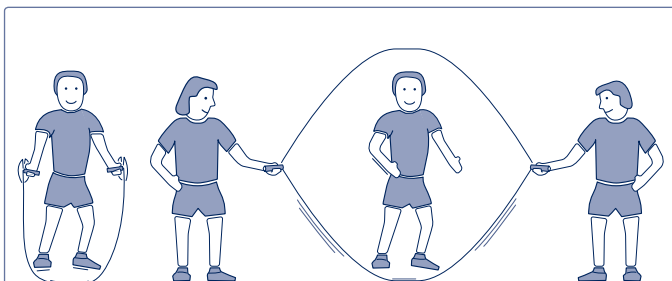


Approach: Open space

Focus: Skipping

Resources: Single skipping rope, 1 long skipping rope

Year: 4 & 8

Questions / instructions:

Teacher swings and turns rope with one of the students. Swap student when it is their turn. Swing rope slowly from side to side, so that it brushes the ground. Count 1–10 as student jumps the rope. Turn rope towards the student. Adapt rope turn to student's skipping speed. One student at a time for each skipping activity, apart from number 1 (practice session).

Using the **short** skipping ropes:

1. Everyone practise skipping on your own.
(Allow 1 minute)
2. (One at a time)
Show all the types of skipping you can do. (Allow 1 minute)

Using the **large** skipping rope:

3. Jump for **10** counts from side to side as the rope swings.
4. Skip inside the rope for **10** counts.
Stand beside the rope to begin, or you can run in.

Short Rope:

Overall performance:
(variety, skilfulness, fluency)

	year 4	year 8
very good/excellent	11 (9)	24 (23)
good	26 (22)	33 (36)
fair	43 (40)	33 (28)
poor	20 (29)	10 (13)

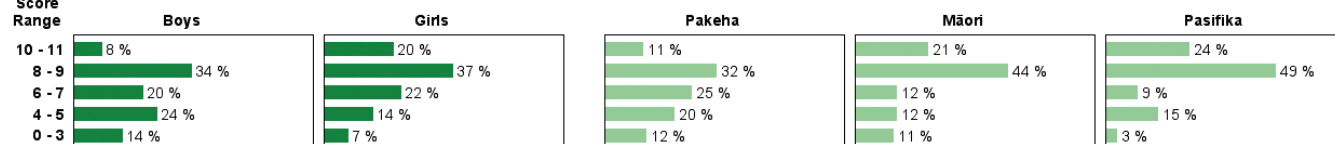
Long Rope:

Ten jumps –	continuous and fluent	65 (55)	78 (77)
	continuous but not fluent	10 (16)	8 (8)
	completed - one restart needed	14 (13)	11 (11)
	any other response	11 (16)	3 (4)
Ten skips –	continuous and fluent	64 (59)	76 (77)
	continuous but not fluent	1 (4)	4 (5)
	completed - one restart needed	17 (19)	14 (13)
	any other response	18 (18)	6 (5)
	run-in start to long rope task	22 (22)	38 (35)
Total score:	10–11	14 (11)	30 (25)
	8–9	36 (29)	39 (47)
	6–7	20 (24)	20 (18)
	4–5	19 (22)	8 (7)
	0–3	11 (14)	3 (3)

Subgroup Analyses:

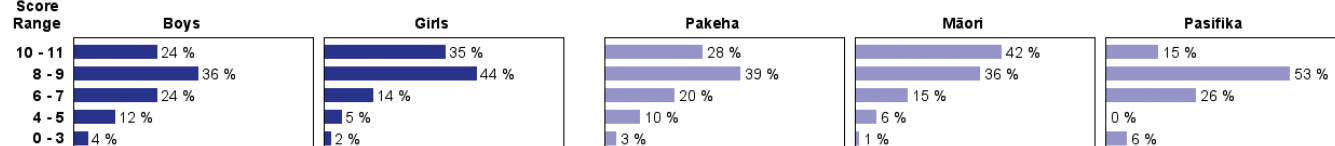
Year 4

Score Range



Year 8

Score Range

**Commentary:**

Many students managed skipping better with the long rope than with the short rope. Girls performed markedly better than boys, on average. There was little change between 2002 and 2006.