

# Jubilant Jump Rope

Physical  
Education



At School  
Activities



Endurance  
Activities

4-6

Grade  
Level

Equipment	One jump rope per student
Learning Outcome	Practice jump rope to increase cardiovascular endurance and demonstrate various jump rope moves.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each while participating in the activity. Clean or sanitize the equipment before and after the activity.

## Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students introducing or reviewing the fundamentals of skipping. Share with students that skipping is an excellent form of aerobic exercise that increases cardiovascular endurance. Demonstrate the various ways to skip (e.g., basic jump, boxer jump, alternating feet, etc.). Encourage students to practice skipping in a safe space available to them using a skipping rope, pool noodle, or similar equipment.



## Activity Description

If utilizing a flipped classroom approach, remind students to apply the jump rope techniques they learned or reviewed in the video or document. If not utilizing a flipped classroom approach, introduce or review the fundamentals of jump rope. Share with students that jump rope is an excellent form of aerobic exercise that increases cardiovascular endurance, and can be done individually or with friends. Demonstrate the following jump rope moves and invite students to try each one:

- Alternating feet
- Boxer jump
- Basic jump
- Backwards
- Cross step
- One-foot hop
- Scissors

Set up different stations where students jump rope in different ways (one station being the basic jump station, one being the alternating feet station, etc.). Divide students into groups and assign each group to a specific station to start. Challenge students to maintain a continuous jump at their station, performing their station's specific jump, for 1-2 minutes. Every few minutes, direct groups to switch to the next station. Continue until each group has visited at each station. For an extra challenge after completing each station, encourage groups to develop their own jump rope routine and share it with the class.

## Physical Education Competencies



### MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



### THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



### FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



### ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



## Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- Which type of jump was your favourite? Least favourite?
- When comparing jump rope to other aerobic exercises (e.g., running, skipping, cycling, etc.), which do you find the most difficult?



## Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Complete the activity in a space with minimal distractions.	Perform each type of jump as a class.	Use modified equipment instead of a jump rope.	Jump rope in groups of three, with two students turning a long rope, and one student jumping.

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## Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Does the student demonstrate engagement in the activity and a willingness to try a variety of jumps?
- Is the student able to jump rope continuously for 1-2 minutes with no more than 3 restarts?
- Does the student demonstrate effort in developing or maintaining their strength and cardiovascular endurance throughout the activity?

## Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

Kneel Jump