



**Move4Life**



The Commonwealth

# Session 4

## Rope Skipping

### Critical Thinking

WELCOME TO SESSION4 OF THE MOVE4LIFE SERIES

This session will focus on the movement skill of **rope skipping** and the life-skill of **critical thinking**. Critical thinking allows us to carefully think about issues, analyse them and reach an informed decision on them. An important skill is sport and in life. Move4Life sessions link with several personal development dimensions and contribute to the Sustainable Development Goals. In this session we have chosen to link to the physical and cognitive dimensions and SDG12 – Responsible Consumption and Production.



Physical Dimension



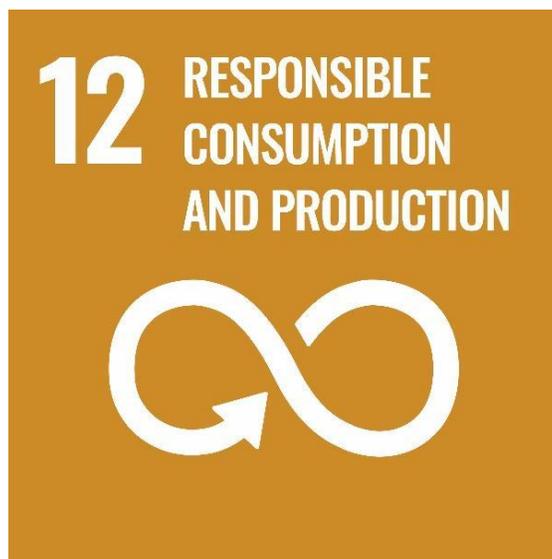
Cognitive Dimension

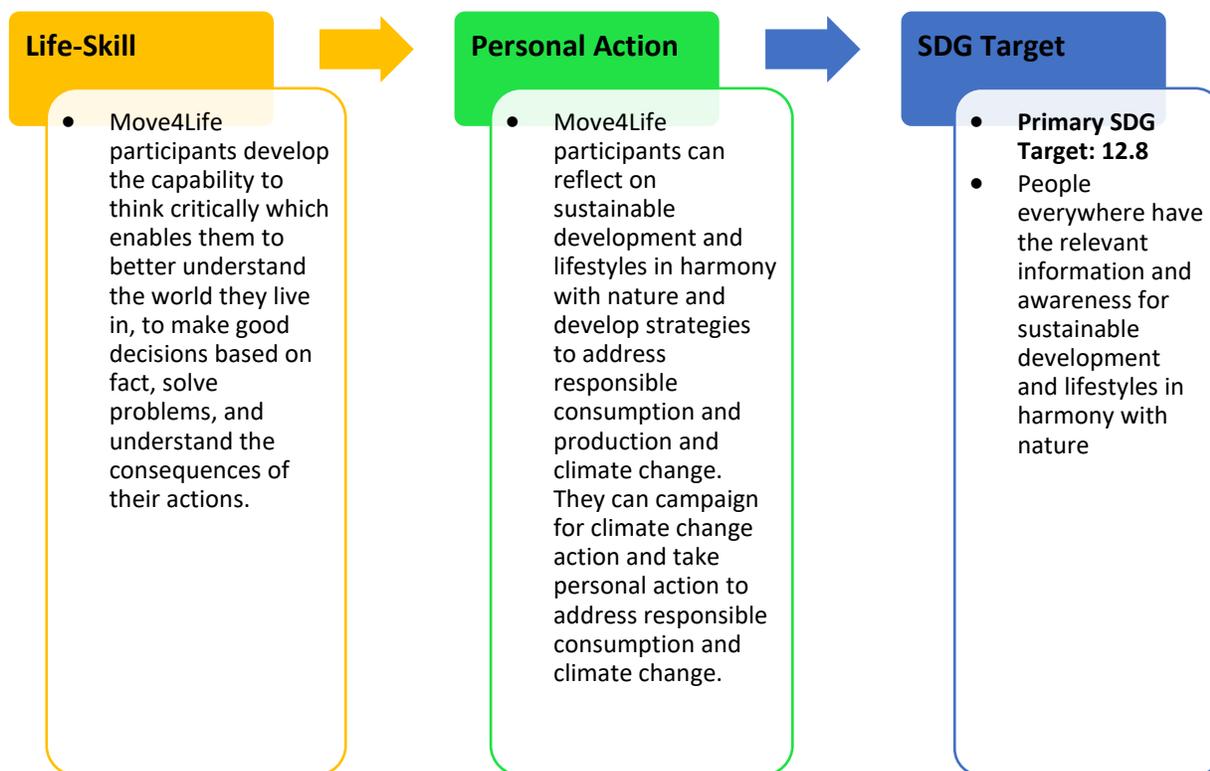


Emotional Dimension



Social Dimension





Click here [Move4Life and the Sustainable Development Goals](#) for further information on Move4Life and the Sustainable Development Goals:

Move4Life is a proud supporter of the International Safeguards for Children in Sport and believes it is important that all children taking part in physical education, sport, and physical activity should be safeguarded from harm. Children should be able to take part in safe and inclusive activities whether at home, at the sports field, or online.

Click here [Move4Life Safeguarding Advice](#) for further advice on Move4Life and Safeguarding.



## SESSION OUTCOMES

By the end of the session, participants will be able to:

- Demonstrate the use of skipping ropes for a variety of fitness and movement skills.
- Demonstrate basic rope skipping skills.
- Practice the Think, Pair and Share method of reflection.
- Practice to think and give constructive feedback to peers and adults.

## KEY MESSAGES

### MOVEMENT SKILLS

- Skipping ropes are affordable and accessible and can be used for an infinite variety of movement activities.
- Skipping ropes can be made easily, this is an ideal way to involve parents and grandparents.
- Jumping with ropes burns calories and can raise your heart rate faster than other exercises.
- Rope skipping is fun, safe and ideal for self-taught home activities.
- Talented participants can progress to structured rope skipping competitions.

### LIFE SKILLS

- We use critical thinking skills every day of our lives. Thinking skills are also called “Cognitive skills”.
- Critical thinking skills help us to concentrate, reflect, think logically, make good decisions, solve problems and understand the consequences of our actions.
- Critical thinking requires us to be very observant, to take in information around us and to use that information.
- In this session we must use as many opportunities as we can to develop our critical thinking skills. E.g.
  1. Observation skills.
  2. Questioning skills.

3. Come up with ideas.
4. Solve problems and challenges.
5. Give others feedback, ask others for feedback and accept feedback.

## At Home Activity

### HEALTH & SAFETY

- Find a space where you can practice safely. Clear away any hazards or obstacles that you can trip over or run into and hurt yourself.
- Make sure you can swing your rope freely without obstruction.
- A parent or caregiver should observe your activities and ensure a safe environment.
- Encourage family members such as parents and siblings to join you. The critical thinking activities will be most effective if you work with at least one other person at home.

### SAFEGUARDING

Safeguarding refers to actions we take to ensure that all participants are safe from harm when involved in sport and physical activity. It means in Move4Life we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for participants practicing Move4Life sessions at home:

- It is not acceptable to be ridiculed, bullied, or abused whilst practicing at home. If you feel this is happening to you, talk to a parent, guardian, or a trusted adult about what you are experiencing and how it makes you feel.
- When you are spending time at home you may be keeping up with your friends on social media. Be aware that there are dangers online. That people you do not know may not be who they say they are. Only connect to people online that you know in real life.
- If you are being bullied or abused online, it is not okay. Tell your parents, guardian, or a trusted adult about it.
- Never share personal information with people you do not know in real life, especially not your name, address, school, clubs you attend, photographs. Alert your parents or a trusted adult if someone is asking you for such information.

