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Exploring the Community Integration and Involvement of Immigrant Children in the US through Jump Rope Camps

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EXPLORING THE COMMUNITY INTEGRATION AND INVOLVEMENT OF IMMIGRANT CHILDREN IN THE US THROUGH JUMP ROPE CAMPS

A Capstone Project Presented in Partial Fulfillment of the Requirements for the Degree Bachelor of Arts with Honors College Graduate Distinction at Western Kentucky University

By
Murray L. Huber
May 2019

*****

CE/T Committee:
Professor Trini Stickle, Advisor
Professor Alexander Olson
I dedicate this thesis to my mother, who has given countless hours and enormous effort to support me in jump rope and everything else
ACKNOWLEDGEMENTS

I would like to acknowledge Dr. Trini Stickle for serving as an amazing advisor. She gave up a great amount of time to meet, discuss ideas, read my work, provide edits and resources, and encourage me throughout the whole process. She was always supportive and helpful, replying to every one of my late-night emails even at times when it may not have been the most convenient for her.

I would like to acknowledge Dr. Olson for agreeing to be my second reader and taking the time to edit my work. He has also been the WKU Jump Rope Club advisor for the past two years, allowing me to make this organization and project a reality.

Additionally, I would like to thank the International Center of Kentucky for working with me to plan this jump rope camp and program. Special thanks go out to the Volunteer Coordinator for helping work out all the little details of the camp and being there every day to help out. Thanks to all groups that provided us with locations to hold the camp.

Of course, the Jumpin’ Jaguars were also a huge part of this project, and I would like to thank the families that hosted us during the camp, as well as the coaches and parents that helped us work out the combined performance at the end of the camp.

Thank you to all of the volunteers who acted as staff members during the week of the camp, as well as others who continued to help out with the program throughout the school year.

Finally, I would like to thank my family and friends who supported me throughout this project and helped along the way. Thank you to everyone whose hands
have been forced to hold a jump rope because of me—thank you for indulging me and experiencing my passion for jump rope with me.
ABSTRACT

The world is currently facing an unprecedented refugee crisis, which calls for the creation of programs designed to assist in the adjustment of refugee/immigration populations to their host communities (“Refugees,” 2016). In the past, sports programs have often been used to ease the transition of refugee/immigrant youth to life in a new place, aiming to provide health benefits, increase language acquisition, improve social skills and connections, assist with enculturalization, and create a space for fun (Block & Gibbs, 2017, p. 91; Youri, 2018). The goal of this project was to create a summer jump rope camp and continued program to explore potential benefits such a camp could provide to the refugee/immigrant youth in Bowling Green, Kentucky. Results of the project include methodology and materials developed for the camp, grounded in research on past camps, with the hopes of providing positive effects to participants. To that end, this study aims to serve as a template for future similar projects and provide initial questions for continued research on the effects of jump rope camps on the social integration and language acquisition of immigrant children in the US, with a goal of creating stronger, more cohesive communities.

Keywords: refugee, immigrant, jump rope, sports camp, enculturalization
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INTRODUCTION

Amidst the current refugee crisis worldwide, a need exists to provide services that allow newcomers, such as refugees, to become involved in their host communities ("Refugees," 2016). The city of Bowling Green, Kentucky, has a significant refugee/immigrant population whose adjustment to life in Bowling Green is assisted by the International Center of Kentucky. Despite this help, immigrant children still face a unique set of obstacles including discrimination, persecution, and lack of knowledge of the language and customs of their new hometowns (Schorcht, 2017). One interesting method of overcoming these obstacles is the implementation of sports camps for refugee/immigrant children.

The purpose of this thesis is to explore the extent to which sports camps, specifically jump rope camps, might help involve and integrate immigrant children into their new communities in the United States. During the summer of 2018, as part of the Western Kentucky University Jump Rope Club, I organized a jump rope camp in coordination with the International Center of Kentucky for refugee/immigrant youth in Bowling Green, Kentucky. Following the camp, the Jump Rope Club implemented a program to continue jumping with the children throughout the school year. The goal of this project was to investigate beneficial effects of past sports camps designed for refugee/immigrant populations including improved mental/emotional health, physical well-being, language acquisition, enculturalization to American life, increased social skills and connections, and the creation of a space for play and fun. The organization of this particular jump rope camp was grounded in this research, with the hopes of providing
similar benefits to the participants and providing a template for similar camps and programs in the future.

