

# ***Banding Together for Jump for Heart***

## **Jump Bands Choreographing, Performances, & Assessments**

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# Table of Contents

Title Page.....	1
Table of Contents.....	2
Seminar Description.....	3
Seminar Agenda.....	4-5
Jump Band Teaching Order.....	6
Lesson Plans Title Page.....	7
Original.....	8-9
Contiguous Jump Bands.....	10-11
Straddle.....	12-13
Straddle-Turn-2.....	14-15
Kanapi.....	16-17
Triple Threat.....	18-19
Peahi.....	20-21
Intermediate Peahi.....	22-23
Advanced Peahi.....	24
Kauhale.....	25-26
Kipa Ko Hoalauna.....	27-28
Advanced Kipa Ko Hoalauna.....	29-30
Choreographing Title Page.....	31
Choreographing Lesson Plan.....	32-33
Choreographing Requirements (Assignment Sheet).....	34
Choreographing Planning Form.....	35
Assessment Forms Title Page.....	36
Choreographing Self Assessment Form.....	37
Choreographing Beginning Peer Assessment Form.....	38-39
Choreographing Advanced Peer Assessment Form.....	40
Task Cards Title Page.....	41
Original.....	42
Contiguous Jump Bands.....	43
Straddle.....	44
Straddle-Turn-2.....	45
Kanapi.....	46
Triple Threat.....	47
Peahi.....	48
Intermediate Peahi.....	49
Advanced Peahi.....	50
Kauhale.....	51
Kipa Ko Hoalauna.....	52
Advanced Kipa Ko Hoalauna.....	53

## **Jump Band Choreographing, Performances, & Assessments**

Proposal: Tired of boring, sit-down lectures? Want to gain knowledge and experience while still being active? Are you a Physical Educator or Self-Contained Classroom Teacher; want new ideas, activities, and lessons that are both innovative and user-friendly? Then this seminar is the ticket! Participants' will be guided through a Jump Band Instructional Sequence including learning the various "dances" (jumps), strategies for teaching, developing a choreographing sequence, and designing the assessment piece. Pending time, we may also discuss how to implement this instructional sequence into the overall jumping instructional sequence to include Tinikling, Rope Jumping, Jump Rope Choreographing, Performance, and Assessments.

All the teaching techniques and strategies; activities; and lessons are based on the National Standards by NASPE. They all have been field-tested, evaluated, and refined with students from varying backgrounds and grade levels.

This seminar will provide you with a wonderful opportunity to learn and grow as a professional, as well as provide you with practical ideas that may be implemented into your class the very next day. You will leave this seminar excited to be on the cutting edge of our discipline.

### **Outstanding Strategies You Can Use Immediately**

- Creative lessons to encourage students to develop and design their own activities
- Engaging assessment activities that are easily graded
- Put students in charge of their own learning
- Creating a Physical Education Program for the 21<sup>st</sup> Century.

## Banding Together for Jump for Heart

8:45-8:50

### Welcome and Introductions

8:50-8:55

### Background & Hints

Jump Bands can be used as:

- An instructional sequence.
- Cardio Station.
- Warm-up.
- Instant Activity.
- Introduction to Rhythms, beats/patterns.
- Athletic Programs for eye-foot coordination, agility training, jump training, conditioning.
- It's an opportunity for full inclusion of all students and there is no elimination of students so everyone is active the entire time.

8:55-9:00

### Directions/Instructions for Groupings

#### Foursomes:

- Take 10 steps in any direction, and then stop.
- Link arms with the person closest to you.
- Take steps, as a pair, in any direction, and then stop.
- Link arms with the closest pair to you.
- This is your group.

9:00-9:10

### Jump Bands Practicing:

- **Jump Band Video Clips** (briefly, just as a sample-may not be possible due to restrictions in AV equipment)
- Assign Centers and Enders.
- Groups get jump bands on Enders' ankles.
- Teach "**Original**".
- Teach **cueing** for Dancer and Enders.
- In group, try the "dance".
- **Take Heart Rate after each rotation. \*Hint that the teachers could incorporate this.**
- **Log your Heart Rate on a sheet of paper.**

9:10-9:20

Each group is given a task card with a specific jump on it. Their group will learn the jump pattern, then demonstrate it to the rest of the participants.

\*(Have them teach it if time permitting).

1. Continuous Double Jump
2. Straddle
3. Straddle Turn 2
4. Kanapi
5. Triple Threat
6. Peahi
7. Intermediate Peahi
8. Advanced Peahi
9. Kauhale
10. Kipa Ko Hoalauna
11. Advanced Kipa Ko Hoalauna

9:20-9:35

### Choreographing-Explain the progression, form, and assessment.

- Jump Band Choreographing: Students choreograph a Jump Band dance (routine).
- Jump Band Performances/Demonstrations
- Jump Band Assessments:
  - Assessment Form
  - Video Taping
  - Giving Grades

**9:35-9:45**

**Group Demonstrations**

- Each group demonstrates the routine they choreographed to the rest of the participants.

**9:45-9:55**

**Debriefing: Paper Plate**

- **Paper Plate:**
  - Each person has his or her own paper plate.
  - Write where this activity could fit within your program such as an instant activity or a complete instructional sequence, etc. and Explain.
  - Throw your “Frisbee” into the center when you are done.
  - Go pick up another plate, read it, & then write a response to the comment on the plate.
  - Repeat.
  - @end, find your plate so you can review info/comments on it.

**9:55-10:00**

**Closing & Mahalo**

- Q & A
- Feel free to contact us/me at any time

**Teaching Progression for Jump Band Instructional Sequence:**

**Step 1:** Enders Practice jumping together: out-out-in-in

**Step 2:** Centers practice jumping with Enders standing out wide (NOT jumping):  
in-in- out-out

**Step 3:** Put it all together: “Original”

**Step 4:** Teach these “dances” in this order:

12. Original
13. Continuous Double Jump
14. Straddle
15. Straddle Turn 2
16. Kanapi (means centipede)
17. Triple Threat
18. Peahi (means jaws)
19. Intermediate Peahi
20. Advanced Peahi
21. Kauhale (mean home)
22. Kipa Ko Hoalauna: also known as the “Wheel” (visiting the neighbors)
23. Advanced Kipa Ko Hoalauna

## Jump Band Teaching Order

Step 1: Enders Practice jumping together: out-out-in-in

Step 2: Centers practice jumping with Enders standing out wide (NOT jumping):  
in-in- out-out

Step 3: Put it all together: "Original"

Step 4: Teach these "dances" in this order:

1. Original
2. Continuous Double Jump
3. Straddle
4. Straddle Turn 2
5. Kanapi
6. Triple Threat
7. Peahi
8. Intermediate Peahi
9. Advanced Peahi
10. Kauhale
11. Kipa Ko Hoalauna
12. Advanced Kipa Ko Hoalauna

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*K & S Resources, Curriculum Specialists*

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*Lesson Plans*

# “Original”-Jump Bands

by

*Kelly E. Duell, M.A.*

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- One (1) set of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange groups of students in three's (triad) or four's (foursome).
- Lay out one (1) set of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

**Description of Learning Activities:**

- Groups choose who will be the “Enders” and who will be the “Centers” first.
- Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).
- Enders should begin with their feet spread out wide-“straddled”.
- Enders' pattern is: “out-out, in-in”; double jump/bounce with legs spread wide; double jump/bounce with both feet



together.

- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- Centers begin facing sideways to the jump bands; on the right side; with their right foot closest to the jump bands.
- Centers' foot pattern is exactly the same as "Tinikling": "in-in, out-up", traveling to the right, repeat. Right foot steps in between the two (2) jump bands, closest to the opposite jump band; left foot steps in, next to the right foot without crossing over; right foot steps out of the jump bands; left foot steps out, without touching the ground (looks like a knee lift); travel to the left-left foot steps back between the two jump bands, closest to the opposite jump band; right foot steps in, next to the left foot, without crossing over; left foot steps out of the jump bands; right foot steps out, without touching the ground (knee lift); repeat sequence.
- Enders stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- Centers stand prepared to begin; they begin their sequence on the second "out-out" of the Enders.
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender and a Center.

**Authentic Assessment:**

- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.

# Contiguous Double Jumps-Jump Bands

by  
*Kelly E. Duell, M.A.*

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- One (1) set of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange groups of students in three's (triad) or four's (foursome).
- Lay out one (1) set of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

**Description of Learning Activities:**

- Groups choose who will be the "Enders" and who will be the "Centers" first.
- Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).
- Enders should begin with their feet spread out wide- "straddled".
- Enders' pattern is: "out-out, in-in"; double jump/bounce with legs spread wide; double jump/bounce with both feet

together.

- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- Centers begin standing with both feet inside the jump bands.
- Centers' jump pattern: double jump/bounce between the two jump bands ("1-2"); travel to the right, double jump/bounce outside of the jump bands ("3-4"); travel to the left, double jump bounce inside the jump bands ("5-6"); travel to the left, double jump/bounce outside the jump bands ("7-8"); travel to the right, double jump/bounce inside the jump bands ("9-10").
- Enders stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- Centers stand prepared to begin; they begin their sequence at the same time the Enders begin.
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender and a Center.

**Authentic Assessment:**

- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.

# **“Straddle”-Jump Bands**

by

***Kelly E. Duell, M.A.***

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- One (1) set of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange groups of students in three's (triad) or four's (foursome).
- Lay out one (1) set of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

**Description of Learning Activities:**

- Groups choose who will be the “Enders” and who will be the “Centers” first.
- Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).
- Enders should begin with their feet spread out wide-“straddled”.
- Enders' pattern is: “out-out, in-in”; double jump/bounce with legs spread wide; double jump/bounce with both feet

together.

- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- Centers begin with both feet inside the jump bands.
- Centers' foot pattern: double jump/bounce inside the jump bands; double jump/bounce outside the jump bands, straddling them (each foot on opposite sides of the jump bands); repeat, two inside, two outside (straddled).
- Enders stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- Centers stand prepared to begin; they begin their sequence at the same time the Enders begin.
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender and a Center.

**Authentic Assessment:**

- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.

# “Straddle Turn-2”-Jump Bands

by

*Kelly E. Duell, M.A.*

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- One (1) set of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange groups of students in three's (triad) or four's (foursome).
- Lay out one (1) set of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

**Description of Learning Activities:**

- Groups choose who will be the “Enders” and who will be the “Centers” first.
- Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).
- Enders should begin with their feet spread out wide-“straddled”.
- Enders' pattern is: “out-out, in-in”; double jump/bounce with legs spread wide; double jump/bounce with both feet

together.

- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- Centers begin with both feet inside the jump bands.
- Centers' foot pattern: double jump/bounce inside the jump bands; double jump/bounce outside the jump bands, straddling them (each foot on opposite sides of the jump bands); from the straddled position, turn in the air, landing with two feet inside the jump bands; jump once more inside; double jump/bounce outside (straddle); repeat sequence.
- Turning should only be done from the straddle position to the inside, on the first jump, and must be done in the air.
- Enders stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- Centers stand prepared to begin; they begin their sequence at the same time the Enders begin.
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender and a Center.

**Authentic Assessment:**

- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.

# **“Kanapī”-Jump Bands**

by

**Kelly E. Duell, M.A.**

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- One (1) set of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange two (2) groups of three's (triad) or four's (foursome), total of 6 or 8 students.
- Lay out one (1) set of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

**Description of Learning Activities:**

- Groups choose who will be the “Enders” and who will be the “Centers” first.
- Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).
- Enders should begin with their feet spread out wide-“straddled”.
- Enders' pattern is: “out-out, in-in”; double jump/bounce with legs spread wide; double jump/bounce with both feet



together.

- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- Two Centers, standing one behind the other, with hands on shoulders; begin facing sideways to the jump bands; on the right side; with their right foot closest to the jump bands.
- Centers' foot pattern is exactly the same as "Tinikling": "in-in, out-up", traveling to the right, repeat. Right foot steps in between the two (2) jump bands, closest to the opposite jump band; left foot steps in, next to the right foot without crossing over; right foot steps out of the jump bands; left foot steps out, without touching the ground (looks like a knee lift); travel to the left-left foot steps back between the two jump bands, closest to the opposite jump band; right foot steps in, next to the left foot, without crossing over; left foot steps out of the jump bands; right foot steps out, without touching the ground (knee lift); repeat sequence.
- Centers stay linked and do their sequence together.
- Enders stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- Centers stand prepared to begin; they begin their sequence on the second "out-out" of the Enders.
- Once students are successful with two Centers, add a third, fourth, fifth, etc. until there is no room left in between the jump bands.
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender and a Center.

**Authentic Assessment:**

- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.

# **“Triple Threat”-Jump Bands**

by

***Kelly E. Duell, M.A.***

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- Two (2) sets of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange groups of students in five's (5) or seven's (7).
- Lay out two (2) sets of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

**Description of Learning Activities:**

- Groups choose who will be the “Enders”, “Middle” and who will be the “Centers” first.
- Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).
- “Middle” shall have the ends of both bands on their ankles, creating a link between the two sets of bands, in a straight line.
- Enders and Middle should begin with their feet spread out wide-“straddled”.

- Enders' and Middle's pattern is: "out-out, in-in"; double jump/bounce with legs spread wide; double jump/bounce with both feet together.
- Enders and Middle need to follow the same rhythm, together.
- Teacher should direct Enders and Middle to practice their jumping and get their rhythm, for a few minutes.
- There should be one (1) or two (2) Centers in between each set of jump bands.
- Centers begin facing sideways to the jump bands; on the right side; with their right foot closest to the jump bands.
- Centers' foot pattern is exactly the same as "Tinikling": "in-in, out-up", traveling to the right, repeat. Right foot steps in between the two (2) jump bands, closest to the opposite jump band; left foot steps in, next to the right foot without crossing over; right foot steps out of the jump bands; left foot steps out, without touching the ground (looks like a knee lift); travel to the left-left foot steps back between the two jump bands, closest to the opposite jump band; right foot steps in, next to the left foot, without crossing over; left foot steps out of the jump bands; right foot steps out, without touching the ground (knee lift); repeat sequence.
- Enders and Middle stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders and Middle begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- Centers stand prepared to begin; they begin their sequence on the second "out-out" of the Enders and Middle.
- Once students master this jump sequence, teacher may allow them to do other jump patterns.
- It is best to have one student in the group be the leader to signal when the Enders and Middle begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender, Middle, and a Center.

**Authentic Assessment:**

- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.

# “Peahi”-Jump Bands

by

*Kelly E. Duell, M.A.*

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- Two (2) sets of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange groups of students in five's (5) or seven's (7).
- Lay out two (2) sets of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

**Description of Learning Activities:**

- Groups choose who will be the “Enders” (4), and who will be the “Centers” first.
- Both sets of Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).
- The jump bands should cross one another, forming a Tic-Tac-Toe board.
- Enders should begin with their feet spread out wide-“straddled”.

- Enders' pattern is: "out-out, in-in"; double jump/bounce with legs spread wide; double jump/bounce with both feet together.
- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- All Centers line up, one behind the other, diagonally from the "Hub" (the square which is made by the crossing of the two sets of jump bands).
- Centers' run from their starting position to the "Hub", stepping right foot, then left foot ("1-2") inside the "Hub", then stepping right foot, left foot ("3-4") diagonally across and outside the "Hub"; run around the jump bands and get back in line to go again.
- Enders stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- Once students master this jump sequence, teacher may allow them to do other jump patterns through the "Hub".
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender and a Center.

**Authentic Assessment:**

- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.

# Intermediate “Peahi”-Jump Bands

by

*Kelly E. Duell, M.A.*

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- Two (2) sets of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange groups of students in five's (5) or seven's (7).
- Lay out two (2) sets of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

**Description of Learning Activities:**

- Groups choose who will be the “Enders” (4), and who will be the “Centers” first.
- Both sets of Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).
- The jump bands should cross one another, forming a Tic-Tac-Toe board.
- Enders should begin with their feet spread out wide-“straddled”.

- Enders' pattern is: "out-out, in-in"; double jump/bounce with legs spread wide; double jump/bounce with both feet together.
- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- All Centers line up, one behind the other, diagonally from the "Hub" (the square which is made by the crossing of the two sets of jump bands).
- Centers' run from their starting position to the "Hub", stepping right foot, then left foot ("1-2") inside the "Hub", then stepping right foot, left foot ("3-4") diagonally across and outside the "Hub".
- Center continues moving through the jump bands, using any technique they desire.
- Centers should do this when the Enders are "out-out" and attempt to it without being "caught" by the jump bands coming together.
- Enders stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- Once students master this jump sequence, teacher may allow them to do other jump patterns through the "Hub".
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender and a Center.

**Authentic Assessment:**

- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.

# Advanced “Peahi”-Jump Bands

by  
*Kelly E. Duell, M.A.*

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- Two (2) sets of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange groups of students in five’s (5) or seven’s (7).
- Lay out two (2) sets of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group’s area.

**Description of Learning Activities:**

- Groups choose who will be the “Enders” (4), and who will be the “Centers” first.
- Both sets of Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender’s foot to the other Ender’s foot (not twisted).
- The jump bands should cross one another, forming a Tic-Tac-Toe board.
- Enders should begin with their feet spread out wide-“straddled”.
- Enders’ pattern is: “out-out, in-in”; double jump/bounce with legs spread wide; double jump/bounce with both feet together.
- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- All Centers line up, one behind the other, diagonally from the “Hub” (the square which is made by the crossing of the two sets of jump bands).
- Centers’ run from their starting position to the “Hub”, stepping right foot, then left foot (“1-2”) inside the “Hub”, then stepping right foot, left foot (“3-4”) diagonally across and outside the “Hub”.
- Center continues moving through the jump bands, using the “Original” footwork technique.
- Centers should do this when the Enders are “out-out” and attempt to it without being “caught” by the jump bands coming together.
- Enders stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the “dance”.
- Enders: Jump “Out-Out-In-In”, **while rotating counter-clockwise.**
- Once students master this jump sequence, teacher may allow them to do other jump patterns through the “Hub”.
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender and a Center.
- The line of Centers begins on the Star.

**Authentic Assessment:**

- Teacher observation of students’ social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.



# “Kauhale”-Jump Bands

by

*Kelly E. Duell, M.A.*

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- Two (2) sets of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange groups of students in eight (8).
- Lay out two (2) sets of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

**Description of Learning Activities:**

- Groups choose who will be the “Enders” (4), and who will be the “Centers” first.
- Both sets of Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).
- The jump bands should cross one another, forming a Tic-Tac-Toe board.
- Enders should begin with their feet spread out wide-“straddled”.

- Enders' pattern is: "out-out, in-in"; double jump/bounce with legs spread wide; double jump/bounce with both feet together.
- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- Each Center stands to the left of one of the Enders. This is their home (Kauhale).
- Centers' foot pattern is exactly the same as "Tinikling": "in-in, out-up", traveling to the right, repeat. Right foot steps in between the two (2) jump bands, closest to the opposite jump band; left foot steps in, next to the right foot without crossing over; right foot steps out of the jump bands; left foot steps out, without touching the ground (looks like a knee lift); travel to the left-left foot steps back between the two jump bands, closest to the opposite jump band; right foot steps in, next to the left foot, without crossing over; left foot steps out of the jump bands; right foot steps out, without touching the ground (knee lift); repeat sequence.
- It is crucial that all Centers begin at the same time and stay on the same rhythmic pattern. This is a stepping stone to the next lesson.
- Enders stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender and a Center.

**Authentic Assessment:**

- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.

# “Kipa Ko Hoalauna”-Jump Bands

by

*Kelly E. Duell, M.A.*

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- Two (2) sets of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange groups of students in eight (8).
- Lay out two (2) sets of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

**Description of Learning Activities:**

- Groups choose who will be the “Enders” (4), and who will be the “Centers” first.
- Both sets of Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).
- The jump bands should cross one another, forming a Tic-Tac-Toe board.
- Enders should begin with their feet spread out wide-“straddled”.

- Enders' pattern is: "out-out, in-in"; double jump/bounce with legs spread wide; double jump/bounce with both feet together.
- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- Each Center stands to the left of one of the Enders. This is their home (Kauhale).
- Centers' foot pattern begins traveling to the right. Right foot steps in between the two (2) jump bands, closest to the opposite jump band; left foot steps in, next to the right foot without crossing over; right foot steps out of the jump bands; right foot takes a second hop; left foot steps out; hop between next set of bands (RL), exit (RRL); repeat sequence, always traveling to your right.
- It is crucial that all Centers begin at the same time and stay on the same rhythmic pattern.
- Enders stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender and a Center.

