

RILEY HOSPITAL FOR CHILDREN

Jump Kids Jump!

Instructor's Manual

Presented by
The Community Education and Child Advocacy Department
Riley Hospital for Children
Indiana University School of Medicine
in collaboration with
Clarian Human Motion
Indiana District of Kiwanis International
Indiana Governor's Council for Physical Fitness & Sports
Indy Air Bears
INShape Indiana

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Dear Child Health and Fitness Advocates:

Many of our children are struggling and could become the first generation to live sicker and die sooner than the generation before them, according to the Robert Wood Johnson Foundation. Consider the following:

- About 9 million American children over age 6 are considered obese.
- Indiana currently ranks ninth in the nation for overweight adults and obesity.
- The 2005 Indiana Youth Risk Behavior Survey shows that 15% of students in grades 9-12 are overweight, an increase from 11.5% in 2003. Additionally, 14.3% of Indiana students are at risk of becoming overweight.
- Overweight teens have a seven in 10 chance of becoming overweight adults. Health consequences of being overweight as a child or teen include: type II diabetes, high blood pressure and cholesterol, cardiovascular disease, hypertension, cancer, sleep apnea, liver and gall bladder diseases, asthma, orthopedic problems, chronic kidney failure, tooth decay, and depression.

We all have the ability to win the prize of good health in the game of life. Be an advocate for physical fitness and good nutrition in your family and community, and consider these daily steps:

- 1) **Sign up.** Visit www.inshape.in.gov and sign up as an individual, school, or work site for InShape Indiana, the Governor's initiative to promote physical fitness.
- 2) **Make healthy eating choices.** Visit www.mypyramid.gov to determine your nutrition and physical activity needs. Share what you learn and encourage others to do the same. Maintain a routine of balanced meals and snacks.
- 3) **Keep a food journal.** Write down everything you eat and quantities. Track your daily water intake. Read food labels and understand serving sizes, as well as the amount and types of fat and sodium in foods you are eating.
- 4) **Exercise regularly.** Work exercise into your daily routine. Take the stairs whenever possible. Park in the farthest and safest possible parking spot from your destination. Use half of your lunch hour for walking.
- 5) **Practice.** Be a role model, coach, supporter, and cheerleader to help your family, friends, and community get healthy. Encourage the start up of *Jump Kids Jump* teams in your community. Support the teams with jump ropes and adult trainers who can help them practice their jump rope skills every week.

Riley Hospital challenges Indiana children and families to make physical fitness a part of their daily routines. *Jump Kids Jump* allows children of all ages and abilities to begin building a lifelong commitment to physical fitness and good health. Make *today* your opportunity to *Jump Kids Jump!*

Ora Hirsh Pescovitz, MD
President and Chief Executive Officer
Riley Hospital for Children

Program overview

Jump Kids Jump introduces children in grades 3-7 to a structured jump rope program as the foundation for continuing to learn about nutrition, fitness, and health. The program helps children of all abilities develop a lifelong commitment to the practice of health, physical activity, and good nutrition. Jumping or high-impact exercise is very effective for increasing bone mineral density in the hip, especially during puberty. Physical activity not only builds strong bones, it also builds muscle and helps prevent obesity and certain diseases.

Overall program goals:

- Stimulate interest in jumping rope as well as other physical activities.
- Challenge children to practice a variety of jump rope activities.
- Increase awareness of bone health and the role of calcium for a healthy body.
- Increase awareness and practice of good nutrition.

Jump rope program goals:

Participants learn:

- proper rope measurement
- importance of warming-up
- basic jumping techniques
- how to jump with a partner
- jump rope games
- advanced jumping techniques

New resources in health, wellness, and fitness are continually being added to *Jump Kids Jump* to provide program participants with ongoing support to encourage individual and team jump roping activities year round. For more information *Jump Kids Jump*, contact Riley Hospital's Community Education and Child Advocacy Department, call toll-free 1-888-365-2022, email kids1st@iupui.edu, or write to: Community Education and Child Advocacy Department, Riley Hospital for Children, 575 West Drive, Room 008, Indianapolis, IN 46202.

Introduction

Jumping rope is a fantastic “complete body” workout that is suitable for people of all ages, sizes, and athletic abilities. It is inexpensive, requiring only a pair of gym shoes and a rope. There are many different kinds and sizes of ropes and any of them will work. Jumping rope can be done alone, with a partner, or with an entire team. When you combine all of these factors, jumping rope is a great way for anyone to get in shape.

This fitness program is intended for jumpers of all ages and abilities. These activities were designed to be used as part of an ongoing program aimed at improving cardiovascular fitness and preventing osteoporosis. When done on a regular basis, even for only five to 10 minutes per day, participants will find that their overall fitness level will improve.

The group leader has an important role in ensuring the success of this program. It is important that the leader understand the activities thoroughly. Since participants often need a little push to get them going at the beginning of a new program, the leader will need to have a plan to motivate. Below are the four steps we consider vital to the success of this program:

Motivate for Success

1. Teach it
2. Practice it
3. Test it
4. Challenge it

Getting started

Measure the rope

To be successful at jumping rope, it is essential to begin with a rope that is the correct size. Rope measurement is demonstrated on the instructional DVD. Here are the basic steps you should follow:

1. Have the jumper stand with both feet on the center of the rope.
2. Have them take one handle of the rope in each hand and pull the rope up.
3. Check if the handles come up under the arms. If the handles only come to the waist area, the rope is too short. If the handles go past the shoulder, the rope is too long.

Warm up and stretch out

It is very important that jumpers take the time to warm-up and stretch out. It is a good idea to begin with a couple of minutes of basic jumping at a medium speed and then stretch muscles in the legs, arms, and back. To add variety to the warm-up, you can choose to substitute jogging for jumping. Remember to always warm the muscles with an activity before stretching.

The basic bounce

The first thing that is a must to learn in this program is the basic bounce. Here are some tips for having jumpers do the basic bounce:

1. Stand up straight.
2. Keep arms in close to sides.
3. Jump lightly on the balls of feet. Do not land flat-footed.
4. Jump one time for each turn of the rope.
5. Jump just high enough to clear the rope. They will tire out quickly if they try to jump high on every jump.

