PART 3: TEACHING SKIPPING IN SCHOOLS

This section includes:
Introducing skipping to a group
Teaching a new skill
Organisation tips for skipping lessons
Skipping circuits
Designing routines
Planning a skipping lesson
Skipping lesson structure
Lesson plan format
Sample lesson plans
Young leaders’ handout
Beyond the curriculum
Out-of-school physical activity clubs

The following pages contain several tips to consider when first introducing skipping to children and young people.

Visit bhf.org.uk/jumpzone for further information.
Everyone can be excellent at being physically active
1. Skipping is an excellent form of aerobic physical activity at which every young person, whatever their ability, can be successful.
2. Tasks set should be realistic so that every young person can achieve at their own level.

Start off slowly
3. To start with only allow pupils to skip continuously for short periods of time.

Begin with the basics, and progress gradually
4. Start by teaching the basic two-foot skills to build muscle strength and aerobic stamina. Some pupils will find it easier to begin with a Two Foot Rebound Jump.
5. Progress to the Two Foot Single Jump, and basic two-foot skills, eg, Twister.
6. Introduce some partner and group activities to add variety.

Allow frequent brief rest periods
7. Build these into every session.
8. Allow pupils to take additional rest periods when necessary.
9. Rest periods are likely to become less frequent as stamina levels develop and skipping becomes more comfortable.
10. Even competent skippers need rest breaks to ensure that their enthusiasm does not lead to injury.

Offer a variety of activities
11. Encourage pupils to progress at their own rate with provision made for pupils to revisit skills and activities where more practice is needed.
12. There are many skipping skills and rope swinging ideas, which can be practised individually, with a partner, or in a group, with short ropes, long ropes or a combination of both.
13. Many skills are simple enough for the beginner to gain immediate satisfaction, yet there are plenty more, including combinations of skills, which will challenge even the most able skippers.

Encourage good skipping technique
14. This is to ensure that pupils adopt a technique that is both safe and doesn’t result in personal injury.
15. It will also enable them to progress onto more advanced skills and activities.

Make it fun
16. Skipping sessions should take place in a fun, positive learning environment in order to retain pupils’ interest, enthusiasm and to develop and improve their skipping skills.

General inclusive guidelines
17. Consider every pupil’s individual need. Adapt or modify the activity so that it matches the pupil’s ability, providing both a challenge and the likelihood of success.
18. Encourage a ‘buddy’ system where the pupils learn to help and support each other.
19. Provide support where necessary. This may be in the form of peer or adult assistance, oral or visual cues or adapted equipment.
20. Focus on what the pupil can do, rather than focusing on what they cannot do.
After warming up always give pupils a few minutes to practise the basic skills learnt in previous sessions. New skipping skills are best introduced one at a time, and should progress naturally from what the pupils can already do. Always encourage pupils to return to a skill they are more competent with if frustration starts to set in!

A teacher or skilled pupil can demonstrate the complete skipping skill and then teach the move in progressive stages, thinking about the different movement skills that make up some of the more complex skills.

The Skipping Skills videos, available at bhf.org.uk/jumpzone, can be shown the skills that they will spend time practising during their next practical session.

**Learning from peers**

Pupils can learn a lot by working with their peers. Observing each other and giving constructive feedback gives pupils the opportunity to share ideas, evaluate and then improve their technique.

**Remember**

- Pupils can start by practising the skipping skills without a rope.
- The next stage is for pupils to turn an imaginary rope whilst performing the skipping skill, keeping elbows in at waist level close to the sides of the body and perform small circular turning actions with the lower arms, keeping the wrists firm.
- When confident, pupils can turn a rope at their side getting it to clip the floor in time with their jumping actions (see illustration below). Initially hold the rope in the dominant hand, but also encourage pupils to try turning the rope in their non-dominant hand.
- When the rope is added, the pupil should perform the skipping skill slowly at first and gradually increase the speed.
- Pupils should always start off with a few basic jumps before attempting the whole move.
- The skipping skill can be integrated so the pupil skips a few basic jumps, then performs the new skill, then skips a few basic jumps, then stops.

**Break down the skill**

1. No rope
2. Imaginary rope
3. Rope turning at side (see Fig. 9)
4. Full rope turning plus skill

![Fig. 9](image-url)
DO

Organise a number of different tasks
For example, these could be single rope skill practices, long rope work and a group or pairs activity working on developing a skipping routine. By setting up a number of different activities, where not all pupils will be involved in skipping at the same time, less space will be required. The teacher can focus on working with a group learning a new skill, whilst other pupils work independently in small groups on other activities.

Avoid activities where pupils have to line up
For example, large groups working with one long rope. By setting up smaller groups and a variety of different activities, all pupils can be actively involved in the session, even when space is limited.

Set up activities for children to work in pairs
Pupils working in pairs can share a rope so that only one child is skipping at any one time. They can adopt a ‘buddy’ style of teaching where one pupil focuses on a particular technical aspect of their partner’s skipping and can observe and feedback to their partner, before swapping roles. This is a beneficial activity for pupils because it allows them to:

• work independently and adopt the role of a coach
• improve their own skipping technique by focusing on the technical aspects of someone else’s skipping.

Set up a skipping circuit
Ideas for skipping circuits are on the following pages.
Skipping circuits allow pupils to try out a variety of different activities in a short space of time, are great fun and can be repeated on a regular basis. A circuit can include a number of stations where pupils participate in a particular activity for a set amount of time, before moving on to the next station. Not all stations have to include skipping ropes and it is advisable to include a mixture of high impact jumping activities with low impact rope swinging activities. The latter will help to reduce the risk of injury through continuous jumping. By varying the activities in the circuit from time to time, interest can be easily maintained.

