

Jump Rope



Short and Long Rope Skills and Routines



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Welcome to Jump Rope (JR)! JR is one the most unique units in PE. It often is combined with the dance, rhythm and fitness units while manipulating an unruly object. For some physical educators, they know very little about it, can't jump rope, and only offer the JR experience occasionally; for a few minutes at a time as a warm-up/introductory activity. That was my case early in my career; I knew nothing about JR, you don't want to see me jumping rope! Over the years I have seen and learned a full spectrum of ways JR is delivered.

My goal is to provide educators new ways so JR can be delivered to students and you can find an activity or program that is helpful. You will see JR can easily become a full unit and with a plethora of skills, activities, challenges and programs. With the advanced challenges, independent learners are using thinking skills, problem-solving, cooperation and social skills. Also, JR provides a non-competitive social before/or after school club opportunity. My JR club was offered for several decades. In the last decade, I made JR one of my two required annual SLO's. It was not easy, but I personally valued the challenge of helping struggling learners improve, to eventually become jumpers.

Before progressing, I acknowledge two main sources of JR inspiration: *AAHPERD/Association/American Heart Association-Jump Rope Skill Guide* (2000) and Larry Gordan from Baltimore County Public Schools. Some of what you are about to see, are from these two sources. Thank you!

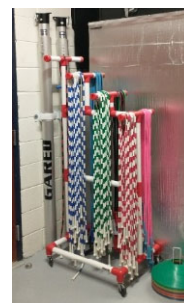
Equipment:

Equipment is critical to JR and PE. Far too many PE programs have junk for equipment and troublesome storage and organization. We must do what we can to obtain the proper equipment needed for the students. This may be fundraisers, donations, PE program funds or even loaner equipment. Once we obtain the equipment, it lasts for years with care and upkeep.

- **Various posters and jump rope instruction diagrams:** (see sample below)
- **Jump Rope Rack/Cart:** is the first main piece of equipment needed. Students continuously need to choose and return their JR. A portable JR rack/cart is the best way to handle this. They provide well organized storage and equipment delivery. A multi-level cart is ideal so that children of different height are able to reach the rope. (see samples below)
- **Sample JR Racks**
 - **Sportime:** Duracart #9-018882-545
 - **Great Lakes Sports:** EZ Reach JR Rack #OS-RG014 or #OS-95327
 - **GOPHER:** Magnus # GL41-006 or Measure-Up #GL31-196



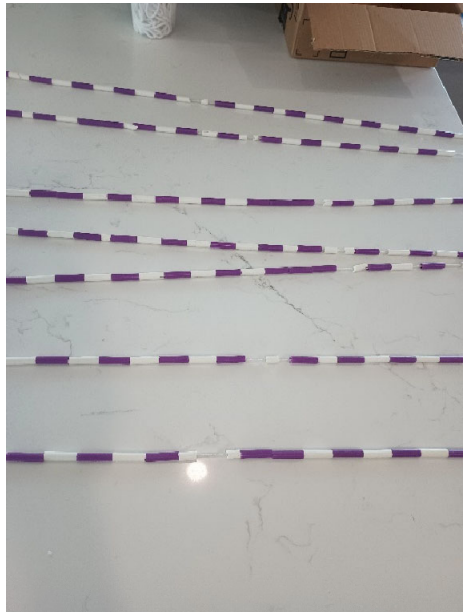
Magnus JR rack



JR rack and ropes

- **Jump Rope Sizes:** For individual ropes, three primary sizes are needed.
 - For younger students, 6' L-grades K-1. Up to 4'5" tall
 - For middle age students, 7' L-grades 2-3. 4'5" to 4'10" tall or so
 - For older students, 8' L-grades 4 & 5. 4'10" to 5'3" or so.
 - Several larger JR of 9' L and even 10' L may be needed for a few very tall/large jumpers.
 - Types of ropes: I recommend two types for a quality PE program.
 - **PVC/Speed Ropes:** inexpensive, good for speed and double/triple under jumps. Some jumpers prefer these ropes, not recommended for tricks/skills.
 - **Segmented Plastic/Skill/Click Ropes:** High durability, makes a click on the floor and heavier for skill and tricks. Use this type as your basic JR for most skills/tricks and challenges. Known as "click ropes."
 - **Invest in high quality/heavier segmented/skill/click ropes:** Most JR by most companies are cheaply made. Light weight and the plastic links are ultra-thin. They don't perform nor last. Buy only well-made JR from respectable companies.
 - **Color=length system.** Do not buy or use ropes sold in the classic 6-color rainbow colors sets. We are setting ourselves up for a disorganized mess. Be organized and use a **length = color system**. My ropes/system were the following color/length pattern. I used it for decades.
Color / length system: (sample)
 - 7 ft. = **Red**
 - 8 ft. = **Blue**
 - 9 ft. = **Green**
 - 10-12 ft. = **Purple**-2nd/3rd grade long ropes/dynamic duos.
 - 14-16 ft. = **Black** (Double Dutch/group jumping/long ropes)
- Buy from one company and stick with them; much more likely to have the same color/length patterns-year after year. I ordered my ropes/color pattern for decades from one provider.
- **Safety**=no broken links, don't allow a cracked/broken link ropes into your program. Not safe. Throw out old worn out JR.
- **Constant repair:** JR needs continuous rebuilding. I repaired and replaced them as needed. (See below for JR repair center.) I bought the JR cord at a hardware store, cut out and replaced the cracked/broken links with the good links near the handles. Much better than replacing a JR for only having a couple broken links. Do this on the weekends or summer vacation-all is good!

Broken links



Home repair center



Broken links

Home repair center

Jump Rope Rules and Safety: It is important to teach and review JR safety procedures.

The dos and don'ts. Students are to self-manage their JR and be safe with them.
(Mini poster)

1. You are responsible / accountable for your JR at all times.
2. Hold rope with the handles. One in each hand. (not long ropes)
3. No helicopters. No propellers. No razzle dazzle.
4. No tug of war.
5. Do not chase each other with the JR. No JR tag.
6. Stay in personal/self-space. Check back before JR.
7. Fold and clutch ropes when walking with a rope through space: getting and putting away/water/rest room.
8. On stop and drop signal: double fold JR across lap like a seat belt.
9. **Storage Rack:** loop and hook evenly-handles even. So it is ready for the next jumper.

Student sizing:

Most instructional programs recommend sizing an individual rope by stepping on the middle, and the handles come up to armpits. This is incorrect if jumpers are performing skills/tricks. They may need a slightly longer rope, and it should measure to the top of the shoulders. It gives the jumper a little more room for all the rope manipulation. For dynamic duos, (DD), one size larger rope may be needed. (See below for DD)



Life is good-my jump rope fits me!

Quick Links to activities:

- **Hopping and Jumping Review**
- **Hula Hoop Jumping Tricks**
- **Jump Rope Jumping Tricks**
- **The Jumping Game**
- **Hand and Arms Turning Drills**
- **K and 1st Grade T Position**
- **The Story of Laura: perseverance message and lesson**
- **Pathway to a Jumper: where am I, where am I going?**
- **Kipper Kangaroo Club: A Joey Jumper (grades K-2)**
- **Jump Rope Basic Skills Challenge Program: (grades 3-5)**
- **Krazy Kangaroo Jump Rope Challenge Program: (grades 3-5), tricks and routines**
- **Social Jumping**
 - **Dynamic Duos: (grades 4 & 5) partner tricks**
 - **Long Ropes:**
 - **Turning the Rope: learning the turning**
 - **Turning with a Jumper**
 - **Turning with Two Jumpers**

Hopping VS Jumping: (Grades K-2) Review basic locomotor skills.

- Review and practice hopping skills. Good posture and balance.
- Review and practice jumping skills. Good posture and balance.
- Combo: call out various hopping and jumping challenges.
- Student created various hopping and jumping challenges. Small groups.

Hula Hoops Challenges/Games-In and Out:

Jumping over, stop in middle jumping back.

- Jump over, jump backwards
- Jump side to side
- Jump in, out to the other side and back across again
- Jump side to side while going around, and around (skier)
- Create own challenges, with a buddy

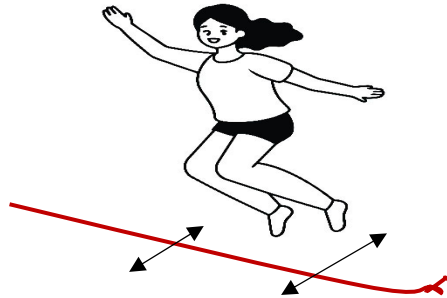


Jump Drill Rope Challenge- In and Out:

Each student spreads out, and lays a JR flat on the floor; stretch it out: Make it a line.

- Jumping over stop, jump back
- Jump over, jump backwards-continuously
- Jump side to side
- Jump side to side going down the length (skier)
- Jump side to side or facing (forwards again), down and back: (down and up the mountain!)

Jump Rope Drill



The Jumping Game: (Grades 3-5) (L. Gordan/Sarratt)

Introduction: Things are now getting more serious. The Jumping Game is a game changer in how fun and effective kids learn good patterns and jumping skills. I wouldn't dream of teaching JR without it. I learned it from L. Gordan and have gamified it.

Why are we playing the Jumping Game?

