

LEVEL	UNIT	LESSON Number 6	EQUIPMENT
First Grade	Fitness	Swaying A Rope/Jumping Over The Rope/Rhymes	Jump Ropes, Hoops, Control Cones, Poly spots

Objectives

1. Work cooperatively with partner turning the jump rope.
2. Travel, leading their partner, using at least two different locomotor moves.
3. Have fun.
4. Verbally identify the eight locomotor moves.
5. Play safely.
6. Jump over a swaying rope at least two times in a row before missing.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1: Warm Up	10	<p>Carpool Travel Stop Objective: Movement and Cooperation Equipment: Control Cones, Poly Spots, Hoops</p> <p>Activity: Have children find their own space with the hula hoop. Begin with asking them how their parents drive on the freeway? In a school zone?</p> <p>“Ok, put on your seat belts, start your engines”</p> <p>Utilize the following commands:</p> <ul style="list-style-type: none"> • Freeway: Running • School Zone: Walking • Carpool: Travel with another person shoulder to shoulder • Emergency: Step to the right and stop • Garbage Truck: Travel backwards while beeping • Bus: At least 5 people in a line traveling in own space • Hydraulics: High level to low level • Slippery Road: Zig Zag through space <p>During the game, have them check their engines, to see how fast they are running! Compare the different heart rates and why it changes with the different different ways of moving.</p> <p>Variation:</p> <ul style="list-style-type: none"> • Send each color group to get gas (water break) • Teacher is the police officer checking to make sure that they are driving safely-can receive a ticket (sit out) if break any of the driving laws <p><u>Fitness Concepts</u> 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.</p> <p><u>Body Composition</u> 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p>	
Part 2 Review - Jumping over a moving rope	10	<p>“When I say go, the partner that was the follower first will go get a jump rope. With your partner, one of you will move the rope back and forth along the floor while the other partner tries to jump over it.”</p> <p>Review the points to jumping over. (Look at the rope, jump when it comes toward you).</p> <p>After both partners have had a chance to practice begin working on swaying the rope together. One partner holding each end of the rope. Be sure to explain how to work together to swing the rope. Once the students have a good idea of how to sway the rope, have them work in 4's with one set of partners (one at a</p>	Be sure the students all have good own spaces.

		<p>time) jumping over with the other set of partners swaying rope. Each student should take at least five jumps, even if they miss, and then switch roles. Be sure to remind the partners to work together swaying the rope.</p> <p><u>Locomotor Movement</u> 1.9 Jump a swinging rope held by others.</p> <p><u>Flexibility</u> 3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints.</p>	
Part 3	10	<p>Once everyone has a good idea of how to jump over the swaying the rope I will teach them a jump rope rhyme to try as they jump. After they all try that, you can see if anyone else knows any jumping rhymes and then try those!</p> <p>Jump Rope Rhymes:</p> <p style="text-align: center;"><u>Engine Engine Number Nine</u> Engine Engine number nine Running down the Chicago line If the train falls off the track How many cars will go back? One, Two....(count)</p> <p style="text-align: center;"><u>Bubble Gum</u> Bubble Gum bubble gum in a dish How many pieces do you wish? One, Two,(count)</p> <p><u>Self Responsibility</u> 5.1 Willingly participate in new physical activities. 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p> <p><u>Social Interaction</u> 5.3 Demonstrate the characteristics of sharing and cooperation in a physical activity setting. 5.4 Invite others to use equipment and/or apparatus before repeating a turn.</p> <p><u>Group Dynamics</u> 5.5 Identify and demonstrate the factors for being an effective partner in a physical activity setting. 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.</p>	