The stations can be arranged so that the children alternate between:

**Upper body and lower body movements**
- Station one: Jumping Jax
- Station two: Cross Overs

**Jumping skills and then low or non-impact activities**
- Station one: Basic two foot jumping
  - Station two: Wiggly Snakes and Wavy Seas
  - Station three: Alternate foot jumping with rope

**Easy and then harder challenges**
- Station one: Heel Tap
  - Station two: Can Can
  - Station three: Marching and Side Swing

**Skipping skills and multi-skills activities**
- Station one: Two Foot Single Jump
  - Station two: Bouncing a ball on a racket

Other factors to consider when setting up a circuit include:

- Timing – how long will the children spend at each station?
- Changing stations – do the children know which way to move around the circuit? How will they know when to change?
- Number of stations – this will depend on space, the size of the group and amount of equipment available
- Age and ability of children – having easier and harder options at each station.
- Time to set up and pack away the circuit – what roles can the children play in this?
Examples of skipping circuits

**Group size:** Around 30 (groups of 5)

**Circuit focus:** Individual skills but working in small groups

### 5-7 years: 1:1 circuit (alternating between jumping and low impact activities)

<table>
<thead>
<tr>
<th>Station no.</th>
<th>Easier</th>
<th>Harder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marching and Side Swing</td>
<td>Marching and Side Swing with non-dominant hand</td>
</tr>
<tr>
<td>2</td>
<td>Jumping in the middle of a rope circle</td>
<td>Jumping in and out of a rope circle</td>
</tr>
<tr>
<td></td>
<td>(or hoop)</td>
<td>(or hoop) side to side</td>
</tr>
<tr>
<td>3</td>
<td>Wiggly Snakes and Wavy Seas</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Two Foot Rebound Jump</td>
<td>Two Foot Single Jump</td>
</tr>
<tr>
<td>5</td>
<td>Walking the Tightrope – forwards up one side</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of a rope and backwards down the other side</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Jumping Jax (no rope)</td>
<td>Jumping Jax (with rope)</td>
</tr>
</tbody>
</table>

### 7-11 years: 2:1 circuit (two high impact stations followed by one active rest station)

<table>
<thead>
<tr>
<th>Station no.</th>
<th>Easier</th>
<th>Harder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Slalom (side to side jump) over a rope on</td>
<td>Slalom along a rope on the floor</td>
</tr>
<tr>
<td></td>
<td>the floor</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Marching on the spot with cross over arm</td>
<td>Two Foot Single Jump with cross overs</td>
</tr>
<tr>
<td></td>
<td>action (no rope)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Pass the rope under the leg, to the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>opposite hand</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Alternate Foot Jump</td>
<td>Heel Tap</td>
</tr>
<tr>
<td>5</td>
<td>Two foot rebound or single jump with rope</td>
<td>Front to Back Half Turns</td>
</tr>
<tr>
<td></td>
<td>moving backwards</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Alternate Side Swings</td>
<td>Marching on the spot and Alternate Side Swings</td>
</tr>
</tbody>
</table>
Designing and perfecting routines can be great fun and are an ideal way of developing creativity and building self-esteem. Because the pupils are absorbed in the activity they are clocking up essential active minutes without even thinking about it!

It is worthwhile if time can be set aside for sharing ideas. Pupils can demonstrate the skills they have learnt and teach each other their own ideas.

Skipping routines are an excellent addition to the Jump Off event and are always very popular at school fetes and health days. Many pupils are very keen to perform at school assemblies, parents’ evenings and at neighbouring schools.

Not all children will want to perform their routine, but will still enjoy the creative process and working with other pupils.

**General guidelines:**

- Start off simple. Simple well executed routines are far better than more complicated ones with many mistakes.
- The complexity of the routine should be determined by the age and skipping ability of the pupils.
- Practise new skipping moves/combinations without a rope. Pupils can then practise performing the routine in time with a partner and then in small groups.
- Focus on perfecting one section of a routine at a time.
- Encourage pupils who make a mistake to keep their feet moving in time with the rest of the group and to pick up the routine once they have untangled their rope.
- Encourage creativity – give some responsibility to older pupils to develop ideas.
- Inspiration can be found in the Disney film ‘Jump In’ or in clips on the website YouTube (search ‘jump rope routines’ or ‘jump rope demonstration’).
- When pupils are not involved in a section of the routine ensure they stand well back so they do not obstruct the audience’s view. Moving rhythmically to the music or standing with hands behind their back gives the impression that the group are well organised.
Music
Choose music with a strong definite beat, appropriate lyrics and to which the pupils enjoy skipping.
• 100-120 beats per minute is suitable for beginners.
• Advanced skippers may prefer faster music of 120-140 beats per minute.
Identify the introduction, verse and chorus. Break the music down into shorter sections of 30-45 seconds. Distinguish between the strong definite and lighter flowing beats and choreograph the skipping moves accordingly. Often the music will suggest appropriate moves, changes in formation, and suitable links. Practise the moves to each section before linking them all together.

Style
There are a variety of styles that can be used. Examples include:
• choreographed (breaking the song down into an introduction, verses and chorus)
• dance based (a more creative approach whereby low impact skills and dance moves are closely linked with skipping skills)
• gymnastic based (gymnastic moves are linked with skipping skills).

Content
Routines can be performed alone, with a partner or in a group with single ropes, long ropes or a combination of these.
Not everybody in the group needs to be skipping at the same time. Some parts of the routine may consist of the whole group skipping in unison, whilst another may focus on groups skipping in twos or threes.

This reduces fatigue as pupils are not required to skip continuously throughout the performance and gives them the opportunity to display their strengths.
An eye catching start will immediately capture the audience’s attention and an impressive finish will guarantee that it will not be one they forget in a hurry. Difficult tricks, Body Wraps, bowing as the rope comes over and rope releases are possible ways to end a routine, timing it so the last move is on the final note. This provides a very professional finish.

Variety
Changes in group formation, direction of travel and including low impact skipping skills (rope swinging) add interest and variety to a routine.
As can be seen on the Skipping Skills videos the skippers can enter the performance space from the back and also from the sides, as the previous group leave the space.

Group formations
The formations will be determined according to the available floor space and the location of the audience.
On the Skipping Skills videos you will see that a staggered formation is used, as well as a simple straight line set up.
Watch the Skipping Skills videos for lots more ideas for skipping routines.

Duration
As skipping is a predominantly high impact activity, it is important to ensure the duration of each individual routine is relevant to the ability and fitness levels of the children involved, and is interspersed with low impact rope swinging and other dance moves.
Skipping lessons should take into account the age, fitness levels, skipping experience and ability of the pupils. The rate at which pupils learn new skipping skills will vary. When teaching mixed ability groups, activities can be adapted to ensure lessons remain varied and challenging for everyone.
Below are ways in which differentiation can be offered within a lesson:

**Set open-ended tasks**
For example, “How many different variations of skipping can you find turning the rope forwards?”

An open-ended task allows some pupils to discover new and more difficult skills whilst other pupils are able to practise and spend time working on basic skills, without any pressure.

**Break down the skill** (see diagram to the right)
Pupils can start by practising the skipping skills without a rope. The next stage is for pupils to turn an imaginary rope whilst performing the skipping skill, keeping elbows in at waist level close to the sides of the body and perform small circular turning actions with the lower arms, keeping the wrists firm.

When confident, pupils can turn a rope at their side getting it to clip the floor in time with their jumping actions. Initially hold the rope in the dominant hand, but also encourage pupils to try turning the rope in their non-dominant hand, before progressing on to the full skipping action.