Beginning with background information on the refugee population in Bowling Green and the sport of competitive jump rope, this thesis goes on to review the current body of literature on past sports camps and their effects on refugee/immigrant groups. Next, it discusses the methods used in the planning and creation of this jump rope camp and program in Bowling Green. Finally, it includes recommendations and conclusions that can be drawn from this project, which is to be used as a pilot study for future camps.

Below are several definitions which would be helpful to know for a deeper understanding of this thesis.

**Table 1. Definitions**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot Shots</td>
<td>A jump rope team located in Franklin, Tennessee. Two members of this team traveled to Bowling Green in order to act as staff members for our jump rope camp.</td>
</tr>
<tr>
<td>International Center of Kentucky</td>
<td>A refugee resettlement organization based in Bowling Green, Kentucky that works to meet the social, employment, educational, and other needs of refugees and immigrants (<em>International Center</em>, 2012)</td>
</tr>
<tr>
<td>Jumpin’ Jaguars</td>
<td>A jump rope program based out of Natcher Elementary in Bowling Green, Kentucky. The program includes club, demonstration, performance, and competitive teams with elementary school through college-aged members.</td>
</tr>
<tr>
<td>United States Amateur Jump Rope Federation (USAJRF)</td>
<td>One of the most prominent jump rope organizations in the US. Hosts camps and competitions.</td>
</tr>
<tr>
<td>Western Kentucky University Jump Rope Club</td>
<td>A registered student organization at Western Kentucky University. This jump rope club hosted the camp for refugee/immigrant children during the summer of 2018.</td>
</tr>
<tr>
<td>World Jump Rope Federation (WJR)</td>
<td>One of the most prominent jump rope organizations in the US and worldwide. Hosts camps and competitions.</td>
</tr>
</tbody>
</table>
Appendix A contains a list of jump rope skills mentioned throughout this thesis, which may be helpful to know for a deeper understanding of the project.
BACKGROUND

Refugees

According to a United Nations report, the world is currently facing an unprecedented refugee crisis, “witnessing the highest levels of displacement on record” (“Refugees,” 2016). As of 2016, “65.6 million people around the world have been forced from home by conflict and persecution” (“Refugees,” 2016). The report states that 22.5 million of these people are refugees, half of whom are under the age of 18 (“Refugees,” 2016). Although refugees leave their home countries in order to escape persecution and unsafe situations, they often continue to face obstacles in their new environments. Some of these circumstances include “violence, discrimination, xenophobia, exploitation, sexual and gender-based violence, human trafficking, and forced repatriation to their home countries” (Schorchit, 2017). These obstacles frequently make it difficult for refugee children to obtain an education, access health services, and participate in their local community whether that be through extra-curricular, sports, spiritual, or other programs, in the same capacity as native children. While refugees often face significant mental health issues and require more education about Western culture than other immigrants, research has shown that both refugees and immigrants face similar challenges when coming to the United States (American Sociological Association, 2012).

The city of Bowling Green, Kentucky in particular has become a hub for refugees, growing as a city with a relatively significant refugee and immigrant population. According to an article on the increasing refugee population in Bowling Green, “from 2010-2014, the US Census estimated 12.7 percent of Bowling Green’s residents were foreign born” (Gibson, 2017). This percentage is higher than those of both Louisville and
Lexington, which are 6.7 and 9.1 percent respectively (Gibson, 2017). Bowling Green’s population being only a little more than one tenth of Louisville’s, this finding demonstrates the significance of the foreign-born population of Bowling Green (“Kentucky cities,” 2017). In fact, Bowling Green settled 13 percent of newcomers to Kentucky in 2017 (“Fiscal year,” 2018). In 2016, Bowling Green settled about 440 refugees, with the help of the International Center of Kentucky (Gibson, 2017).