Taking the next step

Jumping smoothly and consistently takes practice. The jumpers may need several sessions to develop good form. When jumpers can do the basic bounce, you are ready to proceed to the activities. To help them increase their skill level, emphasize the importance of doing each activity correctly. Teach each activity slowly, and give jumpers plenty of time to practice. Once they master an activity, begin testing. Instruct jumpers to count for each other and chart their progress on their own personal fitness chart. Encourage jumpers to work at home and make it a family activity by having parents or siblings count for them. Keeping a personal chart is an important part of this program, because jumpers need to see that improvement comes with practice.

Activities

Kangaroo Kid

This activity encourages jumpers to become proficient at the basic bounce as well as turning the rope forward or backward while jumping. There are four parts to this activity:

- a. Jump forward on two feet 10 times.
- b. Jump backward on two feet 10 times.
- c. Jump forward on one foot 10 times.
- d. Jump backward on one foot 10 times.

All of these parts (a, b, c & d) must be completed without misses.

*Remember—*Jumping* always refers to using *two* feet.

Hopping always refers to using *one* foot.

Countdown

The countdown builds leg strength and coordination by having the jumper alternate which foot is being used for varying lengths of time. This entire activity is done on one foot—in other words—hopping, not jumping.

Here is a description of this activity:

- a. Begin by hopping 5 times on right foot.
- b. Switch to left foot and hop 5 times.
- c. Now, switch back to right foot and hop 4 times.
- d. The left foot takes a turn, hopping 4 times.
- e. Hop 3 times on right foot.
- f. Hop 3 times on left foot.
- g. Hop 2 times on right foot.
- h. Hop 2 times on left foot.
- i. Hop once on each foot and the countdown is finished

(Note: It does not really matter which foot goes “first” in the countdown as long as they alternate for each turn.)

Have them start over if they miss. For some variety in the warm-up activities, try doing the countdown without the rope. It will give extra practice hopping the right number of times, and without the rope there are no misses.

Challenge activity

When the jumpers have mastered the countdown forward, have them try doing the countdown backwards. There are some jumpers that may find it easier to do this activity backwards.

Jump a square

Now that the jumpers have mastered jumping and hopping, we will add some movement for a little variety. In this activity, they will jump in a square by changing direction every four jumps. Here are the basic instructions:

- a. Jump 4 times moving forward.
- b. Jump 4 times moving to the right.
- c. Jump 4 times moving backwards.
- d. Jump 4 times moving to the left.

Note: Always jump with both feet together.

This is an easy activity, and most jumpers should master it with just a little practice. Once they have mastered it, they are ready to try a little harder version.

Challenge activities

For a challenge, have the jumpers try this activity on one foot—hop the square. Hop a square on the right foot, and then hop a square on the left foot. This is also a good activity to do as a warm-up without the rope. If you want to encourage teamwork among your jumpers, try pairing up two or more people to perform together. It will take a little practice to get them to start together and jump at the same speed; however, this is a jump rope skill that pays off in the end as you find jumpers that can work as partners successfully. Train them to always begin together by saying, “Ready, Set, Go.” They should both count as they are jumping the sets of four jumps. Encourage them to listen to the beat of the feet as they jump to see if they are together.

Endurance

Endurance is an integral part of any fitness program. Since the endurance jumping activity is timed and must be performed with no misses, it requires concentration and focus. Here is the basic framework for this activity:

- a. Have someone time this activity for 30 seconds.
- b. Have all jumpers start together with, “Ready, Set, Go.”
- c. Jump with both feet together.
- d. No misses are allowed.
- e. Don’t jump too fast.
- f. Jump and land lightly on the balls of feet.

Challenge Activities

When jumpers begin to feel very comfortable jumping for 30 seconds and are consistently jumping that time without any misses, it is time to change the parameters. Increase the time for this activity to 45 seconds. Continue to add time in 15 second increments as your jumpers are ready for a new challenge. Soon you will have jumpers that can last for 1 to 2 minutes.

Another activity/game you can add to your warm-up repertoire at this point is “Jump ‘til You Miss.” Begin with your entire group of jumpers jumping together. Whenever a jumper misses, he/she must sit down. The goal is to remain jumping till the end. It is fun to see who has the greatest endurance. You may want to stop when there are a few jumpers remaining rather than running the competition until there is only one person remaining.

Be sure that you have someone time this activity. Have your timer call out the time (every 15 seconds) to keep your jumpers aware of the time they have completed.

30-second speed jump

The 30-second speed jump activity is similar to the previous endurance activity. These activities focus on building endurance overall, but there are some subtle differences that make it important to use both activities. The 30-second speed jump works in the following manner:

- a. Instruct someone to time this activity for 30 seconds.
- b. Get jumpers started together with, “Ready, Set, Go.”
- c. Urge them to jump as fast as they can.
- d. Tell jumpers that misses do not matter.
- e. Have someone count the jumps that are completed.

The purpose of this activity is to build speed. It is beneficial to have the jumpers push themselves to see just how quickly they can jump. As jumpers develop more speed, you may find that they also develop better form, overall.

Challenge Activities

It is very important to do this activity on a repetitive basis. Each participant should keep a chart of their speed scores for this activity, so that they can see how much they improve over time. The emphasis should not just be on the fastest jumpers in your group, but also on the personal improvement of each participant. This is also a great way to involve other family members as an incentive to get jumpers to practice at home. They can have parents, siblings, or friends do the timing or the counting.

Criss-cross

The criss-cross is a basic jump rope trick that is fun and offers many variations to challenge students. When introducing this trick, always emphasize that the jumper must give themselves a hug. It is a good idea to begin by practicing the crossing motion without jumping first. Try this:

- a. Have the jumper begin with the rope behind them.
- b. Bring the rope over their head like the start of the basic bounce.
- c. Cross arms and let the rope continue its movement downward.
- d. Have them lift their toes and see if the rope will slide under the toe of both of their shoes.

Once the jumpers have practiced the crossing motion a few times and have been successful catching the rope under their shoes, they are ready to add the jump.

- a. Have the jumpers begin by jumping a few times.
- b. Then have them try crossing arms as before, but instead of catching and stopping the progress of the rope, jump it.
- c. Uncross arms as the rope comes over the jumpers head.
- d. Remember they must cross and uncross arms to do the criss-cross correctly.

