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?
Jump Rope Chants

(Need Jump Rope Chants from SPARKfamily.org.)
I’ll read different rhymes and rhythms to you. See if you can keep the beat with your jumping. Once you learn the words, say them out loud with me.

Keep the Beat

(Need a drum, bongos, whistle, or different musical selections.) I’ll get a rhythm going by beating my drum. Work with your partner to turn your rope to the beat. I’ll vary it from slow and steady, to faster, to a steady fast beat, and then we’ll try a few surprises (e.g., see if children can mimic patterns – fast, fast, slow 2 counts, and repeat).

Watch the Bouncing Ball

(Create groups of 3.) As Turners stand ready, the 3rd member of the group tosses a ball upward so it bounces between the 2 Turners. Turners, turn the rope under the bouncing ball, and adjust your speed as the ball’s bounces become smaller and faster.

STANDARDS ADDRESSED

• NASPE
  #1, 2 Rope turning
  #3, 4 Participates in enjoyable, challenging activities
  #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)
  __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________

• __________________________________________________________________________

PAULA’S POINTERS

• Think safety: Ensure students respond quickly to stop and start signals before beginning rope activities.
• Use 9-12’ ropes for K-1 students; 12-14’ for 2nd graders.
• Use music, a drumbeat, or count out loud to help keep a steady beat.
• Turning the rope may be difficult for younger children. Practice until they can maintain a steady rhythm.

NOTES
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