With Bowling Green as its main branch, the International Center of Kentucky is a refugee resettlement organization that works to meet the social, employment, educational, and other needs of refugees and immigrants (International Center, 2012). Demographic data shows that between 2013 and 2017, the highest number of arrivals in Bowling Green came from Burma, followed by the Democratic Republic of the Congo, Somalia, and Iraq (Arrival data, 2018). The International Center has played an integral role in helping recently-arrived refugees settle into their new community. However, with limited resources, the Center can only help refugees for their first 180 days; luckily, many are self-sufficient after 90 days (Gibson, 2017). The Executive Director of the program says that “the growth of Bowling Green’s refugee population has caused the south-central Kentucky city to grow increasingly multicultural—a trend that’s affected everything from local government to business to education” (Gibson, 2017). Despite the Center’s efforts, Bowling Green refugees are still subjected to many of the detrimental obstacles all too common to refugees. According to several studies, migrant and refugee children often experience heightened feelings of vulnerability and social exclusion (Cockburn, 2002; Rosso & McGrath, 2016). These struggles point to the need for an increase in programs
designed to assist, socialize, and involve immigrant and refugee children in their local communities.

**Competitive Jump Rope**

The sport of competitive jump rope, while relatively small compared to mainstream athletics, is well-developed across many countries. Numerous organizations, such as the World Jump Rope Federation (WJRF) and United States Amateur Jump Rope Federation (USAJRF), exist for the promotion of the sport nationally and internationally. Each year these organizations, among others, host competitions, camps, and workshops where athletes can represent their teams or countries.\(^1\)

Currently, jump rope camps and workshops are typically designed for those that are already participants in the sport. While outreach and growth of the sport are goals of many jump rope organizations, major camps tend to be geared toward current jumpers, with older athletes serving as staff members to teach younger jumpers and these events being advertised primarily to existing teams. Smaller workshops and clinics are also often designed for individuals already involved in the sport, but some have been created for other groups, such as underprivileged children or kids that are not otherwise engaged in sports.

One particular program, One World One Rope, has in fact worked predominantly to use jump rope as outreach, from jump rope athletes to children of lower socio-economic status which may prevent them from becoming involved in the sport, by

\(^1\) For more information, please consult worldjumprope.org and usajumprope.org.
developing jump rope initiatives around the world. The organization is not currently active, but it successfully started sustainable jump rope programs in several parts of the world including Kenya and Tanzania, donated ropes and shoes to new athletes, and sponsored teams to attend tournaments (Fry, 2009). The success of this organization demonstrates the promise of similar programs.

As shown by One World One Rope, jump rope is easily sharable and transferrable across different cultures. An important aspect of jump rope, and one of the reasons it could serve as an effective means of connection between refugees/immigrants and individuals in their host communities, is its collaborative environment. At the most intense of jump rope competitions, one can witness athletes in the practice gym sharing their skills, even after competing directly against one another. In fact, the World Jump Rope Championship is followed by a camp each year, where participants stay several days after the competition to learn from other competitors who volunteer their time to teach tricks. Jump rope teams have recognized that sharing the sport with others, even competitors, is necessary in order to advance the small, unique sport.

Jump rope is also relatively inexpensive (requiring only one rope at the most basic level), accessible to those of all fitness levels, an individual or a team sport, and not dependent on a particular location, field, or court. The flexibility of the sport makes it easy for a wide range of people to engage with it, and it makes camps feasible under a variety of circumstances.

Jump rope is known for being an enjoyable sport and bringing pleasure and laughter to children. According to Shaun Hamilton, a co-founder of WJRF and expert in the sport, jump rope can trigger extreme happiness because of the sense of
accomplishment it brings. As he puts it, “We all like to win, achieve, accomplish things. Even a blind person who has never seen victory will raise their arms in victory when they feel victorious. In jump rope, every time you jump over that rope you win. You overcome that small plastic challenge. This is why we all smile when we jump that rope, because it represents winning and overcoming” (S. Hamilton, personal communication, 15 February 2019). Hamilton’s theory that each jump brings a feeling of accomplishment, similar to the way scoring a goal in soccer might do the same, means that jumpers get this feeling of achievement over and over as they engage with the sport. At the most extreme, a competitive speed athlete could jump over the rope two hundred times in thirty seconds, but even children on the playground complete many jumps in just minutes, which can bring about feelings of happiness and/or success.