Challenge Activities

While the criss-cross may be challenging for some jumpers, there will be others who will master it quickly. Have them try doing the criss-cross backward. They also could do criss-cross endurance by counting how many criss-crosses they can perform without missing. Another way to use this trick is to tap into their creativity by combining criss-crosses with some of the footwork tricks we will discuss later in this instructor's manual.

Double unders

This is a harder jump rope trick; however, it is also a tremendous tool to building endurance. To do a double under, the jumper must jump up and turn the rope so that it passes under their feet two times before they land. Instruct them to not be discouraged if they do not get it right away—many jumpers struggle with this trick. Here are the basics:

- a. Jump a little higher.
- b. Use wrists to turn the rope faster.
- c. The rope must go under the jumpers' feet twice before they land.
- d. Land lightly.

Have the jumpers begin by practicing the wrist movement first. The real key to double unders is mastering the wrist movement. Have them put both handles of the rope in one hand and turn it as though they were jumping the basic bounce. After three turns, try whipping the rope faster so that it hits the floor twice. The correct way to count this is: 1, 2, 3; double under or 1, 2, 3; or 1, 2. Check the instructional DVD to get the beat in your head before you have them practice. Once the jumpers have practiced the wrist movement with both hands, get them to try a double under.

Challenge Activities

When the jumpers have mastered doing a double under, it is time to try doing more than one in a row. Doing multiple double unders takes practice and perseverance. After awhile, when they feel comfortable doing double unders, see what happens when they combine them with other jump rope tricks and add some variety to jumping.

Partner activities

One of the special aspects of jump rope is working with partners. You can have the jumpers work together with one person or many other people at a time. Let's begin with jumping for two people. Below are some tips to remember:

- a. Use a rope that is longer than the regular jump rope.
- b. Get the jumpers to double bounce or jump slower when starting out.
- c. Have them stay close to their partner when jumping.
- d. Instruct them to turn the rope together at the same speed.
- e. Say "Ready, Set, Go" to get started together.

Start simple. To be successful with a partner, begin with the basics like:

- a. Jump 10 times together.
- b. Take turns with partner, allowing each jumper to take four jumps before switching.
- c. Try alternating with partner, where each person jumps once before switching.
- d. Change directions. Have one jumper face forward and one jumper face backward. Remember to have them switch the handle to the other hand as they turn.
- e. Have one partner be the turner and the other partner be the jumper. There are many footwork tricks they can try with this style of partner jumping.

Challenge Activities

This activity offers unlimited opportunities for creativity. Do not be afraid to experiment with different ideas. It would be impossible for us to cover all the ways two people can work together with one rope, so use this activity as an incentive for kids to use their creative spark. Be prepared to be amazed, for they will surprise you with their ingenuity.

More partner activities

When partner activities involve more than two people, here are some other things to consider. If using one rope, the rope must fit the size of the group. A rope that works for a group of three will probably be too small for a group of four people. Precision in starting and jumping together is essential to the success of a group activity. Everyone must focus on the task at hand and everyone must be willing to cooperate. Begin with these ideas:

- a. Always start with the basic bounce. You may want to have them start with the double bouncing or slower style of jumping.
- b. In a group of three using one rope, two people will be turners while one person is jumping. Be sure that everyone takes a turn at both jobs—turning and jumping.
- c. When they can double bounce without problems, try having the turners turn faster.
- d. After everyone has practiced all of these jobs, you are ready to add a little more diversity to partner jumping. Try having one of the turners jump in, combining jumping and turning at the same time.
- e. A great finish to this activity is having all three jumpers jumping together in the rope.

Challenge Activities

We would encourage you to support your jumpers as they discover ways for three or more people to interact and jump together. Not every attempt will yield a success, but much of the learning comes in the willingness to attempt something new and different.

Fancy footwork

We have concentrated on the basic bounce in the previous activities, but now is a good time to add an assortment of tricks using the feet in different ways. Here are the instructions for each one:

- a. **Skier**—The feet move together from side to side, while jumping the rope.
- b. **Bell**—The feet move forward and backward together, while jumping the rope.
- c. **Forward straddle**—The feet move in an alternating pattern forward and backward, similar to a scissors kick.
- d. **Side straddle**—The feet move apart and together in the style of a jumping jack.
- e. **X**—This is similar to the side straddle except the feet cross, alternating which foot is in front as you jump the rope.

Challenge Activities

While only five basic footwork tricks were presented as part of this program, there are many other jump rope tricks. Jumpers can use these basic tricks in combination with the criss-cross or double unders. We have showcased the talents of the four jumpers who demonstrated throughout the DVD in the section titled, “Jump Girl Jump!” It is our hope that by watching their routines, you and your jumpers can get just a small taste of what is possible in the sport of jump rope.

If you are interested, you can find more information about jump rope tricks in publications available from the American Heart Association, as well as from the United States Amateur Jump Rope Federation.

Jump rope games

Here are some more jump rope ideas that can be used with individuals or groups of jumpers:

Ropes Around the Room

This game is similar to “Squirrels in Trees.” Begin with groups of three people scattered around the room. Two of the people will be turners (the tree) and the remaining person will be the jumper (the squirrel). Turn on some music and let the jumping begin. When the music stops, the jumper must leave his/her “tree” and find a new group to jump with. Start the music again when all the “squirrels” have found a new tree.

After a group of jumpers have had a few turns, they should switch places with one of the turners. Make sure everyone gets to be a turner and a jumper. If you have a couple of extra children and there aren't enough to make another tree group, just have a couple of extra jumpers. Since this will mean that some squirrels will not have a tree, this will add another dimension of finding a tree quickly so that you are not without a place to jump.

Iron Kids Event

If your aim is to help your jumpers improve at different styles of jumping, the iron kids event is for you. Choose three different styles of jumping like basic bounce, criss-cross, and side straddle. Have a timer start the jumpers on one style of jumping and then after 30 seconds, change to the next style. Switch to the third style after another 30 seconds. You can choose any style of jumping for this activity from the basic bounce to double unders. Your jumpers do not have to do the same three styles in this event. You might choose the styles for one turn, and then let each jumper make a personal choice the next time.

