

J.A.M. (Jump And Move): Practical Ideas for JR4H

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www.PERocks.com www.noodlegames.net

www.youtube.com/user/NoodleGames

Heart Links

Heart Links are a great way to make some connections for students regarding fundraising and the importance of exercise in building a strong and healthy heart. We use this activity during our Jump Rope for Heart week as a “rest station”. Students complete one heart link each class period and are asked to write down one thing they can do to be heart healthy or a heart healthy slogan. They can decorate them if they would like and then they place them in a basket so that the links can be put together. During class, we connect some of the links then talk about the links at the end of the class as a culminating discussion about the importance of fundraising and exercise.

Fundraising – Sometimes a small amount of money does not seem like it makes a difference but if you use the heart chain that is created as an example, students realize that when the links are added together they make a huge chain that goes around the gym. So, every little bit of money collected, no matter how small, adds up and can make a difference.

Exercise – In much the same way, daily exercise doesn’t seem like it would have a big effect on how healthy your heart can be. The visual of the heart chain helps the students understand that if you exercise each day, it adds up and builds a strong and healthy heart.

Instant Activities

1. **Cigarette Tag** - The taggers (3) are cigarettes that are trying to hook everyone on to smoking. When they tag someone, they hook elbows (become part of the cigarette pack) with that person and must move together in order to tag new people (they can only tag someone new if their arms are locked). The healthy people are trying to make it safely across the gym without getting hooked, if they make it across, they get 5 years added to their life for being healthy. The students will play for two rounds then the teacher will pick new cigarettes. When done with the first round the teacher will ask the students if it was easier or harder to move when they added players to the pack of cigarettes. The students should understand that as they start smoking and increase that they will be slowed down and be on the road to bad health. After two full rounds have the students stretch.

2. **Risk Factor Tag** - The objective of the game is to avoid the risk factors for heart disease which are represented by the 6 demi-noodles. Each demi-noodle (6 – each a different color) represents a different risk factor (OH, DISH – Obesity, High Blood Pressure, Diabetes, Inactivity, Smoking, and High Cholesterol). If a student is tagged below the knee with a demi-noodle, he/she will go to the color cone that matches the color of the noodle and perform the activity on the card (because regular physical activity can help reduce the risk factors for heart disease). The person who is the tagger must drop the noodle after tagging another person. If a risk factor noodle is on the floor, any student who has not been tagged may pick it up and become a tagger. For safety, students may NOT slide or dive on the floor, players must stay INSIDE the boundaries lines, and tagged students must do their physical activity outside the boundary lines at the designated cones.

3. **Heart Power Tag (from 2011-2012 JR4H resource CD, by Sandy Hagenbach)** - Mark off an area with poly spots as the “Health Club” with 2-3 medicine balls and 2-3 steppers.

Choose 3 taggers. Ask students the question “How can you have a healthy heart?” The student who answers “eat healthy stuff” gets the deck ring that represents a donut. The student who answers “move around enough” gets the beanbag that represents the couch potato (I have a beanbag potato). The student who answers “live tobacco free” gets the pipe insulation that represents a cigarette or cigarette smoke.

On the call “Heart Power” students start moving in general space. Kindergarteners can slide or gallop instead of running. First graders can slide, gallop or run depending on skill level. If tagged, students freeze with their hand up. To be freed, a classmate gives them a gentle high five. Falling down, crashing or going out of bounds is a tag.

If tagged 3 times they must go to the health club to work out and get a healthy heart.

Flexibility: Cross legs and hang for 10-15 seconds then switch leg that is crossed in front and repeat

Strength: Self catch a medicine ball 5-10 times or do push ups

Aerobics: Step up and down 10 times on a stepper or high knee jog in place 10 times.

After playing a few minutes instruct students to check their pulse rates and then change taggers. Ask what type of physical activity results in a fast heart and heavy breathing. Since, they require lots of air so they are doing air..... aerobics.

