



Jump Fit Framework: Skipping through PSI & PSR (THEME: Instructional Module Approach)

RESOURCES & BACKGROUND INFORMATION

The PSI skipping module is designed to allow each student to progress at his or her own pace through a sequence of prescribed learning tasks. Every skipping practice and assessment includes information on technique, teaching points, common errors and assessment criteria. The key is that the teacher does not provide the information to the students in person; students must read from the booklet or watch the DVD clips instead. For this module the teacher should have plenty of class time to interact with students giving one to one instruction. As a student completes a learning task to its stated performance criteria, he/she moves on to the next one in the booklet without depending on the teacher for permission or direction.

PSI is a unified plan; there are no daily lesson plans. Students' progress individually through the sequence of learning tasks, simply beginning where they left off in the previous one. For this module it is recommended that the teacher checks each pupil's booklet before the next lesson to monitor progress, set targets and give rewards where due.

The design of this module is to encourage students to be independent learners and at the same time allow the teacher to use high interaction rates with students who need it physically and socially. PSR is interwoven within this module also. The idea behind PSR is that much of the content also allows students to practice and learn how to take responsibility for themselves and others. There are many opportunities to do so throughout the Jump Fit program

For the purposes of this scheme of work various skipping skills will be explored, practiced and assessed immediately after learning. Pupils will progress through their booklet, practicing each new skill to the greatest of their ability. There will be an option of a difficult or easy assessment to allow participants progress at a steady rate. Pupils will watch video clips of all the skipping skills and then develop their own skills to move forward. All pupils will be aware of their role in the lesson from reading and studying the booklet carefully. The teacher will focus on pupils who need assistance or are having behavioural problems. Pairs will work together to do video analysis, partner checked assessments and perform tasks together as instructed from the booklet. The majority of lessons will focus on skill progression and taking responsibility to perform tasks. As the pupils progress they may need to take time to focus on the written work of their booklet and plan for their tasks. All pupils will take their own attendance at the beginning of the lesson and rate their effort of participation at the end of the class. As the teacher you must interact with students for learning and motivation, not to manage the class.

Students will be encouraged to practice skipping outside of class to aid preparations for the next lesson with guidance from the class teacher. They will also be encouraged to involve a parent/guardian in their practice.



Class Context

Class: 5th year, 6th year; class duration 1hr; lessons 1 dbl per week; 16 classes in total; Pupils have had some experience of skipping in Transition year. The 6th year class have completed the dance through sports education model last year

PE Module: Skipping, Instructional Model Approach (PSI &PSR)

Equipment: MP3 players, DVD,Projector ,CDs, posters, skipping ropes, Skipping booklets

Class Format: Individual and pair work

Culminating Event: “Skip Across” Concert, Awards ceremony

Instructional Models: Personalised System of Instruction, Personal, Social Responsibility

SKIPPING CONTENT: Students will practice Two- Foot Jump skills, One –Foot Jump Skills, Multiple Under, Arm skills and a variety of conditioning skills

ASSESSMENT: peer assessment, mastery assessment, video analysis, Gold, Silver, Bronze Awards

TASKS: individual practice, written tasks, teacher observed practical tasks, level 5 PSR tasks

NUMERACY & LITERACY: use of key words, speaking & listening, reading, feedback written and oral. Counting repetitions, composition of footwork routines, measurements in testing

This scheme of work demands that students work in pairs and groups. The tasks that are set to encourage listening skills, ability to analyse technique, compromise and make decisions. It is about building confidence and being more responsible for yourself and others.

TEACHING AND LEARNING: Increase pupils vocabulary by allowing time in the lessons to do video analysis. Select work to illustrate a specific idea and focus the attention of the observers on a particular point – good technique, common errors, observation of perfect model, undertaking tasks inside and outside of school, coordination, responsible and independent learners. Pupils are awarded for their efforts at the end. Lots of praise should be given especially to those who are progressing at a slower rate.

Reflection is essential to encourage positive participation and for learners to think about their own performances in each lesson, observing and understanding the techniques in skipping.

