li>2. Demonstrate a hop to the beat of the music.</li> <li>3. Work independently in their personal space without touching other students.</li> <li>4. Demonstrate a single or double bounce basic jump.</li> <li>5. Identify a single and double bounce basic jump.</li> </ol>
<b>Grade(s)</b>	K-5
<b>Materials</b>	30 short jump ropes, 4 long jump ropes, Heart course requires labels for the heart, lungs, brain, legs, and arms. I also use 4 mats, 10 scooters, 2 ropes, 4 hula hoops, 10 cones, 10 step aerobics steps and 3 tunnels.
<b>Prior Knowledge</b>	Personal Space, Rhythm, Knowledge of Stroke, Heart Attack

**Please note:** Activities are member submitted and not approved prior to uploading by SHAPE America staff.

<b>Vocabulary</b>	Cardio-Respiratory Endurance
<b>Safety Considerations</b>	I teach students about personal space so that they do not hit anyone else with the rope. We call personal space bubbles and we work hard not to pop other people's bubbles.
<b>Activity Description</b>	
<p><b>Introductory Activities:</b> The students will pretend to be blood and move through the body (gym) through the arteries (black lines) to deliver oxygen. Tell them the person is sleeping and they should move slowly. Then tell them the person is running and they should move quickly. You may put orange cones on the line to represent fat and grease getting in their arteries. They should jump over the cones unless it becomes too blocked and explain that this is a heart attack or in the brain this is a stroke.</p> <p><b>Lesson Focus:</b> 1. Have students come in and get a jump rope. Students should spread out and practice jumping the rope while the music is on. Students will use these 4 skill cues-  1. Behind  2. Click  3. Down  4. Around.</p> <p>Make sure students spread out far enough for the rope to swing without touching anyone else or anyone's rope.</p> <p>Stretch- Back, Hamstrings, and Calves.</p> <p>Guided Practice- Practice moving to the beat of the music without using the rope. (Put CD on song one, 3 minutes and 50 seconds into it.) Students should stand holding their jump ropes and hop to the beat of the music without turning the rope.</p> <p>We will do the following skills:  - Hop on two feet in place.  - Skier- Hop on two feet moving side to side  - Bell- Hop on two feet moving forward and back.  - Scissors- Hop on two feet using a sideways open and shut pattern.</p>	

**Please note:** Activities are member submitted and not approved prior to uploading by SHAPE America staff.

- Review (& Rest) Have students come in and have a seat.
- Who can come up and show the class what a heart attack is?-What part of the body doesn't get blood if a person has a stroke?
- If I have a stroke on this side of my brain, what parts of my body might be effected?  
Will this happen to everyone that has a stroke?
- How many people die each year in the United States from Heart Disease and Stroke?
- What percentage of all deaths comes from heart disease and stroke?
- What can we do even though we are young to help prevent ourselves from getting heart disease when we get older?
- Why are we trying to raise money for the American Heart Association?
- What will the American Heart Association do with the money that we bring in?

Guided Practice- Demonstrate for the students the following skills:

- Basic Jump single bounce (every jump goes over the rope)
- Basic Jump double bounce (every other jump goes over the rope)

Independent Practice Students may practice one or both of the basic jumps. I will go around and ask each student to identify which jump they are doing. I will turn the long rope and give students opportunities to come and try the long rope while others continue to work on jumping the short rope.

### **Conclusion/Assessment:**

1. I will pick a volunteer to demonstrate one of the jumps and have the students identify the jump as a double or single jump.
2. How could music help you become a better jump roper?
3. Reminder- Don't forget to start collecting donations for the Heart Association because our Jump Rope for Heart Event is less than 3 weeks away.

### **Modifications**

***Include ways to modify this activity for advanced, lower level and inclusion students.***

I like to turn the long rope because I can make the rope turn faster or slower to ensure student success. I have used students that are in wheel chairs to turn the rope for classmates. I like to use the helicopter technique where the rope stays in contact with the floor while I spin around in circles for turning the rope to help students that are having a very difficult time jumping the rope successfully. I pull the rope away from the student as it is coming around just enough to keep the rope from hitting the student's feet even if he/she did not jump at the right time. The students always feel successful

**Please note:** Activities are member submitted and not approved prior to uploading by SHAPE America staff.

and therefore continue to participate which normally always ends with successful rope jumping once they become more confident.

**This is my Heart Course that students move through pretending to be blood pumped out from the heart.**