I have witnessed the sport of jump rope bring this happiness to numerous individuals. In my twelve years of involvement with the sport, I have seen shy, anxious middle-schoolers transform into engaging performers on the stage and quiet introverts blossom into effective team leaders. All of these aspects make jump rope an appropriate sport for providing benefits to children, specifically refugee/immigrant populations.
LITERATURE REVIEW

Sports are valued not only for their contributions to an individual’s physical health and fitness but also for the benefits of improved mental and emotional health, leadership and teamwork abilities, social skills, and dedication. Team sports can create a sense of community between players and encourage the formation of friendships (Football camps, 2016; Youri, 2018). Because of these advantages, sport camps have been used to forge bonds between groups and unite individuals through positive activities—adults and children alike. One particular implementation of sport camps has been to promote the well-being and integration of refugee groups into their local communities (Youri, 2018). A study on sports opportunities in Australia explains that “recently arrived migrants and refugees…may be particularly vulnerable to social exclusion. Participation in sport is endorsed as a vehicle to ease the resettlement process” (Rosso & McGrath, 2016, p. 105). Past successes of such camps demonstrate the benefits that can be gained from sports programs geared towards immigrant and refugee populations.

A variety of organizations across many countries have created sports camps designed to help with the integration and well-being of immigrants and refugees. For example, the United Nations International Children’s Emergency Fund (UNICEF) partnered with the Youri Djorkaeff Foundation (YDF) in the summer of 2018 to start a soccer program for refugee and migrant children in Athens (Youri, 2018). UNICEF’s Country Coordinator in Greece states that this program was created because “UNICEF values immensely the role of sports in children’s development as it provides them with the opportunity to build a positive self-esteem, improve their physical and emotional
health, strengthen their skills, and build bridges among each other” (Youri, 2018). A study on sports programs for refugee-background youth in Australia finds that they produced many of the same benefits as the UNICEF program. Additionally, the research demonstrates that sports engagement “may also assist recently-arrived young people with language acquisition, self-esteem, confidence, and social connectedness” (Block & Gibbs, 2017, p. 91). As the research attests, all of these benefits help foster a sense of community belonging for refugees and immigrants that may experience difficulty adjusting to their new homes (Block & Gibbs, 2017, p. 92).

Many of these benefits specifically help refugee and migrant children adapt to their new schools and education systems, adjustments that can be difficult because of linguistic, social, and cultural differences. Many studies have found, however, that sport camps can make these transitions easier. Throughout the study on sport programs in Australia, interviews were conducted with refugees who participated in the programs, coaches with whom they worked, and teachers who taught the students in class. One teacher mentioned that his students involved with cricket did well and enjoyed math because of the practice they had using math for scoring in their practices and games (Block & Gibbs, 2017, p. 95). He also discussed “them learning to apply values and skills that they learned from playing sport such as ‘working hard,’ ‘persistence,’ and ‘bouncing back from disappointment’ to other aspects of their lives including their education” (Block & Gibbs, 2017, p. 95). The children involved in these programs echoed his thoughts with several interviewees expressing “that values and interpersonal skills developed through participation in sport were transferable to the classroom” (Block & Gibbs, 2017, p. 95). By taking the lessons learned from sports to the classroom, these
reports suggest that children were able to adjust better and faster to their new school routines. Not only could they apply the helpful skills of dedication, hard work, and tenacity to their homework, assignments, and school projects; they had developed relationships and acquired social practices of their new environment. Although refugee and migrant children often cannot escape barriers that make school difficult in their new countries, such as foreign languages and cultural differences, possessing the skills to succeed in school makes overcoming these barriers easier.