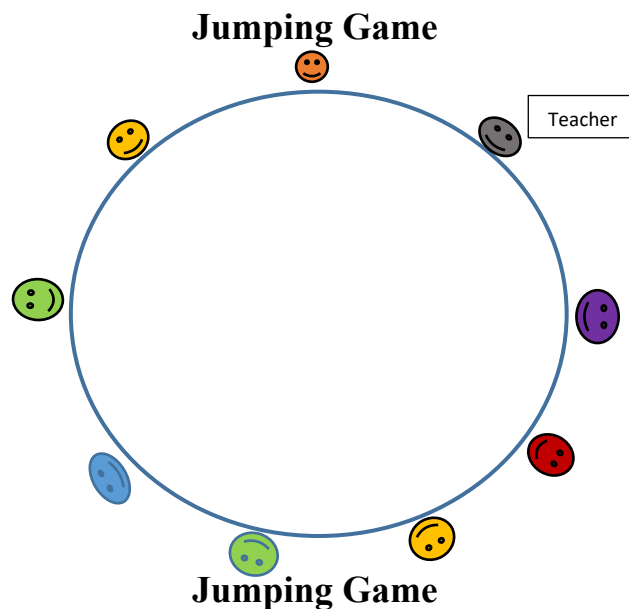
- ✓ to learn and improve quality jumping skills-posture and balance
- ✓ to challenge students on the different jumping patterns, single and double bouncer

Equipment:

- Jumping Skills Mini Poster

Organization: (see diagram below)

- Create a large circle/or square. All students line up just outside the circle/square. The teacher joins around the circle.





How we play the Jumping Game: (see diagram above)

- All students spread out around your largest circle
- 3-5 minute activity or so
- Critical- they now will stand (jump) with excellent posture
 - Core stability
 - Neutral spine
 - With abdomen firmer, shoulder a little bit back, chest will come out, head taller = athletic stance. No slouching in this circle.
 - Walk around a check the toes of all the kids; are just around the outside of the big circle?
 - Toe/balls of feet jumping skills? What is it? Quiet feet and controlled jumping. Just over the line. Not too high. Not slamming feet on floor. *“Practice and listen to your feet. Are they quiet or loud?”*
 - Explain to the class, you are not trying to trick them, but give them a good skill workout.
 - Review the calls: When you say and lower your arms and say “go,” and show in with hands, they all jump in on time!
 - Three thing must occur: They do **not** jump until teacher has complete the *entire* call, shows hands in and loudly says “go!”
 - Every class messes up in the beginning and it’s funny.
 - Start by making simple calls:
 - In out
 - In out, in out
 - It’s a great idea to have an excellent student(s) role model it while you do the calls and especially discuss their posture and pattern. Both are essential. All kids will not get this the first day.
 - In out, in out, in out, in out
 - In in, out out (double bouncer pattern)
 - In in out out, in in, out out
 - in out, in in, out out
 - in in, out out, in out, in out, in in, out out

- On and on... mixing up single and double bouncer/jumper pattern; starting simple and progressing and sequencing to difficulty challenging depending on student's level and ability.
- Each new day students are able to tackle new challenges and skills.

Variation/progressions:

- Add class tricks with $\frac{1}{2}$ turns.
 - For example: In out, in out, in $\frac{1}{2}$ turn, out.
 - Make up fun new Jumping Games challenges.
- **Pro Tip: *Small Group Jumping Games*** (L. Gordan) This activity takes the Jumping Game to the next level by allowing student break into small groups like a 4 square/small circle. It provides mini-games and challenges. It also gives the students creative choice/agency.
- **Procedure: Jumping Game-small groups**
 - Leader, first in his/her mind creates a routine, then calls out a pattern-then perform it. (This shows groupmates the trick is possible)
 - Leader calls out "go" all the other group mates have to perform it together. (Just like with the class game)
 - Leader then chooses the next player to repeat the process. Players take turns making the calls/challenges and performing them. Super fun!

Hands & Arms

It's about the grip, hands and arms. What creates the exciting and difficult aspect to individual JR is that it's a combination skill of turning the rope and timing the jumps. The rhythm and timing. Students that are poor turners cannot jump with individual ropes. They must also master the turning, no matter how wonderful a jumper they are. Frustration sinks in when children don't get it. There are always a couple kids that need a little more time and practice.

How do the arms and hands turn the rope?

- Form a student circle or large square/rectangle (see diagram above).
- Student do not have ropes yet.
- Teacher demonstrates: grip, arms to sides, use wrists, around in circles to the sides, keeping hands/fingers pointed to the side/walls. **Secret sauce:** (see diagram below) they turn from the shoulders. We do not put on the brakes! *"But never, ever do you lift up then drop down the handles to your feet, which we call, **putting on the brakes**. Just like you do with your bike. This stops the bike and the rope. The most you'll ever get is one in a row."*
- Teacher: Walks around behind each student, K-2 grade, and turn their hands for them, around and around to sides for them. Together as a team, both of you will turn your hands/arms several times. Kids love and need this individual assistance. Best to remind them to make small circles, and again, not drop hands/put on the brakes.

K and 1st grade: **T position when learning**



K and 1st graders: make a T position.

- When learning, hands/arms out, pointed to walls. Shoulders turn.
- Helps prevent, putting on the brakes not dropping arms down.
- With the rope, each student practice turning the rope, small shoulder circles and arm out and jumping. Students focus on not lifting the rope, and for sure, not dropping it down, putting on the brakes. Arms out and hands pointed to the walls.
- **Putting it together:** arms and feet timing.
 - It's practice time! Putting good turning and jumps together.
 - ***“Flip, click, jump!”*** This is my cue. Jumpers flip the rope over-head, rope clicks on the floor then jumps it. Most and first common mistakes are with timing; beginning pupils often jump too soon and too high. Second common mistake, once they can jump one time, they are dropping hands to their sides, ***putting on the brakes***, which stops the rope from turning. ***“Turning and churning.”*** The common jump, stop turning, jump, stop turning (dropping hands/ putting on the brakes syndrome). The third common mistake is poor posture, student hunched over while trying to JR. Student may need to review line rope jumping, (rope on the floor) and practice good basic jumping skills: back and forth over the JR. Teacher can hold the jumper's hands.

Good Jumping Skills (mini poster)

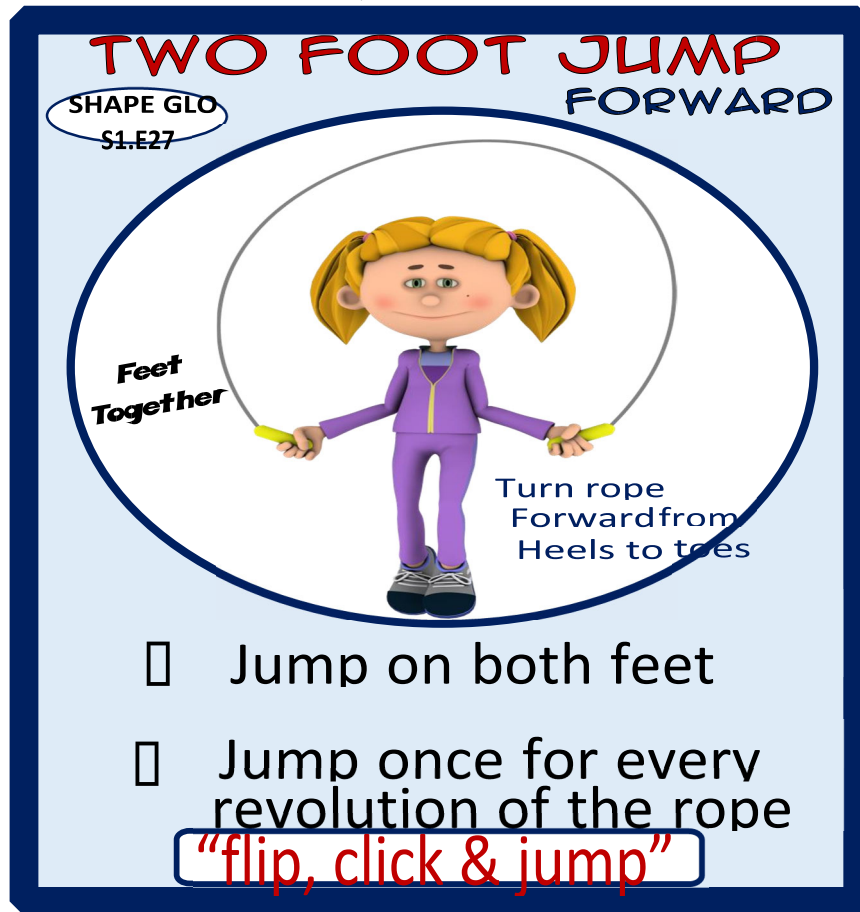
- 1. Posture and Balance-stand tall**
- 2. Arm to the sides, elbow, use hands/wrist**
- 3. Jump low**
- 4. Rhythm: 1, 1, 1, 1 or 1-2, 1-2, 1-2, 1-2**

Pro Tip:

- All jumpers first learn to JR **single bouncer** then progress to **double bouncer**/rhythm jumping/mature jumping skills.
- Also, forwards first. Jump forwards prior to learning to jump backwards. Forwards jumping is much safer than backwards when learning. Learning to jump backwards, lot's of ropes smacking the pupil in the face.
- Most, if not all jumpers learn JR, but the magic is practice with lots of trial and error.
- We all learned it this way.

Good Jumping and Turning

Elbow come in, turn with outer arms



Good Jumping and Turning

- **Beginners goal:**
- Experiment and progressions/number jumps.
- Have students spread /scatter out and give it a go!
- Flip, click and jump!
 - 1 in row
 - 2 in row
 - 3 in row
 - 5 in row
 - 10 in row!
 - 10+ in row!

Motivation Message: a little commitment story to young jumpers...

The story of Laura- a little message about perseverance

“Laura loved PE and all the activities. When she was young she could not JR. However, she kept practicing and practicing and did not give up. She eventually learned to jump one in row, then two, and then three. She even got to five in a row.

It took her years of hard work but she got to 10 in row!

All this time, Laura never complained and just kept working at it-in school and at home.

She eventually became a good jumper by 5th grade.

Who is the teacher?

Laura taught me an important lesson that I needed to be patient with her, that children learn some things at different paces.

That learning is not a race and we must show ourselves grace...”