By introducing new skills in this way, pupils can progress at their own rate, only moving onto the next stage when they feel ready.

**Offer a variety of ability groups**
Pupils are grouped according to ability, with each group doing the same activity but at an appropriate level.

A skipping lesson should offer a variety of different entry points, for pupils to be able to take part and experience a feeling of success and achievement.

Pupils will all progress at different rates with some pupils mastering new skills easily. These pupils will need to be given the opportunity to extend the skills and/or try out some new ones whilst others may need to revisit the skill and be given more practice time. Ability groups can be included over a number of lessons with flexibility incorporated to allow pupils to move from one group to another.
Lesson sections

To ensure safety and to offer variety, a skipping lesson should contain the following phases:

1. Warm up

2. Skill development

3. Fun element (applying skills)
   - eg, games, creative work and challenges

4. Cool down and plenary
**Part 3**

### Warm up
Pupils should always warm up before skipping in order to safely prepare the body, to improve performance and to minimise the risk of discomfort and injury.

### Skill development
This phase of the lesson provides pupils with a repertoire of basic skipping skills. Once they have mastered a range of these basic skills, pupils can start adapting and forming their own ideas, as well as incorporating the skills into fun games.

### Fun element applying skills
This phase of the lesson should allow pupils to explore a different element of skipping in a less formal context. The fun element can build upon activities carried out in the main skill development part of the lesson or can offer an alternative. For example, if the emphasis during the early part of the lesson has been on the development of short rope skills, this section can allow pupils to develop their long rope skills, perhaps with a game such as Criss Cross.

### Cool down and plenary
Pupils should always cool down after skipping to speed recovery and to minimise the risk of post exercise muscular stiffness and soreness. The plenary, which can be carried out whilst pupils are stretching, is a chance to re-cap on the main teaching points of the lesson, to assess pupils’ understanding, to answer any questions and to evaluate and determine how future lessons are developed.

<table>
<thead>
<tr>
<th>Fun element</th>
<th>Content</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skipping challenges</td>
<td>Challenges set should be realistic and repeated at regular intervals to see if improvements are being made.</td>
<td>Pupils have a target to work towards which can be a great motivator.</td>
</tr>
<tr>
<td>(see above)</td>
<td></td>
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</tr>
<tr>
<td>Creative ideas/routines</td>
<td>Once pupils have mastered a few basic skipping skills they can start linking some of these together into a short sequence of moves or eventually create a routine to music.</td>
<td>By developing their own creative ideas in pairs or small groups, pupils can improve their communication and co-operation skills, as well as building self-esteem and confidence to perform in front of others.</td>
</tr>
<tr>
<td>Games and circuit activities</td>
<td>You can utilise the suggestions in this manual or encourage pupils to devise their own skipping games.</td>
<td>A fun way for pupils to develop skipping skills in a motivating environment and can be regularly repeated.</td>
</tr>
</tbody>
</table>
Example lesson plans

Sample lesson plans are provided for Key Stages 1, 2 and 3. These are intended to be general examples and additional content may need to be included, and/or repetition of some elements may be needed before moving on to the next plan. This will depend on pupils’ previous experience, the rate at which they are able to become familiar with a skill or activity, the frequency of lessons and the amount of any additional practice.

There are several references on the lesson plans to other pages in the manual. It is useful to become familiar with these pages prior to the lesson, and make any photocopies to use during the lesson.

A template lesson plan had also been included to help prepare and record new skipping lessons.

Sections included within each lesson plan

The following provides a glossary of the different elements outlined on the lesson plan:

**ASLs (Adults Supporting Learners)**
Teachers can record the names of any support staff.

**Learning objectives**
These refer to the key aims of the lesson.

**Learning outcomes**
These identify the knowledge/skills which pupils aspire to achieve by the end of the lesson.

**Resources**
Specifies the resources required for the lesson, some of which are indicated as being optional.

**Health and safety**
It is important that safety considerations are adhered to in every lesson.

**Warm up and cool down**
Ideas for the warm up and cool down which should be carried out at the beginning and end of every lesson respectively.

**Skill development**
Outlines ideas for the formal teaching element of the lesson and should comprise the largest part of the lesson.

**Fun element (applying skills)**
The informal part of the lesson – includes ideas for a variety of possible activities which may take the form of challenges, creative work, games or circuits.

**Plenary**
Opportunity to assess how the lesson went, check pupils’ understanding of the work covered and reflect on ideas for the next lesson i.e., are pupils ready to move on or do some need to revisit certain aspects of the lesson.

**Additional notes**
Space to include organisational points or background information on some of the outlined activities, e.g., groupings, differentiation etc.

**What next?**
A chance to jot down during or after the plenary any ideas for the next lesson based on an evaluation of the current lesson.
### Year group

### Number in group

### Date

### ASLs

### Learning objectives:

### Learning outcomes:

### Resources:

### Health and safety checklist:

<table>
<thead>
<tr>
<th>Phase and time</th>
<th>Plan</th>
<th>Page Ref.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fun element</td>
<td></td>
<td></td>
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<tr>
<td>Cool down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plenary</td>
<td></td>
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</tbody>
</table>

### Additional notes:
**SKIPPING LESSON WEEK 1 5–7 YEAR OLDS**

**Learning objectives:**

- Know how to jump safely and with good technique.
- Develop the basic jumping and turning actions required for skipping.
- Understand how to warm up and cool down for skipping, and why it is important.

**Resources:**

- Short skipping ropes.
- CD player and music CD.

**Health and safety checklist:**

- Suitable clothing and footwear.
- High impact activities interspersed with lower impact activities.
- Resilient sprung floor surface.
- Suitable skipping area.
- Correct rope length.
- Good skipping technique.
- Suitable intensity and duration for age/ability.
- Regular fluid intake.
- Safe storage of ropes.

