Name/Title: JUMP!

Purpose of Event: To demonstrate jumping and landing motor skills.

Activity cues:

JUMPING AND LANDING cue card:
Jump
• Bend knees and hips
• Swing arms hard
• Push off the ground with the balls of feet

Land
• Bend knees and hips for “Quiet Landings”
• Land on balls of feet

ROPE JUMPING—ONE LONG ROPE cue card:
Turners
• Turn rope with your arms using medium to large circles. Don’t turn rope with wrist!
• Watch jumpers feet as you turn.
• Don’t get too far apart—some of the rope should be dragging the floor.

Jumpers
• To enter a turning rope, stand on the side of the rope so the rope is being turned towards you. Enter by following the rope and go the center between the turners.
• Face one of the turners and while jumping don’t move from the center of the rope.
• Make small jumps (just big enough to clear the rope) and land on balls of feet.

Jumping and Landing Cues

Prerequisites: jumping and landing motor skills / jump jingle chant.

Suggested Grade Level: K-2

Materials Needed: (based on groups of four) six landing and jumping cue cards, one rope—one long rope cue card, two tumbling mats, two stepper steps, three long jump ropes, five cones, five polyspots, five hula hoops, two hopscotch rugs, CD player, music: “Jump” by Van Halen, “Jump” by Pointer Sisters, “Jump In” from the movie

Description of Idea
Demonstrate each station by reading from the cue cards on the wall. Students will move from one station to the next focusing on “jumping and landing” related activities. Use a consistent signal to let students know when it is time to move (signal every 3 minutes or when the song changes).

**Station 1: LONG JUMP**
Place tumbling mats on the floor with a stepper step at one end. Hang a Jumping and Landing Cue Card on wall by station.

Students will stand on the stepper step and jump off as far as they can. Challenge students to jump farther each time. Remind them not to fall after landing!

**Station 2: “JUMP THE SNAKE”**
Place a long jump rope on the floor. Hang a Jumping and Landing cue card on the wall by station.

Two students will hold the rope ends and sit on the floor. They begin to wiggle the rope slowly so it looks like a snake (remind them that the rope stays on the ground). The other students take turns running and jumping over the wiggly snake, hoping not to step on the rope. Students take turns holding the rope ends and jumping. As time progresses, challenge students by asking rope holders to wiggle it faster.

**Station 3: SWING JUMPING—ONE LONG ROPE**
Place a long jump rope on the floor. Tape an “X” on the floor to “mark” the middle. Hang a Jumping and Landing cue card on the wall by the station.

Two students will hold the rope ends. They begin swinging the rope back and forth like a pendulum. The other students take turns jumping over the rope, hoping not to step on the rope. Students take turns holding the rope ends and jumping.

**Station 4: ROPE JUMPING—ONE LONG ROPE**
Place a long jump rope on the floor. Tape an “X” on the floor to “mark” the middle. Hang the Rope—One Long Rope cue card on the wall by the station.

1st activity: Two students will hold the rope ends. They begin turning the rope. The other students take turns running through the twirling rope, trying not to get touched by the rope. Students take turns holding the rope ends and running through.

2nd Activity: Students will repeat 1st activity, but will now jump the rope once or twice before exiting rope, trying not to get touched by the rope.

**Station 5: JUMP OVER**
Place obstacles (cones, polypots, hula hoops) randomly throughout the activity area. Hang the Jumping and Landing cue card on the wall by the station.
Students will jump over the obstacles.

**Station 6: HOP SCOTCH**
Place 2 hop scotch rugs on the floor. Hang the Jumping and Landing cue card on the wall by the station.

Students will follow the hop scotch pattern.

**Station 7: JUMP JINGLE**
Students will stand in a circle, recite in a rhythmic way the following verse, and perform the motions. Hang the Jumping and Landing cue card on the wall by the station.

(All Chant)
Jump In, Jump Out, Turn Yourself About
Jump In, Jump Out, Introduce Yourself! (All point to first child in circle)

(First child will chant)
My name is ____________, (All say “Woooo!”)
name
and I’m a ____________, (All say “Uh-Huh!”)
dancer, baseball player, musician, singer, etc—pantomime activity
Gonna be a ____________, (All say “YEAH!”)
same—pantomime activity
Every day of my life! (Child point to self, proudly)

(All chant)
Every day of HER life! (All point to child)
Repeat, with each child getting a chance to chant and pantomime.

**Assessment Ideas:**

Self Assessment:

Give each child a list of activities. At end of class, they can put sticky stars next to each activity or challenge that they feel they performed correctly and to the best of their ability.

Submitted by Karen Schmitz who teaches at St. George School in Tinley Park, IL. Thanks for contributing to PE Central! **Posted on PEC: 4/25/2010.**

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