**Authentic Assessment:**

- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.

# “Advanced Kipa ko Hoalauna”-Jump Bands

by

*Kelly E. Duell, M.A.*

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- Two (2) sets of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange groups of students in eight (8).
- Lay out two (2) sets of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

**Description of Learning Activities:**

- Groups choose who will be the “Enders” (4), and who will be the “Centers” first.
- Both sets of Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).
- The jump bands should cross one another, forming a Tic-Tac-Toe board.
- Enders should begin with their feet spread out wide-“straddled”.

- Enders' pattern is: "out-out, in-in"; double jump/bounce with legs spread wide; double jump/bounce with both feet together.
- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- Each Center stands to the left of one of the Enders. This is their home (Kauhale).
- Centers' foot pattern begins traveling to the right. Right foot steps in between the two (2) jump bands, closest to the opposite jump band; left foot steps in, next to the right foot without crossing over; right foot steps out of the jump bands; right foot takes a second hop; left foot steps out; hop between next set of bands (RL), exit (RRL); repeat sequence, always traveling to your right.
- It is crucial that all Centers begin at the same time and stay on the same rhythmic pattern.
- Enders stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- Once students have mastered this sequence, the Enders will continue their pattern while traveling to the left, clockwise; the opposite direction as the Centers are traveling.
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender and a Center.

#### **Authentic Assessment:**

- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.

*Choreographing*

# Choreographing Jump Bands

by  
*Kelly E. Duell, M.A.*

**Grade Level:** K-12

**National Standards:**

#1: #2: #3: #4: #5: #6:

**Learning Objectives:**

- The student will work in a group to choreograph a jump band routine.
- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

**Space Needed:**

- A large, flat area is best such as a cafeteria, blacktop, or gym.

**Equipment & Materials Needed:**

- One (1) to two (2) sets of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

**Set-Up:**

- Pre-arrange groups of students.
- Lay out one (1) set of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

**Description of Learning Activities:**

- Students should experiment utilizing a variety of jump techniques and sequences, with the jump bands.
- Students should begin to develop a jump sequence that utilizes a variety of jumps, using one foot or two feet, and both the Enders and the Centers traveling.
- Groups choose who will be the "Enders" and who will be the "Centers" first.
- Enders shall loop the ends of the jump bands around their



ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).

- Enders should begin with their feet spread out wide- "straddled".
- Enders' pattern is: "out-out, in-in"; double jump/bounce with legs spread wide; double jump/bounce with both feet together.
- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- Centers should begin their jump sequence accordingly.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.

#### **Authentic Assessment:**

- Teacher may utilize a group choreographing assessment form.
- Students complete a peer choreographing assessment form.
- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.

# Jump Band Routine Assignment Sheet

The requirements are as follows:

1. All four (4) students in your group must participate and be active during the entire performance.
2. You must choreograph a sequence of at least four (4) jumps/dances.
3. You must have smooth transitions between the four jumps/dances.
4. You must have at least one (1) Locomotor Movement (traveling).
5. You must do each jump/dance piece a minimum of three (3) "rounds" (completed times).
6. Each jump/dance (sequence) must be a minimum of four (4) beats.
7. Enders and Centers do NOT have to change.
8. If Enders and Centers change, the transition must be smooth; very quick; and be a choreographed piece of the performance (look like it belongs there, not sitting on the ground, taking shoes off, etc.)
9. You must use at least two (2) of the jumps/dances we learned in class in your sequence. The other two (2) jumps/dances may either be one of these or your own creation.

These are the jumps/dances we learned in class:

Original  
Contiguous Double Jump  
Straddle  
Straddle Turn-2  
Kanapi  
Triple Threat  
Peahi  
Intermediate Peahi  
Advanced Peahi  
Kauhale  
Kipa Ko Hoalauna  
Advanced Kipa Ko Hoalauna

## Assessment Piece

The following are the different parts of the Jump Band routine that you will be assessed for having completed:

Beginning of Routine: Is there an obvious beginning; set-up; starting point.

Centers Started On Time: Did the Centers begin dancing at the same time and on the given beat.

Centers Traveled: Did the Centers travel from one side of the jump bands to the other or around the jump bands, rather than doing a stationary jump the entire performance.

Enders Jumped Continuously: Did the Enders continue jumping during the entire routine or did they stop, take a break, etc.

Enders Traveled: Did the Enders travel in some fashion, like in a circular rotation, or to compensate for the Centers' movement, or did they remain in one location?

Transitions (flow & quickness): The changes between jumps were smooth; they were not chaotic; you did not stop and start again; etc.

Mannerism & Appearance: Did you look like you were performing; smiling; showing your best side; keeping comments to yourself; if a mistake was made, did you keep going and act like it was part of the routine; did you "carry" yourself in a way that showed you were taking the performance seriously.

End of Routine: Was there an obvious ending or did we have to guess you were finished?

Overall Presentation: From beginning to ending, what was the impression of the performance; was it excellent; included a lot of great jumps; did the audience get into the performance.

# Jump Band Choreographing Planning Form

Grade/Class: \_\_\_\_\_ / \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

Student #: _____	Name: _____	Ender	Center
Student #: _____	Name: _____	Ender	Center
Student #: _____	Name: _____	Ender	Center
Student #: _____	Name: _____	Ender	Center

Dance/Jump:							
Write or List the name of the: 1. Jump Pattern 2. Locomotor Movement Pattern 3. Transition Skill	# of Beats	Description of Footwork for Enders	# of Beats	Description of Footwork for Centers	# of Rounds	Check if <u>Traveling</u> : Enders or Centers?	Check if <u>Transition</u>

How many "rounds" will the Enders perform prior to the Center's beginning?

*Assessments*

Roll Call #: \_\_\_\_\_ Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Class/Grade: \_\_\_\_\_ / \_\_\_\_\_

Home Room Teacher: \_\_\_\_\_

**Self Assessment/Evaluation Form  
Jump Bands**

<b>Original</b>	<b>yes (4)</b>	<b>no(0)</b>
<b>Contiguous Double Jump</b>	<b>yes (4)</b>	<b>no(0)</b>
<b>Straddle</b>	<b>yes (4)</b>	<b>no(0)</b>
<b>Straddle Turn-2</b>	<b>yes (4)</b>	<b>no(0)</b>
<b>Kanapi</b>	<b>yes (4)</b>	<b>no(0)</b>
<b>Triple Threat</b>	<b>yes (4)</b>	<b>no(0)</b>
<b>Peahi</b>	<b>yes (4)</b>	<b>no(0)</b>
<b>Intermediate Peahi</b>	<b>yes (4)</b>	<b>no(0)</b>
<b>Advanced Peahi</b>	<b>yes (4)</b>	<b>no(0)</b>
<b>Kauhale</b>	<b>yes (4)</b>	<b>no(0)</b>
<b>Kipa Ko Hoalauna</b>	<b>yes (4)</b>	<b>no(0)</b>
<b>Advanced Kipa Ko Hoalauna</b>	<b>yes (4)</b>	<b>no(0)</b>
<b>Rubric Scale: 4 = 48-40 3 = 39-30 2 = 29-20 1 = 19-0</b>	<b>Total Points  ( _____ )</b>	
<b>Rubric Score:</b>	<b>4 3 2 1</b>	

Roll Call # \_\_\_\_\_ First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Class/Grade \_\_\_\_\_ / \_\_\_\_\_ Home Room Teacher \_\_\_\_\_

**Jump Band Choreographing Routine  
Peer Assessment Form**

Name	#	Complexity	Creativity	Smile & Enthusiasm	Knowledge of Routine	Overall Presentation	Total Points (20)	Rubric Score
1.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
2.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
3.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
4.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
5.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
6.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
7.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
8.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
9.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
10.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
11.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
12.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		

Name	#	Complexity	Creativity	Smile & Enthusiasm	Knowledge of Routine	Overall Presentation	Total Points (20)	Rubric Score
13.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
14.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
15.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
16.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
17.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
18.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
19.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
20.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
21.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
22.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
23.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		
24.		4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1		

Rubric Scale:  
4=20-17  
3=16-14  
2=13-10  
1=9-0

Roll Call #: \_\_\_\_\_ Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Grade/Class: \_\_\_\_\_ / \_\_\_\_\_ Home Room Teacher: \_\_\_\_\_

