

“Straddle”-Jump Bands

by

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Grade Level: K-12

National Standards:

#1: #2: #3: #4: #5: #6:

Learning Objectives:

- The student will practice various jumping techniques with two feet.
- The student will practice various jumping techniques with one foot.
- The student will work cooperatively in a group and maintain proper personal responsibility.
- The student will use proper social support.

Space Needed:

- A large, flat area is best such as a cafeteria, blacktop, or gym.

Equipment & Materials Needed:

- One (1) set of jump bands per group of students.
- One (1) set of jump band task cards per group of students.
- Jump music (optional).
- CD player (optional).
- Chalk for marking steps (optional).

Set-Up:

- Pre-arrange groups of students in three's (triad) or four's (foursome).
- Lay out one (1) set of jump bands per group of students.
- Mark foot positions on ground with chalk (optional).
- Place the jump band task cards next to each group's area.

Description of Learning Activities:

- Groups choose who will be the “Enders” and who will be the “Centers” first.
- Enders shall loop the ends of the jump bands around their ankles; be sure the jump bands are straight across from one Ender's foot to the other Ender's foot (not twisted).
- Enders should begin with their feet spread out wide-“straddled”.
- Enders' pattern is: “out-out, in-in”; double jump/bounce with legs spread wide; double jump/bounce with both feet

together.

- Enders need to follow the same rhythm, together.
- Teacher should direct Enders to practice their jumping and get their rhythm, for a few minutes.
- Centers begin with both feet inside the jump bands.
- Centers' foot pattern: double jump/bounce inside the jump bands; double jump/bounce outside the jump bands, straddling them (each foot on opposite sides of the jump bands); repeat, two inside, two outside (straddled).
- Enders stand straddled, not moving to allow the Centers to practice their jump sequence through the jump bands.
- Enders begin their sequence (out-out-in-in) and continue this pattern/rhythm throughout the "dance".
- Centers stand prepared to begin; they begin their sequence at the same time the Enders begin.
- It is best to have one student in the group be the leader to signal when the Enders begin and when the Centers begin.
- Repeat series so each student has the opportunity to practice being both an Ender and a Center.

Authentic Assessment:

- Teacher observation of students' social support and group cooperation working with their partner.
- Students give themselves an assessment regarding how they interacted with their group.
- Instructor may use a skills checklist to determine skill level of each student: jumping sequence; jumping technique; pattern; rhythm.