Jump Rope Programs:

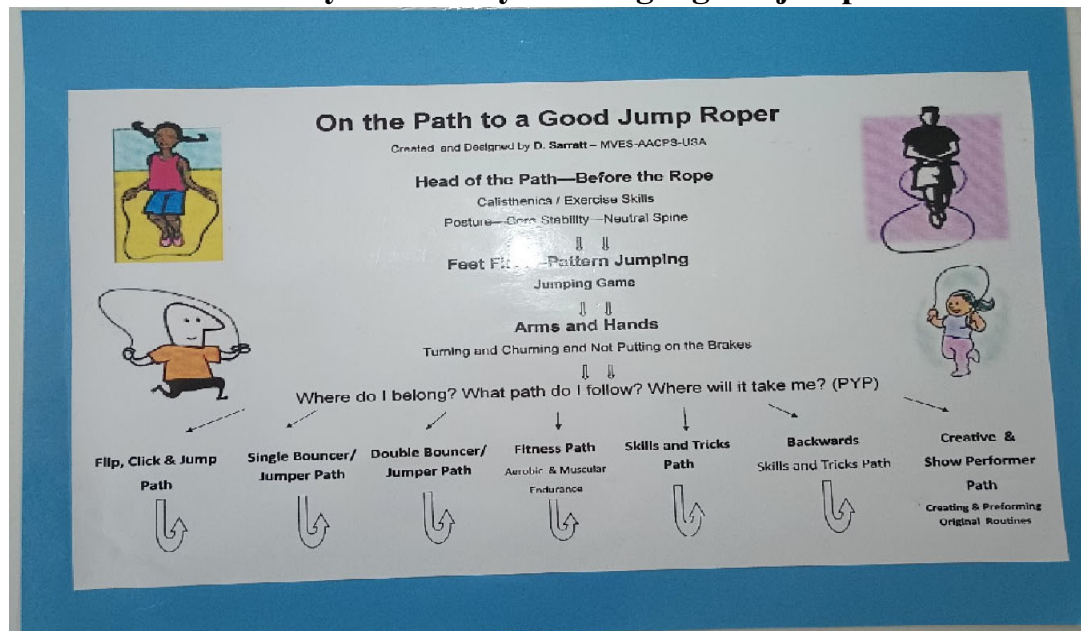
You may have discovered a common theme in this website that much of the teaching and learning comes from systems and structures-organized programs. The better organized we are with programs, the more teaching and learning flows. After basic instruction and a little practice, we get students into a system/structure, or a challenge program-they are off and flying. Their natural curiosity and motivation for mastery takes over.

The following three individual JR programs follow this challenge concept. All three are programs I created and used with thousands of students over decades and at multiple schools. They have been tested for good efficacy.

Pathway to a Good Jumper:

The follow poster helps me explain the big idea of skills and programs I would like my jumpers to understand and perform. Over the years it has helped explain where a student/class is located on their pathway/journey. It lets them know they are learning basic posture, feet patterns, simple “*flip, click & jump*” skills, or top notch 5th graders are ready to create and perform stunning JR skills and routines. Maybe they will join a JR club/private lessons and take it more seriously. The take-a-way is there is JR continuum from beginner to professional.

Pathways / Journey to being a good jumper



After the three individual programs, **dynamic duos**, partner jumping is discussed along with **small group/long rope jumping**. My hope is one of these may benefit your JR program.

Kipper Kangaroo Club-A Joey Jumper (Grades K-2) (Sarratt)

Introduction:

Kipper Kangaroo Club is the program suited for younger students, grades K-2; A Joey Jumper! It is very simple, students understand it, and most importantly, are able to perform it. We can simultaneously teach and challenge beginners and proficient jumpers.

Why are we playing the Kangaroo Club jumping program?

- ✓ to learn and practice basic jump ropes skills

Equipment:

- Each student with a jump rope.
- Various instructional postures/diagrams. (See below)
- Lively music.

Organization:

From a programing standpoint the following three programs use concepts.

- **Progression**
- **Self-pacing**
- **Differentiation**
- **Self/teacher assessment**

System/structure 4 quadrants / 5 line challenge areas: for numbers challenges

Various fun skills and tricks: to challenge and motivate the jumps

Jumps in row challenge:

Learners cannot perform skills/tricks if they are not, first, a proficient basic jumper. And for sure, kids want to perform tricks! The only way to become a good jumper is consistency and repeatability. No one is a good jumper if they can only do one or two in a row. They are getting good if they can do 50 - 75 in row, with excellent form. Therefore, experience has shown that good basic JR skills are foundational prior to any tricks. If we rush the tricks process, the only constant is frustration. This is the misfeasance of many PE programs. They rush kids into tricks and there is no flow of learning, no progressions. Trick levels are mixed-up, and students cannot perform them-maybe a few.

Let's change it:

Younger students like K & 1st grade use the **lower** challenge number for each quadrant.

➤ 5, 10, 15, 20 jumps in a row.

Grade 2 uses the **higher** challenge numbers in each quadrant.

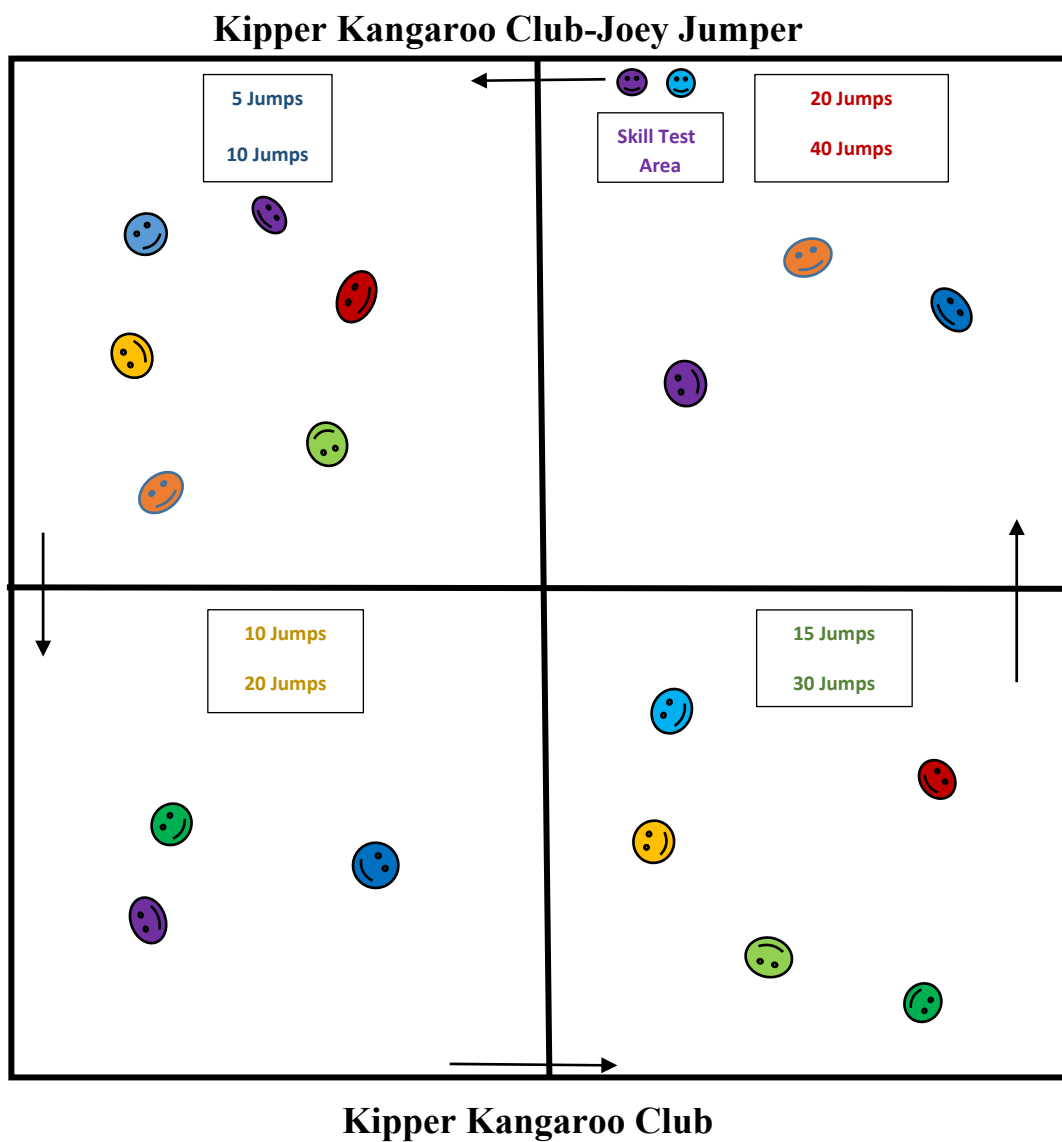
➤ 5/10, 20, 30, 40 in row.

Jump Number Challenges- wall posters, in each quadrant

- 5/10 in row
- 10/20 in row
- 15/30 in row
- 20/40 in row



Let's go Joey!!



How we play the Kipper Kangaroo Club jumping challenge:

- **Starting square:** All students start in the 1st quadrant. The learning quadrant.
- **Five in row is the way to go:** First goal is 5 in row (5X) for K and 1st grade and also for 2nd grade if still learning consistency.
- **Home court / 1:** Many students will be spending time in this quadrant. The teacher can float around assisting and motivation and testing the jumpers, giving individual and very specific instruction for each student. It's frenetic!
- **Moving on:** When a K & 1st jumper get 5 in row-fantastic they are on their way! Moving time. They are permitted to move on their own. Honesty policy.
- **See you later:** K and 1st grade move to the next door neighborhood, the 10 challenge quadrant and work on 10 X. They stay there, work at it until they are able to complete the challenge. 10 in a row. This is difficult.
- **2nd graders:** For 2nd grade, they stay in the home quadrant until they go from 5X to 10X in row. They will get it. When a 2nd grader completes 10 X he/she graduates to the next neighborhood/quadrant, and now the goal is 20 in a row. Not too easy.
- **The process continues.** Every student is on their own journey, and PE-IEP.
- **Learning never ends:** Once a student reaches his/her terminal jumps in row, 20/40 X, they now perform a few basic tricks. These better jumpers need to be challenged as much or even more as the beginning jumpers attempting a few in a row. DI in action.
- **Skill Test:** However, the teacher gives the jumper a skill challenge test upon reaching the terminal jumps. I have the student's line up, backs against the wall, and call them out to confirm good jumping skills. It is clear to see in a few jumps if they "have it."
- **Note:** For clarity, if a student completes basic jump challenges and skill tests, but is only a single bouncer, the next skill is DB/double bouncer. They now learn DB. Jumper needs to perform all the number challenges with the new DB skill. If a student is already a double bouncer, wow, they continue using this skill; they do not go need to revert back to single bouncer.