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**Phase and time** | **Plan** | **Page Ref.**
--- | --- | ---
**Warm up** (5 minutes) | **Pulse raiser:** Traffic Lights.  
**Mobility exercises:** Perform a few mobility exercises for muscles and joints. |  
**Skill development** (10 minutes) | **Introduce:** Turning and jumping activities, with some pupils progressing towards basic two foot skipping (rebound action). |  
**Fun element** (5 minutes) | Wiggly Snakes and Wavy Seas around the room, and then in pairs with one pupil as a jumper. Swap roles regularly. |  
**Cool down** (5 minutes) | **Pulse lowering:** Walking the Tightrope – walk (heel to toe) alongside a rope on the floor, then walk, march or jog to the next available rope and then walk (heel to toe) alongside that one.  
**Stretching:** Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves). |  
**Plenary** (3 minutes) |  |  

**Additional notes:**

Show pupils how to store the ropes properly so they are ready for the next lesson. Ask pupils to collect ropes together in bundles of up to ten (with same size/colour together). The activity leader can then gather up the ropes and tie a large knot in all of them.
**SKIPPING LESSON**
**WEEK 2**
**5–7 YEAR OLDS**

<table>
<thead>
<tr>
<th>Phase and time</th>
<th>Plan</th>
<th>Page Ref.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up (5 minutes)</td>
<td><strong>Pulse raiser:</strong> Jump in a Circle. <strong>Mobility exercises:</strong> Perform a few mobility exercises for muscles and joints.</td>
<td></td>
</tr>
<tr>
<td>Skill development (10 minutes)</td>
<td><strong>Recap:</strong> Jumping and turning activities. <strong>Introduce:</strong> Basic two foot skipping.</td>
<td></td>
</tr>
<tr>
<td>Fun element (5 minutes)</td>
<td>Roads – a jumping activity with skipping ropes on the floor.</td>
<td></td>
</tr>
<tr>
<td>Cool down (5 minutes)</td>
<td><strong>Pulse lowering:</strong> Follow the Leader activity with a focus on passing a rope under the leg, overhead and around the body at waist level. <strong>Stretching:</strong> Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves).</td>
<td></td>
</tr>
<tr>
<td>Plenary (3 minutes)</td>
<td></td>
<td></td>
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</tbody>
</table>

**Learning objectives:**
- Be able to jump with a safe and efficient technique whilst staying on the spot (eg. Jump in a Circle).
- Be able to do basic two foot skipping.
- Be aware of each other and respect each other’s space when rope turning, and when moving around the space during Jump in a Circle and Roads.

**Resources:**
- Short skipping ropes.
- CD player and music CD.

**Health and safety checklist:**
- Suitable clothing and footwear.
- Correct rope length.
- Good skipping technique.
- High impact activities interspersed with lower impact activities.
- Suitable intensity and duration for age/ability.
- Resilient sprung floor surface.
- Suitable skipping area.
- Regular fluid intake.
- Safe storage of ropes.

**Additional notes:**
- Keep the jumping height low, allow the knees to soften on landing and the heels to make frequent contact with the ground.
- The elbows should be kept at waist level, close to the sides of the body.
- Perform small circular turning actions with the lower arms, keeping the wrists firm.
- Discourage flat footed landings, high jumping and vigorous arm movements.

**Year group:**
[Space for handwritten information]

**Number in group:**
[Space for handwritten information]

**Date:**
[Space for handwritten information]

**ASLs:**
[Space for handwritten information]
**SKIPPING LESSON**
**WEEK 3**
**5–7 YEAR OLDS**

**Learning objectives:**
- Develop lower body co-ordination by learning the Skipping Dice Game skills (e.g., Twister, Slalom, Front to Back etc).
- Know that skipping ropes can be used on the floor to play fun games as a group (Making Shapes). Be able to handle the ropes and work with others to manipulate them into different shapes, as well being able to jump inside and around the shapes, as well as over the ropes on the floor.

**Resources:**
- Short skipping ropes.
- CD player and music CD.
- Resources for Skipping Dice Game.

**Health and safety checklist:**
- Suitable clothing and footwear.
- High impact activities interspersed with lower impact activities.
- Resilient sprung floor surface.
- Suitable skipping area.
- Correct rope length.
- Good skipping technique.
- Suitable intensity and duration for age/ability.
- Regular fluid intake.
- Safe storage of ropes.

<table>
<thead>
<tr>
<th>Phase and time</th>
<th>Plan</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Warm up (5 minutes)</td>
<td><strong>Pulse raiser:</strong> Circle Swap. <strong>Mobility exercises:</strong> Perform a few mobility exercises for muscles and joints.</td>
<td></td>
</tr>
<tr>
<td><strong>Skill development</strong> (10 minutes)</td>
<td>Recap: Basic two foot skipping. <strong>Introduce:</strong> Skipping Dice Game skills, without a rope.</td>
<td></td>
</tr>
<tr>
<td>Fun element (5 minutes)</td>
<td>Making Shapes.</td>
<td></td>
</tr>
<tr>
<td>Cool down (5 minutes)</td>
<td><strong>Pulse lowering:</strong> Mind the Ropes, then Jump a Rope. <strong>Stretching:</strong> Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves).</td>
<td></td>
</tr>
<tr>
<td>Plenary (3 minutes)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional notes:**

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**Year group:**

**Number in group:**

**Date:**

**ASLs:**

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**PART 3**

Distribute letters and sponsor forms to parents
### Learning objectives:
- Be able to do basic partner skipping skills.
- Know that individual skills can be used to play a fun game as a whole group (Skipping Dice Game).
- Develop individual skipping skills as part of a circuit style game.

### Resources:
- Short skipping ropes.
- CD player and music CD.
- Resources for Skipping Dice Game.

### Health and safety checklist:
- Suitable clothing and footwear.
- High impact activities interspersed with lower impact activities.
- Resilient sprung floor surface.
- Correct rope length.
- Good skipping technique.
- Suitable intensity and duration for age/ability.
- Regular fluid intake.
- Safe storage of ropes.

### Phase and time | Plan |
|------------------|------|
| **Warm up** (5 minutes) | **Pulse raiser**: Wiggly Snakes and Wavy Seas around the room, and then in pairs with one pupil as a jumper. Swap roles regularly.  
**Mobility exercises**: Perform a few mobility exercises for muscles and joints. |
| **Skill development** (10 minutes) | **Recap**: Basic two foot skipping and dice game skills without a rope (as a Follow the Leader activity).  
**Introduce**: Partner skills – Side-by-Side and Face-to-Face skipping. |
| **Fun element** (5 minutes) | Skipping Dice Game with ropes and music. |
| **Cool down** (5 minutes) | **Pulse lowering**: Walking the Tightrope – walk (heel to toe) alongside a rope on the floor, then walk, march or jog to the next available rope and then walk (heel to toe) alongside that one.  
**Stretching**: Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves). |
| **Plenary** (3 minutes) | |

### Additional notes:

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SKIPPING LESSON
WEEK 5
5–7 YEAR OLDS

Learning objectives:
• Be able to do a jumping and turning activity in threes (with two turners and one jumper).
• Develop jumping skills during a fun group activity (Jump the Rope).

Year group: 
Number in group: 
Date: 
ASLs: 
Resources: 
• Short skipping ropes. 
• CD player and music CD.

