

Learning Objectives

- Students will perform jump rope tricks using proper technique.
- Students will safely participate in MVPA for sustained periods of time.
- Students will demonstrate appropriate social behavior.

Learning Targets

- I can demonstrate jump rope tricks using good form.
- I can safely and actively participate in activities that keep my heart rate up.
- I can cooperate with a variety of partners as both a leader and a follower.

Teaching Cues

- Head up; eyes on your partner.
- Try to synchronize your jumps. Jump at the same time!
- On the signal, switch leaders and followers.

PREP

- 1 [jump rope](#) per student
- Music and player (optional)

SET

- Pair students in face-off formation (5 paces apart) in 2 parallel lines; each student with a rope.
- Designate 1 line to be "X;" the other to be "Z."

TEACH

1. Lesson Objective

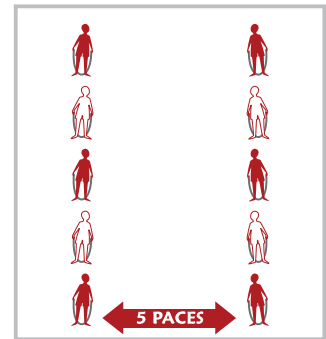
- The object of **Mirror, Mirror** is to mirror your partner's movement.

2. Instructions

- If you are in the X line, choose a jump rope trick from those you know, and begin jumping. Your partner mirrors your movement.
- On signal (*about every 20 seconds*), switch leaders and followers. Now Z leads, and X follows.
- We'll rotate partners every other round. On my signal, all in the X line step 1 position to your left.
- The farthest on the left side runs behind all to the opposite end. Zs don't move.
- We'll continue until the signal.

3. Challenges

- Can you mirror your partner so no one can tell who is the leader and who is the follower?
- Can the leader turn around slowly and the mirror follow?



REFLECTION QUESTIONS

- What are some characteristics of a good partner?
- How did you demonstrate characteristics of being a good partner?
- How did you encourage others that were having difficulty with a skill?



Mirror, Mirror

Key Standards Addressed

Standard 1.5.1

Combines varied locomotor skills in a variety of practice tasks.

Standard 1.5.6

Demonstrates jumping rope in a variety of practice tasks.

Standard 1.5.7

Demonstrates jumping and landing in a non-dynamic environment.

Standard 2.5.1

Applies movement concepts and strategies for safe movement within dynamic environments.

Standard 2.5.6

Applies movement concepts to different types of rhythms and individual performance activities.

Standard 2.5.7

Defines and provides examples of movement activities for developing the health-related fitness components.

Standard 3.5.3

Demonstrates respectful behaviors that contribute to positive social interaction in group activities.

Standard 4.5.5

Recognizes group challenges through movement.

(The complete set of standards for this lesson can be found in the Curriculum Resources section on SPARKfamily.org)

SEL Competencies

Self-Awareness

Peer interaction

Self-Management

Self-regulation

Relationship Skills

Cooperation, taking turns

Vocabulary

- leader
- permission
- synchronize

SPARK It Up!

1. Pedometer

- (Need 1 pedometer per 4-6 students.)
- I'll select some students to wear the pedometer today.
- When we are finished jumping, we'll add all their individual steps/jumps together and divide that number by the number of wearers to find the average.
- Next time we do this activity, we will try to better this average.

Teaching Suggestions

- Be sure students are a safe distance from each other as they swing their ropes.
- Students may mirror their partner without a rope on tricks they cannot do with a rope.

Integration

The Chinese jumped over flexible bamboo. The Egyptians used vines. Native Americans used reeds. What can you use around your home? Make sure you have your parent's permission. Don't go wrapping your Mom's favorite shawl into a rope. Maybe she will let you tie some of Dad's tacky ties together instead. Look around your house and see how many different things you could use to make a jump rope.

Teacher Reflection