Kipper Kangaroo Club

Progression of skills/challenges (sample skills)

Single Bouncer

Double Bouncer

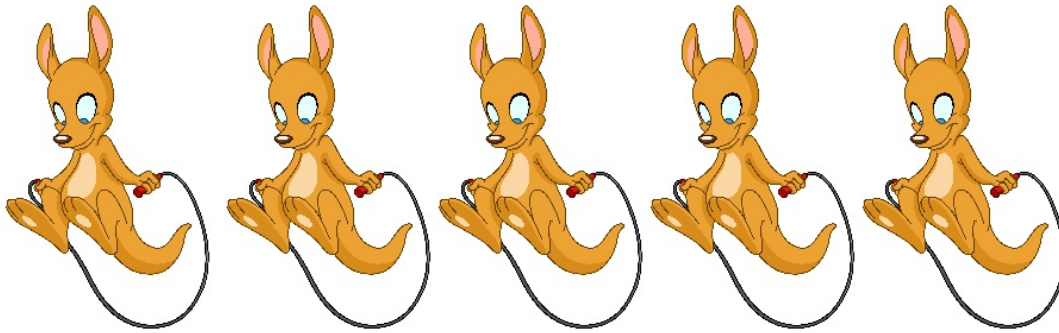
Snow Skier

Bell

Straddle

 **Backwards** 

(Repeat the above jumping tricks backwards)



Let's go Joey!!

Jump Rope Basic Skills Challenge (Grades 3-5) (Sarratt) *A Skills and Aerobic Fitness Program*

Introduction:

The following JR program is my go to system I created years ago. I've taught the concept and skill for decades and to many students and teachers. It is easily transportable and an easy set up at another school. It uses the same concepts, however, is much more difficult, challenging program than the above **Kipper Kangaroo Club**. It uses skill lines not 4 quadrates. Once students complete it, they have wonderful basic jumping skills and so primed for the skills/tricks/routines program to follow. Programs are progressive.

Why are we playing the JR Basic Skills Challenge program? (JRBSCP)

- ✓ to learn and develop basic JR skills
- ✓ to master basic JR skills by show excellent consistency/repeatability
- ✓ to perform CV and muscular endurance fitness activity

Equipment:

- One JR per jumper.
- Tape lines if needed.
- Wall number posters: **10, 25, 50, 75, 100**.
- Instructional posters and diagrams.

Organization: (See diagram below)

Create five lines by taping the floor or using cones. For most programs the length of the gym works well. In most gyms an additional two tape lines are needed.

Jumpers are performing two challenges:

- Number of jumps in a row: 10, 25, 50, 75, 100
- Basic skills/tricks: simple, easy to learn, progressive



Alternate Hopper



Jogging Jumper

Jump Rope Basic Skills Challenge Poster (sample)

Jump Rope Basic Skills Challenge
 A Skills and Aerobic Fitness Program

Mr. Sarratt
 Your "Mind Map" to Jumping Success

Single Bouncer
Double/Rhythm Bouncer
 1. 10 > 25 > 50 > 75 > 100 Done! ↓

Jogging Jumper
single bouncer
 2. 10 > 25 > 50 > 75 > 100 Done! ↓

Alternate Hopper
left left, right right
 3. 10 > 25 > 50 > 75 > 100 Done! ↓

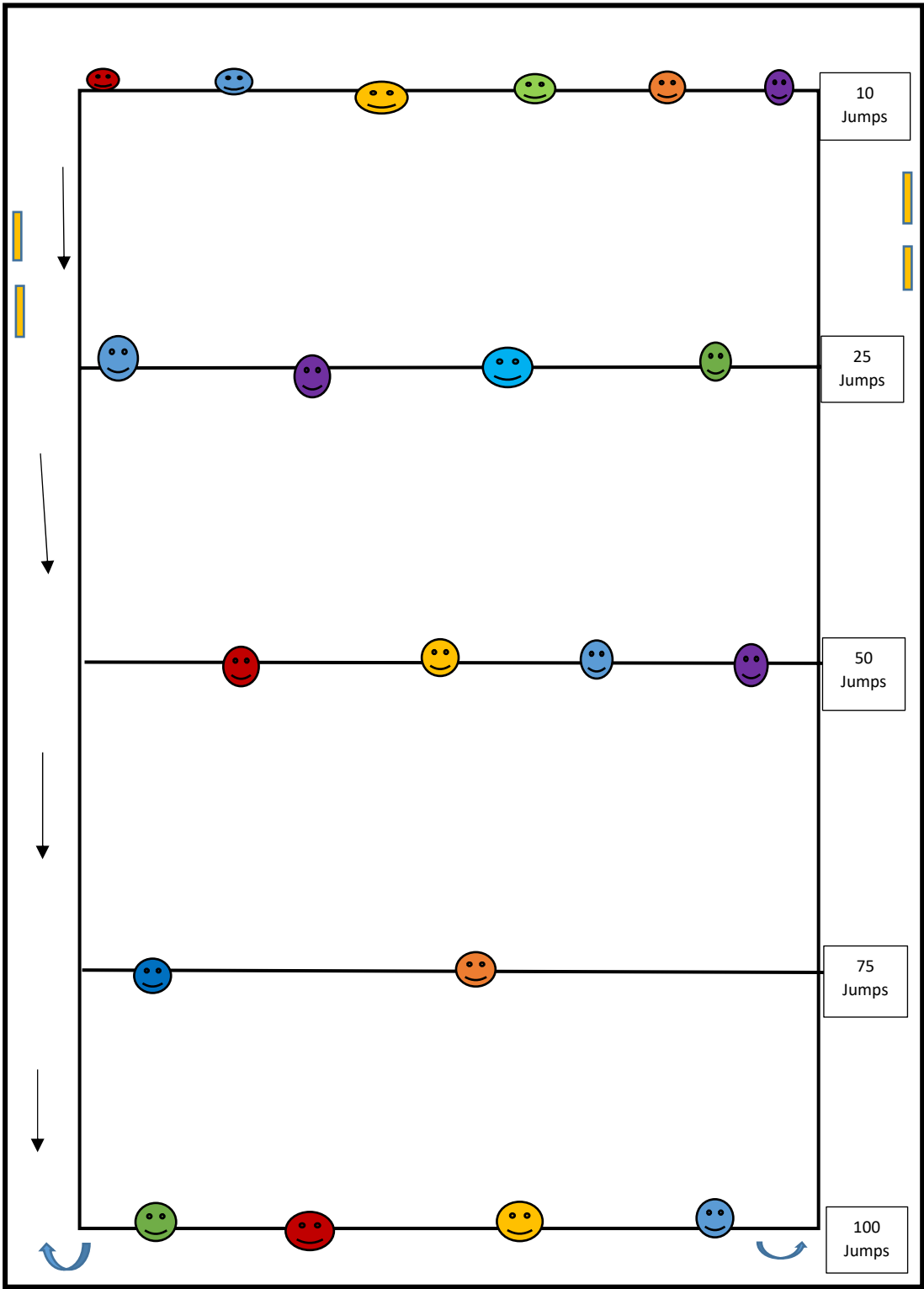
Backwards
Start over, repeat process, above skills backwards.
 4. 10 > 25 > 50 > 75 > 100 Done!

Criss Cross
please join the Criss Cross learning clinic...
 5. 10 > 25 > 50 > 75 > 100

Finished!
 You have just completed a very difficult basic skills jump program!
 Are your ready for some tricks...

Jump Rope Basic Skills Challenge Poster

Jump Rope Basic Skills Challenge



Jump Rope Basic Skills Challenge

How we play the Basic Skills JR Challenge Program:

- All jumpers begin on the first line/challenge of 10 X. (1/2 of class starts first)
- All jumps/tricks/skills are performed on one of the 5 lines. (Safety)
- All jumpers begin with first challenge regardless of past years' experience. Single or double bouncer skill. Almost all students will be double bouncer, except maybe 1 or 2 learners may still be working on a single bounce. They will get it.
- When a jumper completes the challenge, he/she self-graduates, moves to the next challenge line. (Honesty)
- The jumper sticks with the jump number/line (amount of jumps) and skill challenge until completed. (Resiliency Lesson) For example, a student may be on Jogging Jumper and 25 challenge line. He/she continues the challenge until he/she completes it. Can he/she do Jogging Jumper 25 times in a row Great, JJ 50 is the next goal.
- When a player completes the 100 X challenge, wow, she/he walks back to the Challenge poster to read next skill challenge and begins a new trick on the 10 X level.
- A quick skills test is okay.
- At the end of class/instructional phase, the students are required to memorize the skill/number challenge for next class. Teacher can quickly record on a class assessment form. Check your class assessment form and remind them.
- Next class, students begin at the skill/number where they ended from previous class. All the kids are able to memorize it.
- If a student completes all the skills and number challenges, they are permitted in entering the next program: The **Krazy Kangaroo Jump Rope Challenge Program**.