Health and safety checklist:
• Suitable clothing and footwear. 
• High impact activities interspersed with lower impact activities. 
• Resilient sprung floor surface. 
• Suitable skipping area. 
• Correct rope length. 
• Good skipping technique. 
• Suitable intensity and duration for age/ability. 
• Regular fluid intake. 
• Safe storage of ropes.

Phase and time | Plan | Page Ref.
--- | --- | ---
Warm up (5 minutes) | **Pulse raiser:** Roads – a jumping activity with skipping ropes on the floor  
**Mobility exercises:** Perform a few mobility exercises for muscles and joints. | 
Skill development (10 minutes) | **Recap:** Partner skills – Side-by-Side and Face-to-Face skipping.  
**Introduce:** Skipping in threes with a short rope – two turners and one jumper. Drag, swing and then full turning. Swap roles regularly. | 
Fun element (5 minutes) | Jump the Rope (group activity). | 
Cool down (5 minutes) | **Pulse lowering:** Follow the Leader activity with a focus on passing a rope under the leg, overhead and around the body at waist level.  
**Stretching:** Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves). | 
Plenary (3 minutes) | Explain Jump Off plan and organise groups if applicable |
**SKIPPING LESSON**  
**WEEK 6**  
**5–7 YEAR OLDS**

### Learning objectives:
- Be able to enter and exit a long rope.
- Be able to progress from having a rope on the floor to a full turning action, with pupils running through the moving rope (Figure of 8/Criss-Cross).
- Be able to try a new challenge in a long rope, with six people (or less). Understand how starting next to a stationary rope is easier than entering a moving rope one by one. Know that challenges are a good way to have fun in small groups, and are also a great way to see improvement, both individually and as a group.

### Resources:
- Short skipping ropes.
- CD player and music CD.
- Long ropes.

### Health and safety checklist:
- Suitable clothing and footwear.
- High impact activities interspersed with lower impact activities.
- Resilient sprung floor surface.
- Suitable skipping area.
- Correct rope length.
- Good skipping technique.
- Suitable intensity and duration for age/ability.
- Regular fluid intake.
- Safe storage of ropes.

### Phase and time | Plan | Page Ref.
--- | --- | ---
**Warm Up**  
(5 minutes) | **Pulse raiser:** Making Shapes.  
**Mobility exercises:** Perform a few mobility exercises for muscles and joints. |  
**Skill development**  
(10 minutes) | **Recap:** Skipping in threes with a short rope – two turners and one jumper. Drag, swing and then full turning. Swap roles regularly.  
**Introduce:** Entering and exiting a long rope, using Figure of Eight/ Criss-Cross’ as the focus. Initially have a rope on the floor to run towards and jump over, then progress to a turning rope, with pupils running through the moving rope. |  
**Fun element**  
(5 minutes) | Fours (or less, if four jumpers is too challenging). Start next to a stationary rope, and see how many continuous jumps each group can do. |  
**Cool down**  
(5 minutes) | **Pulse lowering:** Mind the Ropes, then Jump a Rope.  
**Stretching:** Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves). |  
**Plenary**  
(3 minutes) | |  

**Additional notes:**
# Skipping Lesson

**WEEK 1**

**7–11 YEAR OLDS**

**Learning objectives:**
- Understand how to warm up and cool down for skipping, and why it is important.
- Know how to jump safely and with good technique. Be able to apply this knowledge to their basic two foot skipping.
- Develop lower body co-ordination by learning the Skipping Dice Game skills (Twister, Slalom, Front to Back etc) without ropes, or with ropes on the floor.

**Year group:**

**Number in group:**

**Date:**

**ASLs:**

**Resources:**
- Short skipping ropes.
- CD player and music CD.
- Skipping Dice Game resources.

**Health and safety checklist:**
- Suitable clothing and footwear.
- High impact activities interspersed with lower impact activities.
- Resilient sprung floor surface.
- Suitable skipping area.
- Correct rope length.
- Good skipping technique.
- Suitable intensity and duration for age/ability.
- Regular fluid intake.
- Safe storage of ropes.

### Phase and time

<table>
<thead>
<tr>
<th>Phase and time</th>
<th>Plan</th>
<th>Page Ref.</th>
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</thead>
<tbody>
<tr>
<td><strong>Warm up</strong> (5 minutes)</td>
<td><strong>Pulse raiser:</strong> Traffic Lights. <strong>Mobility exercises:</strong> Perform a few mobility exercises for muscles and joints.</td>
<td></td>
</tr>
<tr>
<td><strong>Skill development</strong> (10 minutes)</td>
<td><strong>Introduce:</strong> Basic two foot skipping, with rebound jump.</td>
<td></td>
</tr>
<tr>
<td><strong>Fun element</strong> (5 minutes)</td>
<td>Skipping Dice Game without ropes, or use ropes on the floor for Slalom and Front and Back skills. Twister can be done in a hoop, or in a circle made from a skipping rope.</td>
<td></td>
</tr>
<tr>
<td><strong>Cool down</strong> (5 minutes)</td>
<td><strong>Pulse lowering:</strong> Walking the Tightrope – walk (heel to toe) alongside a rope on the floor, then walk, march or jog to the next available rope and then walk (heel to toe) alongside that one. <strong>Stretching:</strong> Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves).</td>
<td></td>
</tr>
<tr>
<td><strong>Plenary</strong> (3 minutes)</td>
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</tbody>
</table>

**Additional notes:**
Show pupils how to store the ropes properly so they are ready for the next lesson. Ask pupils to collect ropes together in bundles of up to ten (with same size/colour together). The activity leader can then gather up the ropes and tie a large knot in all of them.
## Learning objectives:
- Develop co-ordination by practicing more advanced individual skipping skills.
- Develop skipping skills during a fun, whole group activity (Skipping Dice Game).
- Understand (during the Skipping Dice Game) that ropes can be used on the floor, and then with a side swing – both handles held in one hand - before trying the skill with the rope turning overhead.

## Resources:
- Short skipping ropes.
- CD player and music CD.
- Skipping Dice Game resources.

## Health and safety checklist:
- Suitable clothing and footwear.
- High impact activities interspersed with lower impact activities.
- Resilient sprung floor surface.
- Suitable skipping area.
- Correct rope length.
- Good skipping technique.
- Suitable intensity and duration for age/ability.
- Regular fluid intake.
- Safe storage of ropes.