**Peer Assessment/Evaluation Form  
Jump Band Routine Presentation**

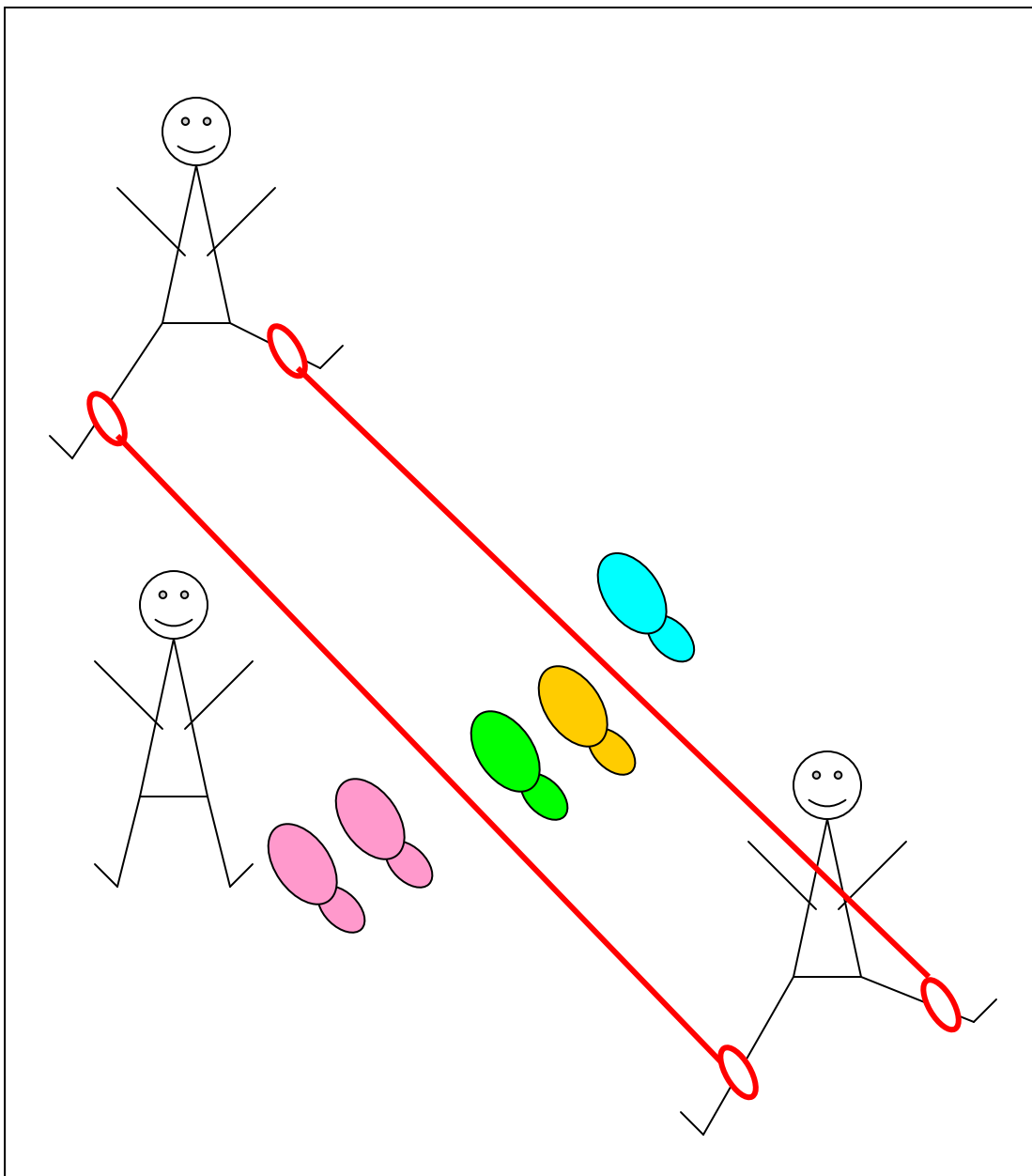
Name	Beginning of Routine	Centers Started On Time	Centers Traveled	Enders Jumped Continuously	Enders Traveled (E.C.)	Transitions (flow & quickness)	Mannerism & Appearance	End of Routine	Overall Presentation	Total Points (32)	Rubric Score
1.	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	4 3 2 1	4 3 2 1	yes (4) no(0)	4 3 2 1		4 3 2 1
2.	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	4 3 2 1	4 3 2 1	yes (4) no(0)	4 3 2 1		4 3 2 1
3.	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	4 3 2 1	4 3 2 1	yes (4) no(0)	4 3 2 1		4 3 2 1
4.	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	4 3 2 1	4 3 2 1	yes (4) no(0)	4 3 2 1		4 3 2 1
5.	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	4 3 2 1	4 3 2 1	yes (4) no(0)	4 3 2 1		4 3 2 1
6.	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	4 3 2 1	4 3 2 1	yes (4) no(0)	4 3 2 1		4 3 2 1
7.	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	4 3 2 1	4 3 2 1	yes (4) no(0)	4 3 2 1		4 3 2 1
8.	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	4 3 2 1	4 3 2 1	yes (4) no(0)	4 3 2 1		4 3 2 1
9.	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	4 3 2 1	4 3 2 1	yes (4) no(0)	4 3 2 1		4 3 2 1
10.	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	yes (4) no(0)	4 3 2 1	4 3 2 1	yes (4) no(0)	4 3 2 1		4 3 2 1

**Rubric Scale:**  
**4=32-26**  
**3=25-22**  
**2=21-18**  
**1=17-0**



*Task Cards*

## Jump Bands: Original

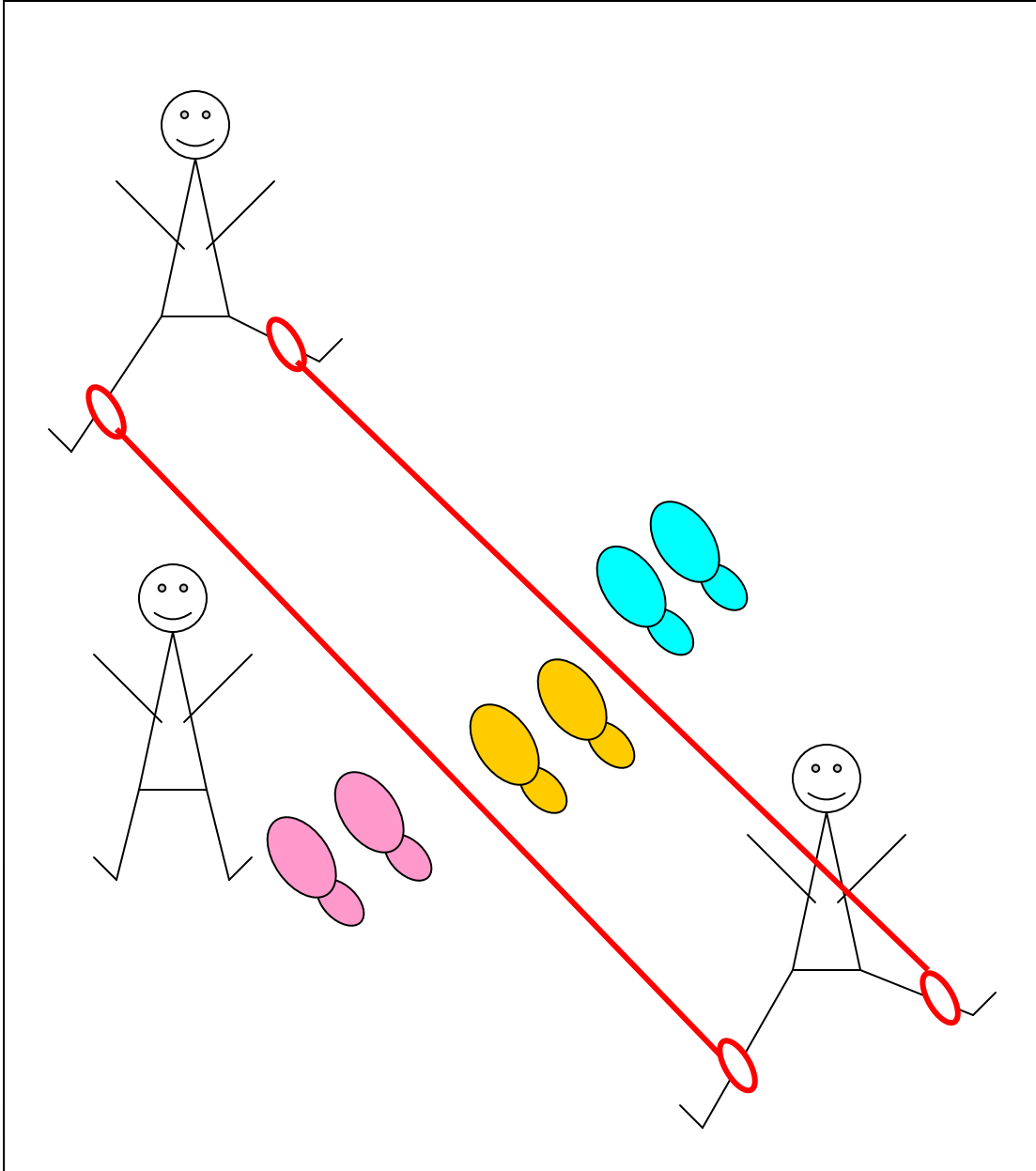


### Description:

#### **Centers:**

- Start with right foot closest to jump bands (pink).
  - \*Start when Enders are "Out-Out"
  - Hop with right foot inside the jump bands, closest to the opposite jump band (yellow).
  - Hop with left foot inside the jump bands, closest to the 1<sup>st</sup> jump band (green).
  - Hop with right foot outside the further jump band (blue).
  - Hold left foot in air for one count/beat.
  - Repeat sequence, traveling to the left.
- Enders: Jump "Out-Out-In-In"
- "In-In-Out-Up".

## Jump Bands: Continuous Double Jump



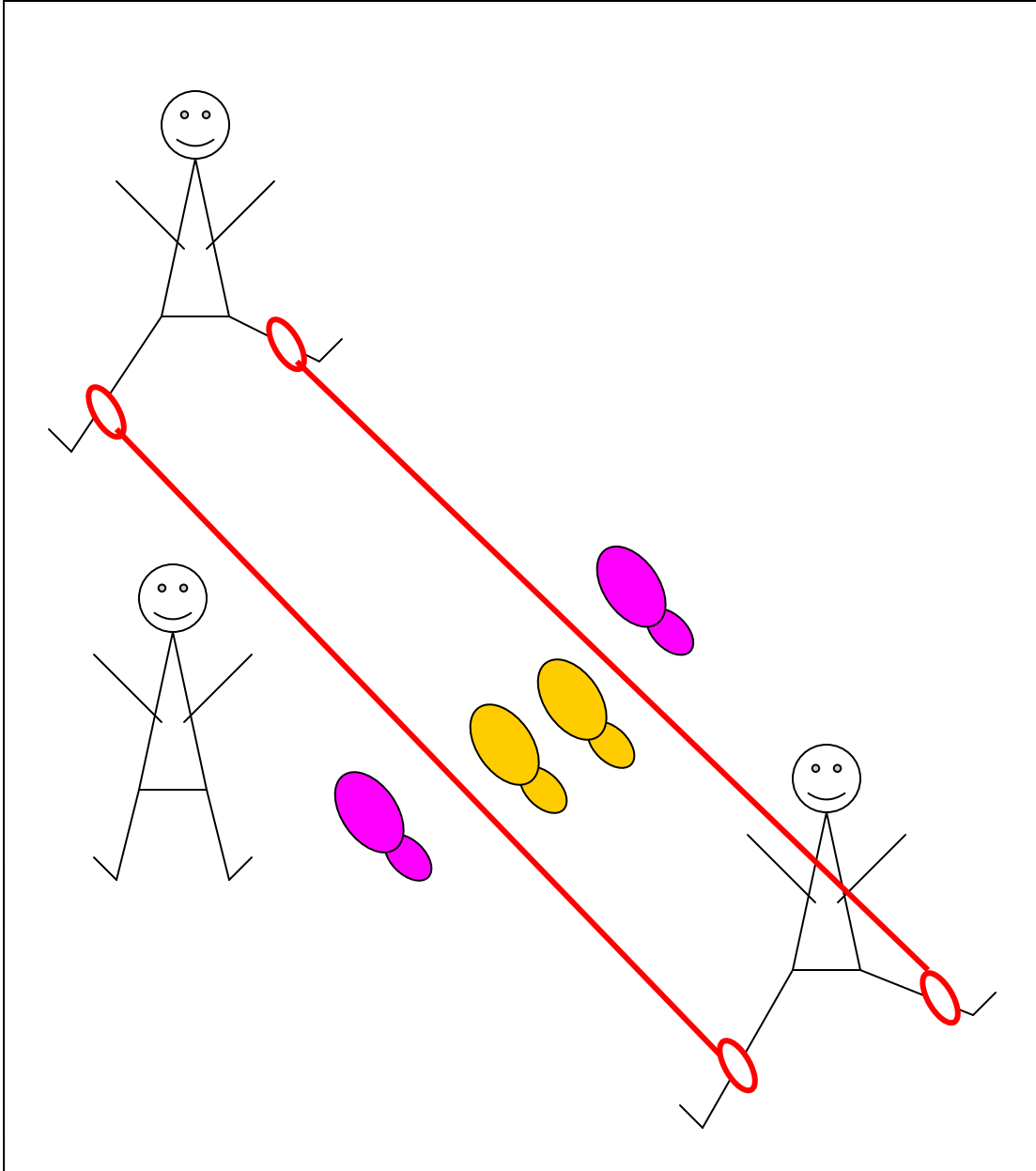
### Description:

#### **Centers:**

- Start with both feet closest to jump bands (pink).
- Jump four (4) beats on the outside of the jump bands. \*Start at the same time Enders begin.
- Jump two (2) beats inside the jump bands (yellow), traveling to the right.
- Jump two (2) beats outside the jump bands (blue), traveling to the right.
- Jump two (2) beats inside the jump bands (yellow), traveling to the left.
- Jump two (2) beats outside the jump bands (pink), traveling to the left.
- Jump two (2) beats inside the jump bands (yellow), traveling to the right.
- Continue sequence.

**Enders: Jump "Out-Out-In-In"**

## Jump Bands: Straddle



### Description:

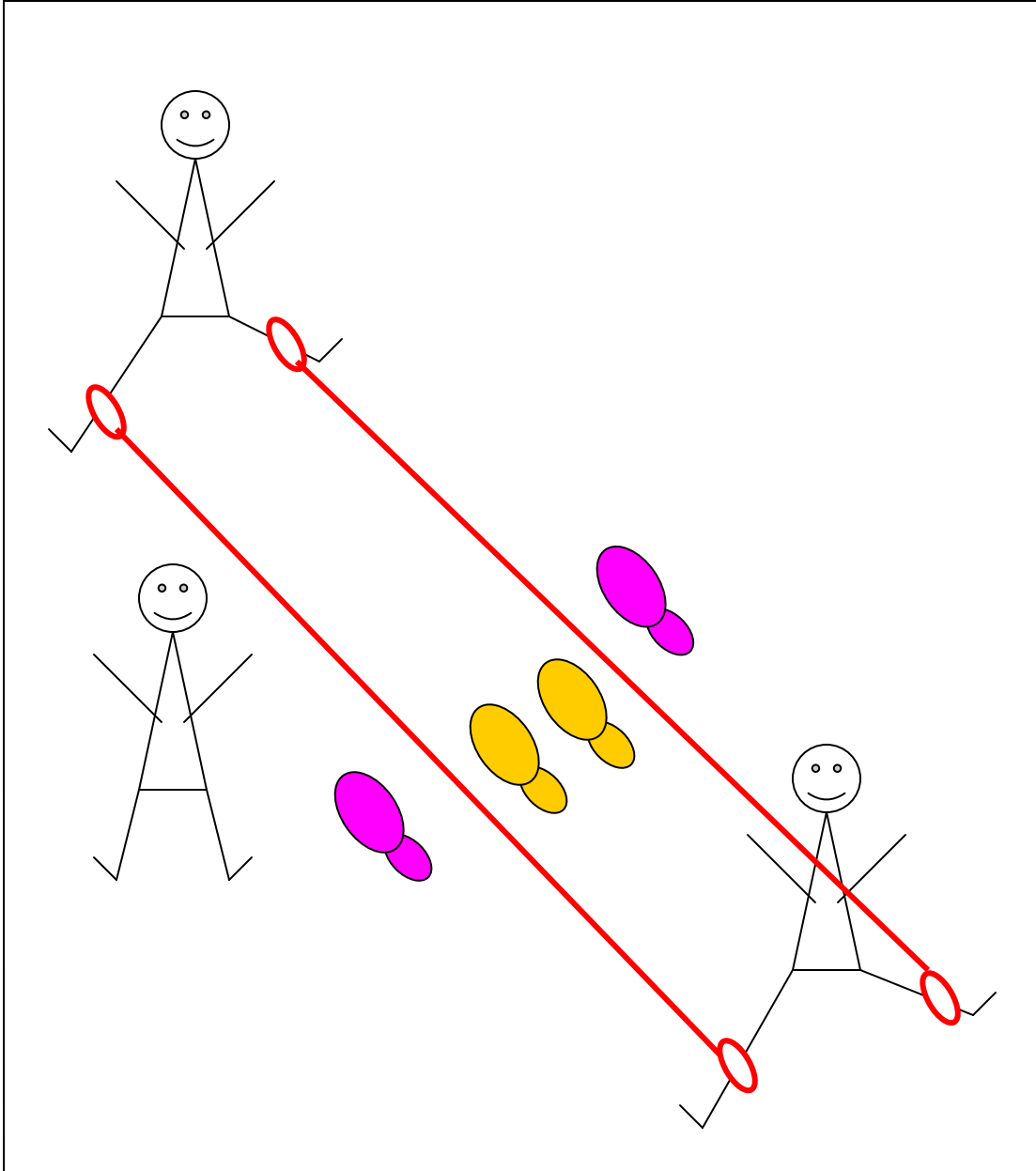
#### **Centers:**

- Start with both feet straddling the jump bands (pink).
- \*Start at the same time the Enders begin.
- Jump two (2) beats on the outside of the jump bands.
- Jump two (2) beats inside the jump bands (yellow).
- Jump two (2) beats outside the jump bands (pink).
- Continue sequence.

#### **Enders: Jump "Out-Out-In-In"**

- "In-In-Out-Up".

## Jump Bands: Straddle Turn-2



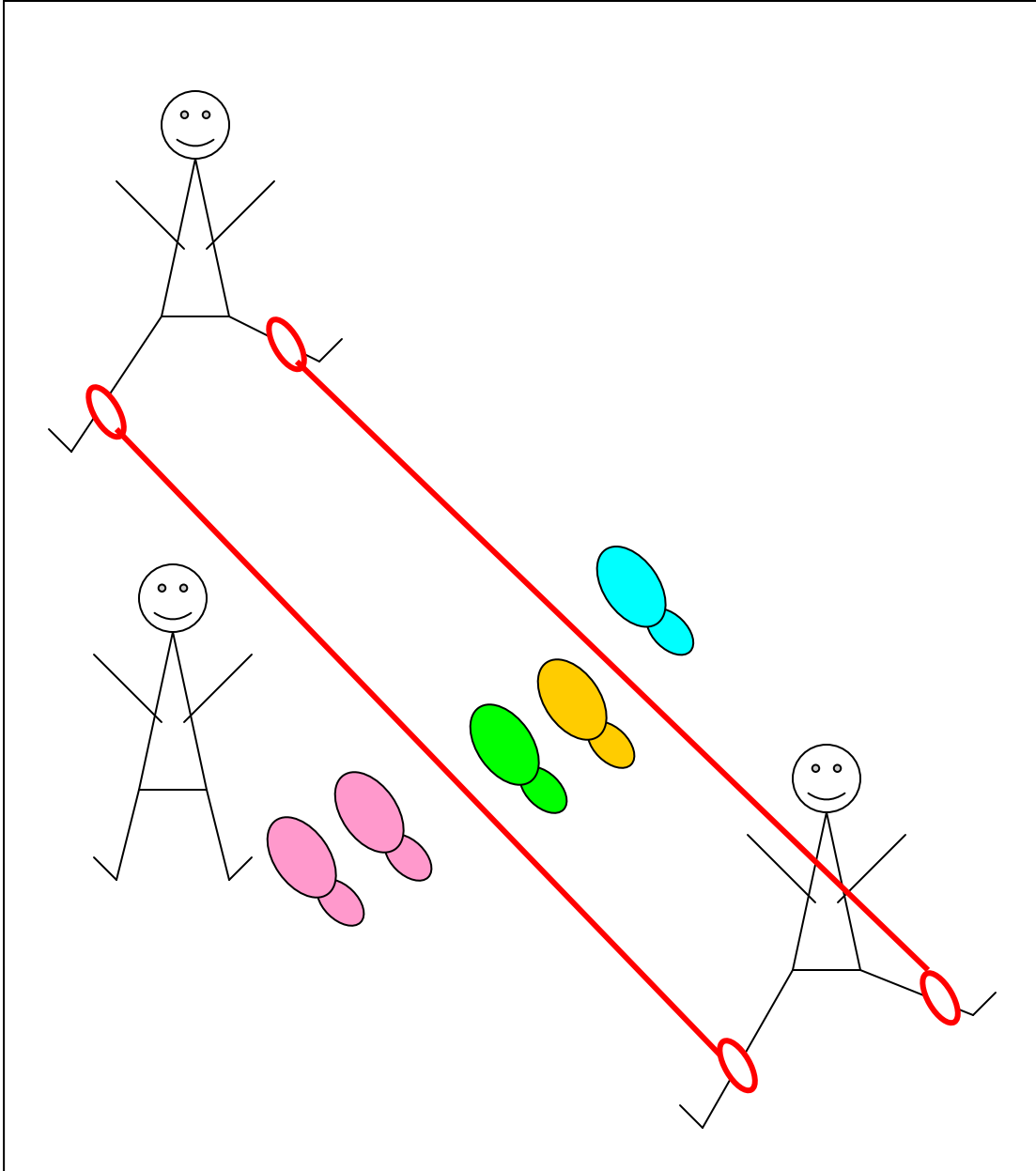
### Description:

#### **Centers:**

- Start with both feet straddling the jump bands (pink).
- \*Start at the same time the Enders begin.
- Jump two (2) beats on the outside of the jump bands.
- Jump two (2) beats inside the jump bands (yellow).
- Jump two (2) beats outside the jump bands (pink).
- While in the air jumping from outside bands to inside bands, turn  $\frac{1}{2}$ -way around, and land inside the bands; jump two (2) beats.
- Continue sequence.