Basic Skills Jump Rope Challenge

Skills and Number Challenges (Sample)

1. Single or Double Bouncer

10 > 25 > 50 > 75 > 100

2. Jogging Jumper

10 > 25 > 50 > 75 > 100

3. Alternate Hopper (left-left, right-right)

10 > 25 > 50 > 75 > 100

 Backwards JumperStart over, repeat 1-3 above, using **backwards** JR skills!After Backwards Jumper-you are invited to join the **Criss Cross Club!**  **4. Criss Cross Club**

10 > 25 > 50 > 75 > 100

5. Criss Cross Backwards Club

10 > 25 > 50 > 75 > 100

Finished!*You have completed a very difficult basic skills jump rope program!**Are you ready for some tricks?*

Krazy Kangaroo Jump Rope Challenge Program

Grades 3-5

AAHPERD/American Heart Association-Jump Rope Skill Guide (2000)

(Sarratt / L. Gordan)

Introduction:

After students participate in the above **Basic Skills Jump Rope Program**, they are fully primed for the next one: the **Krazy Kangaroo Jump Rope Challenge Program**. (KKJRCP) It is far more complex and difficult. Through years of experience, I have found that even a few classes with the BSJR program makes a huge difference prior to beginning the KKJRC program. Most students are far more accomplished jumpers and ready to tackle tricks/skills/routines. Before inventing and implementing the BSJR program, the students could not jump that well, did not have solid foundational skills needed to perform progressive and difficult skills/tricks/routines. Certainly their consistency and fitness improved immensely.

The basic goal is structuring 16-24 or so individual JR tricks/skills into **4 progressive levels**. All gyms have 4 areas; therefore, 4 levels naturally fit the system/structure and developmental stages.

Secret sauce: each individual level is progressive and the 4 levels are progressive. The entire JR program, therefore, is progressive. 3rd graders only complete Level 1 & 2. Grades 4 & 5, all four levels. There are many JR sources to create your personal JR Challenge program; to find your tricks skills and levels. My skills, repetitions, challenges and routines are just an example, not the example. It is one of the most creative and fun aspect to teaching PE-making this stuff up!

How it works:

Each jumper learns a trick, performs it 10 times in a row and then the level **Combo** routine test to show mastery of it. Next, the students repeats the process at the next level, and so forth. It is creative, cooperative and very challenging. In addition, the students are also able to **combo** the **combo**; called a **Link** (L. Gordon, et. al.) Example: Link 1- Combo Level 1 with Combo Level 2 in one routine. It adds artistry and difficulty.

Pro tip: It took me months of work, starting at the beginning of the school year to create all the material for this program (and the others) conducted in February. Without a doubt, one of my most proud things I ever did in my career. Principals, parents, coordinators, area directors, superintendent of AACPS and fellow PE colleagues enjoyed seeing the program. My classes and jump rope club members loved the challenges! It will take the physical educator a lot of preparation time for it. You got it!

Why are we playing the Krazy Kangaroo Jump Rope Challenge?

- ✓ To further challenge jump rope skills/tricks
- ✓ To have students perform Combo/creative routines
- ✓ To have jumpers problem solve solutions
- ✓ To have the children cooperate
- ✓ To have the learners show persistence

Equipment: (see sample photos)

- JR diagrams and descriptions:
 - Basic Skill:
 - Single Bouncer
 - Double Bouncer
- Level 1 – 4 JR challenges/4 quadrants
 - Word walls: JR terms/flash cards/diagrams taped to the walls.
- JR challenge assessment sheet or keepsake booklet.
- JR for each students
- Pencils
- Rules and procedure: mini poster/sheets

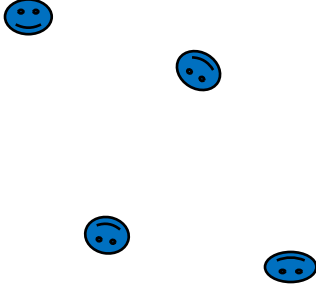
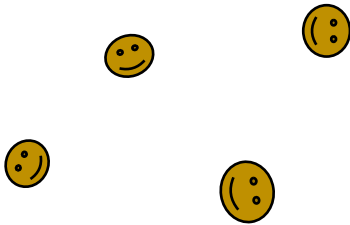
Organization: (see sample diagram/photos below)

- Set up your gym in 4 quadrants/skill/levels.
- Each quadrant has a level with posters/diagrams/word walls.
- A teacher/parent testing center is needed.
- A color system that matches your gym is creative or use your normal color/progression system. Blue floor/blue words/diagrams.



Magical Physical Education!!

Krazy Kangaroo Jump Rope Challenge (sample)

Basic Skills Single Bouncer Double Bouncer Level 1 Skier Bell Side Straddle Double Side Swing & Jump Single Side Swing & Jump 	Level 4 Side Swing Criss Cross Rocker Leg Swing Grapevine Switches Continuous Front Cross  
 Level 2 Scissors X Motion Wounded Duck Criss Cross (arms) Full Turn (3X's)	Skill Testing Center  Level 3 Heel to Heel Toe to Toe Heel to Toe Kick Swing Toe Touch Sideways Twister Can Can

Krazy Kangaroo Jump Rope Challenge (sample)

Krazy Kangaroo Jump Rope Challenge (sample)

Basic Level Jump Rope Test

- Single Bouncer
- Double Bouncer
- **DB Skill Test (10 in row)**

Level 1

- Skier
- Bell
- Side Straddle
- Double Side Swing & Jump
- Single Side Swing & Jump
- *Practice Combo Routine*
- **Level 1 Skill Test**

Level 2

- Scissors
- X Motion
- Wounded Duck
- Criss Cross
- Full Turn (**only three times)
- *Practice Combo Routine*
- **Level 2 Skill Test**

Level 3

- Heel to Heel
- Toe to Toe
- Heel to Toe
- Kick Swing
- Toe Touch Sideways (each side)
- Twister
- Can Can
- *Practice Combo Routine*
- **Level 3 Skill Test**

Level 4

- Shuffle
- Side Swing Criss Cross
- Rocker
- Leg Swing
- Grapevine
- Switches
- Continuous Front Cross
- *Practice Combo Routine*
- **Level 4 Skill Test**