Short Jump Rope Activities

1. Circle Challenges - Basic Jumps –

The teacher will review basic movement skills and following directions using to the jump rope on the floor. The following skills will be covered;

- a) two foot basic jump in the middle of the rope (Basic)
- b) two foot jump in and out of the rope (side to side (Skier) and front to back (Bell),
- c) one foot rock in and out of the rope (Rocker),
- d) one foot in and out alternating (Scissors),
- e) one foot in and out, then jump and cross the legs so the feet are in opposing positions (Criss-Cross),
- f) feet in the middle then jump feet out wide (Straddle)

2. Jump Rope Spelling –

The students will work in groups of 2-3. Each student will have a jump rope and the group will find an open space. On one side of the playing area, the teacher will place spelling or vocabulary words that students will need to spell as a group. When the activity begins, one teammate will get a spelling card. When the partner returns, the group will spell the word using the ropes and their bodies to represent the letters. When the word is complete, the next partner will take the spelling word back and get a new one.

* Have teammates jump rope while they are waiting for the next word. While the partner is going to get the next word, designate a specific locomotor pattern.

3. Partner Jump the Creek –

Each partner will place their ropes parallel to each other about 10 floor boards apart. This forms the “creek”. The students must stand on the same side of the “creek” and jump over to the other side and back. If successful, they may move the ropes 2 boards further apart and try again. There is no running during this activity and the students must land on their feet for safety reasons.

4. Partner Helicopter –

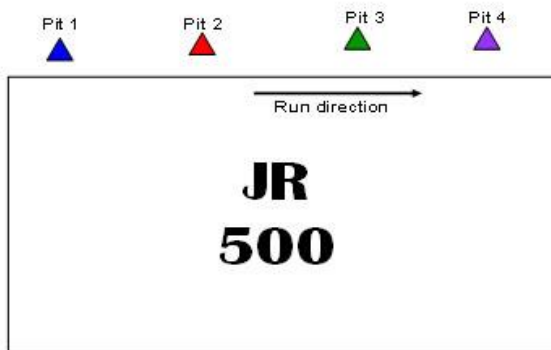
Students will need a partner for this activity. One partner will hold the rope while sitting with his/her legs crossed. The second partner will stand back and allow the partner with the rope to begin swinging it like a lasso over his/her head so that the end of the rope drags on the floor like a helicopter. When the rope is moving, the second partner can move forward and try to jump the rope as many times as possible. The jumping partner will get 2 turns unless they make 15+ jumps on his/her first attempt. The partners will switch roles and continue the activity.

5. Helicopter 4-Square (from John Smith) –

Students will get into groups of 6 for this activity. One teammate will be the turner and 4 other teammates will form a grid around the turner (like a four square box). Once the rope begins turning, the 4 jumpers will attempt to jump the rope to stay in their spot. If a player hits the rope, he/she is out and the other players below him/her will advance. The player waiting will then enter the game. After 5 turns as the turner, the king/queen of the court will become the new turner and the remaining players will advance one spot.

6. **Jump Rope 500** (from Dr. Susan Nye, Every Jump Counts) - To play this activity, you need a jump rope for every student, a cone for each team, and a pencil and piece of paper for each team. The goal for the team is to accumulate 500 jumps or a set number of laps (the total jumps or number of laps are designated by the teacher). If possible, try to divide students into equal teams.

1. The students write their names on the paper and then they put a number beside each name to determine who will go first, second, and so forth. The diagram below shows how the cones will be placed. The cones represent the pit stops (similar to what they might see on NASCAR). The volleyball court is the track.
2. The first person on the list starts at the cone and the other students on the team get ready to begin jumping rope. The first person from each team runs around the volleyball court as the other students begin jumping rope (these students should count every jump).
3. When the first student gets back to the cone, the other students write down how many jumps they were able to complete. As soon as these numbers are totaled the second person begins to run around the court as the other students on the team jump rope. This sequence continues until a team reaches 500 jumps.
4. Modifications: The teacher can select a different number of jumps, laps or a different 'track' to run around (basketball court, soccer field, etc.). A teacher could also have students complete 50 laps (teams of five so each student completes 10 laps) or complete 5000 jumps. This way there could be a team who completes the laps first or the number of jumps first.



