LESSON PLAN
Department of Exercise and Sport Sciences
Manchester College
Deer Ridge Elementary

Academic Standards
C- Standard 2: Demonstrates understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activities
A- Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity.
P- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Performance Objectives
C – Students will successfully remember the cues for turning the rope by answering 3 out of 4 questions correctly as a class.
A – Students will work together successfully by showing respect for others in their group and respect for other groups 100% of the time during the 2 days of group work with jump ropes.
P – Students will successfully balance a bean bad on the tops of their hands 2/4 times if they can get 5 jumps in a row without dropping the bean bags.

Equipment/Materials
8 long ropes, CD player, basket of kickballs, container of bean bags.

Skill Development
Fitness Activity: Warm-Up
Jog around blue circle, stop, find a line, do 10 quick hops side to side back and forth over the line, jog again, stop, find a line, 10 quick hops forward and back over the line. Straddle the line and switch feet. Turn music on.

Introduction/Set Induction
Today we are focusing on our long jump rope skills. This week we will be doing a lot of jump roping skills and activities to celebrate jump rope for heart. Remember that jumping rope is a great way to build a healthy heart and healthy lungs! Name 4 cues for turning when using a long rope? (1-5)

Introduce New Skill
K-2: Working on Long Rope. Practice for Turners and Jumpers. Turners need to remember to turn together, keep the rope at waist level, and to turn with their forearm and wrist. They also need to remember to count to three with pendulum swings before they start full rotation. Jumpers need to reme
3-5: Entering front door and back door, jumping with a ball and bean bag. Students will remember that front door means entering the rope when it is swinging towards the jumper after the peak and back door means entering the rope when the rope is going away from the jumper after reaching the peak. Demonstrate to the students how to throw and catch when jumping. Make the throw back to the thrower on the outside when the rope has gone down to your feet. Catch the same way…which mean the thrower on the outside needs to make the toss at the time the rope has passed the chest of the jumper and has gone down to the feet. When catching a ball, the process is the same

Guided Practice Activity:
K-2: Using a Bouncing Ball (turning skills)
Students will be in groups of 3 or 4. Two will be the turners and others will be the bouncers. The turners will begin turning the rope together after the ball is thrown straight up and begins bouncing. The turners will turn the rope under the ball as it bounces. The speed of turning will get faster and faster because the ball will bounce at a decreased distance each bounce. Once both bouncers have bounced, they will switch with the turners.

After that, show the students how to turn for a person. Bring them back together, in the middle and choose two demonstrators. (two good turners).
1. 3 swings before turning begins.
2. Jumper’s stand at tape with heels against rope.
3. Rope can either start at jumper’s side or behind jumper’s feet.

3-5: Bouncing ball while jumping and/or catching bean bags while jumping

Class will find groups of 3-5 students and work together. Each will have a turn jumping and turning. Practice jumping while balancing a bean bag first, then tossing the bag to oneself. Progress next to the ball. Catch the ball from a partner while jumping, dribble while jumping, pass back and forth. Practice all of these.

Group Activity
K-2: Students running under the rope. This activity will be a sequence of challenges. Students will first run under the rope. They will then do another loco motor skill under the rope (skip, slide, gallop). Next will come the jumping. Students will do one jump when they enter and then they will exit the rope.

3-5: Problem Solving. Students will choose their own groups of 3-5 people and come up with their own jumping rope game. Game Guidelines include using a long rope, all group members must be involved, and there must be a rotation involved. Students will choose to use equipment or not (ball or beanbag or an individual jump rope). They will also choose to create a chant or not. They will use the last 10-12 minutes of class to do this. Go around with about 2 min left and have the groups tell you about their game, rules and how it is played. During their second lesson at the end of the week, they will have an opportunity at the beginning of class to review their game, practice it, and then they will teach it to the class with a demonstration.

Assessment (Form Attached)

Students will be awarded participation points under the affective domain for how well they worked together as a group and came up with a routine/game. Each group will have 8 minutes at the beginning of the next class to get with their groups and practice their game again and make any final adjustments. They will then show their game to the class. Problem solving skills, working with others, and creativity are the main focuses for this group activity. The groups have been given criteria for their game and they have had to come up with it themselves.

Instructional Adjustments
Modification: If 3-5th grade students have any trouble turning the ropes together, they will be encouraged to practice the bouncing ball exercise like in the guided practice activity for K-2.

Enrichment: If students are skilled enough to catch a ball while jumping they will be encouraged to toss back and forth with the person tossing to them, or see if they can catch a ball, turn 180 degrees and toss to the person behind them and continue that.

Closure
Remember when working in groups we need to know how to work together and share, and take turns. Now when you get a drink and line up, I am going to time you. It took the last class 52 seconds to get a drink and line up quietly, facing the front, and in their lines. See if you can do better! Go!

***K-2 Adjustments for this lesson

Teaching jumping skills in various ways...

4 Stations:
1. “Jump the Fence”
   This station is for jumping at more challenging heights each time. Pole and rope, one student holds the rope. After each student in the group has gone once, they make the fence higher.
2. Jump Hoops and Hula hoops
   Students will use the hula hoops as jump ropes and then as hula hoops. Sand timers are useful to use; how many jumps can you get in a minute?
3. “Snake in the Grass” and “Pendulum Swing” p.363 in book

This counts for guided practice and group activity!