**Enders: Jump "Out-Out-In-In"**

## Jump Bands: Kanapi



### Description:

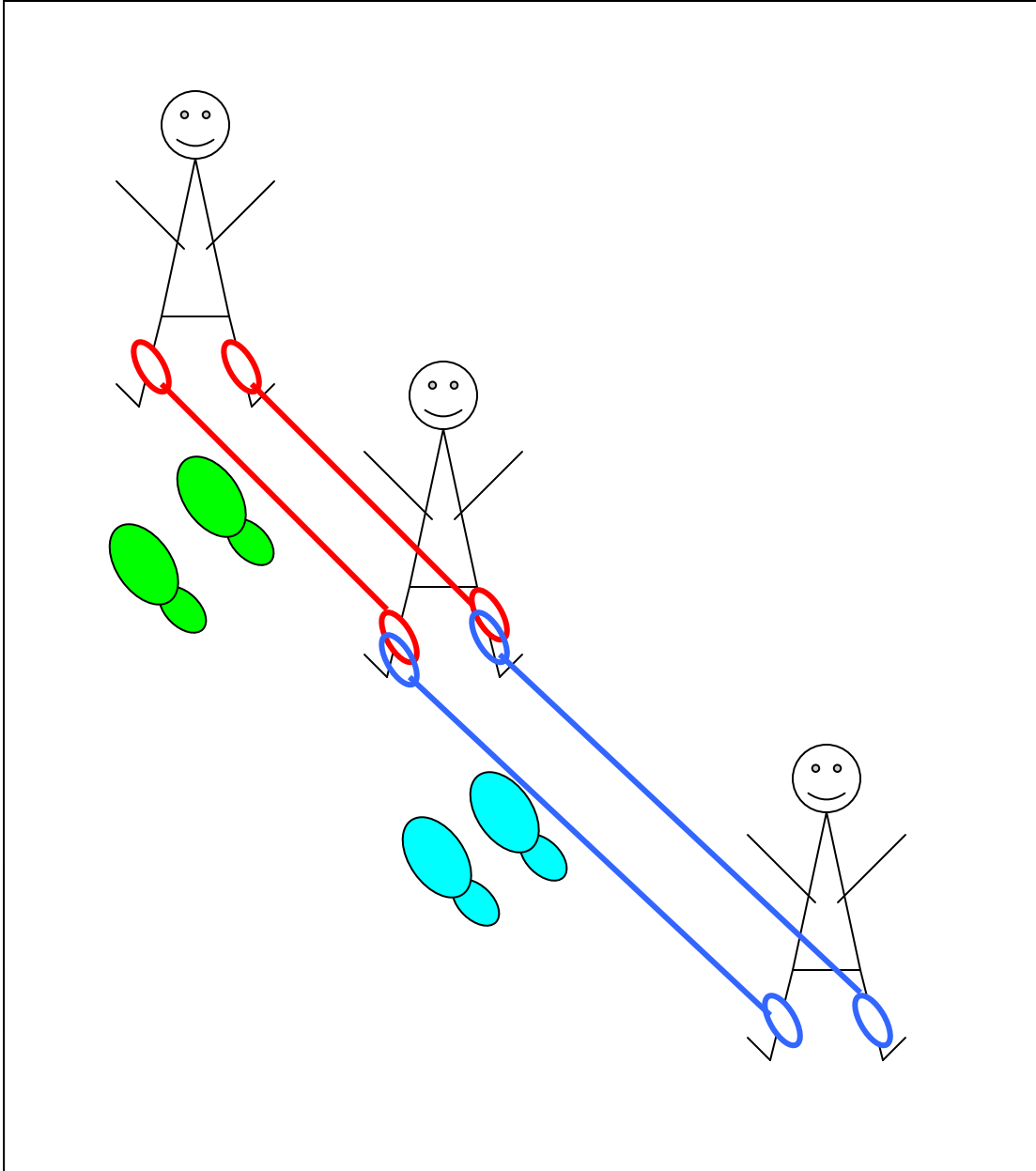
#### **Centers:**

- Follow the same footwork as "Original".
- Two Centers start together with the 2<sup>nd</sup> Center placing their hands on the shoulders of the Center in front of them.
- Once these 2 Centers master the footwork, add another Center, with hands on the shoulders of the 2<sup>nd</sup> Center.
- Once these 3 Centers master the footwork, add another Center, with hands on the shoulders of the 3<sup>rd</sup> Center.

Enders: Jump "Out-Out-In-In"

- "In-In-Out-Up".

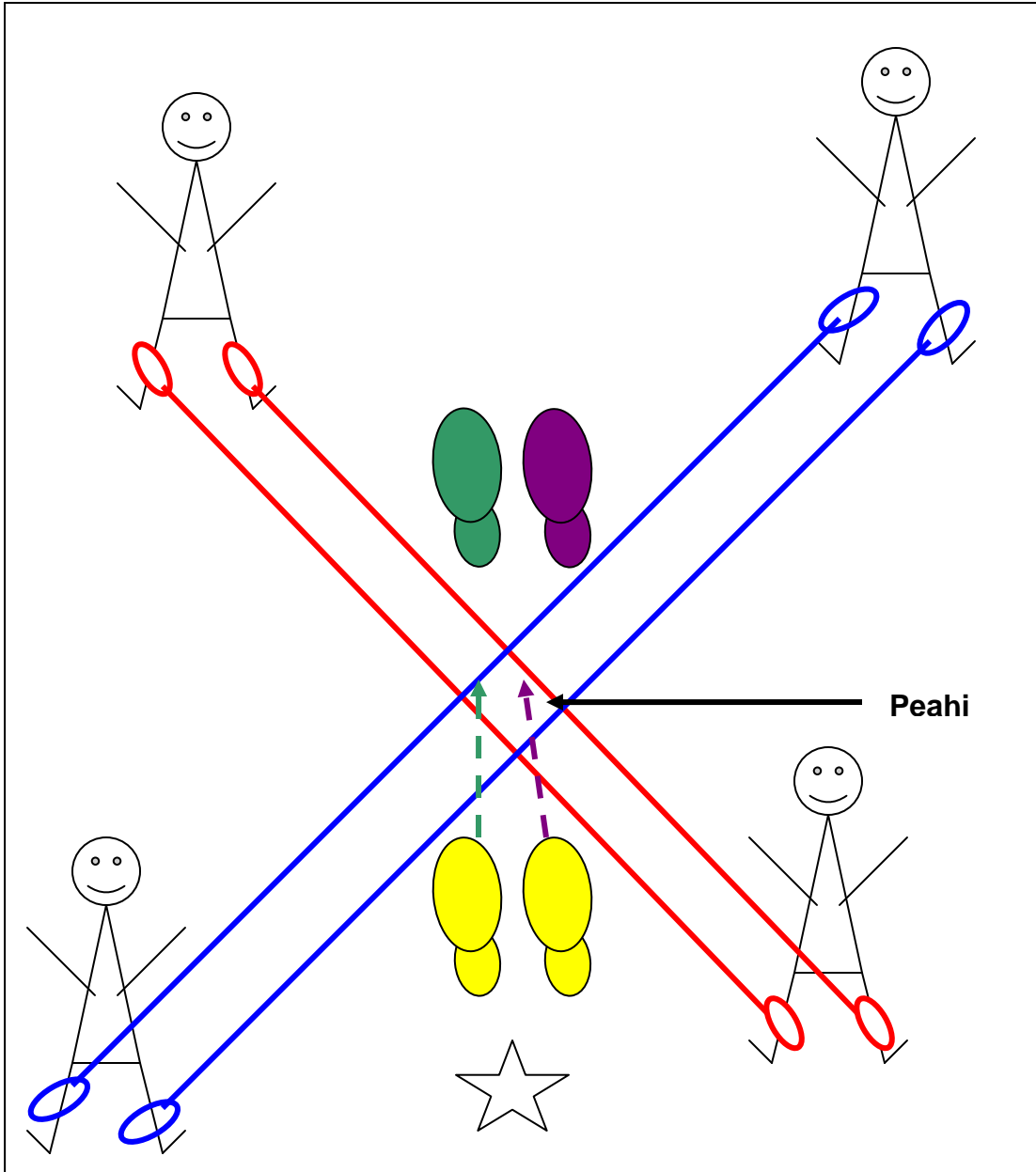
## Jump Bands: Triple Threat



### Description of Activity:

- Three (3) Enders; one (1) on each end; and one (1) in the middle.
  - The middle Ender has both sets of Jump Bands attached to their ankles; and should be the "leader".
  - One (1) Center in each space (green and blue).
  - Centers should start with "Original" and move on to more challenging "dances" as their skills increase.
  - As skills increase, the group may add additional Centers to each space.
- Enders: Jump "Out-Out-In-In"
- "In-In-Out-Up".