Another teacher from this study in Australia makes the point that “the way they supported each other and the way that they cheered each other on…that was really what it was about” (Block & Gibbs, 2017, p. 95). While learning to adapt to school in another country is an integral part of successfully adjusting in a new community, many studies also emphasize the importance of friendships and social skills that can be gained from participation in sports. This research finds that interview participants “felt that sport was an effective way to connect with young people” (Block & Gibbs, 2017, p. 94). Similarly, an article on football camps created to help integrate Syrian refugees into Jordanian society in 2016 states that the camps allowed “Jordanian and Syrian girls [to build] friendships and social cohesion” (Football camps, 2016). Although school systems in Jordan often keep Syrian and Jordanian children separated in order to accommodate the large numbers of students, sports programs such as these football camps allow the children to interact (Football camps, 2016). One girl who participated in the camp said that she never thought she would “play or talk with Syrian girls,” but the camp gave her “the opportunity to get to know them closely and understand [they] have a lot in common” (Football camps, 2016). Through the mixing of girls from Jordan and refugees
from Syria, these children were able to build bridges across their sometimes-divisive cultural differences to find that they could create friendships. All it took was getting them on the field and allowing them to engage in competitive gameplay together, generating a common goal and the need for teamwork.

Even programs that do not directly mix newcomers and locals have been shown to provide social benefits. As mentioned previously, the Australian sports programs taught children to support one another and build connections (Block & Gibbs, 2017, p. 95). Similarly, one of the goals of UNICEF’s soccer training is to “foster social inclusion” through sport (Youri, 2018). Another study states that relationships with coaches and facilitators “played a central role in the adaptation process” of immigrant youth, especially “coaches who used the youth’s sport participation to inspire them towards effective leadership and positive interactions with the mainstream society” (Kaya, 2017, p. 3). By providing effective role models, sports programs encourage children to be leaders and practice teamwork in other areas of their life besides athletics. For refugee children dealing with the difficulties of being forced into a new home, these skills of teamwork and cooperation may be difficult to acquire or hone without the encouragement provided in sports. Additionally, sports provide the space for children to learn or practice basic social skills through interaction with teammates and coaches. For children coming from a different cultural background, they may be able to learn customs of their new country and adapt their social skills in order to interact successfully with locals.

Sports camps are also beneficial to locals and their communities by providing them with an avenue to learn about and accept refugees and immigrants in their hometowns and by encouraging refugees to become engaged citizens. One study on
tennis clubs in the UK demonstrates some of these advantages. The club implemented table tennis in local schools, where both refugees and locals could participate, and refugees were often coaches or teachers in the program (Nelson, 2018). The study states that “these outreach projects…offer refugees and asylum-seekers the opportunity to give something back to the local community by passing on their paddle skills” (Nelson, 2018). Through this unique program, asylum-seekers can feel a sense of purpose in sharing their knowledge, and locals can learn athletic skills through interactions with them. The Jordanian football camps demonstrate similar benefits of social cohesion, with even parents of participants building friendships as a result of the program (Football camps, 2016).

For immigrants and non-immigrants alike, athletics can benefit one’s physical, mental, and emotional well-being. Rosso and McGrath’s study on sports for disadvantaged communities in Australia finds that “participation in physical activity through organized sport can lead to an array of health benefits” (2016, p. 105). Aside from the typically-expected physical health benefits of sports, researchers also found that they could become a “coping strategy against acculturative stress” (Rosso & McGrath, 2016, p. 105). By helping refugees to cope, sports can relieve the body of some of the physical tension caused by stress, as well as providing an outlet and easing the emotional detriments of excess stress. Another program designed to help immigrants integrate into Austrian society claims similar health benefits. One participant named Merza found that sports programs helped with his emotional health; although he “found it hard to fit in” when he first arrived in Vienna at age 12, “the boxing gym became his second home and a place of refuge where only his performance mattered” (“Austria: Through Sports,”
2015). He was able to focus on improving his sport and physical health, while also finding a place where he could fit in with others, an important component of achieving emotional and mental well-being.