Iron Kids Relay

Relays are a fun way to encourage teamwork while allowing jumpers a chance to do the style of jumping at which they excel. Put your jumpers in teams of four people. Each person will jump a different way for 30 seconds. There are endless combinations you can use with this activity. Here are a couple of suggestions:

1. basic bounce, side straddle, X, criss-cross
2. basic bounce, forward straddle, criss-cross, double unders
3. basic bounce, side straddle, basic bounce, side straddle

Jump in a Box Relay

Tape three or more box shapes on the floor. Make the box big enough that it is easy for the jumper to jump in the box. Divide your jumpers into groups—one group for each box. Have jumpers take turns jumping inside the box, switching every time you give the signal (whistle, music stopping, etc.). You can have someone count or use a mechanical clicker to see how many times each team can jump in a certain amount of time.

Traveler

Form a line of jumpers spaced evenly across the floor. Select one jumper to be the traveler. That person will jump with each person in the line one time as they travel from one end of the line to another. When starting out with this activity, you may want to start with a smaller number of jumpers in the line. As your jumpers gain confidence, you can make the line longer. The success of this activity depends on the ability of the jumpers and the traveler to jump together. They must jump at the same speed and at the same time. Encourage the jumpers to jump the whole time so that the traveler is moving down the line even though they will only be jumping one time with the rope.

Include all kids in jump rope activities

Some adaptations may need to be made to include all children in a jump rope program. Children are creative and know their strengths and weaknesses, so they may have their own ideas for jump rope activities. Here are some points to consider:

General considerations for helping children with special needs participate in jumping rope:

- Be patient and stay positive.
- Encourage and help the students to set goals.
- Give clear and concise directions and demonstrate what you want them to do.
- Play music to help the students keep a beat; but keep in mind that extraneous noise may distract some students.

Consider these instructional strategies and challenge children to engage in activities:

Children with limited arm mobility

Instructional Strategies:

- Demonstrate how a student can stand in front of instructor and the instructor will turn the rope while the student concentrates on jumping or have two students turn the rope while one jumps.
- Demonstrate how other students can turn the rope while the student is the jumper.

Child Activities:

- Place rope on the floor and jump over and back to the count of 30 seconds, small 15 second rest, begin again.
- Jump, hop, or jog in place rhythmically.

- Practice these different jumps: **basic bounce** (keep arms close to sides and bounce on the balls of the feet); **kangaroo kid** (jump forward or backward 10 jumps on one or two feet); **countdown** (hop five times on one foot, switch to the other and hop 5 times, switch feet back and forth doing one less hop each time until the student gets to one each); or **jump a square** (jump four times forward, four to the right, four backward, and four left to complete the square) without a rope.

Children with limited leg mobility

Child Activities: (Note: Demonstrate these activities to the children first.)

- While seated in a wheelchair, scooter, or chair, turn ropes at your side, one on each side, along with everyone.
- While seated, turn one rope at your side, after 30 seconds, switch and turn the rope at the other side. Continue until instructor tells everyone to stop.
- While seated, turn one rope crisscrossing in front of you and continue until the instructor tells everyone to stop.
- Be the rope turner for other jumpers during the activities.

Children who are hearing impaired

Instructional Strategies:

- Prepare to provide clear direction and communication for all children
- Use visual demonstrations (such as other students illustrating jumps) to teach activities.
- Have a person present who can use sign language to communicate about activities as they are being demonstrated.
- Stand still and face the children when demonstrating activities.
- Break up the jumping activities into short periods of time. Children who are hearing impaired may have challenges in keeping their balance.

Children who are visually impaired

Instructional Strategies:

- Use descriptive words when explaining the directions.
- Jump along with the children to help them to get used to jumping in a rhythm. Consider using a beaded jump rope that can be easily heard when it strikes the floor.
- Provide a spotter who tells the student when to jump to help them get a feel for the rhythm. Have the spotter say, “Jump,” or clap at the correct time. You also might consider using music that provides a clear beat that can be recognized by the student as the time to jump. Have students practice beforehand so the spotter knows when to signal the student to jump.

Child Activities:

- Take time to get a feel for the rope, allowing the rope to hit ankles.
- Participate in all activities slowly and with a spotter.

Children with Heart and Neurological Disorders

Instructional Strategies:

- Consult with parents to provide medical information from the child’s physician regarding permission to participate and direction for activities that are possible and that should be avoided to prevent injury.
- Have students perform the jump rope activities, but increase time or decrease speed if necessary.
- Break activities down into individual steps.
- Allow for a larger area for jump roping in case children have balance problems or involuntary muscle spasms.

These suggestions are provided to help you in your teaching and the children you are working with to get started in their learning to jump rope. All children can be active and jump roping is a fun way to exercise. Remember, all children can be included in a jump rope program. It’s no big deal if the student doesn’t do the jump the way it was intended. The physical activity is still the main goal for all students.

Let them show you what they are capable of doing.

More information

For information on improving or maintaining physical fitness for children with chronic disorders, visit the National Center on Physical Activity and Disability's website:

www.ncpad.org/exercise/fact_sheet.php?sheet=378§ion=2202

For jump rope rhymes, visit the Games Kids Play website:

www.gameskidsplay.net/jump_rope_rhymes

To learn more about the Indy Air Bears jump rope team, visit

www.indyairbears.homestead.com.

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"Teacher to Teacher: Practical Suggestions for Teaching Physical Activities to Learners with Disabilities." Online: www.twu.edu/inspire/Teacher/ropejump3

Wind Gap Middle School. "Adapted Physical Education Curriculum." Online: www.penargyl.k12.pa.us/district/docs/4-8%20Adapted%20Physical%20Education%20Curriculum.pdf#search='Wind%20Gap%20Middle%20School%20jump%20rope'



“Today’s youth are considered the most inactive generation in history caused in part by reduction in school physical education programs and unavailable or unsafe community recreational facilities.”

-American Obesity Association

The truth: Weight issues among America’s youth

According to the American Obesity Association, obesity is a serious, chronic disease that affects about 14% of children and adolescents in the United States. Obesity and being overweight are characterized by excess body fat as measured by the “body mass index” (BMI).

BMI is a calculation of a patient’s height and weight to determine whether he/she is overweight. A child’s body fat changes over the years as he/she grows. Body fat also differs between boys and girls. BMI-for-age is used for children and teens, ages 2 to 20, to determine age and gender-specific BMI. The Centers for Disease Control and Prevention suggests two levels of overweight instead of using “obese” to classify children and teens’ growing bodies.