Long Jump Rope Activities (Students will work in groups of three or four for all long rope activities.)

1. **Hot Pepper Challenge** – During this activity, students will attempt to complete a designated number of jumps while the enders turn the rope. When the students get to the number decided by the teacher, the enders may call out “hot peppers” and speed up the pace of the rope. During the “hot peppers,” the student jumping while try and complete as many additional jumps as possible. If the jumper cannot make it to the designated number before making a mistake, then they will get one additional turn to try it. Students will rotate and get turns to complete the challenge.
2. **Show Me the Money** – During this activity, the long rope teams will attempt to collect the most money by completing 10 jumps as a group. One student will start in the rope and begin jumping, when the jump gets to 10 jumps, he/she will go to the teacher and collect one piece of “fake” money. The jumper is the only person who can collect the money each round. While the jumper is going to get the money, the group can have another jumper begin. The long rope teams will rotate jumpers quickly and continue jumping as fast as possible. When the activity ends, the teams will count the amount of money that they are able to collect during the activity. The team with the largest amount of money is the champion for the day.
3. **Cat and Mouse** – This activity requires long jump rope teams of 4-5 students. Before playing this game, it is important that all students can enter and exit a moving jump rope. When the activity begins, the group will need to designate the enders and a cat and a mouse. The mouse will begin running into the moving rope then exiting out the other side as quickly as possible. The cat will wait for a slow count to 5 then begin chasing the mouse. When the cat and mouse exits the rope, they will always circle around the closest ender and reenter the rope. They will move in the shape of the number 8 around the enders as they perform the activity.

Chinese Jump Rope

Chinese Jump Ropes (CJR) Introduction

1. The teacher will have the students get into groups of threes or fours. Once the students are sitting, the teacher will introduce the activity.
2. The students will compare a Chinese Jump Rope to a regular jump rope.
3. The teacher will use two students to demonstrate how to use the rope.
4. The students will stand about 5 feet apart and the CJR will be spread out between them at their ankles. The teacher will also remind the students that their feet should be shoulder width apart.
5. The jumper will demonstrate the CJR pattern (straddle-straddle-straddle-straddle-jump out-jump in-jump out-jump on). For the straddle position, the jumper will have one foot in the box and one foot out (diagrams below). They will jump to the other side then back until they have jumped 4 times and continue the pattern.
6. When the jumper has completed their turn, they will let another person jump and either wait until they are done (group of 4) or take a holder's place (group of 3).
7. If everyone in the group can complete the pattern, they can raise the rope higher on the next turn.
8. There are three levels for the activity; Level 1 – ankles, Level 2 – middle of the lower leg, and Level 3 – behind the knees.
9. When all teammates have had a turn at all three levels, have them start over but have multiple partners jump at the same time.

For a copy of the pattern cards, visit – www.PERocks.com/gpage3.html

Jump Rope Flash Mob

We did this dance this year as a flash mob during our Jump Rope for Heart week. Below you will find the basic steps for the dance;

Imaginary Jump Rope Jumps – 16 counts Jump In-In, Jump Out-Out x 8 (16 counts)	Chorus
Imaginary Single Jump Rope Turns x 8 Criss-Cross Jumps x 4 (8 counts) Imaginary Double Dutch Jump Turns x 8 Scissor Jumps x 4 (8 counts) REPEAT	

The pattern repeats 3 times and ends with the chorus.

<http://www.youtube.com/watch?v=2fLMLQALMAU&feature=share&list=UUguswIRYHaPGsNvVS3bfZOW>