

Please note: Activities are member submitted and not approved prior to uploading by SHAPE America staff.

Name of Activity	
Introduction to Double Dutch Jumping Turning the Rope and Entering the Rope	
Submitted by	Annette Brewer
National Standard(s)	PE: Demonstrates competency in a variety of motor skills and movement patterns. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Grade Level Outcome or Performance Indicator	Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)
Activity Objective	<ul style="list-style-type: none"> • Psychomotor: Students will demonstrate turning 2 ropes in a circular motion with even rhythm. Students will practice, then demonstrate entry into double dutch ropes. • Cognitive: Jumper will recognize the point where both ropes are moving away from them to facilitate entry into the ropes. • Affective: Students will give feedback to turners while practicing turning the rope. (Even rhythm, circular motion, height of ropes) Turners will assist students entering the rope by giving “go” signal, and adjusting their turning to facilitate successful entering.
Grade(s)	6
Materials	<ul style="list-style-type: none"> • Double Dutch Handbook by Susan E. Kalbfliesch and Tom Bailey, Ceta Publishing, Ancaster, 1987 • YouTube: Various videos demonstrating Double Dutch jumping. • A set of double dutch ropes for each group of 3 to 4 students. • Music - Even rhythm to help with turning speed and timing. • Demonstration Video: Excerpt from movie “Jump In”, or YouTube video of a double dutch team.
Activity Description	

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Introductory Activities:

Instant Activity: Back door figure 8's (taught in prior lesson) in groups of 3 to 4 students.
Video clip from Jump In movie, or YouTube video of double dutch jumping.

Lesson Focus:

1. Turning 2 ropes:

- a) Circular turning action using lower arms and wrists. Hands do not cross midline. Thumbs to nose as hands circle. Practice circles without ropes; one hand up while other is down.
- b) Demonstrate with ropes - Teacher is one turner, student is second turner. Start with ropes pulled tight. Both turners start with same rope, turn small circles. As ropes start to turn, one turner take 2 steps forward until ropes are hitting the ground, with a good arc.
- c) Back in groups of 3 or 4, students practice turning the 2 ropes. Students not turning are listening for even 1-2 rhythm, and watching for both ropes having the same arc and both ropes hitting the floor. Observing students give feedback to turners; teacher circulate and give feedback, assist students as needed.

2. Entering 2 ropes.

- a) Have 2 turners hold ropes and demonstrate position of ropes where both ropes are moving away from the jumper.
- b) Demonstrate entry - Teacher or a student who can enter. (Position of jumper is next to a turner, at the corner. Give "Go" signal as ropes pass jumpers face (one will be going down and hitting the floor and the other is going up and away from the jumper). The second rope is the rope that is jumped first (Backdoor rope). Long, low jump to enter.
- c) Students practice with 2 turners and a jumper entering.

Conclusion/Assessment:

- Self Assessment: Students record on individual scoresheet a 3, 2, 1 score for turning double dutch and entering double dutch.
- Scoresheet has a rubric giving criteria for scoring each skill.
- Closure: Remind students that they will have the opportunity to practice and improve skills in subsequent lessons as we learn to jump and exit. They can then reevaluate their success and skill at turning and entering.

Modifications

Include ways to modify this activity for advanced, lower level and inclusion students.

Differentiation/Inclusion:

- Students unable to jump for physical reasons can learn turning skills.
- Students unable to turn or jump help with rhythm of rope turners (Count 1-2), and give feedback to turners on even rhythm. Also help with feedback to jumper - "Go" signal.
- Pair a competent turner with one who struggles to help them with the even rhythm.

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- Teacher turn the rope with a student or help hand over hand with a student to make the circular motion, and keep even rhythm.
- Groups that can turn and enter consistently start working on jumping consecutive jumps and exiting ropes.
- Jumpers that can jump and exit consistently start learning turns and trick jumps. (360 turns, jumping jax, scissors, etc.)