At risk for being overweight	BMI-for-age 85 th percentile to < 95 th percentile
Overweight	BMI-for-age ≥ 95 th percentile

A child’s BMI-for-age in the 90th percentile means that, compared to children of the same age and gender, 90% have a lower BMI.

Just the facts—national data.

- 30.3 percent of children ages 6 to 11 are overweight; 15.3 percent are obese.
- 30.4 percent of adolescents ages 12 to 19 are overweight; 15.5 percent are obese.
- More than 300,000 adults and children die from diseases or illnesses caused by poor nutrition and physical inactivity each year, second only to tobacco use.

Just the facts—Indiana data.

- Four states, including Indiana, report that 25 percent or more of the adult population is obese.
- 11.5 percent of Indiana children are overweight, lower than the national average of 13.5 percent.
- 14 percent of Indiana high school students are at risk for being overweight.

What gives?

- Only 2 percent of Indiana elementary school students participate in physical education classes more than twice a week. 61.5 percent of children ages 9 to 13 do not participate in any organized physical activity during nonschool hours.
- Only two semesters of physical education are required during Indiana high school students’ careers.
- 22.6 percent of children ages 9 to 13 do not engage in free-time physical activity.
- 74 percent of Indiana high school students participate in insufficient moderate physical activity (at least 30 minutes daily, 5 days a week).

How does it all add up?

- Each year, obesity-related medical costs in the United States total more than \$117 billion.
- Indiana residents pay \$1.6 billion in obesity-related medical costs annually.

Sources: American Obesity Association, Center for Evaluation and Education Policy, Centers for Disease Control and Prevention, Indiana Department of Education, and National Center for Health Statistics

Produced by the
Community Education and
Child Advocacy Department,
Riley Hospital for Children.

For more information,
call toll-free 1-888-365-2022
or visit our website,
www.rileyhospital.org/kids1st.



Appendix A

Additional Resources

If you need to order ropes or instruction books/DVDs/videos, here are a couple of helpful sites:

Heartbeat Enterprises, Inc.

www.jumprope.com

Ultra Speed Ropes

www.buyjumpropes.net

If you want to learn more about the sport of jump rope around the country, these sites may be of interest::

Indy Air Bears

www.indyairbears.homestead.com

USA Jump Rope

www.usajrf.org

Appendix B

Jump Rope Rhymes

1. Teddy Bear, Teddy Bear,
Turn around. (*Turn around.*)
Teddy Bear, Teddy Bear,
Touch the ground. (*Touch the ground.*)
Teddy Bear, Teddy Bear,
Tie your shoe. (*Hit your shoe.*)
Teddy Bear, Teddy Bear,
How old are you?
1-2-3-4.
2. Cinderella dressed in yellow,
Went upstairs to kiss a fellow.
Made a mistake and kissed a snake;
How many doctors did it take? One...Two...Three...
3. A my name is Alice and my husband's name is Andy and we come from Alabama
and we sell apples.
B my name is Betty and my husband's name is Bob and we come from Buffalo and
we sell bananas.
C my name is Connie and my husband's name is Cornelius and we come from
Cucamonga and we sell cell phones. (*etc.*)
4. I like coffee,
I like tea;
I like (*name of next person in line*)
to come in with me. (*Then the two jump together, the second person saying the rhyme. When the rhyme is done, the first person runs out, and the new person comes in and jumps with the second person.*)

5. *(One person would be jumping and say this:)*

I like coffee, I like tea,

I like *(person's name)* to jump with me.

(That person joins the first person so that two are jumping. Then, the following is said:)

One, two, three, change places, seven, eight, nine, change places. *(Etc. until the pair misses. The two would change from right to left each time they said "change places" and all would keep track of who got the highest number before missing.)*

6. I went downtown,

to see Miss Brown.

She gave me a nickel,

to buy a pickle.

The pickle was sour,

so she gave me a flower.

The flower was black,

so she gave me a smack.

The smack was hard,

so she gave me a card.

And on the card it said:

Little Spanish dancer,

turn around. *(Turn while jumping.)*

Little Spanish dancer,

touch the ground. *(Touch ground.)*

Little Spanish dancer,

tie your shoe. *(Jump on one leg, pretend to tie shoe).*

Little Spanish dancer,

sixty four skidoo. *(Jump/exit rope area).*

7. Last night my boyfriend
took me to the candy store. (*On the word "store," the person turns around to face the opposite direction that she started out on.*)
He bought me ice cream;
He bought me cake;
He brought me home
with a belly ache. (*Turn.*)
Mamma, mamma,
I feel sick.
Call the doctor,
quick, quick, quick! (*Jump on one foot each time you say "quick."*)
Doctor, Doctor,
will I die?
Close your eyes,
and count to 5. (*Turn.*)
1...2...3...4...5... (*On "5," jump out of the rope while the rope turners are still singing.*)
I'm still alive,
and on channel 5!
8. One banana, two banana,
three banana, four;
Five banana, six banana,
seven banana, more!

9. I had a little puppy,
His name was Tiny Tim.
I put him in the bathtub, to see if he could swim.
He drank all the water; he ate a bar of soap.
The next thing you know he had a bubble in his throat.
In came the doctor (*person jumps in*),
In came the nurse (*person jumps in*),
In came the lady with the alligator purse (*person jumps in*).
Out went the doctor (*person jumps out*),
Out went the nurse (*person jumps out*),
Out went the lady with the alligator purse (*person jumps out*).

10. All in together girls;
its fine weather girls.
When is your birthday?
Please jump in.
(*Now, really fast.*)
January, February, March, April, May, June, July, August, September,
October, November, December.
All out together girls;
it's fine weather girls.
When is your birthday?
Please jump out.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14...

11. Oranges, apples in the dish;
How much fruit do you wish?
1, 2, 3 4

12. *(This rhyme was for beginners who could not jump in while the rope was swinging over and over.)*

(Swing the rope back and forth, not over.)

Blue bells, cockle shell,

Easy ivy over.

(Swing rope over head and continue in normal rope swing.)