Another important aspect of well-being for children is simply being able to enjoy acting like a kid and playing. UNICEF and YDF state that “for the thousands of refugee and migrant children who have been uprooted by violence and conflict, soccer offers a chance for them to be kids again, restoring a sense of normalcy in their lives” (Youri, 2018). After experiencing the stress of violence in their home countries and possibly dealing with effects such as PTSD, sports can create a space where these stressors can be mitigated. They give children the ability to play with others and focus on a healthy form of physical activity. As the President of UNICEF says, “A child uprooted may be called a refugee or migrant, but first and foremost, a child is a child, and play—in all of its forms—is the right of every child” (Youri, 2018). In the urgency of violent situations, a lack of basic necessities such as clean water, or the difficulty of travelling across countries, sometimes this right to play can be overlooked. However, it is an important aspect of life for all children and something that all children deserve.

With refugees and immigrants often facing so many obstacles to successful socialization, integration, and involvement in their new communities, creative solutions are necessary in order to fix these problems. Furthermore, “research has not only identified the unique risk factors for immigrant youth, but some studies indicate that how well these youth do today will affect the success of future generations” (Kaya, 2017, p. 3). Helping these children adapt to their new communities is important not just in the moment, but in the long-term, as well. Current literature on this subject indicates that
sports programs designed specifically for refugee/immigrant children or for the integration of locals and asylum-seekers can provide benefits that help to combat some of the difficulties of immigration. All participants involved in such programs can learn habits that assist in adjustment to school, gain social skills that help build friendships, reap many forms of health benefits, and make a place for fun in their lives. This wide variety of benefits is important for both refugees and locals alike and helps create stronger communities.

Despite many findings on the benefits of such sports camps, it is important to recognize possible negative effects that could arise, in the hopes of better understanding and circumventing them. Physical fitness programs are not always beneficial to children; in fact, one study on a physical education (P.E.) initiative in Texas finds that it “didn’t have any positive impact on kids’ health or educational outcome [and it] actually had detrimental effects, correlating with an uptick in discipline and absence rates” (Wong, 2019). The initiative included a mandate for daily P.E. classes and intended to improve middle schoolers’ “fitness, academic achievement, and behavior” (Wong, 2019). Researchers suggest that perhaps the program went poorly due to bullying, fitness-based teasing, and poor design (Wong, 2019). However, this study indicates that physical fitness can be helpful to students if implemented in the correct ways. For example, “an immense body of research demonstrates the positive benefits of increased recess time” rather than the more formally-structured and often mundane or seemingly-pointless tasks associated with traditional gym classes (Wong, 2019). Additionally, P.E. classes should be individualized to meet the needs of all students and accommodate those who are unathletic, affected by disability, or who may be unable to perform the more strenuous
skills often required of them (Wong, 2019). These drawbacks should be considered in order to create successful sports programs where refugee and immigrant children can engage in the fun of physical activity rather than being subjected to the detriments of poorly-planned gym classes.

In light of human dignity concerns, individuals involved with sports camps should also be wary of viewing refugees and immigrants simply as objects of service. This perspective can become negative if locals begin to see themselves as benefactors or liberators who are solely responsible for immigrants’ successful adjustment to their new communities. They also risk attempting to “fix” these newcomers in order to make them fit in with their own ideas about what it means to be a citizen of their community. A similar idea is illustrated in the example of Martha’s Vineyard, a place where “hereditary deafness was so prevalent…that everyone spoke sign language” (Ouellette, 2011, p. 1256). On this island, because of the high population of individuals who were deaf, “the Deaf were fully integrated and successful in community life…Deaf islanders were not identified as a distinct group by other islanders, and they were equally successful in terms of work and social lives, [and in school,] Deaf children tended to outperform hearing children” (Ouellette, 2011, p. 1256). This example demonstrates that “the problem of disability lies in society’s failure to accommodate all its members” rather than the individual whose body deviates from what is considered normal, and the solution “is not to modify the person with the physical difference, but to make social, legal, educational, or other accomodations to ensure full participation in society” (Ouellette, 2011, p. 1256). This priniciple can be similarly applied to refugees and immigrants, whose cultural practices might be considered, minimally, “different than” or, more extremely, “deviant
from” the norm when they reloacte to a new community. In line with findings from the United Nation’s Convention on the Rights of the Child, immigrant children should not be “fixed” nor their identities be erased; rather such camps may allow them to learn about new cultural practices which will help them live comfortably in their new homes without losing their own culture (United Nations, 1990).