MUSIC: Teacher provides a selection of music for each lesson depending on the themes..However students who have met their weekly targets may compile a playlist for a lesson

Jump Fit, PSI & PSR

Aim

- To stimulate interest in skipping and develop a lifelong commitment to the practice of health, physical activity and personal responsibility.

Objectives

By the end of the unit pupils should know/ be able to:

- Perform one/ two Foot and multiple skipping skills
- Analyse self and peer videos and give appropriate feedback
- Learn the proper mechanics of skipping to do it in a safe manner
- Developing greater aerobic capacity so that rope-jumping duration can continue to be increased without undue fatigue.
- Increasing rope-jumping speed to achieve greater overall fitness benefits.
- Work cooperatively and responsibly with their peers
- Evaluate – making observations about own and others' performance
- Work independently of the teacher during PE class

UNIT OF WORK – PSI is a complete unit of work so there is no need for lesson plans. Students will be expected to pick up from where they left off the previous week. On the next page you will find a sample of what your 10-week program might look like.

STRUCTURE – Teacher will give a clear overview of how the module begins and where it should end. Pupils will all take part in the culminating event regardless of where they finished in the booklet.



STRUCTURE OF Jump Fit Module: PSI and PSR through Skipping ,Jump Fit

Focus	Learning Activities
1 Lesson 1 Introduction to PSI & PSR, Jump Fit booklet Introduction to skipping skills, overview of whole module	<ol style="list-style-type: none"> 1. Explanation of instructional models, booklets, pupils roles ,teachers role 2. Overview of the unit plan, class policies (PowerPoint, lesson 1 intro) 3. Introduction to skipping skills (videos), “wow” factor 4. Booklets handed out, explained, Q&A
2 Lesson 2 Rope measurement & sizing Fitness testing/skipping ability tested	<ol style="list-style-type: none"> 1. Read & view(DVD) sizing of rope 2. Measuring Fitness & charting progress for begin to skip 3. Record all results in booklet
3 Lesson 3 Beginning to skip Posture, wrist action, and jumping technique Two –Foot Jump skills	<ol style="list-style-type: none"> 1. Warm – up, teacher led, or chose from booklet 2. Watch video technique of Two- Jump with no rope, add wrist action, then rope 3. Practice, perform & assess 4. Teacher wrap up lesson, praise and highlight students who have worked well, positive behaviour (every lesson)
4 Lesson 4 Video analysis, feedback and reflection Goal setting for the next few weeks Rewards give for pupils who met targets	<ol style="list-style-type: none"> 1. Warm up – Long Rope/pair rope 2. Take video analysis task with partner 3. Fill in goal setting sheet 4. Continue with two foot jump skills 5. Rate participation & effort at end of every lesson
5 Lesson 5 Continue with Two-Foot Jump skills and begin conditioning skills also Work responsibly in a pair	<ol style="list-style-type: none"> 1. Warm - up 2. Practice & assess skills with partner 3. Take mastery task, teacher checked 4. Refer to resources, DVD, posters, booklet
6 Lesson 6 Develop technique by taking part in conditioning skills. Take time to do written tasks Some pupils may be on one-foot skills	<ol style="list-style-type: none"> 1. Refer to video for conditioning skills 2. There will be some students progressing to one – foot skills 3. Practice, perform & assess 4. Reinforce positive behaviour & independent learning
7 Lesson 7 Practice & perfect, prepare assessments for jumping skills Up skill with arm skills – Video assessment	<ol style="list-style-type: none"> 1. Teams prepare for “Skip Across” 2. Info on the concert & expectations 3. Practice & improve quality of skipping