Oh no, here comes Miss Blackwell,

With her big black stick;

Now it's time for arithmetic.

One plus one is?

(jumper responds) Two.

Two plus two is?

(jumper responds) Four.

Four plus four is?

(jumper responds) Eight.

Eight plus eight is?

(jumper responds) Sixteen.

Now it's time for spelling.

Spell cat.

(jumper responds) C-A-T

Spell dog.

(jumper responds) D-O-G

Spell hot.

(jumper responds) H-O-T

(When the jumper finishes spelling "HOT," swing the rope as fast as possible until they mess up.)

13. Ice cream soda,

lemonade punch.

What's the name

of your honeybunch?

A, B, C... *(The letter you miss on is your sweetheart's initial.)*

14. Down by the river,
down by the sea;
Johnny broke a bottle and blamed it on me.
I told Ma;
Ma told Pa;
Johnny got a spanking,
So ha, ha, ha.
How many spankings did Johnny get?
1, 2, 3... *(Keep counting until the jumper messes up.)*
15. Not last night,
but the night before;
24 robbers came knocking at my door.
As I ran out, *(Run out of the jump rope.)*
they ran in. *(Run back in the jump rope and start jumping again.)*
I asked them what they wanted,
and this is what they said:
Spanish dancer turn around; *(Turn 1/2 turn each time you jump.)*
Spanish dancer touch the ground. *(Touch ground once when you are jumping.)*
Spanish dancer give a high kick; *(Kick in the air once.)*
Spanish dancer get out before you miss. *(Get out of the jump rope.)*
(If you stay in, someone yells "hot potatoes" and then they (the ones holding the rope) start turning the rope real fast, while someone counts to see how many "hot potatoes" you do.)

16. School, school the golden rule;

spell your name and go to school.

(Person spells name and then runs out without touching rope. Then each subsequent turn, the person jumps through the grades. Kindergarten—person just runs through the turning rope; first grade—the person jumps once, saying "first grade" then runs out; and so on, through the 12th grade. The person's turn ends when he/she has tripped on the rope at any time, or when completed through the 12th grade.)

17. All in together, girls *(or boys)*;

we are the back to school girls *(or boys)*.

Jump in when your grade is called. *(Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, etc.)*
(Kids can make up their own categories. Everyone gets a chance to jump. No one is left out. Other categories could include: birthdays, ages, fruit they have eaten today, vegetables they have eaten today, types of exercise enjoy.)

18. I like milk;

I like peas;

I like the apples

And the oranges

You see.

Healthy eating

Makes me

Strong;

So I can go

All day long.

19. *(Sing and do the actions as follows: Rock rope back and forth not completely turning it over.)*

Banana, banana,

banana, split. *(When you say "split," put your feet on either side of the rope.)*

Orange, orange,

orange, crush. *(When you say "crush," step on the rope.)*

Apple, apple,

apple, turnover. *(Start turning the rope in a full circle.)*

(Repeat the song doing the same action. It is a little harder this time as the rope is completely turning.

When you get to the apple line, you say "apple turn under," and go back to swaying the rope.)

Appendix C

Jump Rope Team Session #1

Session 1	
Activity	Time (minutes)
Icebreaker	10
Physical activity learning activity	10
Brainstorm types of physical activity	5
Warm up/Stretches	10
First skill	10
Second skill	10
Practice skills	15
Jump rope rhyme	10
Cool down/Choose team name	10
<i>Total Time</i>	90

Icebreaker

Begin by asking the group, "What can you do really well?" After a brief discussion about some of the team members' talents, provide each of them with three different-colored paper strips. Have each person write a different talent on separate paper strips; then create a mini paper chain with the strips by linking the three talents together. As they complete their mini chains, use extra strips of paper to link the mini chains together to create one long team chain. Have the group members hold the growing chain as you link the pieces together. Once the entire chain is constructed and linked, lead a discussion about what the chain demonstrates. For example, they all have talents; they all have things they do well; together, they have many talents; if they work together, the team can accomplish anything; the team is stronger when they work together than when individuals work on their own. Hang the chain in the room as a constant reminder of the talents they possess and the benefits of teamwork.

Adapted from:

Icebreakers 2000: Getting-to-Know-You Activities for the First Days of School,
www.education-world.com/a_lesson/lesson/lesson196.shtml

Physical Activity Learning Activity

Follow the physical activity lesson plan. Use the PowerPoint or just the information from the PowerPoint.

Brainstorm Types of Physical Activity

Expand on the last activity in the PowerPoint. Have children think of interesting ways to be physically active; write those ideas down as they are mentioned (i.e. jump rope, dancing in their bedroom, walking the dog).

Warm Up/Stretches

Before we start jumping, we need to warm up our muscles. We're going to play follow the leader. Do what I do: "Walk from one side of the room and back, taking long strides. Extend your arm and rotate in a circle, switch and rotate the other arm, repeat five times for each arm. March from one side of the room and back. With your right leg in front of you, wiggle and rotate your right ankle for about 15 seconds and repeat with the left ankle. With your right arm in front of you, wiggle and rotate your right wrist and then with the left."

Adapted from:
Mizzou Athletics Warm-Up Exercises, <http://marrtc.missouri.edu/warmup>

Now let's stretch our muscles:

- Sit with one leg straight and your other leg bent. With your back straight and your head up, slowly lean forward at your waist. You should feel the stretch along the underside of your thigh. Hold the stretch for 10-15 seconds. Repeat the stretch 6-8 times. Switch legs and repeat.
- Sit with one leg bent and crossed over your straightened opposite leg. Twist at your waist away from the bent leg, and slowly pull your bent leg across your chest. You should feel the stretch along the side of your hip. Hold the stretch for 10-15 seconds. Repeat the stretch 6-8 times. Switch legs and repeat.
- Sit with your feet together, your back straight, your head up, and your elbows on the inside of your knees. Then slowly push down on the inside of your knees with your

elbows. You should feel the stretch along the inside of your thighs. Hold the stretch for 10-15 seconds. Repeat the stretch 6-8 times.

- Stand straight with one leg bent. Grasp the foot of the bent leg with your hand and slowly pull your heel to your buttocks. You should feel the stretch in the front of your thigh. Hold the stretch for 10-15 seconds. Repeat the stretch 6-8 times. Switch legs and repeat.