Links: *Combo of combos into routines, putting it together...*

Link 1: Combo 1 & 2

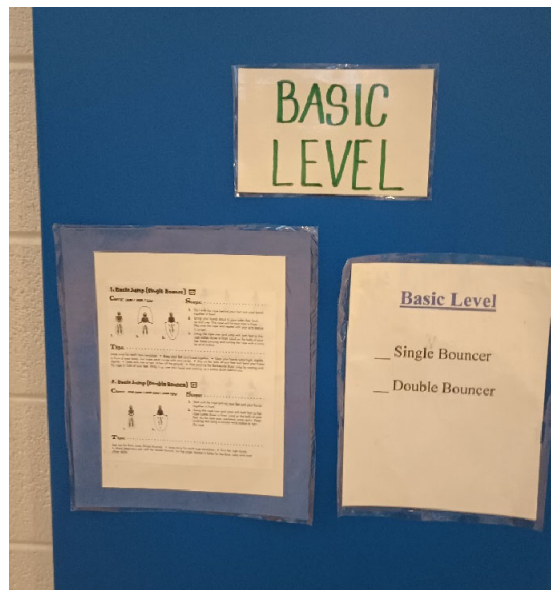
Link 2: Combo 2 & 3

Link 3: Combo 1 & 2 & 3

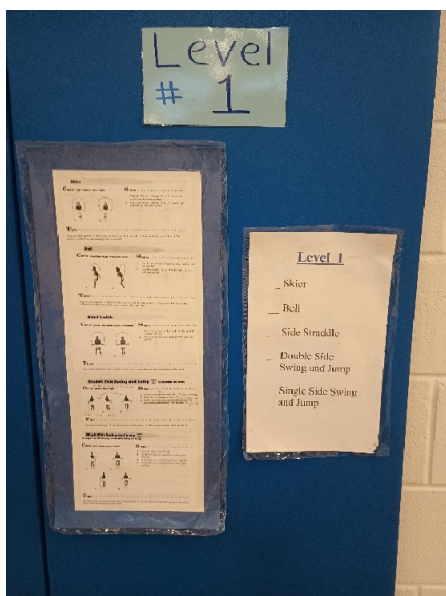
Link 4: Combo 3 & 4

Link 5: Combo 1 & 2 & 3 & 4

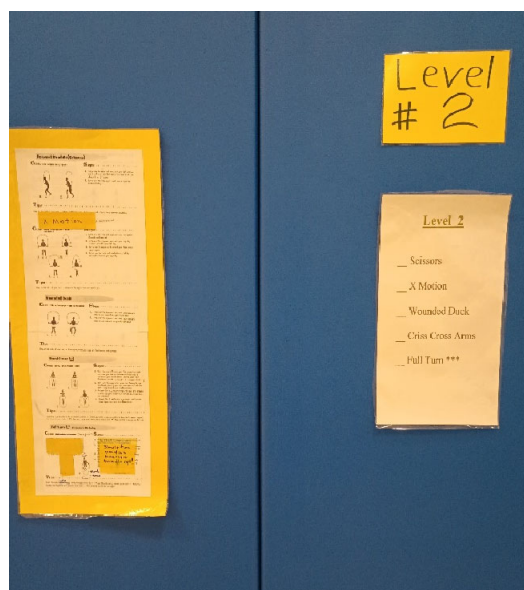
Sample Diagrams



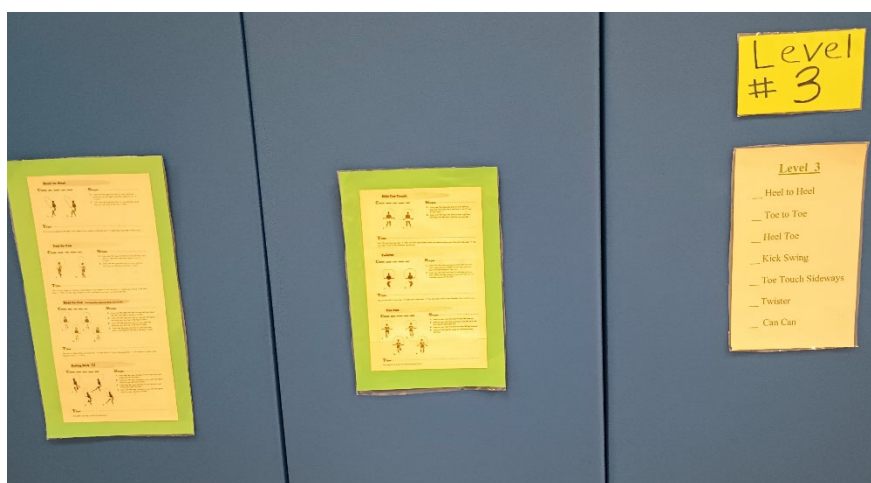
Basic Level



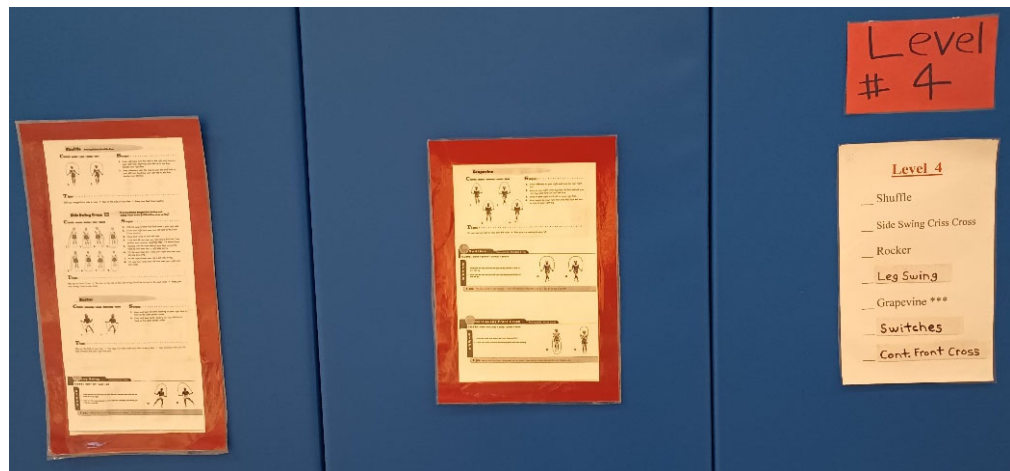
Level 1



Level 2



Level 3



Level 4

How we play the Krazy Kangaroo Jump Rope Program:

- **Equipment:** All students are given needed equipment. JR, assessment sheet/clipboard and pencil.
- **Preview/role model:** Rules and procedure/role model if/when needed.
- **Starting/Entering:** To enter the KKJRP pupil must be able to complete 10 DB jumps in a row. All jumpers will most likely handle the requirement from previous BSJRP.
- **Forwards first:** All jumps/tricks are performed forwards.
- **10 times:** Each trick/skill is performed 10 times in a row, with good form. (Except Full Turn trick, only 3 X's) Check-off trick as they complete it.
- **Practice Combo Routine:** two tricks/skills in a row, blended together. Have a friend test them when done, and initial it if done correctly. If not, a friend may have some suggestions.
- **Skill Test:** This is required to graduate and teacher; TA or parent must test them on the **Combo Routine**.
- **Links:** Combos of a Combo. Again, adult must test the performer.
- **Finished:** If a jumper completes the KKJRP, wow, the student has performed exceptionally well. Now the student chooses a new fun name and performs the tricks backwards! *Becky* or *Bobby Backwards* is attacking the challenges backwards! A few of my jump rope club members were able to complete the program forwards and backwards, all the combos and links!

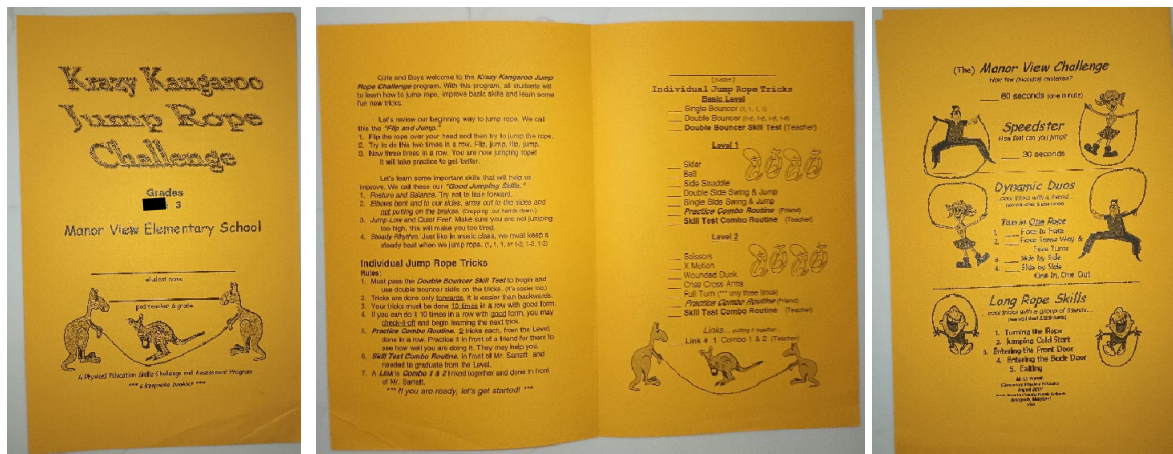
Progressions/variations:

- Keep directions short and simple as possible. Don't be like me and too long winded and make things too complicated. Many teachers and coaches do this remarkably well.

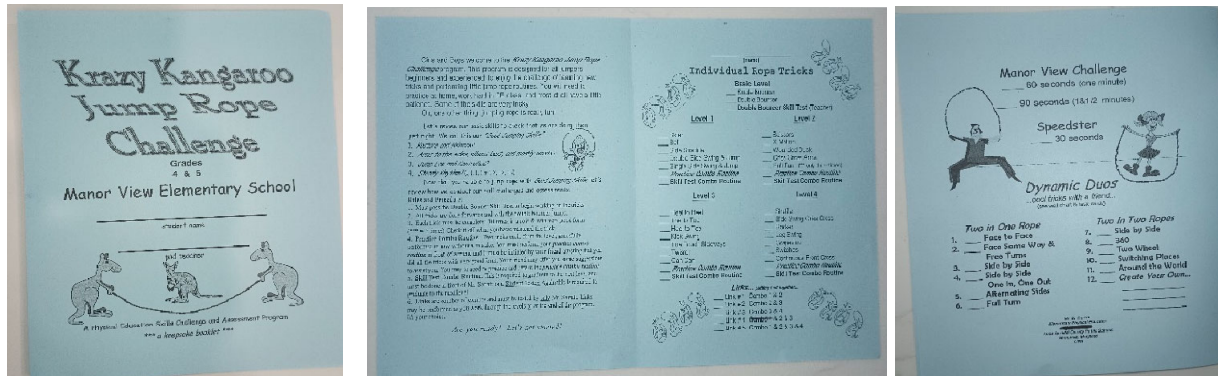
Teaching Tips:

- **Hands or feet tricks?** When teaching the individual JR tricks, most are either hands or either feet/jumping tricks. The key with both is having the youngster practice the movement while NOT jumping rope. For example, with Criss Cross, pantomime the arms crossing, making an X motion with the hands and arms. A slight tuck motion is also helpful along with pressing/cupping the wrists. Then the student can add jumps to it. *“Flip, tuck, cross, jump.”* Lastly, perform it with the rope; it is much easier when the skill is broken down, part, part whole and not nearly as daunting a feat.
- Speaking of feet, the same principle applies, like Side Straddle. Have the jumper perform Jumping Jacks (that’s why we do callisthenic exercises) they have the perfect feet pattern, open-closed-open-closed. Now pantomime with hands, lastly, add the rope-they got it!
- As the students perform the Link, the teacher calls, leads the testers on the tricks. It is very difficult for the jumpers to memorize all of them.
- **Booklets:** (see samples below) Assessment booklets change it. Students enjoy owning their booklet and filling it out. For decades I created paper side fold booklets that included directions/procedures, the assessments and various challenges. At the end of the unit, students take them home as a PE *keepsake*.

Grade 3 KKJRP Challenge Booklet



Grades 4 & 5 KKJRP Challenge Booklet



Social Jumping



The following two programs/skills add a spark of social time and cooperation. First is **Dynamic Duos** (DD) with a buddy, secondly, **Long Ropes** (LR) with group work.

Dynamic Duos (DD) (grades 4 & 5)

(AAHPERD/American Heart Association Jump Rope Skill Guide (2000) / Sarratt)



Two in Two Ropes: you got this!

Introduction:

Welcome to a jump rope challenge that is social and fun! With DD we are adding additional cooperation and creativity to the jumping challenge by having students work in partnerships. These skills and challenges can be implemented during any of the JR programs or even as a solo suite. Programming is creative; it makes the PE programs, so best of luck in your educational choices.

Kids are highly fired up to complete these buddy skills and figuring them out/ solving them. Laughter is common and pairs enjoy showing their tricks to other groups. It also wonderful seeing pairs switching up buddies and trying them out!

Why are we playing Dynamic Duos?