	with partner	<ol style="list-style-type: none"> 4. Take time to do written tasks 5. Continue with video analysis 6.
8	<p>Lesson 8</p> <p>Advanced one-foot skills</p> <p>Conditioning skills</p> <p>Continue with previous weeks analysis</p>	<ol style="list-style-type: none"> 1. Pupils practice intermediate and advanced footwork skills before progressing to conditioning skills 2. Composition Task for one & two foot skills
9	<p>Lesson 9</p> <p>Intermediate/Advanced Conditioning skills</p> <p>Fun Activities</p> <p>Prep for Gold standard pupils</p>	<ol style="list-style-type: none"> 1. Pupils who are motivated and doing well practice conditioning skills, option to do long rope or pair work also 2. Prep for Gold Tasks, organised in advance
10	<p>Lesson 9</p> <p>Gold Tasks</p> <p>Continuation of jumping skills</p> <p>Fitness testing</p>	<ol style="list-style-type: none"> 1. Measurement of skills and fitness 2. Completion of booklets 3. Preparation and information for "Skip Across" event. Reflect, reward and praise .

References & Resources



- www.jumprope.com Based in Canada.

Jump Rope for Fitness and Conditioning with accompanying DVD\$20

Includes over 70 skills and drills (all referenced video clips are from this DVD)

Jump 2b fit – ACTIVITIES CHALLENGES FOR KIDS

Skipping ropes, all lengths, (expensive to ship)

- www.jumpkidsjump.org

JUMP KIDS JUMP MOVEMENT – Recreation Based Curriculum, free download of booklet and DVD

- www.punkrope.com

Instructional material and DVD, lots of ideas for younger pupils

Sell ropes of all lengths

- www.skip-hop.co.uk

Great variety of skipping ropes available to buy in bulk.

- www.bbc.co.uk/schools/gcsebitesize/pe/

Great ideas for video analysis and leaders tasks

- www.jumpropevideos.com

Impressive video clips of world championship skipping

- **INSTRUCTIONAL MODELS for Physical Education** – Second Edition Metzler

In depth explanations of instructional models



Points to remember when planning

- Prepare booklets well in advance. Ensure you have a specific box that they will be placed in at the end of every lesson
- The explanation of the module in Lesson 1 is vital to the success of the Jump Fit program. Students will have little or no questions for you in week two if you have covered all the areas. Use PowerPoint lesson 1 for guidelines
- The teacher should have a good level of skipping skills to motivate students with the tasks. Impress them!
- PSI Assessments – Emphasise that pupils only take a difficult or easy assessment, not both
- Have awards ready for the final week, certificates, medals
- Cross Curricular – Plan the culminating event well in advance. Get other teachers classes involved in the preparation of the event. Try and make it a community event by involving parents, relations and pupils from other schools, e.g. Ty mini company, Geography to map the route
- Culminating events – Skip Across Ireland, Skip to a million!
- Ensure you have sent out the video permission slip at the beginning of the module so parents are aware of the lesson content
- Get pupils used to the routine of the class, collecting booklets, warming up, practice and assessments, gather at the end to reflect and fill in participation levels from that day
- Both teacher and students need to be aware of their roles in the lesson. These are highlighted at the beginning of the booklet
- Do check booklets weekly and set targets for pupils. They will be motivated by the rewards you have given
- Allow time for students to have fun with the long ropes and the partner ropes. Some pupils will tire of the assessments while others will be dedicated to move on to complete the booklet
- Contact the local primary school to set up Gold Task link person
- Identify an after school club that level 5 volunteers may take part in
- Encourage all pupils to skip at home and get family involved for the final event, make it a community event



Differentiation

This Sport Education unit was developed for 5th and 6th year students. All varying in ability, attitudes and personalities. Depending on your own group you will need to adapt the lessons to suit your class. This unit can be successful depending on:

- Facilities – what size area do you have to work in? You may need to share one rope between 2/3
- Equipment – Teacher needs to have a CD player, MP3 player. Ideally one pupils should have one rope each but it will work equally well with a smaller number of ropes
- Previous experience – If pupils have skipping experience they will progress quicker with the tasks. Those who have very low ability may get de-motivated when they see others progress. You can also use these students as assessors if they are not willing to get involved