## Phase and time | Plan | Page Ref.
--- | --- | ---
**Warm up** (5 minutes) | **Pulse raiser:** Jump in a Circle – add different jumping options for more variety, eg, hopping, Twister, jogging on the spot, Heel Taps etc. **Mobility exercises:** Perform a few mobility exercises for muscles and joints. |  |
**Skill development** (10 minutes) | **Recap:** Basic two foot skipping. **Introduce:** Individual skills, eg, Cross Overs, Front to Back Half Turns etc. |  |
**Fun element** (5 minutes) | Play Skipping Dice Game with ropes. For those still developing their skills use ropes on the floor for Slalom and Front and Back skills. Twister can be done in a hoop, or in a circle made from a skipping rope. |  |
**Cool down** (5 minutes) | **Pulse lowering:** Follow the Leader activity with a focus on passing a rope under the leg, overhead and around the body at waist level. **Stretching:** Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves). |  |
**Plenary** (3 minutes) |  |  |
**SKIPPING LESSON**
**WEEK 3**
**7–11 YEAR OLDS**

**Learning objectives:**
- Be able to do basic partner skipping skills.
- Develop jumping skills and timing by playing a fun, whole group activity (Jump the Rope). Be able to safely jump the rope as it comes towards them.

**Resources:**
- Short skipping ropes.
- CD player and music CD.

**Health and safety checklist:**
- Suitable clothing and footwear.
- High impact activities interspersed with lower impact activities.
- Resilient sprung floor surface.
- Suitable skipping area.
- Correct rope length.
- Good skipping technique.
- Suitable intensity and duration for age/ability.
- Regular fluid intake.
- Safe storage of ropes.

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<tbody>
<tr>
<td>Warm up (5 minutes)</td>
<td><strong>Pulse raiser:</strong> Circle Swap.  <strong>Mobility exercises:</strong> Perform a few mobility exercises for muscles and joints.</td>
<td></td>
</tr>
<tr>
<td>Skill development (10 minutes)</td>
<td><strong>Recap:</strong> Basic two foot skipping and individual skills.  <strong>Introduce:</strong> Partner skipping – Side-by-Side and Face-to-Face.</td>
<td></td>
</tr>
<tr>
<td>Fun element (5 minutes)</td>
<td>Jump the Rope.</td>
<td></td>
</tr>
<tr>
<td>Cool down (5 minutes)</td>
<td><strong>Pulse lowering:</strong> Mind the Ropes, then Jump a Rope.  <strong>Stretching:</strong> Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves).</td>
<td></td>
</tr>
<tr>
<td>Plenary (3 minutes)</td>
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**Additional notes:**
**SKIPPING LESSON**

**WEEK 4**

**7–11 YEAR OLDS**

**Learning objectives:**
- Be able to do advanced partner skipping skills.
- Know that skipping skills (eg, Link Skipping) can be used to provide a challenge, which can be fun, can help develop stamina and co-ordination, as well as teamwork and co-operation skills. Be able to vary the challenge so that progression is made and success is experienced.
- Be able to work with others to set a realistic challenge, and then work towards achieving it (Link Skipping challenge). Understand how to develop the challenge.

**Resources:**
- Short skipping ropes.
- CD player and music CD.

**Health and safety checklist:**
- Suitable clothing and footwear.
- High impact activities interspersed with lower impact activities.
- Resilient sprung floor surface.
- Suitable skipping area.
- Correct rope length.
- Good skipping technique.
- Suitable intensity and duration for age/ability.
- Regular fluid intake.
- Safe storage of ropes.

**Phase and time**

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<tr>
<td><strong>Warm up</strong></td>
<td><strong>Pulse raiser:</strong> Traffic Lights. <strong>Mobility exercises:</strong> Perform a few mobility exercises for muscles and joints.</td>
<td></td>
</tr>
<tr>
<td><strong>Skill development</strong></td>
<td><strong>Recap:</strong> Partner skipping – basic skills. <strong>Introduce:</strong> Partner skipping skills, eg, One in, One out; Partner drop off/ pick up.</td>
<td></td>
</tr>
<tr>
<td><strong>Fun element</strong></td>
<td>Link Skipping challenge – can the pupils do link skipping in twos, threes, fours or more?</td>
<td></td>
</tr>
<tr>
<td><strong>Cool down</strong></td>
<td><strong>Pulse lowering:</strong> Walking the Tightrope – walk (heel to toe) alongside a rope on the floor, then walk, march or jog to the next available rope and then walk (heel to toe) alongside that one <strong>Stretching:</strong> Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves).</td>
<td></td>
</tr>
<tr>
<td><strong>Plenary</strong></td>
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</tbody>
</table>

**Year group:**

**Number in group:**

**Date:**

**ASLs:**

**Additional notes:**

Start publicising the Jump Off to local press
### Learning objectives:

- Be able to enter and exit a long rope.
- Understand how to progress from having a rope on the floor to a full turning action, with pupils running through the moving rope (figure of 8/cross-over).
- Be able to try a new challenge in a long rope, with six people (or less). Understand how starting next to a stationary rope is easier than entering a moving rope one by one.

### Resources:
- Short skipping ropes.
- CD player and music CD.
- Long ropes.

### Health and safety checklist:
- Suitable clothing and footwear.
- High impact activities interspersed with lower impact activities.
- Resilient sprung floor surface.
- Suitable skipping area.
- Correct rope length.
- Good skipping technique.
- Suitable intensity and duration for age/ability.
- Regular fluid intake.
- Safe storage of ropes.

### Phase and time | Plan | Page Ref.
--- | --- | ---
Warm up (5 minutes) | **Pulse raiser:** Jump in a Circle – add different jumping options for more variety, eg, hopping, Twister, jogging on the spot, Heel Taps etc. **Mobility exercises:** Perform a few mobility exercises for muscles and joints. |  |
Skill development (10 minutes) | Recap: Partner skipping skills. **Introduce:** Entering and exiting a long rope, using Figure of Eight/Criss Cross as the focus. Initially have a rope on the floor to run towards and jump over, then progress to a turning rope, with pupils running through the moving rope. |  |
Fun element (5 minutes) | Fours (or less, if four jumpers is too challenging). Start next to a stationary rope, and see how many continuous jumps each group can do. |  |
Cool down (5 minutes) | **Pulse lowering:** Follow the Leader activity with a focus on passing a rope under the leg, overhead and around the body at waist level. **Stretching:** Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves). |  |
Plenary (3 minutes) | | |
Learning objectives:
• Be able to do Double Dutch turning.
• Understand how to jump inside two moving ropes (Double Dutch); firstly outside of the ropes, or in a single long rope and then how to enter and jump inside two moving ropes.
• Know how to play a different circuit based game as a whole group (skipping card game). Develop skipping skills with this fun game.

Resources:
- CD player and music CD.
- Short ropes.
- Long ropes.
- Skipping Card Game resources.