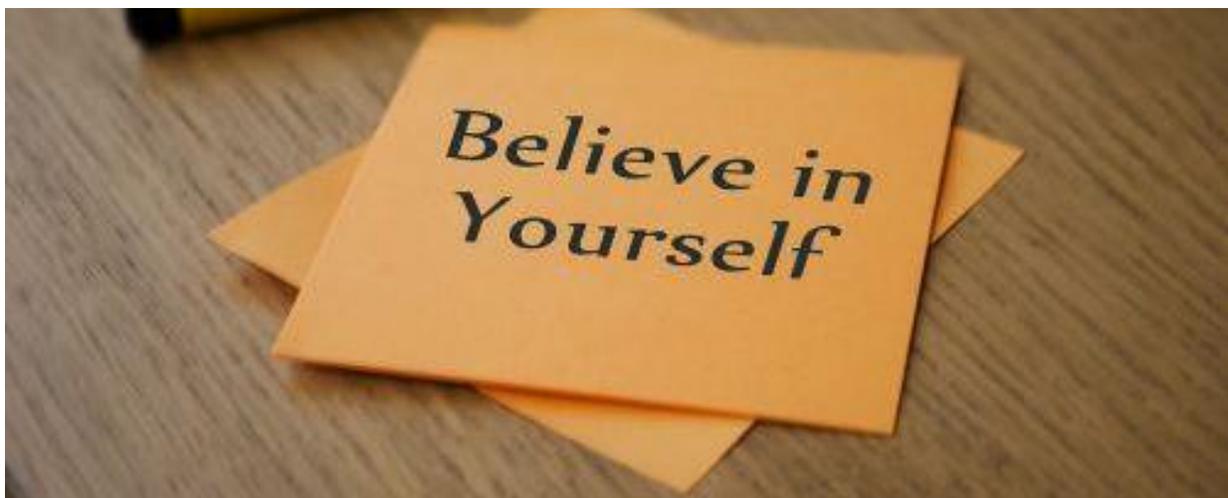
- If you feel uncomfortable about communications from anyone online, including your teacher or coach or another participant, tell your parents or a trusted adult
- Avoid meeting up with or being alone again with any person who makes you feel uncomfortable or has tried to harm you either in person or online.

For further advice on keeping yourself safe whilst participating in the Move4Life sessions at home and whilst you are online [click here](#).

## OPENING REFLECTIONS

On your own or with a family member take five minutes to reflect before you start the session.

- The session is about rope skipping and critical thinking.
- What do you think is critical thinking? Why do we need critical thinking skills?
- Now take exactly 1 minute to observe your surroundings. (Ask your helper or partner to keep time for you)
- After 1 minute, close your eyes. See how much of your surroundings you can remember. E.g. What are the colours of the ropes? What are the people around you wearing? What colour is the sky today? Cloudy, blue? What sounds did you hear? What objects were in your immediate vicinity?
- Tell your helper/partner what you observed. Alternatively, your partner can ask you questions.



## WARM UP

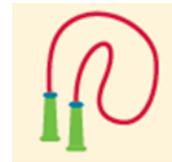
### TIME

5 Minutes



### EQUIPMENT

Skipping Ropes (Preferably 1 per person). Ropes can easily be made with plastic bags. You can ask family members and other members of the community to make ropes.



### SET UP

Mark out spaces at home suitable for the activity and the number of participants.

## ACTIVITY

Use cones or other items to mark out a small area in which to practice on your own or with a family member.

- Place rope horizontally in front of you.
- Besides jumping, think of at least 2 activities you can do with the rope lying on the ground to warm up your body.
- Now try the activities you thought about. Remember you are only warming up.

## MAIN PART

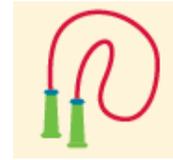
### TIME

15 - 20 Minutes



## EQUIPMENT

Skipping rope in hand. Music of your choice on your cell phone or music system.



## SET UP

Mark out enough space to perform the exercises. Make sure your rope can swing freely.

## ACTIVITY 1

### LEARN TO JUMP

- To size your rope (stand on your rope, handles should reach under your arm pit).
- Start with your hands in the "ready" position (elbows close, hands away from body).
- Practice a toe – catch (swing the rope over your head, then after it touches the ground, stop it with your toes lifting away from the floor).
- Pretend jump without the rope, practice your timing.
- Now try to jump, start slowly at first.
- Now try jumping to the beat of the music.
- If you make a mistake. Stop. Think. Why did I make a mistake? What can I do to avoid making that same mistake?



## ACTIVITY 2

### LEARN DIFFERENT TYPES OF JUMPS

- Jump on one foot (right then Left), while skipping.
- "Zig Zag ": Jump on 2 feet sideways (left and right).
- "Bell": jump on 2 feet (forwards-backwards).
- "Box": jump forward, left, backward, right (in a square).

Note well: when you're tired, take a break!!!

## SET TARGETS

- How many jumps do you think you can do without making a mistake?
- Did you reach your target? What do you think? Why DID you make your target? Why did you NOT make your target?
- How can you improve?

## COOL DOWN

TIME : 5 MINUTES

For a demonstration of the cool down [click here](#)

Perform the following Mobility Stretches with ropes. You can do the last stretch against a wall if you do not have somebody to assist you.



