

**Goal:** Keep track of how many you can do in a row with practice—skipping rope, snapping fingers, and more

**Grades:** K–6+

**Minimum number of participants:** 1

**Suggested grouping:** individual

**Time:** 10–20 minutes (over several days or weeks)

**Math:** collecting and analyzing data

**Materials:**

paper and pencils

**Prerequisites:** counting to 20

**Books about sports statistics:**

*Wilma Unlimited.* Krull, Kathleen.  
(Voyager, 2000).

*Data, Graphing, and Statistics.*  
Wingard-Nelson, Rebecca.  
(Enslow, 2004).

## Before beginning

Choose something that children can do a few times in a row, such as tossing a ball without dropping it.



### 1 Count and keep track

Children count how many they can do in a row.

### 2 Record

Children record the date and their count. Collect the papers so children can use them again.

### 3 Keep practicing

Try it again each week or month.

ENDURANCE	
Skipping Rope	
José	
Date	In a row
March 1	3
April 2	7
May 1	
June 2	

**Talk About...**

*Do you get better over time? How do you know?*

## Variations

**Count with me (easier).** Children work in pairs. One does the activity and the other counts and keeps track. Then, they switch.

**Changing conditions (harder).** Children investigate influences on endurance. If you are skipping rope, does it matter whether you're barefoot or wearing shoes? What if you shut your eyes?



**Spotlight**

**Organizing data**

Recording in a standard way helps everyone keep track and compare progress. If you look down the “In a row” column and see that the numbers go up, endurance is showing an increase. All that exercise is paying off!

Sometimes the numbers don’t seem to show a trend. Then, you can investigate further: Were you wearing sneakers sometimes and sandals other times? Were you very tired when you tried the activity in May?

ENDURANCE	
Skipping Rope	
José	
Date	In a row
March 1	3
April 2	7
May 1	12
June 2	15

ENDURANCE	
Skipping Rope	
Ana	
Date	In a row
March 1	6
April 2	3
May 1	11
June 2	9



**Finding a baseline**

How much weight did you gain over the holiday season? How many inches did your three-year-old child grow last summer? How much has your new exercise routine reduced your blood pressure?

In order to tell how much a measurement has changed, you need to know what it was to start with. That’s the *baseline*. If you usually weigh 140 pounds, your baseline is 140. If you now weigh 145, you’ve gained 5 pounds. If you weigh 138, you’ve lost 2.

In this activity, children gather baseline data: they record what they can do initially. Then, track change over time, so they know if they are getting stronger or more agile.