Adapted from:

Running: Preventing Overuse Injuries – “Stretching Exercises”, <http://familydoctor.org/147.xml>

First Skill

Show how to do the basic rope turn with arms and wrists. Follow the guidelines for teaching the Basic Bounce as outlined in the *Jump Kids Jump!* toolkit. Do this activity without a jump rope first. Then add the rope turn skills. As an alternative, place the rope on the floor and roll or jump over it.

Second Skill

Follow the guidelines for teaching the Kangaroo Kid as outlined in the *Jump Kids Jump!* toolkit. Do this activity without a jump rope first. As an alternative, place the rope on the floor and roll or jump over it.

Practice

Practice the Basic Bounce and Kangaroo Kid with jump ropes. Team members can also turn the rope for each other if they are having difficulty doing it alone, or place the rope on the floor and roll or jump over it.

Jump Rope Rhyme:

“A sailor went to sea, sea, sea. To see what he could see, see, see. But all that he could see, see, see. Was the bottom of the deep blue sea, sea, sea.”

Practice doing jumps with the repeating words.

From: "A Sailor Went to Sea," www.kids-and-games.com/games/jump_rope_rhymes/hand_clapping/clap_a_sailor_went_to_sea.htm

Cool Down/Choose Team Name

Discuss how the team members feel about the skills they learned. Choose a name for the team.

Jump Rope Team Session #2

Session 2	
Activity	Time (minutes)
Nutrition learning activity	10
Food pyramid activity	10
Warm up/Stretches	10
Review and practice first and second skills	10
Third skill	10
Practice skills	20
Jump rope rhyme and game	15
cool down	5
<i>Total Time</i>	90

Nutrition Learning Activity

Follow the nutrition lesson plan. Use the PowerPoint or just the information from the PowerPoint.

Food Pyramid Activity

Each person will say what their favorite food is, and then identify which food group(s) that food is from. The team may help if someone gets stuck. Utilize the Food Guide Pyramid handout.

From: MyPyramid for Kids Poster, <http://mypyramid.gov/kids/index.html>

Warm Up/Stretches:

Before we start jumping, we need to warm up our muscles. We're going to play follow the leader, do what I do: "Walk from one side of the room and back, taking long strides. Extend your arm and rotate in a circle, switch and rotate the other arm, repeat five times for each arm. March from one side of the room and back. With your right leg in front of you, wiggle

and rotate your right ankle for about 15 seconds and repeat with the left ankle. With your right arm in front of you, wiggle and rotate your right wrist and then with the left.”

Adapted from: Mizzou Athletics Warm-Up Exercises, <http://martrc.missouri.edu/warmup>

Now let’s stretch our muscles:

- Sit with one leg straight and your other leg bent. With your back straight and your head up, slowly lean forward at your waist. You should feel the stretch along the underside of your thigh. Hold the stretch for 10-15 seconds. Repeat the stretch 6-8 times. Switch legs and repeat.
- Sit with one leg bent and crossed over your straightened opposite leg. Twist at your waist away from the bent leg, and slowly pull your bent leg across your chest. You should feel the stretch along the side of your hip. Hold the stretch for 10-15 seconds. Repeat the stretch 6-8 times. Switch legs and repeat.
- Sit with your feet together, your back straight, your head up, and your elbows on the inside of your knees. Then slowly push down on the inside of your knees with your elbows. You should feel the stretch along the inside of your thighs. Hold the stretch for 10-5 seconds. Repeat the stretch 6-8 times.
- Stand straight with one leg bent. Grasp the foot of the bent leg with your hand and slowly pull your heel to your buttocks. You should feel the stretch in the front of your thigh. Hold the stretch for 10-15 seconds. Repeat the stretch 6-8 times. Switch legs and repeat.

Adapted from:
Running: Preventing Overuse Injuries – “Stretching Exercises,” <http://familydoctor.org/147.xml>

Third Skill

Follow the guidelines for teaching the Countdown as outlined in the *Jump Kids Jump!* toolkit. Do this activity without a jump rope first. As an alternative, place the rope on the floor and roll or jump over it.

Practice Skills

Practice the Basic Bounce, Kangaroo Kid, and Countdown with jump ropes. Team members can also turn the rope for each other if they are having difficulty doing it alone, or place the rope on the floor and roll or jump over it.

Jump Rope Rhyme and Game

“Teddy Bear, Teddy Bear, turn around,
Teddy Bear, Teddy Bear, touch the ground
Teddy Bear, Teddy Bear, show your shoe
Teddy Bear, Teddy Bear, that will do!
Teddy Bear, Teddy Bear, go upstairs—
Teddy Bear, Teddy Bear, say your prayer—
Teddy Bear, Teddy Bear, turn out the lights—
Teddy Bear, Teddy Bear, say good-night!”

Practice jumping when “teddy bear” is said, as well as doing the activities mentioned in the rhyme. See if they can be creative and work together to act out the rhyme as they jump.

From: “Teddy Bear,” www.gameskidsplay.net/jump_rope_rhymes/jump_teddy_bear.htm

Cool Down

Walk around, stretch. Discuss how the team members feel about the skills they learned.

Jump Rope Team Session #3

Session 3	
Activity	Time (minutes)
Calcium learning activity	15
Warm up/stretch	10
Review and practice skills	15
Fourth skill	10
Practice skills	15
Jump rope rhyme and game	20
Cool down	5
<i>Total Time</i>	90

Calcium Learning Activity:

Follow the calcium learning plan. Use the PowerPoint or just information from the PowerPoint.

Warm Up/Stretches:

Before we start jumping, we need to warm up our muscles. We're going to play follow the leader. Do what I do: "Walk from one side of the room and back, taking long strides. Extend your arm and rotate in a circle, switch and rotate the other arm, repeat five times for each arm. March from one side of the room and back. With your right leg in front of you, wiggle and rotate your right ankle for about 15 seconds and repeat with the left ankle. With your right arm in front of you, wiggle and rotate your right wrist and then with the left."