## Jump Bands: Peahi



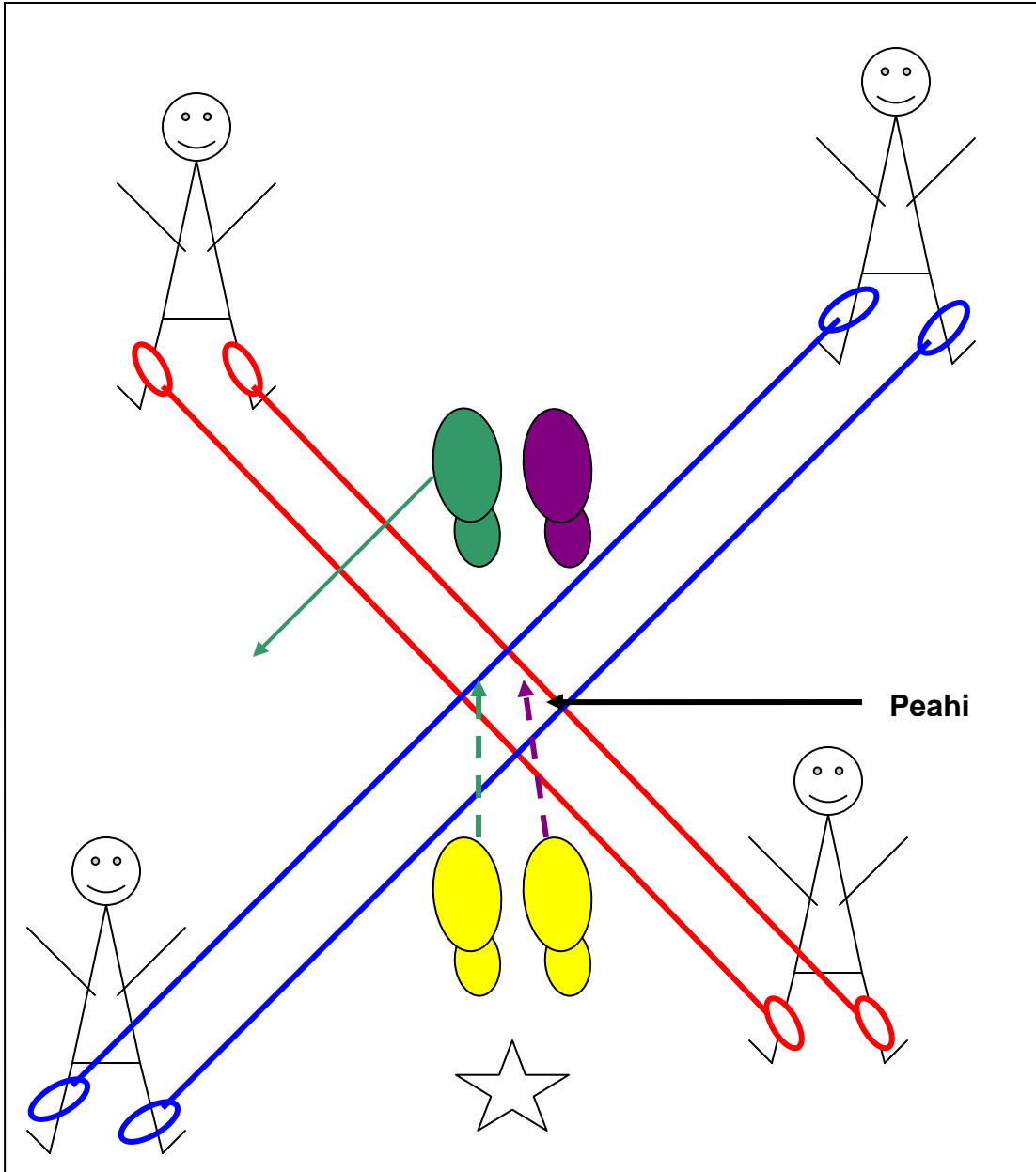
### Description of Activity:

- The line of Centers begins on the Star.
- Center steps **INTO** "Peahi" with right foot (purple); then left foot (yellow).
- Center steps **OUT** of "Peahi" with right foot (purple); then left foot (yellow).
- Centers should do this when the Enders are "out-out" and attempt to it without being "caught" by the jump bands coming together.

Enders: Jump "Out-Out-In-In"



## Jump Bands: Intermediate Peahi

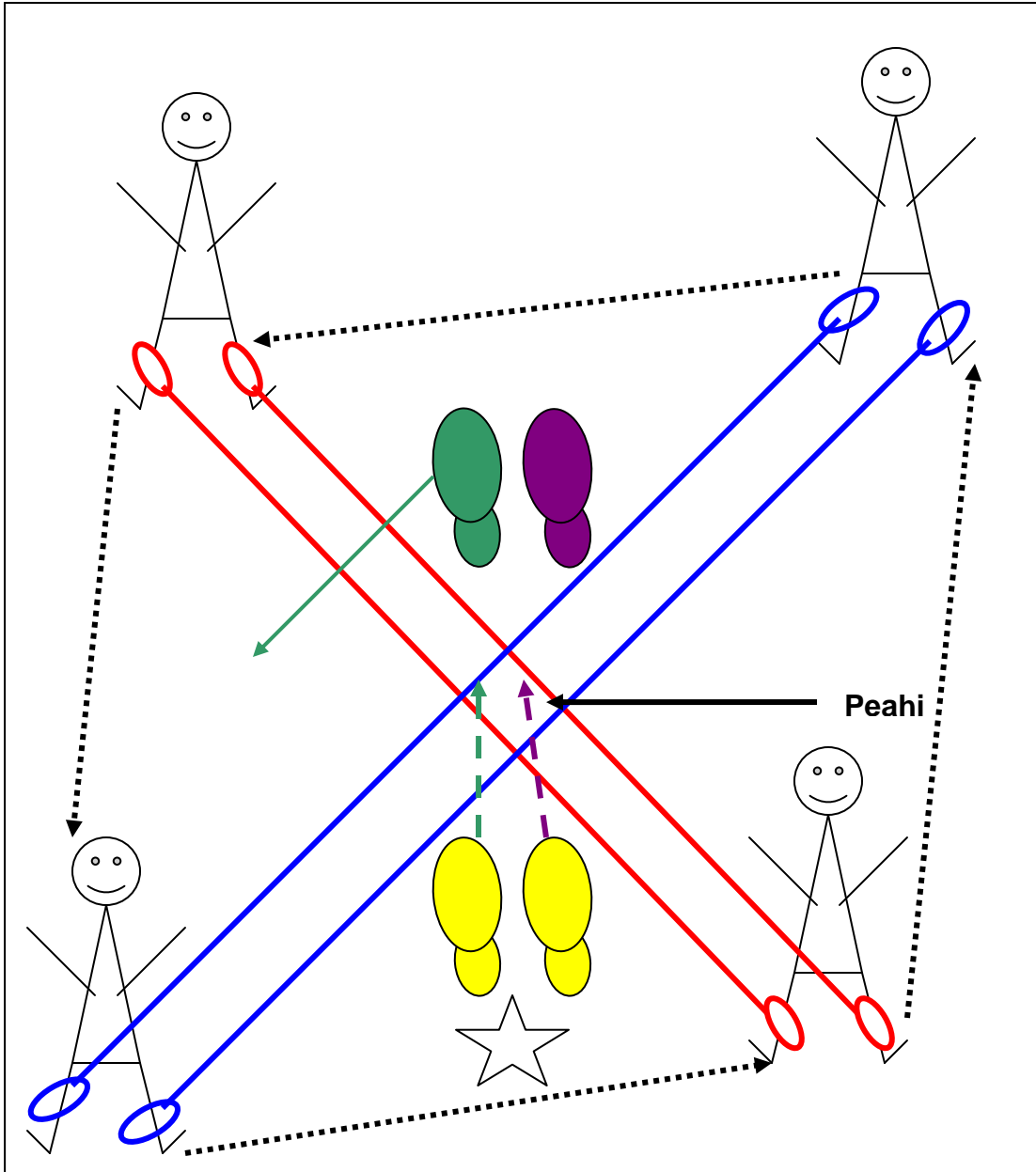


### Description:

- The line of Centers begins on the Star.
- Center steps **INTO** "Peahi" with right foot (purple); then left foot (yellow).
- Center steps **OUT** of "Peahi" with right foot (purple); then left foot (yellow).
- Center continues moving through the jump bands, using any technique they desire.
- Centers should do this when the Enders are "out-out" and attempt to it without being "caught" by the jump bands coming together.

Enders: Jump "Out-Out-In-In"

## Jump Bands: Advanced Peahi

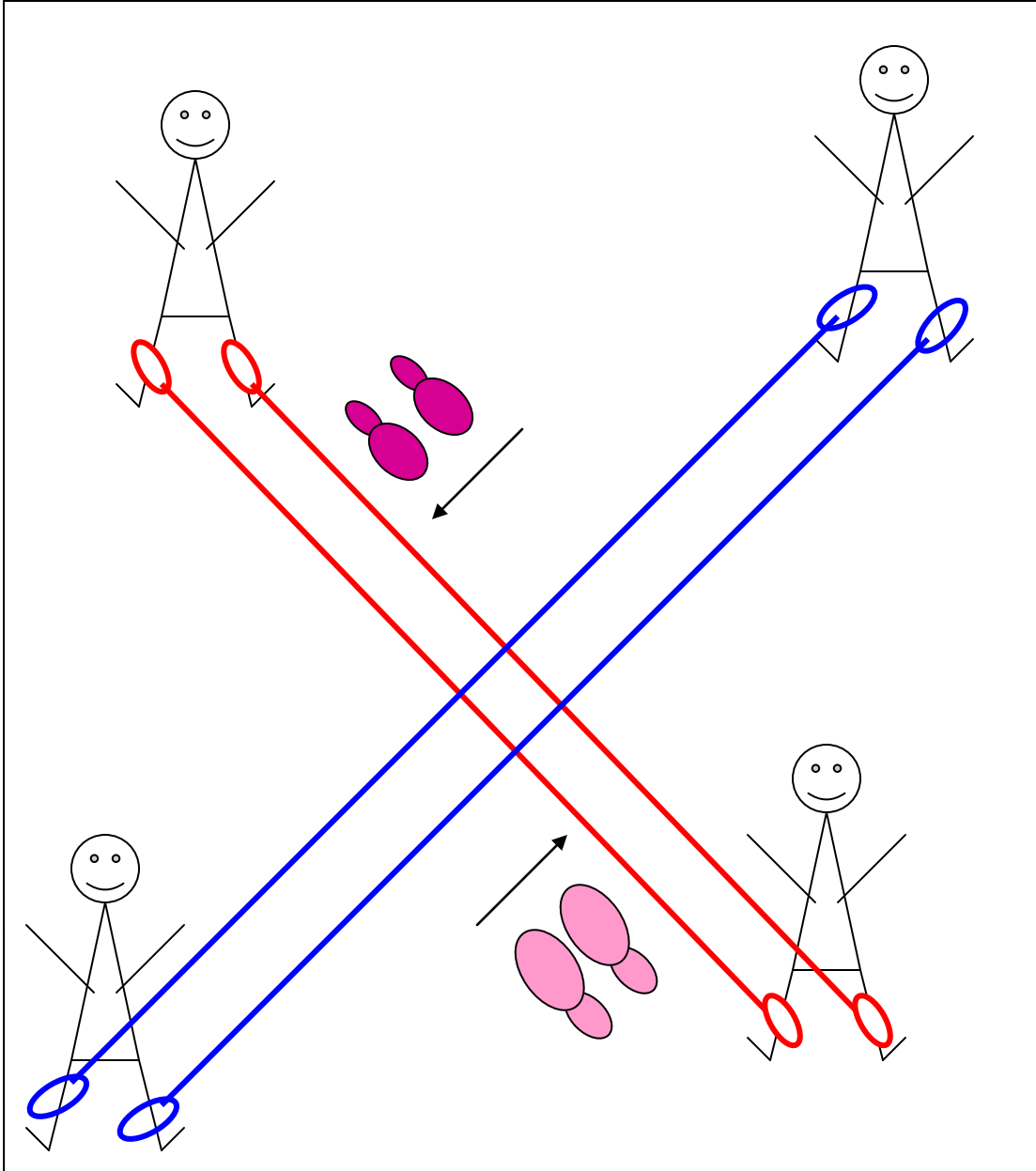


### Description:

- The line of Centers begins on the Star.
- Center steps **INTO** "Peahi" with right foot (purple); then left foot (yellow).
- Center steps **OUT** of "Peahi" with right foot (purple); then left foot (yellow).
- Center continues moving through the jump bands, using the "Original" footwork technique.
- Centers should do this when the Enders are "out-out" and attempt to it without being "caught" by the jump bands coming together.

