Teaching Progression for Tinikling and Jump Bands

1. Using the lines of the gymnasium, floor tape, or laid out jump bands, set up two parallel lines wide enough so participants can move in and out of the lines with enough space for their feet. Participants will practice the three basic jumps using these stationary lines.

2. Set up the tinikle poles to replace the stationary lines. Set the poles at the same distance so the jumpers do not touch the stationary poles during their jumps. Repeat #1.

3. Teach pole beating next and stress cooperative communication between the two “enders” and cueing to start the jumpers. (“5-6-7-8”)

4. Combine the pole beating with jumping of the first basic jump

5. Teach the second basic jump

6. Teach the third basic jump

7. Demonstrate different formations for instruction

 a) Single groups of 4-5 participants per one set of poles

 b) Ladder formation

 c) Pinwheel formation

8. Switch to jump bands here and teach the “enders” jump

9. Review the three basic jumps using jump bands and practice

10. Using the bands or tinikle poles with manipulative skills

 a) Jumpers start with their feet apart and jump opposite of the enders. The jumpers have a ball and bounce the ball when their feet are together and the bands are apart. They dribble and catch the ball.

 b. The jumpers can use bounce passes and involve group members to be the passers. They pass back and forth as they are jumping using the basic step.

 c. Add a single dribble on the outside of poles

 d. Two jumpers inside facing each other doing chest pass or bounce pass

 e. Use a frisbee or football instead of a basketball

 f. Groups can create their own sequence of passes using chest and bounce passes.

11. ACTIVITY CARDS

 a) Jaws

 b) Visiting the Neighbors

 c) Centipede

 d) High Five

 e) Box Cars

12. Creating routines

 a) The routines need to have a 4/4 beat. Music should be used appropriately.

 b) Each routine has to have at least 4 different steps.

 c) Each routine has to be repeatable.

 d) Group members need to know both the ender and jumper parts.

 e) Rubrics for assessment should be created to match routine.

13. Assessment

 a) Video record each group. Each person needs to perform both roles.

 B) Use the video for group review of their work and allow them to critique their work and make changes to their performance.

 c) Do a final video of performance or do live performance in class for final grade.

14. Example rubrics

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| --- | --- | --- | --- | --- | --- |
| Name | Enders should have a consistent and rhythmic 4 beat pattern of in-in, out-out | Enders should consistently engage in cooperative behaviors with each other and the jumper | Jumpers are synchronized when performing all the jumps of the dance | Jumpers consistently perform jumps to the beat (1-2, 3-4) | Jumpers are able to exhibit cardiovascular endurance by completing the entire jump sequence more than once in succession |
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| --- | --- | --- | --- | --- | --- |
| Name | Jumpers have 4 different jumps in their sequence/routine | Jumpers stay on the 4/4 beat | Sequence is repeated | Knowledge of sequence is seen throughout | Enders stay on the 4/4 beat with cooperative effort |
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Rubric scoring:

1. Jumpers have 4 different jumps in their routine

 4 different jumps = 20 points

 3 different jumps = 15 points

 2 different jumps = 10 points

 Only 1 jump = 5 points

2. Jumpers stay on the 4/4 beat

 Stays on the 4/4 beat the entire performance = 20 points

 Only gets off beat 2x = 15 points

 Gets off beat 3 or 4x = 10 points

 Having problems with the beat throughout routine = 5 points

3. Routine is repeatable

 The routine is repeatable and students can repeat it = 20 points

 The routine is repeatable but students need to restart = 15 points

 The routine is repeatable but students need to restart many times = 10 points

 The routine is not repeatable or students can not repeat = 5 points

4. Knowledge of routine

 Students know the routine without messing up = 20 points

 Students know the routine but mess up 2x = 15 points

 Students can tell the teacher the routine’s sequence but cannot complete the routine = 10 points

 Students can tell teacher part of the routine and can do part of it as well = 5 points

5. Enders stay on the 4/4 beat

 Enders use cooperative effort and stay on the beat the entire performance = 20 points

 Enders stay on the beat with 1 or 2 mistakes or have trouble cooperating together to beat poles effectively = 15 points

 Enders get off beat 3 or more times = 10 points

 Having major problems with beat or cooperation to beat poles effectively = 5 points