

Jammin' Jump Rope

Item #11356

What Are The Educational Applications?

When you talk about jumping rope in physical education class, most teachers think of single short-rope skills and activities. However, there are a variety of single long-rope (14'-16' ropes) skills and activities (Two-On-Two, Egg Beater, Line, Double Dutch, Double Irish, etc.) that provide an excellent means for working on hand/foot and eye coordination, developing cardiorespiratory fitness, and support concepts important in building experiences i.e., cooperation and communication.

The Jammin' Jump Rope provides all this and more through the use of a specially designed quad rope. The Jammin' Jump Rope connects four long ropes together with a handle between each rope creating a continuous jump rope. Four turners are required to work the rope and four or more students can jump the various ropes of the Jammin' Jump Rope. The Jammin' Jump Rope uses a cloth rope which increases the jumper's success rate (cloth ropes travel slower, are easier to track visually, and produce an audible sound when striking the floor) and safety.

As a teacher/recreation leader interested in providing adventure-based themes, the Jammin' Jump Rope offers a low-level challenge opportunity. Use of the Jammin' Jump Rope as a prop in an adventure-based program allows students to explore, practice, and refine the core themes of communication, cooperation, conflict resolution, respect for differences, problem solving, and leadership. For more information on adventure-based programs, see the Adventure Curriculum for Physical Education series by Project Adventure, Inc. (available through the FlagHouse Physical Education and Recreation catalog).

How Can I Use This Product With My Kids?

In order to maximize success with the Jammin' Jump Rope, students should master several basic single long-rope skills. The following list of skills should be mastered by your students using one 14'-16' rope prior to working with the Jammin' Jump Rope.

Single Long-Rope Turner Skills

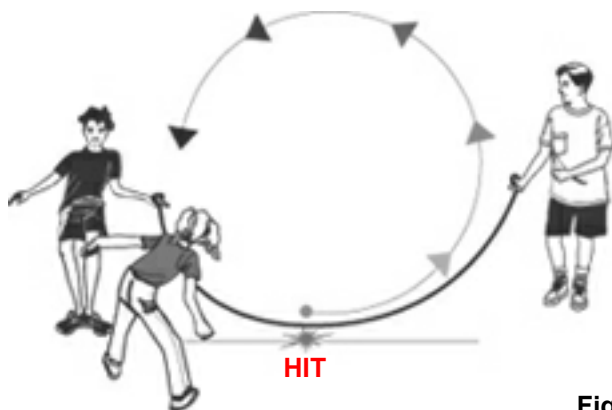


Figure 1

Front Door (fig. 1)—Turn the long rope so that the rope hits the floor and travels away from the jumper. This style provides the jumper with time to get ready to jump as the rope completes its arc. This is the easiest entry style when a jumper is running into a turning long rope.

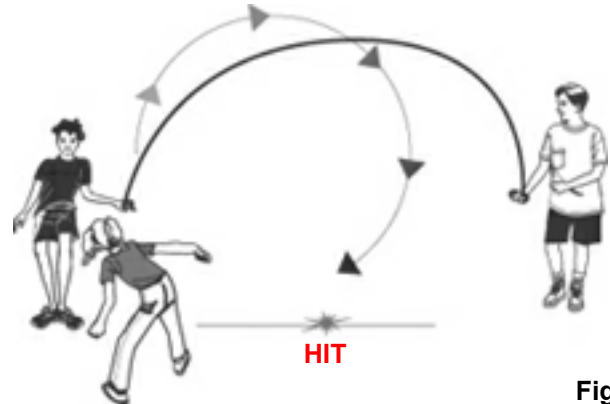


Figure 2

Back Door (fig. 2)—Turn the long rope so that as the rope hits the floor it travels toward the jumper. The jumpers must jump as they enter the rope—this is a very challenging (advanced) skill for entering the turning long rope.

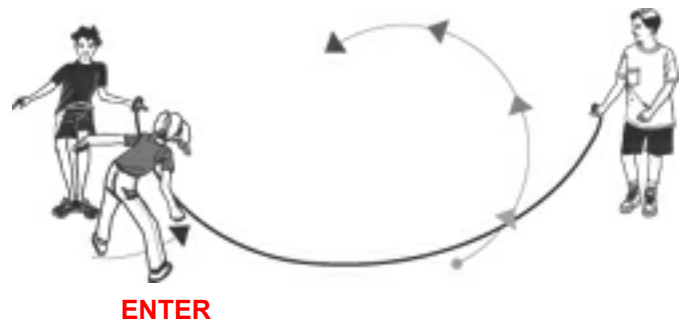


Figure 3

Single Long-Rope Jumping Skills

Run In & Jump (fig. 3)—Starting at a position from beside one of the turners, the jumper will enter the rope and begin to jump. Begin with Front-Door entries. With mastery, have students learn to enter and jump from the Back-Door entry. Don't worry about exiting-the-rope style at this point.

- Stand close to the turner.
- Enter as the rope hits the ground and moves away.
- Turner should say "Go" as the rope hits the floor and moves away.

