

Hop, skip and jump rope – Stage 2

This unit aims to assist teachers to reinforce the explicit teaching of the fundamental movement skills of the hop, skip and jump using rope skipping. It provides opportunity for students to practise these skills in fun and challenging situations and through common activities which students can transfer to the playground and break times.

This unit provides students with a sequence of developmentally appropriate activities and equipment, instruction and feedback. Videos are provided to demonstrate the skills and extension activities or tricks as part of the unit.


These activities may be reinforced over a number of weeks and can be revisited throughout the year. **Teachers should choose a combination of activities which suit the space available and the student needs in your class.** Some sessions may be used more than once to revise and build on previous skill development.

Unit overview – 3-6 weeks

Syllabus outcomes	Physical literacy continuum markers – Cluster 3			
<p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>INS2.3 Makes positive contributions in group activities</p> <p>MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <p>GYS2.10 Demonstrates control in performing sequences of introductory gymnastics movements</p> <p>GSS2.8 Participates and uses equipment in a variety of games and modified sports.</p> <p>V5 Willingly participates in regular physical activity</p>	<p>Movement Competencies</p> <ul style="list-style-type: none"> Performs stability skills with control and precision in a range of contexts, e.g. using different levels, directions and pathways depending on the context Performs locomotor movement skills with control and precision in a range of contexts, e.g. using different speeds, levels, directions, pathways and relationships to equipment and others depending on the context Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor) 	<p>Tactical movement</p> <ul style="list-style-type: none"> Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move Implements a tactic based on individual strengths within a physical activity 	<p>Motivation and behavioural skills</p> <ul style="list-style-type: none"> Works independently on new skills and physical activities Reflects on how their efforts affect skills and achievements in physical activity Recognises that participation in different types of physical activity can have different effects on health and wellbeing Participates in physical activity with confidence 	<p>Personal and social attributes</p> <ul style="list-style-type: none"> Modifies actions to ensure safety in physical activity without prompting Demonstrates respect for self, others, rules and equipment and the environment during physical activity Offers positive suggestions to facilitate physical activity to be inclusive of others Cooperates when working in a group Identifies situations where it is appropriate to adopt a role (e.g. leader or follower) in physical activity contexts

Learning experiences

Learning experience	Planned assessment and teaching notes
<p>Suggested activities (developmental sequence)</p> <p>Equipment required</p> <ul style="list-style-type: none"> • Markers, individual short skipping ropes, long ropes <p>Warm Up/ Huff and puff activities</p> <p><i>Release tag.</i> Students work in four teams. One team is selected as the ‘catchers’. Students who are caught are placed in a designated square. The catchers should chase the other students and guard the square. Students who are caught are released by being touched by those students who are still free. Each team gets a turn to chase for three minutes and tries to catch as many students as possible.</p> <p><i>Balance tag.</i> Mark out a designated area and choose three students who are ‘It’. These students chase the other students in an attempt to tag them. Students are immune from tagging if they balance on one foot with their arms above their head or out to the side. Tagged players become ‘It’.</p> <p>Everyone tag</p> <ul style="list-style-type: none"> • Students use a locomotor movement to move within a designated area and try to tag each other. • Students who are tagged crouch down and continue to tag from this position. • Once they have tagged 2 people they re-join the game moving within the area. <p>Variation: Change the locomotor movement, e.g. walk, skip, hop and jump.</p> <p><i>Traffic.</i> Students move around the playing area performing a selected locomotor movement. On a signal, the teacher calls either: motorbike (one student); car (two students standing side by side); truck (three students); bus (six students); train (whole class needs to form a line). Once they are in these groupings, the students pretend they are a car, train, bus etc. until the teacher signals for them to move around again until the next call is made. Repeat.</p> <p><i>Body clusters.</i> Students move around a designated area using one of the fundamental movement skills. Call out a number and a body part and students form groups of that number and connect to their group with the body part. For example ‘five elbows’ means they get into a group of five and link to their group with their elbows.</p>	<p>The huff and puff or warm up activity should be sufficient in preparing students in Stage 2 to be warmed up ready for the lesson. It should involve ‘huff and puff’ activities (activities which raise the heart rate).</p> <p>Assessment strategy The teacher:</p> <ul style="list-style-type: none"> • Observes students performing the locomotor movements <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> • identifies ways they can move by using different pathways, levels and directions • practises and reproduces movement sequences and skills that include a starting and finishing position • creates and performs movement sequences that vary in shape, size, direction, level, speed, and flow • displays consideration of others in group activities • helps others to achieve set tasks <p>The above criteria relates to outcomes COS2.1, INS2.3, MOS2.4, GYS2.10, GSS2.8 and V5</p>