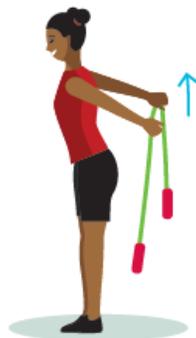
Arms and sides



Back



Calves



Shoulders (back)



Legs

## CLOSING REFLECTIONS

### ON YOUR OWN

Write down a few notes in your “Move4Life” Diary. Write down what you did during this session and how you felt about the different activities in the session. What was easy and what was hard? What did you learn about thinking? What did you learn about observing your surroundings? How did you feel about giving your partner feedback and receiving feedback from somebody?



## ADAPTATIONS

Skipping rope activities can be adapted to suit any age or any abilities. Here are a few ways to adapt activities:

- A person with limited mobility or ability can jump on the sport, holding the rope without turning the rope.
- The rope can be gently swung just a few centimetres from the floor.
- Swing the rope from side to side without jumping.
- A blind or partially sighted person can stand next to the person jumping but outside the arc of the jump and jump to the rhythm of the music and the “jump” command of the jumper or clapping.
- Persons with a physical disability can form letters, shapes, or numbers with the ropes, roll their wheelchairs through “obstacles” made with ropes.

# At the Sports Field

## HEALTH & SAFETY

- The facilitator must mark out a space where the participants can perform the activities safely.
- Identify participants who can help in marking out areas. These might be participants who do not excel at physical activities but are good with numbers. Let them take charge of the “measuring tape” and mark out your required area with cones, ropes etc. This will build their self-esteem.
- Make sure participants can swing their ropes freely without obstruction.
- The facilitator should check that the playing area is free of any hazards such as broken glass, wet floors, holes in the grass, etc. Involve the participants.

## SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for facilitators delivering Move4Life sessions at the sports field:

- Facilitators (teachers, coaches, or activators) should never be alone at the sports field with children or young people. There should always be another adult present and where you are working with a mixed-sex group there should be an adult of both sex present. This is known as the rule of 2.
- Facilitators should have knowledge of and be able to recognise indicators of different forms of harassment, abuse, and exploitation. You should also know where and how to report concerns.

- Children and young people should never share changing accommodation and showers with adults. If there are no suitable changing and shower facilities, they should arrive and depart in their sports attire.
- Facilitators should never abuse or discriminate against children and young people attending Move4Life sessions and should conduct themselves in a manner that makes them a positive role model for all participants.
- Facilitators should make sure that children and young people are never left on their own at the sports field. They should arrive before the participants and ensure that all participants have departed safely before they depart the field.

For further advice on safeguarding children and other vulnerable groups participating in Move4Life sessions at the sports field [click here](#).

## OPENING REFLECTIONS

Form a circle with the participants. (Remember, you are part of the circle, NOT in the middle). Welcome the participants and create a friendly, safe environment. Facilitate a brief conversation with and amongst the participants. Introduce the intended outcomes for the session through questioning such as what do you understand by critical thinking or how can use good thinking skills when playing sport? Use effective questioning to guide participants try not to be just directive.

## WARM UP

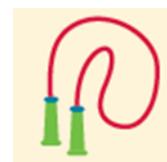
### TIME

5 Minutes



### EQUIPMENT

Skipping Ropes (preferably 1 per person). Ropes can easily be made with plastic bags. You can ask family members and other members of the community to make ropes.

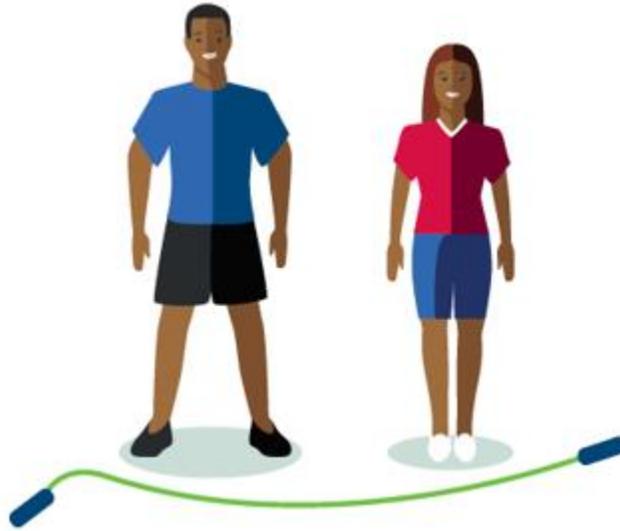


### SET UP

Mark out spaces at home suitable for the activity and the number of participants.