To differentiate/simplify

- Teacher can lead the first few lessons of the Jump Fit module until pupils are responsible enough to work on their own. The teacher may work with a small group while the others progress with the booklet. When the participant shows signs of positive behaviour, responsibility then they may work with a partner
- Divide the booklet into 3 awards. Cut and paste the activities and compile booklets suited to your class, leave out the Gold and or silver awards
- Use a different instructional model to suit your class. Use the PSI booklet as a teaching guide for you to lead the class, reading the material with the class but maybe transfer the focus to the HRE model
- Allow pupils to use their smart phones to make videos and use them also as stop watches.
- Keep it simple – plan for your own class and their ability. Set realistic goals for the them to achieve
- Add more fun games with the long rope and the pair rope skills. Students will enjoy working and “playing” with others. (conditioning drills or fun games as in booklet)
- There are easy and difficult assessments throughout, pupils have a choice
- Take the focus of the skill assessment and focus on PSR. Displaying positive behaviour, participating in class without causing trouble. Have a reward system in place for this also



Focus on PSR for a Challenging Class

1. There are multiple opportunities for students to practice positive decision making. Success and failure will provide these.
2. Integration – Maintain a connection between the physical activity content and the learning of personal and social responsibility. Do this by engaging students in tasks that provide an opportunity for learning and practicing responsibility
3. Transfer – move students from being responsible in class to outside the class. Get pupils to pick a skipping buddy inside and outside of school that will take part in the jump fit programme also. The buddy can attend the culminating event also. Join an after school club, coach in a primary school setting (level5)
4. Empowerment – Take charge of what happens in their lives, they are in charge of much of what happens. Recognize self determination.
5. Teacher – student relationship : Be honest, learn to trust each other so they can work alone or with a partner, communicate in a positive way, solve problems and move on, use a sense of humour
6. Primary GOAL – What is the primary goal here/now?
7. Getting Better – “making better positive decisions and taking more positive actions that affect individual students and those around them” Metzler 2005.
8. Managerial Control – The booklet will lead the lesson, you now will have time for one and one with students who are having problems with the physical activity and also behavioural problems
9. Task Presentations – If there are problems during the activity the teacher needs to stop the class – what level of behaviour is this? How can we move on?
10. Engagement Patterns – The lesson can be teacher led to a small group, other can continue with the booklet. The problem group can continue step by step until they are ready to continue on their own again
11. Instructional Interaction – Teacher will have time to work with students who are having problems with behaviour and performance. How can the problem be solved? Teacher can help students to see what they are doing wrong. How does it affect the class? Their life?
If they set a target, how can it benefit them socially and physically and those around them? Working with peers, meeting new people, working with family, a new lifestyle.
. E.g. Fitness for 3 weeks in a row, nutrition plan – food diary for a week, interact with the others in the class

12. Pacing – When is it time to move on to the next level? Students must show consistent pattern of positive decisions and actions. The Teacher needs to monitor the booklets. Below are examples of what pupils might be capable of at each level
- Level 2 - Partner skipping, signing off a task by a peer instead of the teacher
- Level 3 – Signing off for others in the class, buddy skipping
- Level 4 – Mastery signature, a student that has progressed well in the booklet and with tasks
- Level 5 – Primary School coaching, Volunteering, focusing on a nutritional diary.

Transfer of Levels...moving on up



Level 1 – Five clean days plan, or two clear doubles, pupils has not been in trouble, beginning to practice working alone

Level 2 – Rate your Participation (booklet), group pupils who picked similar levels for next week’s lesson. They can partner up with someone from that had the same level
Self choice of activity – if the pupils participated in a positive way, give them 10 minutes of long rope time or another activity of their choice

Level 3 – Pupils are on task, working independently of the teacher the majority of the time, they are using the booklet to progress without the teacher’s instruction
Completion of the Goal Setting page – Lose weight, increase activity levels each week, keep a food diary, eat well, get involved in an after school club, increase my “clean days”. Have talk time at the end of each lesson with pupils who are on levels 1, 2 &3

Level 4 – Working well in pairs, observing others perform, giving constructive criticism of errors. Signing off tasks correctly.
Pupils are ready for leader level 5. They can begin by teaching their own peers who are still learning earlier skills.

Level 5 – Community Volunteer, in school coach, primary school leader, class leader