

LEVEL	UNIT	LESSON Number 4	EQUIPMENT
Second Grade	Fitness	Jump Rope/Basic Jump	Jump Ropes, Control Cones, Flags, Music

Objectives: The students will

1. Demonstrate a basic jump, as described in the American Heart Jumps.
2. Demonstrate a jump with at least one variation from the basic jump.
3. Have fun.
4. Work safely

Activity	Time (Minutes)	Procedure	Comments/Set - up/ Diagram
Part 1 Warm Up	5	<p>Bridge Tag – Push ups</p> <p>Game from last week that we didn't get to play very long! During this game, when your flag is pulled, do 5 push ups and then stay in your bridge until someone crawls under you. After bridge tag we will move onto part 2. What part of this game is cardiovascular? What was the strength exercise we focused on? Push Ups. What muscles did you strengthen? Triceps, Pectorals, Deltoids, Lats, Abdominals.</p> <p><u>Fitness Concepts</u></p> <p>3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging.</p> <p><u>Self Responsibility</u></p> <p>5.1 Participate in diverse group settings without interfering with others.</p> <p>5.2 Accept responsibility for one's own behavior in a group activity.</p> <p><u>Social Interaction</u></p> <p>5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on their performance.</p> <p>5.4 Encourage others using verbal and non-verbal communication.</p> <p>5.5 Demonstrate respect for self, others, and equipment during physical activities.</p> <p>5.6 Demonstrate how to solve a problem with another during physical activity.</p>	When the class puts away their flags they can get their jump rope and go to an own space.
Part 2 Basic Jump (from American Heart Jumps)	10	<p>Jump Rope Basic Jump</p> <p>[AT]</p> <p>When I say go, get a rope and find an own space. Make sure that you find a spot that is far away from others so you don't hit someone with your rope. Once your in your own space, begin jumping rope. See how many times you can jump without missing. When I say freeze, drop your rope to the ground and look for me.</p> <ol style="list-style-type: none"> 1. This time when you are jumping, I want you to think about how your arms are turning the rope. Which part of your arm should be doing most of the work turning the rope so that your arms don't get too tired out? Don't answer me now. I want you to try it out first. When I stop you next time you can tell me. (Elbows bent, mostly the wrist and elbow do the work, not the shoulders) <i>When I stop them, I will ask them for the answer. If they do not get it, I will ask them to try again, but this time, try having your shoulders do the work and then have your elbows do most of the work.</i> 2. This time when you're jumping, I want you to think about how high you should jump each time if you want to have enough energy to keep jumping? (1 to 3 inches) <p>When I stop them we will talk about how high they discovered was most effective. We will also discuss why it is harder to jump too high.</p> <ol style="list-style-type: none"> 3. OK this time I want you to concentrate on the timing of your jump. When exactly do you want to jump so that you jump over the rope as it is moving under you? (When the rope is just about to hit the ground in front of your feet) 4. What kind of exercise is jumping rope? Cardiovascular <p>After these questions, we will move onto part three.</p>	Working in own space

Part 3 Practice Jumping	10 3	<ul style="list-style-type: none"> ○ When you are jumping this time, Jump with your legs in a wide shape. (this could be forward and back or side straddle) ○ When you are jumping this time, jump alternating your legs wide then together then wide... ○ Can you jump alternating from two feet landing to one foot landing, two foot, one foot, then two feet etc.? ○ Can you jump with your body in a different level than high? ○ Show me a jump with a trick that you make up. <p>Have the students check their pulse occasionally, stop them and give them the time. If you have time, have the students record their pulse each time.</p> <p>Stretch. Let the students stay in their own space. Ask them to do a stretch for their hamstrings, quadriceps, deltoids, biceps and triceps. (post pictures around the gym of the muscles with their names for students to refer to when doing their stretches.)</p> <p>BENCHMARKS <u>Manipulative Skills</u> 1.16 Jump a turned rope repeatedly. <u>Flexibility</u> 3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps. <u>Aerobic Capacity</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>	During the lesson, have the students check their pulse. Are they in their training heart rate range? What does the student have to do in order to slow their heart rate down? What if their heart rate isn't fast enough?
Closure	2	Were you able to find a speed to jump rope that kept your heart rate within your training range?	