

Planning Assignment

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EPHE 310: Physical Education for General Classroom Teacher

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Grade Level: Kindergarten

Unit: Jump Rope

Lesson #: 1 of 3

Focus: Practicing jumping, spatial awareness, and coordination.

Learning Objectives:

- Psychomotor: Students will be able to jump and run. This activity will also test their coordination (moving both their arms and legs at the same time). Students will also be able to jump in various ways (i.e. 2-foot, single/double bounce, and turn jumps) and in various contexts (games and independent practice). They will also be able to jump with a jump rope.
- Cognitive: Students will be able to use cognitive demands to plan what each animal looks/ sounds like. They will also need to be aware when to switch animals and they need to make sure they are doing the correct animal between the designated cones. Another cognitive demand is spatial awareness, as students need to be aware of their distance from other classmates while participating in the activities. Students will also be able to practice avoiding stationary objects (i.e. the jump rope and hula hoops). They will also be able to use problem solving to coordinate jumping and moving the rope simultaneously.
- Affective: Students will be able to use their creativity while acting each animal and they will be able to engage with their classmates through making animal noises/ being creative with their movements. It is important to create a safe environment while playing this game and remind students that we need to be respectful of everyone's interpretation of each animal. It is also important to emphasize a safe environment regarding everyone's skill levels. In the stationary jump rope activity, students can make adaptations to make the skill easier or more difficult. Students will practice being respectful to their classmates and not judging other students for trying the easier option.

Materials:

- Warm-up: cones, photos of animals, music/ speakers
- Skill-builder: jump rope, hula hoops (for extra game), music/ speakers
- Culminating Activity: Jump rope, developmental task analysis

Parts of the Lesson:

- Set up before class:
 - Cones in each corner of the gym
 - Get out jump ropes (and hula hoops – for extra game) for skill builder
- Activities:
 - Warm-up: Animal Acting
 - Skill Builder: Sleeping giants, practice jumps with stationary jump rope, bunny hop hoops (extra game)
 - Culminating Activity: Jumping with a jump rope (developmental task analysis)

Level of Physical Activity: moderate (students will be running, jumping, and moving their arms/ legs).

Lesson Description	Time	Teaching Cues
<p>Warm-up (Animal Acting)</p> <p><u>Introduction:</u></p> <ul style="list-style-type: none"> -Introduce warm-up and talk about our favorite animals. -Describe game with instructions below. -Discuss why I chose these animals to prepare for the skill builder (jump rope). <p><u>Instructions:</u></p> <ul style="list-style-type: none"> - Place a cone in each corner of the gym. - Pick 4 types of animals that warm-up the muscles associated with jump rope (the skill we will be working on later) - i.e. frog (warms up legs), gorilla (arms and legs), butterfly (big arm movements), bee (little arm/ wrist movements). - Demonstrate each of these animal motions to the class so they know what areas of their body they should be moving for each animal. - Now, split children evenly into 4 groups and each group sits at a cone. - Call an animal (i.e. frog) and students will act like a frog from one cone to the next (clockwise direction). <ul style="list-style-type: none"> - After practicing each animal, place a picture of each animal on a specific cone. - Students will travel along the perimeter of the room and once they reach a specific cone they will act as that animal. - Play music and continue activity for a few minutes until students are all warmed up! <p><u>Modifications:</u></p>	<p>Explanation: 4 minutes (1:00-1:04)</p> <p>Split children into groups: 1 minute (1:04-1:05)</p> <p>Practice round: 2 minutes (1:05-1:07)</p> <p>Independent animal movements: 4 minutes (1:07-1:11)</p>	<p>-What is your favorite animal?</p> <p>-Describe Game.</p> <p>-Emphasize that once students reach the cone with the picture on it (i.e. frog), they are acting like a frog until they reach the next cone with another picture (i.e. bee).</p> <p>-Discuss why I have chosen these animals for our skill builder (jump rope).</p> <p>-What could some potential safety concerns be?</p> <ul style="list-style-type: none"> • Watch out for your friends (spatial awareness). • Make sure shoelaces are tied so you don't trip/ fall. • While swinging your arms, make sure not to hit anyone or anything. <p>-Rules:</p> <ul style="list-style-type: none"> • When the music stops, everyone must freeze (very important because music can be stopped for an emergency). • Watch out for your classmates and be considerate of their classmates' bubble. • Have fun and be creative while travelling between cones! • Boundaries: stay on the outer edge of the gym and only do actions for each animal between their designated cones. <p>-Demonstrate the animals and emphasize the following movements for each animal:</p> <ul style="list-style-type: none"> - bee: little wrist movements -gorilla: big arm and leg movements -butterfly: big arm movements -frog: big jumps <p>-Reminders while kids are acting:</p> <ul style="list-style-type: none"> • Frog: big jumps! • Gorilla: big arm and leg movements! • Butterfly: stretch your arms! • Mosquito: flick your wrists! • Make animal noises!