Enders: Jump "Out-Out-In-In", **while rotating counter-clockwise.**

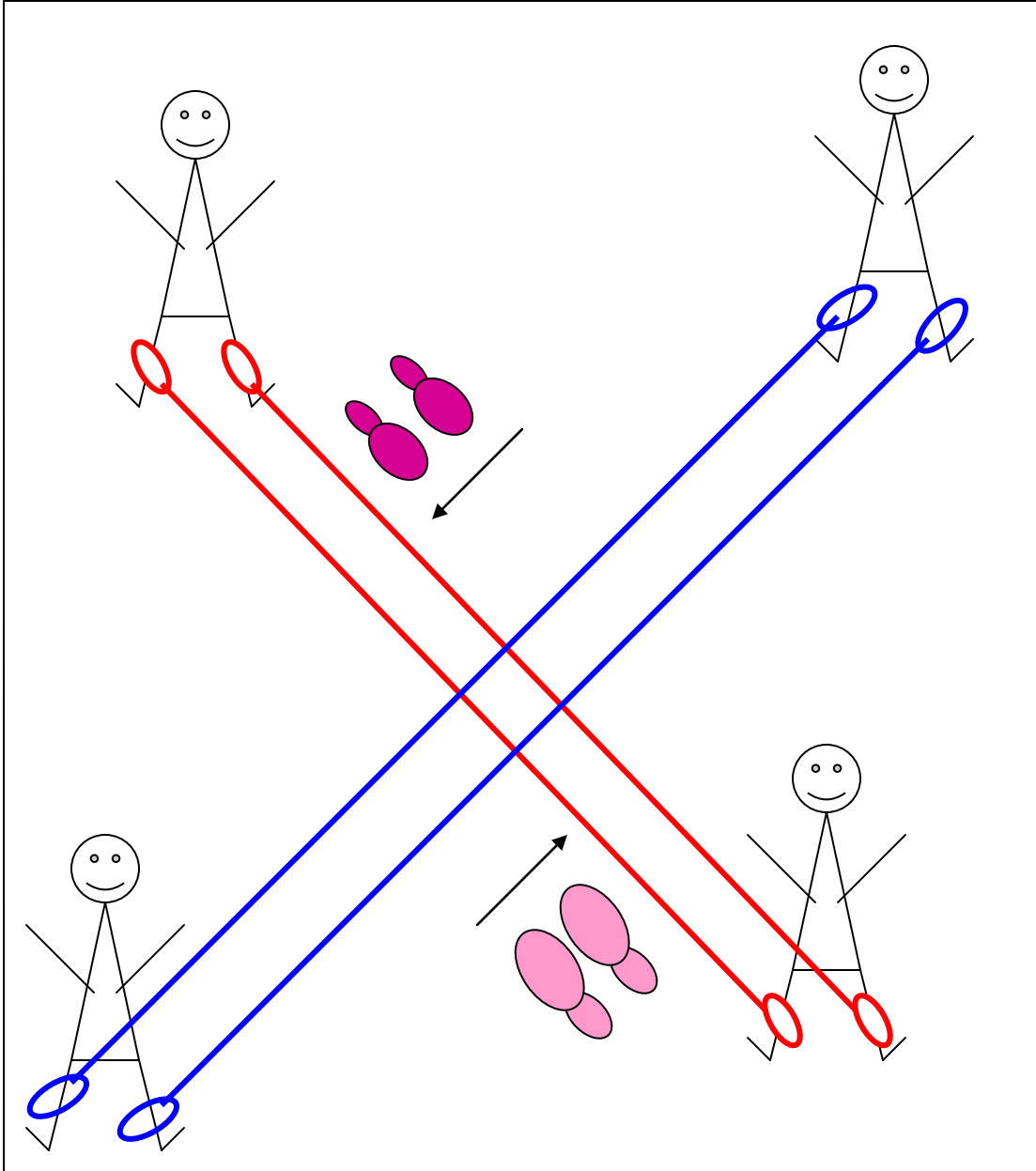
## Jump Bands: Kauhale



### Description of Activity:

- Two (2) Centers, on opposite sides of the jump bands.
  - The open space between the Jump Bands, just to the right of the Center, is that Center's Home.
  - At the same time, both Centers begin doing the "Original" footwork, moving to the right to begin.
  - As their skills improve, add a 3<sup>rd</sup> Center and then a 4<sup>th</sup> Center.
- Enders: Jump "Out-Out-In-In"

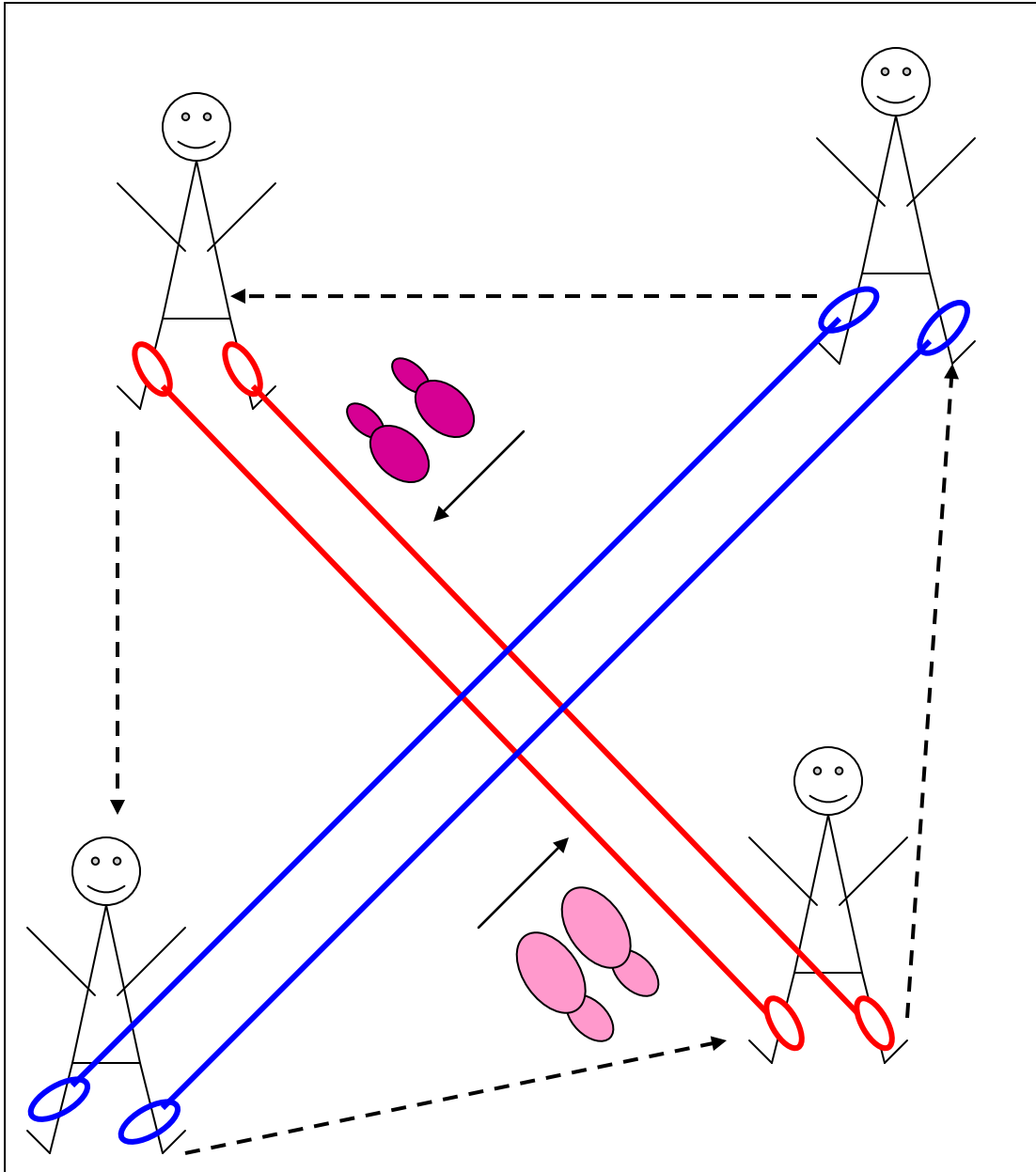
## Jump Bands: Kipa Ko Hoalauna



### Description of Activity:

- Start with one (1) Center.
  - The open space between the Jump Bands, just to the right of the Center, is that Center's Home.
  - The Center hops into the middle of the two bands with **right** foot; then **left** foot.
  - The Center hops out with **right** foot, then hops again on **right** foot; then hops on **left** foot.
  - Repeat the sequence again while moving to the next Home.
  - **\*\*Right, Left, Right, Right, Left.**
  - As their skills improve, add a 2<sup>nd</sup> Center, a 3<sup>rd</sup> Center and then a 4<sup>th</sup> Center.
- Enders: Jump "Out-Out-In-In"

## Jump Bands: Advanced Kipa Ko Hoalauna



### Description of Activity:

- Start with one (1) Center.
  - The open space between the Jump Bands, just to the right of the Center, is that Center's Home.
  - The Center hops into the middle of the two bands with **right** foot; then **left** foot.
  - The Center hops out with **right** foot, then hops again on **right** foot; then hops on **left** foot.
  - Repeat the sequence again while moving to the next Home.
  - **\*\*Right, Left, Right, Right, Left.**
  - As their skills improve, add a 2<sup>nd</sup> Center, a 3<sup>rd</sup> Center and then a 4<sup>th</sup> Center.
- Enders: Jump "Out-Out-In-In", while rotating counter-clockwise.**