**Adapted Physical Education Lesson Plan Ideas**

(Use the following ideas/progressions to develop or add to your lesson plans).

**Subject: Jumping Rope**

**Possible Goals:**

Student will apply competent motor skills and patterns needed to perform a variety of jump rope activities.

Student will understand concepts and principles that apply to the learning of jump rope skills.

Student will demonstrate understanding of the importance of physical activity through participation.

Student will demonstrate behavior that enhances respect of self and others.

**Links to NC Essential Standards for PE:**

MS: demonstrate jumping as a locomotor skill; demonstrate turning as a non-locomotor skill; execute combinations, generate transitions, create skill sequences; follow rhythmic patterns; participate in non-traditional activity.

MC: understand essential elements of correct form (timing, 2-foot bounce, turning); know terminology (variety of jumps); value feedback and use of rubrics.

HF: recognize/analyze fitness components; understand physiological changes and enjoyment of health enhancing activity.

PR: understand personal space, safety, and respect for others. When using long-rope: demonstrate working in small groups, communication skills, and conflict resolutions.

(APE students are provided with means to communicate, participate, and demonstrate self-advocacy).

**Progression ideas:**

Jumping:

Where appropriate and supervised: bounce on rebounder.

Jump down from a box or bottom step.

Jump over lines, ropes, noodles.

Pretend jumping rope.

Pointers:

Work on two-foot landing.

Work on repeated jumps.

Work on steady beat.

Adaptations: Students using a wheel chair: Roll over lines/ropes forward.

Roll over lines/ropes backward.

Tap rhythm with feet or hands.

Lift feet in rhythm to the rope.

Students with Visual Impairment:

Use polyspot to mark personal space.

Turning:

Follow circle drawn on the wall (position student sideways).

Turn without holding a rope.

Turn using a beaded rope cut in half (one handle in each hand).

Turn using a sound tube.

Use non-jumping skills such as the helicopter, propeller, side-swings.

Pointers:

Work on turning forward and backward.

Work on use of left and right arm/hand.

Work on turning with both arms at the same time.

Beaded rope preferred because it provides louder auditory cues when hitting the floor, and stronger proprioceptive feedback because it is heavier than a speed rope.

Work on correct grip on the handles of the rope.

Adaptations: Use velcro or velcro grip-mitt to help with grip of equipment.

Jumping and Turning:

Step through hula-hoop, oval hoop, or tru-jump rope.

Jump through (two-foot jump).

Repeated jumps in a row.

Jump and turn using the beaded rope cut in half.

Use regular short jump rope (of appropriate length).

Pointers:

Cue the steps: Turn and wait – step/jump over.

Sometimes turning backward is easier than forward.

Counting can be motivating.

Two-foot bounce is a pre-requisite to learn other tricks.

Long Rope Turning:

Turn rope with a partner going one way.

Turn rope with a partner going the opposite way.

Pointers:

Tape an X where rope needs to touch the floor.

Work on steady beat (use musical instruments).

Prevent turning with whole arm by asking students to keep

Elbow in their side.

Good turning makes jumping possible.

Long Rope Jumping:

Stand next to the X and look at one of the turners.

Repeated jumps.

Jumping in and jumping out.

Pointers:

Turners say 1-2-3 out loud to alert jumper.

Turners look at the feet of the jumper.

Jumper looks at the hand of the turner.

Going through the “front door” easier than “backdoor”.

Jump out diagonally from the “front door”.

Heavier rope turns slower.

Safety: turners let rope go (out of their hands) when jumper

steps on rope or gets caught to prevent tripping.

Adaptations: When using a wheelchair: Be a turner.

Be in charge (be the one who is counting, or saying 1-2-3).

Provide the steady beat (instrument).

Go under the rope.

Go over the rope.

**Specialized Equipment available from the Adapted P.E. department:**

“Singing” tube.

Half ropes.

Rebounder.

Beaded ropes.

Tru jump rope.

Hula Hoops (various sizes).

Double Dutch long ropes (the speed rope type).

Velcro grip mitt.

Floor markers (foot prints, open circle, poly spots).

For complete equipment list and directions on how to order see the listing on each of the wiki sites for Elementary, Middle, and High Schools.

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