Adapted from: Mizzou Athletics Warm-Up Exercises, <http://marrtc.missouri.edu/warmup/>

Now let's stretch our muscles:

- Sit with one leg straight and your other leg bent. With your back straight and your head up, slowly lean forward at your waist. You should feel the stretch along the underside of your thigh. Hold the stretch for 10-15 seconds. Repeat the stretch 6-8 times. Switch legs and repeat.
- Sit with one leg bent and crossed over your straightened opposite leg. Twist at your waist away from the bent leg, and slowly pull your bent leg across your chest. You

should feel the stretch along the side of your hip. Hold the stretch for 10-15 seconds. Repeat the stretch 6-times. Switch legs and repeat.

- Sit with your feet together, your back straight, your head up, and your elbows on the inside of your knees. Then slowly push down on the inside of your knees with your elbows. You should feel the stretch along the inside of your thighs. Hold the stretch for 10-15 seconds. Repeat the stretch 6-8 times.
- Stand straight with one leg bent. Grasp the foot of the bent leg with your hand and slowly pull your heel to your buttocks. You should feel the stretch in the front of your thigh. Hold the stretch for 10-15 seconds. Repeat the stretch 6-8 times. Switch legs and repeat.

Adapted from: Running: Preventing Overuse Injuries – “Stretching Exercises,” <http://familydoctor.org/147.xml>

Review and Practice Skills

Review the Basic Bounce, Kangaroo Kid, and the Countdown. Take time to practice before moving on to the fourth skill.

Fourth Skill

Follow the guidelines for teaching Jump a Square as outlined in the *Jump Kids Jump!* toolkit. Do this activity without a jump rope first. As an alternative, place the rope on the floor and roll or jump over it.

Practice Skills

Practice the Basic Bounce, Kangaroo Kid, Countdown, and Jump a Square with jump ropes. Team members can also turn the rope for each other if they are having difficulty doing it alone, or place the rope on the floor and roll or jump over it.

Jump Rope Rhyme and Game

“Miss Mary Mack, Mack, Mack
All dressed in black, black, black.
With silver buttons, buttons, buttons
All down her back, back, back.
She asked her mother, mother, mother
For fifty cents, cents, cents.
To see the elephant, elephant, elephant
Jump the fence, fence, fence.
He jumped so high, high, high
He touched the sky, sky, sky.
And didn't come back, back, back
Till the fourth of July, July, July.”

Practice jumping to the rhymes learned so far. Use the repeating words as cues to jump. See if anyone can do all the jumps without a miss.

From: “Miss Mary Mack,” www.gameskidsplay.net/jump_rope_rhymes/jump_miss_mary_mack.htm

Cool Down

Walk around, stretch. Discuss how the team members feel about the skills they learned.

Appendix D

Jump Rope Journal for _____

KANGAROO KID

COUNTDOWN

Date	# of Attempts	Misses Y/N		Date	# of Attempts

JUMP A SQUARE

ENDURANCE

Date	How many squares?		Date	How long w/o misses?

SPEED JUMPS

CRISS-CROSS

Date	How many jumps?		Date	How many?

Appendix E

Bone Demonstration

Materials:

glass jar, vinegar, 2 chicken legs or thigh bones (clean of any meat), jar with tight sealing lid

Directions:

1. Soak one chicken bone in vinegar for one week.
2. Show students the bone that was soaked in vinegar and the one that was not soaked.
3. Show students the difference of how the bones sound when tapped on a table.
4. Let students feel both bones.

Discussion:

The vinegar contains an acid that dissolves the calcium from the chicken bone. Without calcium bones become weak and lose their hardness. As people age, they may lose their stored calcium in their bodies that help keep their bones strong and healthy. As a result their bones become less dense and weak.

Appendix F

Pre-Test

Instructions:

- Do not put your name on this test.
- Write in your age: _____
- Circle the response you think is correct.

1. Calcium is found in the bones and teeth? True or False
2. Calcium helps to keep bones from breaking? True or False
3. Exercise will make your bones weak? True or False
4. Osteoporosis is a disease of the tongue? True or False
5. Which type of food contains calcium?
 - a. soda
 - b. cheese
 - c. Tootsie roll pops
 - d. chicken
6. Which of the following can increase your chance of getting osteoporosis?
 - a. a diet low in calcium & vitamin D
 - b. getting older
 - c. smoking
 - d. All answers are correct.

Appendix G

Post-Test

Instructions:

- Do not put your name on this test.
- Write in your age: _____
- Circle the response you think is correct.

1. Calcium is found in the bones and teeth. True or False
2. Calcium helps to keep bones from breaking. True or False
3. Exercise will make your bones weak. True or False
4. Osteoporosis is a disease of the tongue. True or False
5. Which type of food contains calcium?
 - a. soda
 - b. cheese
 - c. Tootsie roll pops
 - d. chicken
6. Which of the following can increase your chance of getting osteoporosis?
 - a. a diet low in calcium and vitamin D
 - b. getting older
 - c. smoking
 - d. All answers are correct.

Appendix H

Answer Key (Pre-Test and Post-Test)

Instructions:

- Do not put your name on this test.
- Write in your age: _____
- Circle the response you think is correct.

1. Calcium is found in the bones and teeth. True or False

2. Calcium helps to keep bones from breaking. True or False

3. Exercise will make your bones weak. True or False

4. Osteoporosis is a disease of the tongue. True or False

5. Which type of food contains calcium?

- a. soda
- b. cheese
- c. Tootsie roll pops
- d. chicken

6. Which of the following can increase your chance of getting osteoporosis?

- a. a diet low in calcium and vitamin D
- b. getting older
- c. smoking
- d. All answers are correct.

Appendix I

Program evaluation for leaders

Do not put your name on this survey. The results of this survey will help us determine the success of the program.

Please circle appropriate rating.

Excellent =5 Good=4 Average=3 Fair=2 Poor=1

Nutrition Session

Objectives were met	5	4	3	2	1	
Overall organization of presentation	5	4	3	2	1	
Delivery of information		5	4	3	2	1
Knowledge level of instructor	5	4	3	2	1	
Information easily understood	5	4	3	2	1	

Part of presentation most effective:

Suggestions for improvement:

Additional comments:

(continued)

Please circle appropriate rating.

Excellent =5 Good=4 Average=3 Fair=2 Poor=1

Physical Activity Session

Objectives were met	5	4	3	2	1
Overall organization	5	4	3	2	1
Delivery of instruction	5	4	3	2	1

Comments:

Thank you for your participation!