Health and safety checklist:
• Suitable clothing and footwear.
• High impact activities interspersed with lower impact activities.
• Resilient sprung floor surface.
• Suitable skipping area.
• Correct rope length.
• Good skipping technique.
• Suitable intensity and duration for age/ability.
• Regular fluid intake.
• Safe storage of ropes.

Phase and time  Plan  Page Ref.
Warm up (5 minutes)  Pulse raiser: Circle Swap.  Mobility exercises: Perform a few mobility exercises for muscles and joints.  
Skill development (10 minutes)  Recap: Entering and exiting a long rope.  Introduce: Double Dutch turning, and jumping if time allows.  
Fun element (5 minutes)  Skipping Card Game.  
Cool down (5 minutes)  Pulse lowering: Mind the Ropes, then Jump a Rope.  Stretching: Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calf muscles).  
Plenary (3 minutes)  

Additional notes:
Pupils may find it easier to establish the Double Dutch turning rhythm by jumping outside the ropes to start with. Stand next to a turner and jump in time with the ropes as each one alternately clips the ground. The activity leader or one of the turners can also say “one, two, one, two…” every time a rope clips the ground.
Four progressive lesson plans are provided for 11–14 year olds. These are examples and some teachers may find, depending on pupils’ previous experiences of skipping and the rate at which they learn, that additional material may need to be included and/or some elements repeated before moving onto the next lesson plan. For this reason, specific timings have not been included on the lesson plans.

Suggestions for encouraging leadership within the 11-14 lesson plans have not been included, but various elements of the plans are suitable for pupils to learn and deliver to their peers, as well as to younger pupils. Start with the warm up and cool down, as well as the games, as they are generally quite simple as well as being fun and engaging. The instructions for these and the relevant pages from this manual can be photocopied and given to the pupils to learn and adapt if needed.
SKIPPING LESSON WEEK 1
11–14 YEAR OLDS

Year group:

Number in group:

Date:

ASLs:

Learning objectives:
• Know that a thorough warm and cool down is essential for skipping because it is high impact and vigorous.
• Develop basic skipping skills – individual, partner and long rope skills.
• Know how to set up and take part in a fun group based activity ie, dice game.

Year group:

Number in group:

Date:

ASLs:

Resources:
• Short skipping ropes.
• Long skipping ropes.
• CD player and music CD.
• Resources for Skipping Dice Game.

Health and safety checklist:
• Suitable clothing and footwear.
• High impact activities interspersed with lower impact activities.
• Resilient sprung floor surface.
• Suitable skipping area.
• Correct rope length.
• Good skipping technique.
• Suitable intensity and duration for age/ability.
• Regular fluid intake.
• Safe storage of ropes.

Warm up

Pulse raiser:
1) In groups of three, with one short rope practice swings and full turns (with a rebound jump). Swap roles regularly.
2) Basic two foot rebound skipping.
Mobility exercises: Perform a few mobility exercises for muscles and joints.

Skill development

Introduce: Overview of basic solo, partner and long rope skills:
• Basic two foot skipping
• Side by side and face to face
• Entering and exiting a long rope.

Fun element

Skipping Dice Game.

Cool down

Pulse lowering: Half turns (front to back and back to front), and full turns.
Use a rebound jump.
Stretching: Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves).

Plenary

Additional notes:
Show pupils how to store the ropes properly so they are ready for the next lesson. Ask pupils to collect ropes together in bundles of up to ten (with same size/colour together). The activity leader can then gather up the ropes and tie a large knot in all of them.
SKIPPING LESSON
WEEK 2
11–14 YEAR OLDS

Year group:

Number in group:

Date:

ASLs:

Learning objectives:
• Be able to do basic skipping skills. Develop agility, balance and co-ordination with more advanced skipping skills.
• Know how to set up and take part in a fun group based activity (skipping card game).
• Develop partner skills as part of a warm up and cool down. Understand that the intensity of activities can be adjusted to suit this element of the lesson, eg, swap roles regularly, use a rebound jump, have a specific number of jumps as a target; which can be gradually increased or decreased to allow the pulse to raise or lower.

Resources:
• Short skipping ropes.
• CD player and music CD.
• Resources for skipping card game.

Health and safety checklist:
• Suitable clothing and footwear.
• High impact activities interspersed with lower impact activities.
• Resilient sprung floor surface.
• Correct rope length.
• Good skipping technique.
• Suitable intensity and duration for age/ability.
• Regular fluid intake.
• Safe storage of ropes.

Phase and time | Plan | Page Ref.
--- | --- | ---
Warm up | Pulse raiser: 1) Basic two foot rebound skipping. 2) Link Skipping (with rebound jump), in twos or threes. Mobility exercises: Perform a few mobility exercises for muscles and joints. | 
Skill development | Recap: Basic solo skipping skills. Introduce: More advanced solo skills, eg, Can Can, Forward Cross Over, Backward Cross Over, Full Turns, Leg Swing or Hopscotch. | 
Fun element | Skipping card game. | 
Cool down | Pulse lowering: One in, One out (with a rebound jump). Stretching: Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves). | 

Remember:
• Keep the jumping height low, allow the knees to soften on landing and the heels to make frequent contact with the ground.
• The elbows should be kept at waist level, close to the sides of the body.
• Perform small circular turning actions with the lower arms, keeping the wrists firm.

Discourage flat footed landings, high jumping and vigorous arm movements.
**SKIPPING LESSON**  
**WEEK 3**  
**11–14 YEAR OLDS**

**Year group:**  
Number in group:  
Date:  
ASLs:

**Learning objectives:**  
- Be able to do basic partner and long rope skills.  
- Develop agility, balance and co-ordination with more advanced partner and long rope skills.  
- Understand how to start to link skipping skills together either to form a routine for display, or to be used as a health and fitness circuit.

**Resources:**  
- Short skipping ropes.  
- Long skipping ropes.  
- CD player and music CD.  
- Resources to record ideas for a skipping routine, or a health and fitness circuit.

**Health and safety checklist:**  
- Suitable clothing and footwear.  
- High impact activities interspersed with lower impact activities.  
- Resilient sprung floor surface.  
- Suitable skipping area.  
- Correct rope length.  
- Good skipping technique.  
- Suitable intensity and duration for age/ability.  
- Regular fluid intake.  
- Safe storage of ropes.