## ACTIVITY

- Place skipping ropes on the ground randomly spaced.
- Arrange the participants in pairs. 1 rope per pair. Let each participant think about 2 activities they can do with the rope on the ground to warm up and share with their partners.



- Pairs must decide amongst each other, which 2 activities should be implemented and then start (i.e. they must evaluate each other's suggested activities and decide).

### **Note to facilitator**

Do not allow lengthy arguments, but this process is important for integrating the life-skill into the session. If the participants are unable to come up with ideas, guide them to the activities on the video below.

[Click here](#)

- Ask the pairs if they think they came up with an activity that everybody should try.
- Randomly choose a pair and let them motivate WHY they think everybody should try their activity.
- Depending on time, the facilitator may choose more pairs.

## MAIN PART

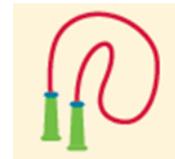
### TIME

15 - 20 Minutes



### EQUIPMENT

Ropes – 1 rope between two participants.



### SET UP

Arrange the participants in pairs of equal size. If uneven number, let one participant work alone, alternate the person working alone as you progress through activity. As a facilitator you can give the participant feedback.

## ACTIVITY

- The exercises below must be done in pairs.
- While one participant is jumping, the other is observing.
- For all the exercises above, ask pairs to share their own thoughts with each other.
- While observing, one of the pair is also catching their breath.

### ACTIVITY 1

#### LEARN BASIC JUMP

- To size the rope (stand on the rope, handles should reach under your arm pit).
- Participants start with their hands in the "ready" position (elbows close, hands away from body).



- Practice a toe – catch (swing the rope over your head, then after it touches the ground, stop it with your toes lifting away from the floor).
- Pretend jump without the rope, practice your timing.
- Now try to jump, start slowly at first.
- Now try jumping to the beat of the music.
- The non-skipping partner must observe and motivate the skipper.
- Let the participants switch and repeat the exercise.
- After both have had a chance, Think and Share. Did you make any mistakes? Why? What can we do to avoid making that same mistake?

## ACTIVITY 2

### LEARN DIFFERENT TYPES OF JUMPS

- Jump on one foot (right then Left), while skipping.
- “Zig Zag ”: Jump on 2 feet sideways (left and right)
- “Bell”: jump on 2 feet (forwards-backwards)
- “Box”: jump forward, left, backward, right (in a square)

Note well: when you’re tired, take a break!!!

### SET TARGETS

- Think. How many jumps do you think you can do without making a mistake?
- Did you reach your target? What do you think? Why DID you make your target? Why did you NOT make your target?
- How can you improve?



## COOL DOWN

TIME: 5 MINUTES

Finish your session by performing a few stretching exercises. Here is a [link](#) to a video with a few stretching examples (two of which are illustrated below).

Perform the following Mobility Stretches with ropes.



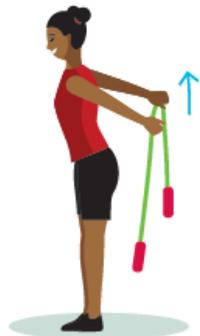
Arms and sides



Back



Calves



Shoulders (back)



Legs

## CLOSING REFLECTIONS

- Form a circle, this time you may be seated since the session may have been quite strenuous.
- Review the session outcomes. Ask the participants to tell you what they learnt about the movement skills. Which skills were easy? Which were difficult?
- Ask the participants to reflect on the Life Skill. Ask leading questions to reinforce the Key Messages.
- Ask the participants to pair up reflect on how the Life Skill impacts on their daily lives using the Think, Pair and Share method.
- Ask the participants to give you feedback on the session. What did they enjoy, what did they find difficult? Do they have any suggestions?
- Close the session, make any announcements, confirm time of next session, etc.

## ADAPTATIONS

Skipping rope activities can be adapted to suit any age or any abilities. Here are a few ways to adapt activities:

- A person with limited mobility or ability can jump on the sport, holding the rope without turning the rope.
- The rope can be gently swung just a few centimetres from the floor.
- Swing the rope from side to side without jumping.
- A blind or partially sighted person can stand next to the person jumping but outside the arc of the jump and jump to the rhythm of the music and the “jump” command of the jumper or clapping.
- Persons with a physical disability can form letters, shapes or numbers with the ropes, roll their wheelchairs through “obstacles” made with ropes.
- If you do not have enough balls for each participant, you can adapt activities so that participants can complete an exercise then pass the ball to another participant.