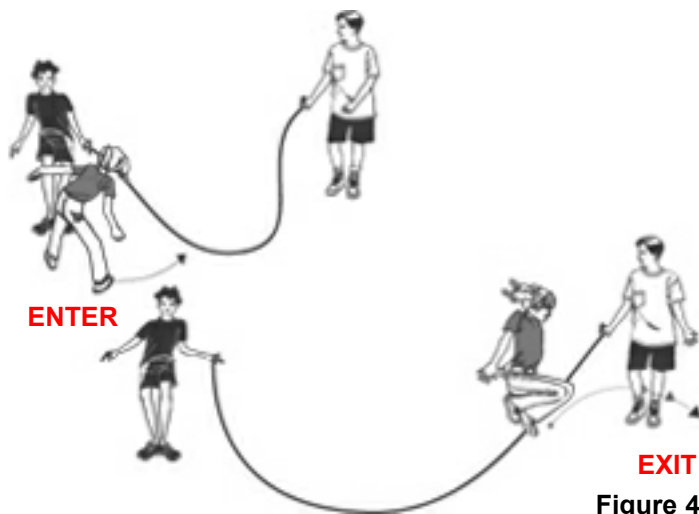


Figure 4

Run In, Jump, & Exit (fig. 4)—Starting at a position from beside one of the turners, the jumper will enter the rope, jump to the middle of the rope, jump toward the opposite turner, and exit on the side opposite the entry side. The jumper is traveling diagonally across the rope as he/she enters and exits.

SINGLE LONG-ROPE JUMPING SKILLS

- A. Stand close to the turner.
- B. Enter as the rope hits the ground and moves away.
- C. Turner should say “Go” as the rope hits the floor and moves away.
- D. EXITING
Child jumps towards the opposite turner. He or she exits immediately after jumping as close to the turner’s shoulder as he or she can.

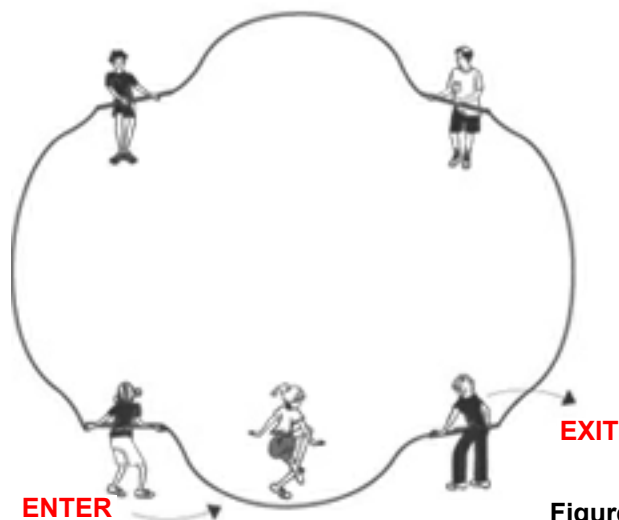


Figure 5

Jammin' Jump Rope (fig. 5)—Place one jumper per rope in the box (4 jumpers). All turners (4) should be using Front-Door turning. One jumper stands beside a different turner (on the of the box). On the count of three, all jumpers enter the rope and begin to jump. On a new count of three, all jumpers travel across to the opposite turner and exit the rope. Jumpers are now standing inside the box. On the count of three, jumpers enter (from inside the box) the ropes (ropes are now turning Back-Door). Jumpers alternate entering, traveling, and exiting the

ropes, as it is very helpful to have a separate count for entering, traveling, and exiting the ropes i.e., in-two-three, over-two-three, and out-two-three. The goal is to have all jumpers continuously travel from rope to rope. To make this activity more of a challenge, have two jumpers at each rope entering from opposite sides of the rope (a total of 8 jumpers at 4 ropes). Jumpers will have to pass one another as they travel to the opposite side to exit.

How Do I Make This Product Developmentally Appropriate For My Kids?

There are a number of ways you can change an activity which will increase or decrease the challenge provided to the student. Several ideas for meeting developmental levels by changing a component of a skill or an activity are listed below.

- Change the turning style from Front Door to Back Door.
- Change the speed of the turning rope: slow for beginners and faster for advanced jumpers.
- Increase the number of children jumping at a rope.
- Provide auditory cues for jumpers. Counting for entering, traveling, and exiting the rope is very helpful.
- Have a jumper take a short single-rope inside the long rope and jump two ropes at the same time.

How Does This Product Relate To Current Educational Thinking?

The Council on Physical Education for Children (COPEC) developed the position statement “Appropriate Practices for Elementary School Physical Education”. Twenty-three components of a physical education program have been identified, and developmentally appropriate and inappropriate examples are provided as guidelines for recognizing best-known practices (appropriate) and counterproductive practices (inappropriate). These guidelines serve as a useful decision-making tool for developing quality physical education programs. When working with the activities in this Activity Guide, the following document guidelines are supported.

Curricula Decisions—Appropriate Practices

The physical education curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all children (NASPE National Standards). The curriculum includes a balance of skills and concepts in the areas of games, educational gymnastics, and rhythmical activities and dance. Teachers design experiences and select benchmarks to enhance the psychomotor, cognitive, and affective development of all children.

Rhythmical Activities and Dance—Appropriate Practices

The physical education teacher includes a variety of rhythmical, expressive, and creative dance experiences designed with the physical, cultural, emotional, and social abilities of the children in mind. Activities using manipulatives such as instruments (drums, etc.) scarves, ropes, ribbons, and hoops are incorporated into the rhythmical experiences.

Developing Affective Skills—Appropriate Practices

Teachers intentionally design activities throughout the program which allow students opportunities to work together for the purpose of developing social skills (cooperation and competition) and responsible behavior. Situations are designed for purposeful teaching of these skills; they are not left for “teachable moments” only.

Turning Strategies for the Jammin' Jump Rope



When turning the handle for the Jammin' Jump Rope, it may help to have the turners move their hands as if using the hands to “wash windows” in a circular fashion (think of the mimes moving the palms of the hands along an invisible wall). Moving the hands in a clockwise circular motion results in a Front-Door turning motion while moving the hands in a counterclockwise circular motion results in Back-Door turning motion.

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