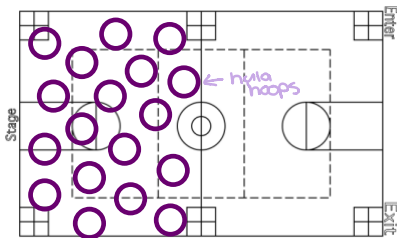
<p>-Can add more animals/adapt the actions to fit a specific skill-builder. -Can play the game similar to “freeze dance” and incorporate pausing/playing the music.</p> <p>Skill Builder: <u>Two Foot Jumps – Sleeping Giants Game (TGFU):</u></p> <ul style="list-style-type: none"> - Prior to starting the game, the teacher will demonstrate two-foot jumps and all the students will try it. - Students will then spread out in the gym and lay on the ground as “sleeping giants” - The teacher will yell “waking giants” and the students will two-foot jump around the gym - Then, the teacher will yell “sleeping giants” and the students will lie down - Play this game a few times to practice two-foot jumps before working with the jump rope 	<p>5 minutes (1:11-1:16)</p> <p>(While students are playing, teacher can clean up cones from warm-up game)</p>	<p>-Two-Foot jump reminders:</p> <ul style="list-style-type: none"> • Feet leave the ground and land at the same time • Can alternate between really big jumps and little jumps <p><u>Rules & Safety</u> -Watch out for classmates while jumping -Only move around the gym with two-foot jumps (no running) -Be silent while “sleeping”</p> <p>Try to do some big two-foot jumps and small ones!</p>
<p><u>Practice different jumps with stationary rope:</u></p> <ul style="list-style-type: none"> - Students will spread out around the gym and lay their jump rope on the ground - Teacher explains <u>Activity 1: Single Bounce</u> - Students lay their jump rope down on the floor in front of them - They stand on one end and single bounce over the jump rope to the other end of the rope - They do two-foot jumps (like in game) and try not to touch the jump rope - Teacher demonstrates, then students try (music plays during independent practice) - Adaptation: can go backwards down rope to make it more challenging, or they can try single bounces without the rope if they need more practice with this skill - Teacher explains <u>Activity 2: Double Bounce</u> 	<p>15 minutes (1:16- 1:31) – 1 minute to distribute jump ropes, 1 minute to explain/ demonstrate each activity, and 3- 4 minutes to practice each activity</p>	<p>While students are “sleeping”: <i>Imagine you are dreaming about your amazing two-foot jumps. I’m looking out for everyone’s feet leaving the ground and landing at the same time!</i></p> <p><u>Rules & Safety</u> -Stay in your bubble (don’t go to other students’ jump ropes) -When the music stops, everyone must freeze (this can be because I am stopping the music for an emergency, or because it is time to move on to the next activity) -Don’t touch the rope while the teacher is talking -While I am explaining the next activity, make sure you are listening to my instructions and giving me all your attention -Have fun and challenge yourselves with the adaptations if you feel comfortable with the skill!</p> <p>Activity 1 & 2: keep your feet glued together!</p> <p>Don’t forget, to make the skill more challenging you can try going backwards!</p>

- Same technique as single bounce (two-foot jumps over rope)
- This time, students will bounce twice on one side of the rope before they jump to the other side
- Teacher demonstrates, then students try
- Adaptation: students can go backwards to make it more challenging, or can try double bounces without the jump rope if they need more practice with this skill
- Teacher explains Activity 3: Spin Jump
- One foot on either side of the jump rope
- Double bounce (feet apart this time, not together) then do a 180 degree turn to face the other direction
- Teacher demonstrates, then students try
- Adaptation: Students can move up and down the rope or go faster to make it more difficult. If students are struggling, they can try the bounce with feet spread apart without the turn first, and they incorporate the turn later

*UDL Checkpoint 8.2

Extra: Bunny Hop Hoops (TGUFU)

- Teacher places hula hoops around the gym (relatively close together)
- While music is playing, students must jump from one hula hoop to another, using their two-foot jumps –



- To make the game more challenging, students can also try doing a double

If you need some more practice with your jumping, try some jumps without the rope

Try your best to not touch the rope with you are jumping over it!

Try practicing different size jumps over the rope – some really big jumps and some little ones.

Try moving down the rope or going a bit faster for more of a challenge!

Rules & Safety:

- be careful to not trip on the hula hoops (watch where your feet are landing)
- only one person in the hoop at a time
- when the music stops, make sure to freeze (just like the other games we've played)
- only two-foot jumps to travel between hoops

Big bunny hops and keep your feet stuck together!

Try some double bounces for more of a challenge!