- ✓ to add cooperation and partner skills to the JR challenges

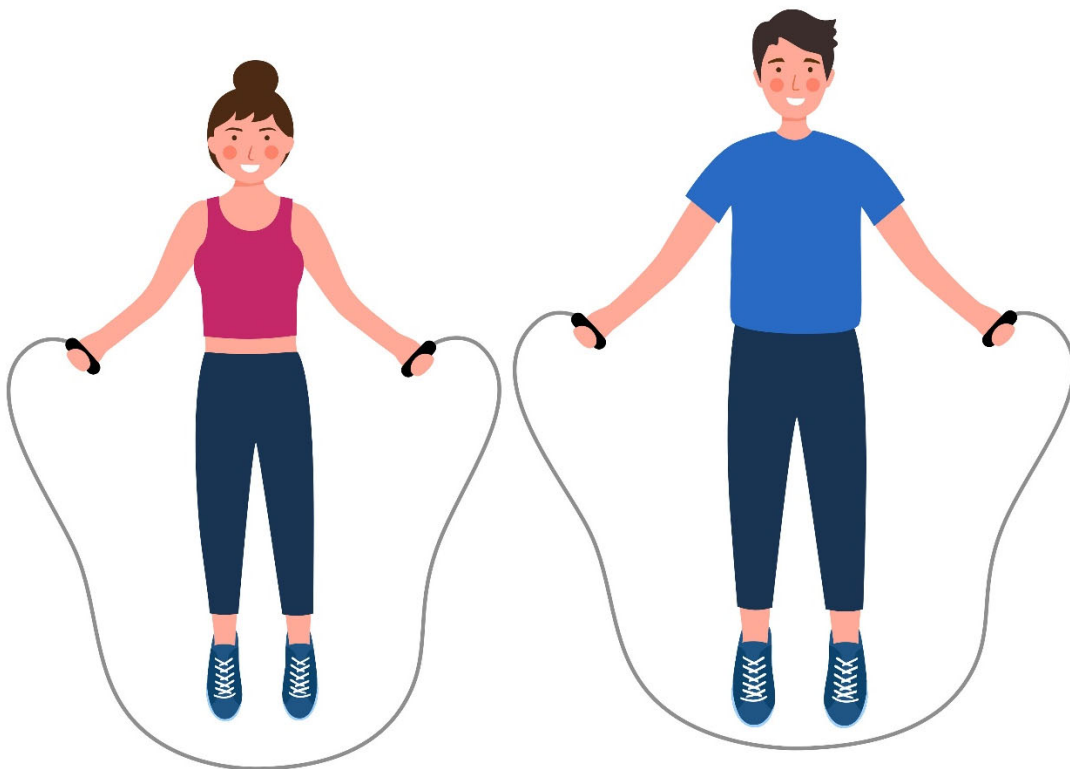
Equipment: (see below)

- Wall posters and diagrams/word walls.
- Each student with an individual JR challenge papers.
- Make and use copies of the JR challenges: photo copy and laminate on cardstock paper.
- Assessment sheet/booklet, clipboard and pencil.

Organization: (see sample photos/diagrams)

- Students form partnerships/groups of three.
- Each pair with copy of the DD challenge sheets.
- Photo copy instructional pages in two different colors/laminate:
 - **Two in One Rope**
 - **Two in Two Ropes**

Two in Two Ropes: you got this!!



Two in Two Ropes: you got this!!

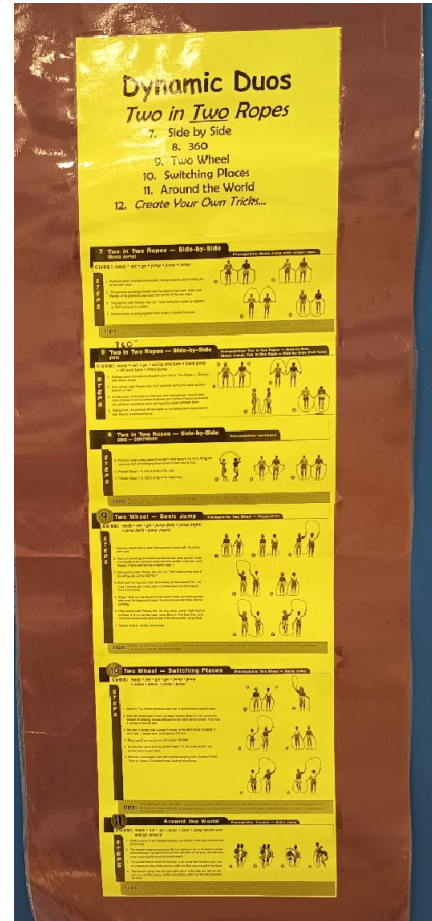
DD-Wall Posters/Diagrams

DD-Two in One Rope



DD-Two in One Rope

DD-Two in Two Ropes



DD-Two in Two Ropes

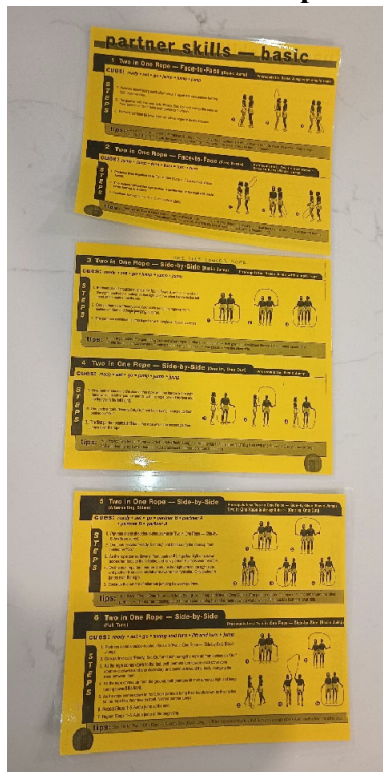
DD- Two in One Rope	DD- Two in Two Ropes
Face to Face	Side by Side
Face Same Way & Free Turns	360
Side by Side	Two Wheel
Side By Side: One In, One Out	Switching Places
Alternating Sides	Around the World
Full Turn	Create own tricks!

How we play Dynamic Duos:

- Each student with a buddy/small group of 3.
- Each pair with a challenge paper. (see samples below)
- Spread out in the gym.
- Each pair attempts the various challenges.
 - **Two in One Rope=Level 1**
 - **Two in Two Ropes=Level 2**
- Each pair checks off trick when completed 10X in a row or more.
- Tricks are first learned forwards then they can be attempted backwards.

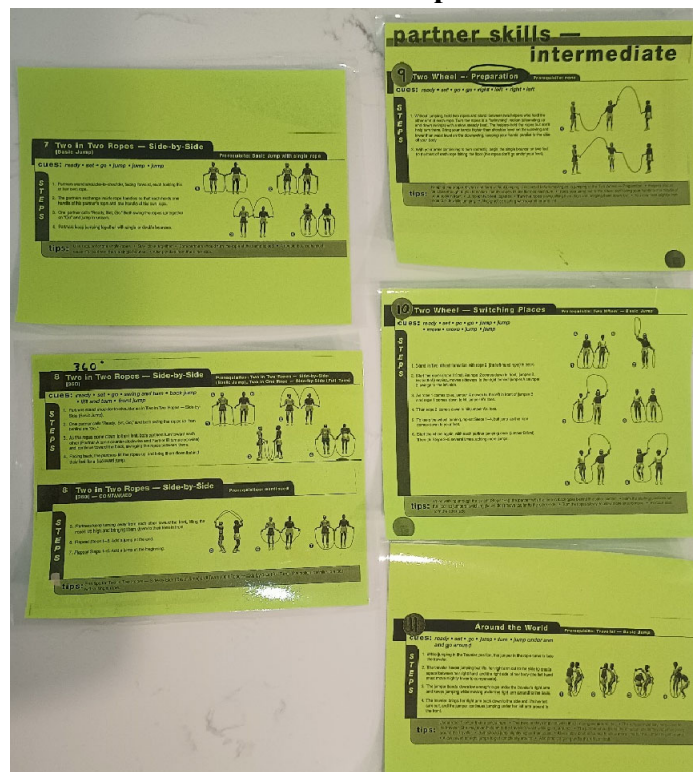
DD-Challenge Sheets: for partners (sample)

DD Two in One Rope



DD Two in One Rope

DD Two in Two Ropes



DD Two in Two Ropes

Long Rope Challenges-small groups and social fun!



Time to hang out!

Introduction:

Long rope jumping offers the most social setting. Groups are able to perform JR skills in small groups. We often see youngsters hanging out, playing together at recess and at home with their friends and siblings. For grades 2-3 long rope jumping is more of an introduction; learning to turn and jump; grades 4 & 5 skills, tricks and challenges are often the norm.

Why are we playing long rope jumping?

- ✓ to practice various jumping and turning skills
- ✓ to cooperate with others in small groups

Equipment:

- Beaded/link style rope are recommended.
- 10-12' ropes grades – 2nd and 3rd
- 14-16' ropes grades 4th and 5th
- Diagrams and rules posters.

Organization:

With long ropes, there are two main skills.

1. **Turing the rope.** Even some students that master single jump rope can have a bit of difficulty turning the long rope and in unison with another turner.
2. **Jumping the rope.** Learning single and double bouncer skill and and performing new skills/tricks.