**Phase and time** | **Plan** | **Page Ref.**
--- | --- | ---
**Warm up** | **Pulse raiser:** In groups of three practice the multi rope skill Short and Long (with rebound jump). Swap roles regularly.  
**Mobility exercises:** Perform a few mobility exercises for muscles and joints. |  
**Skill development** | **Recap:** Partner and long rope skills.  
**Introduce:** More advanced partner and long rope skills. |  
**Fun element** | Create a routine or a skipping themed health and fitness circuit. |  
**Cool down** | **Pulse lowering:**  
1) As a whole class (or split if class is large) practice Jump the Rope.  
2) With a short rope practice the solo skipping skill Side Swing with jump.  
**Stretching:** Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves). |  
**Plenary** | |  
**Additional notes:** | |
**SKIPPING LESSON**  
**WEEK 4**  
**11–14 YEAR OLDS**

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**Part 3**

**Explanation of Jump Off plan and organise groups if applicable**

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**Year group:**

**Number in group:**

**Date:**

**ASLs:**

---

**Learning objectives:**

- Develop Double Dutch skipping skills.
- Know how to set up and use fun group based skipping skills as part of a warm up and cool down.

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**Resources:**

- Short skipping ropes.
- Long skipping ropes.
- CD player and music CD.
- Resources for Skipping Dice Game.
- Resources to record ideas for a skipping routine, or a health and fitness circuit.

---

**Health and safety checklist:**

- Suitable clothing and footwear.
- High impact activities interspersed with lower impact activities.
- Resilient sprung floor surface.
- Suitable skipping area.
- Correct rope length.
- Good skipping technique.
- Suitable intensity and duration for age/ability.
- Regular fluid intake.
- Safe storage of ropes.

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</table>
| **Warm up**   | **Pulse raiser:** In groups of six practice the long rope skill Fours, with rebound jump. Aim for five consecutive jumps, then build up gradually. Change turners when each new target is reached. If unable to reach the target, then still change turners after each attempt, and reduce the target slightly.  
**Mobility exercises:** Perform a few mobility exercises for muscles and joints. | |
| **Skill development** | **Recap:** Basic long rope skills.  
**Introduce:** Double Dutch turning, entering and exiting. | |
| **Fun element** | Create a routine or a skipping themed health and fitness circuit | |
| **Cool down** | **Pulse lowering:** In groups of five or six practice Egg Beaters. Swap roles regularly and set the jumper a maximum target, which should be decreased gradually, as heart rate decreases.  
**Stretching:** Perform a few static stretches. Include a stretch for the muscles in the back of the lower leg (calves). | |
| **Plenary** | | |
| **Additional notes:** | | |

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31
Follow the framework and progressions given for the 11-14 lesson plans. Ability within this age group can often vary significantly, as it may be a few years since pupils participated in skipping at primary school, unless your school has been running the JRFH programme with pupils aged 11-14 years old.

It may be that more focus is needed on the basics for solo, partner and group based activities, whilst other pupils and groups may be able to progress on to more advanced skills and activities.

The four lessons for 14-16 year olds can include more leadership, and they can explore the creative process of planning their own activities and even whole lessons, as well as coming up with ideas for the Jump Off event.
Leadership

It is important to provide opportunities for all pupils to lead within the physical activity environment, in order to develop leadership skills and increase their confidence to take responsibility for their own and others’ physical activity.

Leadership opportunities involving skipping might include:

• leading the warm up or fitness element of a training session for a school sports team
• assisting with the planning and organisation of the Jump Off/festival/physical activity day
• assisting in running a skipping club/team for the whole school or a specific year group
• assisting in running a skipping club/team at a local primary school.

Pupils could work towards planning a series of lessons for their class with the purpose of building up stamina and skill levels in the lead up to the Jump Off event. Alternatively, pupils could plan an introductory and follow on skipping lesson for a group of younger pupils, eg, a year 7 group or a primary-aged group. Encourage them to use the ideas within this manual as well as the Skipping Skills videos and Skipping Skill Cards.

For those pupils with limited leadership skills and/or experience the best place to start is with simple warm up and cool down activities. During the planning process pupils should be given access to a variety of different size ropes and sufficient time to experiment and remind themselves of different skills and techniques they have previously learned, and could include in their session plans.

Encourage pupils to try out the content of their sessions in the process of planning them.

They should record the content of the sessions and think carefully about the time allocated to each part of the session.

Remind pupils of some of the many different activities which can be included:

• Short rope skills.
• Partner skills.
• Long rope activities.
• Multi-rope skills.
• Double Dutch.
• Skipping games, eg, Dice Game, Card Game, Odds and Evens.
• Skipping challenges.

On the following page is a useful handout to help young leaders plan a skipping session/programme.

It is important to consider the following points when using older pupils as leaders:

• pupils should be given appropriate training before leading an event or club with younger children, eg, working with younger children, organisation and safety
• staff should act as overall co-ordinators and facilitators, providing help and support but should encourage older pupils to take on the primary responsibility.

! Older pupils should not be left alone when working with younger children.
In planning a skipping lesson, you will need to think about the following factors:

- **Variety:** Provide enough interesting, fun and stimulating ideas to keep your group enthused, active and motivated throughout the session.

- **Health and safety factors:** See section on health and safety in the Getting Started guide.

- **Introducing skipping ropes:** How to adjust to make them the correct size. Managing the ropes during the lesson when they are not needed. Safety points concerning the ropes.

- **Ability, fitness and previous skipping experience:** Think about differences in skipping ability and fitness levels amongst the pupils taking part in your lesson, and provide differentiated activities accordingly.

- **Breaking down new skills taught:** When introducing new skills, it may be necessary for pupils to practise firstly without ropes, then introduce turning a rope at the side before trying the skill with a rope turning fully over their head.

- **Progression:** The purpose of the sessions could be to simply build up stamina levels prior to the Jump Off event.

In planning any follow-on sessions, you will need to base the content and delivery on an evaluation of the introductory session, and may want to consider the following questions:

- **Structure:** Are there any major changes I need to make to the structure of the session, eg, groupings, space, timing, safety considerations etc?

- **Interest:** Did I maintain the enthusiasm of the group? Were there any pupils who appeared bored because they found the activities too easy, or became frustrated because they were too hard?

- **Inclusion:** Was everyone included in all of the activities?

- **Differentiation:** Was I able to cater for the whole group or were some pupils unable to participate in any of the activities because they were too difficult?

- **Reinforcement:** Do I need to repeat any of the activities carried out in the introductory session?

- **Progression:** What is the next step for this group? What activities should they move onto next?

Working with younger children

Remember that for many young children skipping will be a totally new activity bringing with it a range of new movement skills to explore and practise.

It is not uncommon for beginners to experience initial frustrations as a result of some difficulties handling the ropes. The main difficulty encountered is co-ordinating the rope turning with jumping over the rope.

The rate at which young children learn skills will vary and you may need to be patient. Teach new skills in a progressive manner and allow plenty of time for pupils to practise. Plenty of encouragement and positive feedback should be given.