


LEVEL	UNIT	LESSON Number 5	EQUIPMENT
Second Grade	Fitness	Long Rope Turning And Jumping	Long Ropes, Short ropes, Hoops

Objectives

1. Work cooperatively to form groups while playing the warm-up game and doing the jump rope activities.
2. Play Safely.
3. Have fun.
4. Verbally describe the answers to questions 1-4.
5. Demonstrate a two foot to two foot jump, Two feet to one foot jump and one foot to two feet jump, while jumping rope with two other people turning the rope.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 Warm Up Shipwreck	10	<p align="center">SHIP AHOY!</p> <p>FOCUS: Listening; alertness EQUIPMENT: None</p> <p>ORGANIZATION:</p> <p>• Have players imagine that the play area is a ship. You are the ship's Captain and they teach the players the meaning of the nautical terms "Bow," "Stern," "Starboard," and "Port." Then as Captain, give two signals: a signal to run to different parts of the ship such as the stern, and then a signal to perform an action. Explain and demonstrate signals before begins. At first, point in the direction players should move when they forget which part is which. When learned, mix up the signals to keep players alert.</p> <p>DESCRIPTION OF ACTIVITY:</p> <ol style="list-style-type: none"> 1. Run to the Bow! (Run to front end of play area.) <i>Lifeboat!</i> Form groups of three players and pretend to row to shore. 2. Hop to the Stern! (Hop to other end of play area.) <i>Captain's coming!</i> Stop and salute your captain. 3. Skip to Port! (Skip to left side of the play area as you face the bow.) <i>Periscope!</i> Lie on your back and raise one leg. 4. Jump to Starboard! (Jump to right side of play area as you face the bow.) <i>Crew overboard!</i> Grab someone's arm and hold on. 5. Power-walk to the bow! <i>Crow's Nest!</i> Climb up any object. 6. Leap to the Stern! <i>Radarf!</i> Run with hands up and make beeping noises. 7. Roll to Starboard! <i>Sharks!</i> Link a body part with another player until everyone is joined together.  <p>BENCHMARKS</p> <p><u>Self Responsibility</u></p> <p>5.1 Participate in diverse group settings without interfering with others. 5.2 Accept responsibility for one's own behavior in a group activity.</p> <p><u>Social Interaction</u></p> <p>5.4 Encourage others using verbal and non-verbal communication. 5.5 Demonstrate respect for self, others, and equipment during physical activities.</p> <p><u>Group Dynamics</u></p> <p>5.7 Participate positively in physical activities that rely on cooperation.</p>	<p>Additional Commands:</p> <p>Fishnet: The whole class holds hands.</p> <p>Sardines: Then whole class lays down touching either feet or hands</p> <p>Light House: in groups of three, standing, two people hold hands while the third persons stands inside the circle the two people's arm make, spinning around with hands above head, fingers opening and closing</p> <p>I will teach the class the game of shipwreck.</p>
Part 2 Refine the skills of turning the rope	15	<p>I will finish the game of shipwreck with the class in partners. Person overboard. The partner kneeling will be able to go get the rope.</p> <p>You are going to work on the skill of rope turning and jumping. As you are working I am going to ask you questions. Listen to the question and then work</p>	

		<p>on it. I will stop you to find out the answer after you have worked with your partner to find the answer.</p> <ol style="list-style-type: none"> 1. What to look at as you turn the rope? (Your partner, the turning arm.) 2. How do you time it to start turning the rope together? (Work together with your partner to decide on a sign or lead up. IE: count 1,2,3.) 3. What action does the turning arm do? (Straight arm, moving in a circular motion.) 4. How close or far apart should the two ends of the rope be? (Close enough so in the down motion the rope hits the ground and in the up motion it is higher than the jumper.) <p>I will call out a shipwreck command that gets the students into groups of three. "Lighthouse".</p> <p>"One person in your group go get a long rope. The other two people should rosham-bo to see who will get to jump first."</p> <p>Each person should get five jumps and then take the place of one of the turners.</p> <p>Questions for the jumpers.</p> <p>As you are jumping I will ask you some questions about your jumping.</p> <ol style="list-style-type: none"> 1. What do you look at as you jump? Watch the rope or the turners arm. 2. What action do your knees and feet do? Bend and jump as you take off and bend as you land. 3. How high should you jump? Where should you jump in relation to the rope? About 1-3 inches off the ground. Just as the rope hits the ground, jump into the air to let the rope pass underneath your feet. 4. Rope Turners: What can you do to help the jumper with timing? Turn the rope with a steady rhythm or beat. <p>BENCHMARKS <u>Manipulative Skills</u> 1.16 Jump a turned rope repeatedly.</p>	
Part 3 Practice Long Rope Jumping	10	<p>After you have gone through these points, you can have them try jumping the three jumps that they did last lesson, while they are long jumping. (2 feet to 2 feet, 2 feet to 1 foot, and 1 foot to 2 feet.)</p> <p>How many jumps can you do before missing? How far through the alphabet can you get?</p>	Periodically check heart rate as the students jump. Is there a difference between jumping when you turn your own rope and jumping when someone else is turning the rope? What is the difference? Why do you think that is?
Stretch	5	<p>In the class groups of three, have the students stretch. Each person in the group should lead one stretch for their own group.</p> <p>BENCHMARKS <u>Flexibility</u> 3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps. 4.13 Identify the muscles that are being stretched during specific physical activities.</p>	
Culmination	2	<p>How do you know when to jump when other people are turning the rope for you? Watch the rope, the rope turner's arm, and jump just after the rope hits the ground so the rope can pass under your feet.</p>	