Can play if there is some extra time in the lesson

<p>bounce from one hula hoop to another</p> <p>*For the purposes of less clean-up, or if there are limited hula hoops, this game can only be set up on half the gym. This will allow for the hula hoops to be placed close together</p> <p>Culminating Activity: <u>Practice self-turning a jump rope</u></p> <ul style="list-style-type: none"> - This activity combines skills the students’ learned throughout the lesson to practice a ‘real life’ activity - Students can take the jumping skills they just learned and apply it to self-turning a jump rope - There are four tasks the students can practice according to their level of comfort. Students will all start at the easiest task, and then try the next step when they feel ready - Students will spread out around the gym - The teacher will demonstrate the first step, then give students a chance to try for a few minutes - During this time, the teacher can circulate and help students - After a few minutes, the teacher can demonstrate the next step. Those students who want to move to the next level can try. If not, they can practice the prior level. - Students do not need to reach the final step, as this skill will be practiced again next class as well <p>*if students master final step and want a challenge, they can attempt moving the rope backwards (might be too challenging for most students, but some who have mastered step 4 can try and attempt it)</p> <p>*UDL Checkpoint 8.2</p> <p>Closure:</p> <ul style="list-style-type: none"> • What should we think about when doing two-foot jumps? • What makes it easier to jump? • What should we think about when self-turning a jump rope? 	<p>10 minutes (1:31 – 1:41)</p> <p>-May not reach all levels on the task analysis, depending on students’ comfort with the easier levels</p> <p>2-4 minutes (1:41-1:44)</p>	<p><u>Rules & Safety:</u></p> <ul style="list-style-type: none"> -spread out so you don’t hurt your friends while turning your jump rope -stay in your bubble -keep the jump rope on the ground while I am talking -please no swinging the rope, be safe with it and use it only for jumping! <p>*See task analysis for description of each step</p> <p>Step 1:</p> <ul style="list-style-type: none"> - big two-foot jumps -bend your elbows <p>Step 2:</p> <ul style="list-style-type: none"> -practice swinging jump rope over your head -keep your feet on the ground -no jumping! <p>Step 3:</p> <ul style="list-style-type: none"> -time to add a jump! -just try jumping one, and then stop moving the jump rope <p>Step 4:</p> <ul style="list-style-type: none"> -time to continuously move the jump rope -keep swinging it around your head and continue jumping at a steady pace <p>Try moving to the next level if you feel ready!</p> <p>It’s okay if you don’t feel ready to move on, keep practicing so you can master this step!</p>
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Developmental Task Analysis: Self-Turn Jump Rope

Easy:

Step 1: Students will try the hand motion of spinning the jump rope over their head (without the jump rope). They can practice moving their arms, as if they were holding a jump rope. They can also do two-foot jumps along with this hand motion.

Step 2: Students will now add a jump rope. They can practice swinging the jump rope over their head. They will not be adding a jump and their feet will stay stationary on the ground. This step is for students to practice maneuvering the jump rope without having to consider the jumping portion.

Step 3: Students will add a two-foot jump, in addition to swinging the jump rope. They will practice their timing while coordinating moving the rope and jumping at the same time. For this step, students will only try one jump and then stop (they will not keep moving the rope continuously). They can try non-continuous, single jumps until they feel comfortable with the motion.

Step 4: Students can now try a continuous sequence of swinging the jump rope over their head, jumping over the rope, and continuing this process without pausing.

*If students master this step, they can attempt backwards jump rope (this can be individually explained for students who would like to be challenged).

Difficult

UDL Inclusive Episode

UDL Checkpoint 8.2: Vary demands and resources to optimize challenge

For this lesson, I have included various opportunities for students to work at their own level and challenge themselves if they feel comfortable. This UDL guideline highlights that levels of ability vary depending on the student, and each student must be challenged (even though this challenge may not be the same for all students). So, both my skill builder activity and culminating activity allow for students to practice the basic skill and make it more challenging, or easier, depending on the students' needs.

For my skill builder (practicing two-foot jumps with a stationary jump rope), I have provided adaptations for each activity. There are options to challenge students who have mastered the basic skill, but also options that further break down the skill for students who are struggling. Additionally, for my culminating activity (practicing self-turning a jump rope), the first step is a very basic option that a majority of students will be able to achieve. Even if students can do the first level (maybe because they have limited mobility, for example), more adaptations can be applied. Potentially, if students cannot jump, that portion can be taken out of the first step and they can practice the hand movements only. Along with attaining to students who need extra practice, this activity also allows students to move on and continue improving their jump-rope skills

Assessment

The assessment tool below is to demonstrate which students challenged themselves for the culminating activity. It is also to illustrate what level the students are at (based on the developmental task analysis) so the teacher can adapt the next lesson to fit the level of their students. It does not matter which level the students achieve. The focus is to see if students are trying their best (the comment section can be used to track this). It may be difficult for the teacher to evaluate all students for this lesson. So, this activity will be attempted again next class and the teacher can complete the assessment, as well as add to the students that were already evaluated.

References

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