Drill: turning the rope

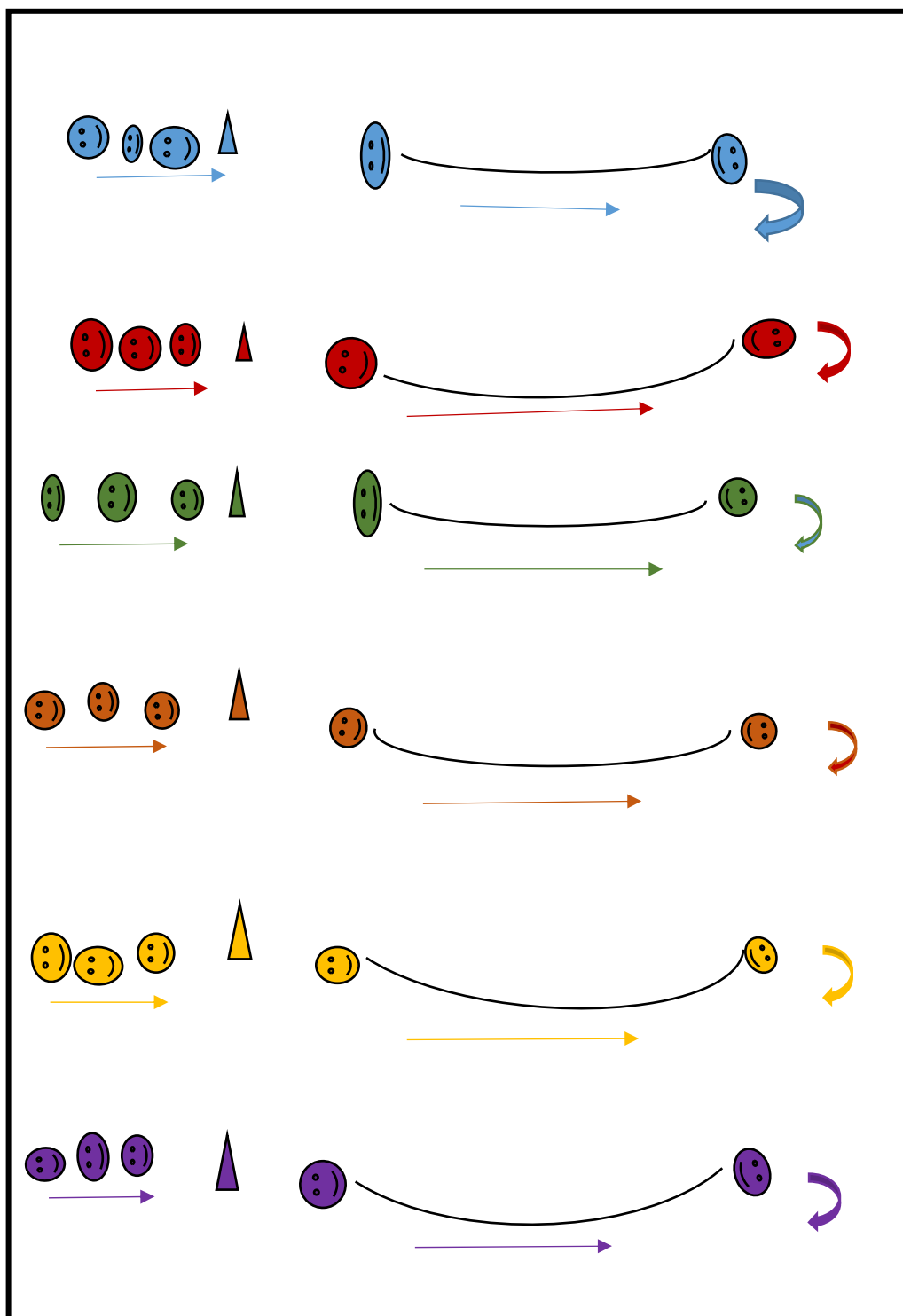
Let's begin with a simple drill that teaches turning. It is a game changer for younger jumpers that have never done it. It helps the performers learn to turn the rope, prior to getting into small jump groups.

Learning the Turning



Learning the Turning

Long Rope Turning Drill



Long Rope Turning Drill

How we play long rope turning drill:

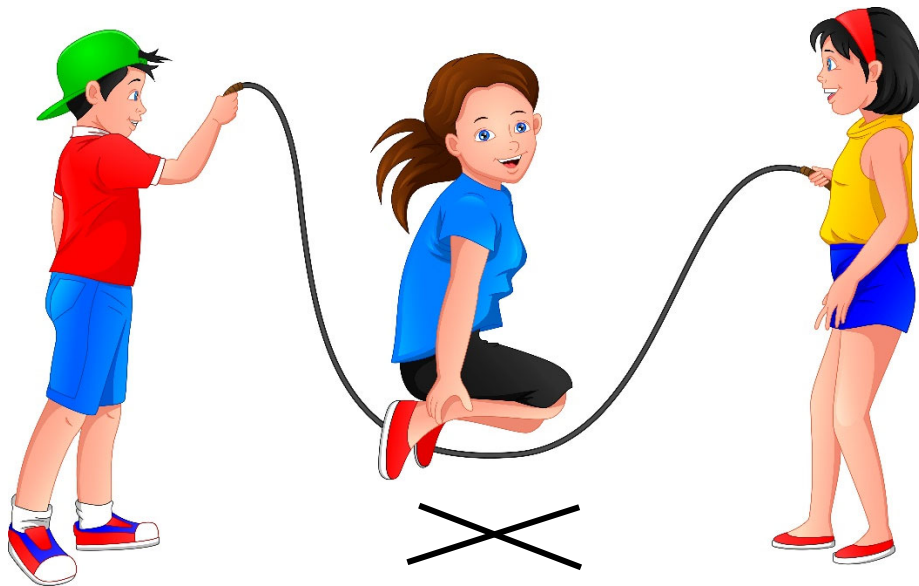
- Create several long rope lines. The first player in line goes to the top of the rope, the second player to closest rope end.
- On teacher signal, the players cooperatively attempt to turn the rope 5-10 times in a row. The teachers choose the amount and calls it out loud-assisting learner with good timing.
- Students rotate turning on both ends and getting back in line. Students practice making excellent quality turns with partner.

Skills:

- Set-up, stand close enough that there is a nice arc to the rope.
- Use big arms, turning from the shoulders. Attempting to make large circles with the rope. The big arm turns helps the jumper.
- There is slow steady rhythm to turn-many students rush/race the turn.
- The rope taps on the floor.

Pro Tip: Taping an X mark on the floor where the turners tap the floor is excellent.

Turning with a Jumper!



Cooperative Challenge: It starts with a class positive mindset. With a proper mindset, each group is seeking the goal, to be the most helpful, cooperative and social as possible. With the positive mindset and the following social skills implemented and practiced, long rope jumping can be one of the finest activities of the year.

Cooperation and communication:

First let's discuss cooperation, and specifically communication. How the turners talk to each other. How turners talk to jumpers and especially how the jumpers talk to turners-all critical.

We revisit our **LPE** policy-*listening, praising and encouraging* communication procedure. (Glover/Midura, 1992) Also, review our *helping words, never hurting words* procedure. Both are needed to modify the mood. With long rope jumping, one extra policy is needed. Students are not to yell/scream at others. Nope, not allowed. It's a game changer. All communication is kind and positive polite words in multi small groups. Being didactic.

Long rope jumping can be frustrating when learning. Pupils can show anger when someone messes-up. All players now use *please* and *thank you* for a request. We want the turners and jumper to learn in peace. Start and end each sentence with *please* and *thank you*. *"Can you please turn the rope a little faster? Thank you!" "Can you please turn the rope a little higher? Thank you!" "Can you please move to the middle when jumping? Thank you!"*

Learners express the request without any negative emotion- no emotion in their voice. Proactively the students practice the positive communication as they learn and perform turning and jumping skills. Both critical. Yes, the **core focus words** and skills are JR. How we JR. The technique. The **supporting focus words** are positive communication and the didactic mindset. Both are needed and possible. With above social skills integration, guaranteed you will not hear anymore yelling, anger and arguing.

Add a jumper to the mix.

Back to jumping. Student rotate: wait line, turner, jumper, turner and back to wait line. It goes fast, kids don't wait long.

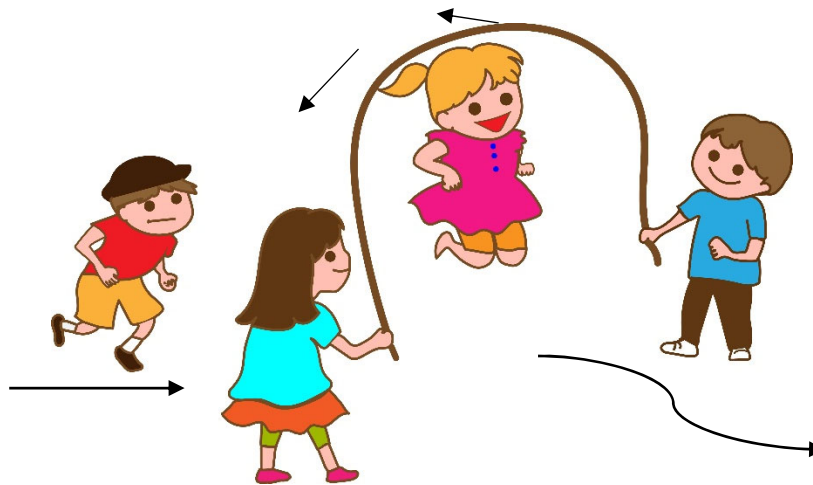
Difficulty in long rope jumping is not turning the rope, it is where the jumper(s) stands. They stand in the exact middle between the turners. This is known as a **cold start**. Not too close to one turner, or out to the side. Again, an X mark is helpful.

Shoe tap-tap then turn and jump. As a starting timing mechanism, turners cooperatively tap, tap the side of the jumper's shoe; after two taps, big steady swing the rope and middle jumper attempts to jump the rope. Two taps and then jumping.

- **Long Rope Jumping Goal:** learning to jump
 - 5 X in row.
 - 10 X in row.
 - 25 X in row.
 - Single bouncer skill.
 - Double bouncer skill.
 - Rotate to new position.

Entering:

- Front door, or back door?
- **Front door:** rope is turning with you, same direction as it taps on the floor; the easier way to enter and exit. Follow the rope in.
- **Back door:** rope is turning against, opposite direction as it taps on the floor-a tad more difficult. It's coming toward the jumper.
- **Goal:** enter, jumps, exit run around and back of the wait line.
 - 5 X
 - 10 X
 - 25 X!
 - Tricks!



Enter > Jumps> Exit-run around, back of the wait line

- Enter next to a turner, big step in and jumping!
- Create enter and exit patterns. Follow the leader. Figure 8 pattern.
- Different angles, movement patterns.

Two Jumpers in the Rope: Let's have some fun!

- Two jumpers enter the rope and face each other.
- Enter, jumps, exit and both back of the line.
- Mix up the order, new partners/jumpers/turners.
 - 5 X
 - 10 X
 - 25 X
 - Add spins, twists.
 - Back door jumping/enter & exit.
 - Create chants and partner routines!

Two jumpers!



Two jumpers!

Conclusion:

JR offers an excellent complement/challenge to a comprehensive PE program with fitness, skills, challenges and social interaction. How much an instructor includes basic JR skills and challenges, then progresses to more structured individual skills/routines, and lastly offers dynamic duos and long rope activities is the creative heart of teaching. As mentioned earlier, many of us combine JR with dance and rhythm activities.

As a final note to JR, a teacher I knew and visited, only had a small café/multipurpose room, JR was his main unit(s). The kids were fantastic jumpers. He had the older students learning and mastering ***Double Dutch*** routines! Wow!

For most of us, JR is a smaller unit. Only a few weeks or so. I hope that one or two of the included activities assist your PE program.

All the best-*Dale*



Dale H. Sarratt

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