Learning experience	Planned assessment and teaching notes
<p>Practicing and developing the skill</p> <p>Lesson 1 Ready position Basic Jumping - single bounce, double bounce, jogging step</p> <p>Lesson 2 Revise lesson 1 skills Side Swings Hopping on one foot</p> <p>Lesson 3 Revise lesson 1 and 2 skills Criss Cross Backwards jumping</p> <p>Lesson 4 Revise lesson 1, 2 and 3 skills Backwards Criss Cross</p> <p>Lesson 5 Revise lesson 1, 2, 3 and 4 skills Double unders Partner tricks (Face to face (or face to side), 1 Twirl/ 1 Jump, Link, Switching Handles, Chinese wheel)</p> <p>Additional Videos of this skill set can be found at The Heart Foundation Australia Jump Rope for Heart demonstrations. https://www.youtube.com/user/HeartFoundationAust/search?query=skipping</p> <p>https://www.youtube.com/watch?v=eB16HqVi9Y0&list=PLNfkbIpeHBSW62wsive_KDKSF6tWHF9sE&index=8 and https://www.youtube.com/user/carly3ify/videos</p> <p>More challenging tricks and skills can be found at https://www.youtube.com/watch?v=LTenUuWz00&list=PLNfkbIpeHBSW62wsive_KDKSF6tWHF9sE&index=7</p>	 <p><i>Teach "ready" position:</i></p> <ul style="list-style-type: none"> • Students stand with jump rope behind their feet. • Hold the handles out in front of their body so the rope is touching against their legs. • Push hands down towards the ground and turn rope over your head, so it makes a rainbow shape. <p>It is very important to begin in this ready position. Often times students will begin with the handles up high by their ears, but the handles should be extended out in front of the body (waist height, away from body).</p> <p>At first, have students swing rope over their head and trap the rope with their feet (instead of trying to jump over the rope). When they feel comfortable with the arm movements they may begin to try to jump over.</p> <p><i>Single bounce</i> One jump for every turn of the rope.</p> <ul style="list-style-type: none"> • Remind students to not jump too high, just a few inches off the ground. • Keep elbows/arms by your sides. <p><i>Double Bounce</i> Two bounces for every turn of the rope.</p> <p><i>Jogging step</i> Stepping over the rope one foot at a time, as if you're jogging in place.</p>

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<p>Lesson 6 – long rope focus</p> <p>Each class should have enough ropes for students to work in groups of 3 to increase involvement and include all students. Teachers could integrate the long rope with other short rope activities to reduce how many long ropes required. Use the long rope in the centre and have other students jumping with single ropes on the outside of the space.</p> <p><i>Rope forming a Straight Line:</i> Lay rope on the ground in a straight line and do the following:</p> <ul style="list-style-type: none"> • Jog around the rope forward and backward. Do the same with other locomotor movements or animal walks. • Hop back and forth across the rope, moving down the line. • Hop slowly down the line and rapidly back. • Jump with two feet over the rope. • Do a high jump over and a low jump back. • Bunny jump over, frog jump back. <p><i>Building a House:</i> Two students hold rope loosely, a few inches off the ground; another student jumps over rope and back. Holders raise the rope a couple inches each time the jumper clears it.</p> <p><i>Snake in the Grass:</i> Holders stoop down and wiggle the rope on the ground. Jumpers try to jump over the rope and not touch it as it moves.</p> <p><i>Long rope jumping</i></p> <ul style="list-style-type: none"> • To begin, have the jumper stand in the middle. • Ask students twirling to count 1,2,3 before twirling. • Use rhymes to encourage students to develop timing. <p><i>Teddy Bear</i> – Teddy Bear Teddy Bear Turn Around, Teddy Bear Teddy Bear Touch the Ground, Teddy Bear Teddy Bear Turn off the Light, Teddy Bear Teddy Bear Jump Outta Sight!</p> <p><i>Ice Cream</i> - Ice cream, Ice Cream, Cherry on Top, How many ice creams have you got? 1, 2, 3, 4,...etc...(students keep jumping until they miss)</p>	<ul style="list-style-type: none"> • With two people holding the ends of the rope, they should be able to twirl it so that the rope is touching the ground. • They should hear the “click” sound of it touching. • The rope should make a nice arc, like a rainbow. • Mark a line in the middle as a reference point for the jumper.

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<p>Lesson 7</p> <ul style="list-style-type: none"> • Invite students to create their own sequences, combining different skills together using individual or long ropes. • Where possible use music to provide a rhythm or beat for the routine. • Allow students to demonstrate and perform their routines for another group or the whole group if they feel comfortable sharing their performance. <p>Across the different lessons, reinforce learning and concepts by asking students:</p> <ul style="list-style-type: none"> • How did you ensure the safety of others? • How did you know where and how to use your equipment in relation to others? • What did you as an individual do to include others and show them respect? • How did our effort and practice impact on your success and achievement? • How did you feel when you experienced success? • How did you react when you found a skill challenging or couldn't master it? Did you feel like giving up? Did you keep trying or did you stop? • How does adopting a positive attitude assist you to develop new skills and persist with learning new skills? • What were some strengths or positives you can take from today's lesson or this unit? • How can developing these skills assist your skills and performance in other games or activities? • How could you use these skills and activities in the playground? 	

This unit has been adapted from materials developed by Carly Glanzman found at <http://carly3.blogspot.com.au/2011/01/pe-jump-rope-unit-day-1.html?m=1>

This unit includes videos from the Heart Foundation Australia Jump Rope for Heart demonstrations. Further videos can be found at <https://www.youtube.com/user/HeartFoundationAust/search?query=skipping>