Along with the Martha’s Vineyard example, great controversy has arisen over the development of cochlear implants, as medical personnel who think they are helping by providing this technology sometimes insult members of the deaf community instead (Levy, 2002, p. 137). With any volunteer work, this risk exists of viewing the oppressed group as desperately needing of services and dependent on the volunteers. Likewise, it is important to remember that refugees and immigrants have a great deal to offer their communities. Reciprocal learning is important and effective, as demonstrated by the table tennis camps in the UK (Nelson, 2018). Sports camps should be designed in such a way that refugees and immigrants are not viewed as objects requiring service, but as important members of their community. The sport of jump rope lends itself to this concept because of the creativity involved—rarely in jump rope is there one constant “teacher” or “learner,” but both parties often end up learning from each other and contributing ideas to develop new skills.

Additionally, the sport of jump rope has no dominating country of origin or sense of national identity that associates it with one country over another, which makes it particularly useful in programs for refugees and immigrants. A possible detriment of such programs could be the risk of subjecting children to forced Americanization, a result of the “complex relationship between sport and national identity” (Smith & Porter, 2004, p.
1). According to a study on sport and national identity, sports have played a role similar to literature and popular music as “one of the cultural fora in which [national] identities have been played out” (Smith & Porter, 2004, p. 15). Other studies also suggest that sports play a main role in producing national identities, causing schools of thought such as “We (Brazilians, Germans, etc.) are a football country, we play football in our special way (juego bonito, machine-like, etc.), and we have our team and players” (Seippel, 2017, p. 44). Because of these ideas surrounding sports and national identities, the implementation of certain sports camps could have problematic results, such as Americanization. For example, engaging refugees in a sport such as American football could appear as an attempt to force American culture on the participants or encourage them to place American values above their own cultural customs. In contrast, jump rope, a sport that has no strong association with any one particular country over another, allows immigrant and refugee children to engage in an activity that is more about fun rather than adopting the customs of a certain place. Additionally, children may have had exposure to the sport as a playground or outdoor activity prior to arrival in their new country; therefore engagement in the sport may even be a part of their own cultural identity.

With such a large refugee/immigrant population, the city of Bowling Green could greatly benefit from the positive effects associated with sports camps. The International Center of Kentucky provides many services to immigrants, but it does not currently host sports camps of the sort described in the aforementioned studies. Using my background in competitive jump rope and my knowledge that the sport can forge connections between diverse individuals, I decided to create a summer jump rope camp for the refugee/immigrant population in Bowling Green, Kentucky and continue the program
throughout the school year, thereby giving the children opportunities to further engage with the sport. After completing research within the field of study on sports camps for refugee/immigrant youth, the next step was to begin the specific planning for the jump rope camp.
METHODS FOR THE SUMMER JUMP ROPE CAMP

Materials/Necessities

The early steps in planning for this camp included contacting several different groups that needed to be involved in order to gain insight to their ideas and hopes for the experience. Because many mainstream sports programs do not fit the unique needs of refugee/immigrant children, I wanted to make sure that this camp would be planned in the best way possible for those involved (Block & Gibbs, 2017, p. 91). First, I contacted the International Center of Kentucky to gauge the organization’s interest in working together to provide a jump rope camp in Bowling Green and to see if it would be possible logistically. After emailing the Executive Director, I was redirected to the Volunteer Coordinator to work out the details of the camp. I corresponded with her throughout the summer to figure out the camp location, number and age of camp participants, lunch provisions, and final performance coordinated with the Jumpin’ Jaguars jump rope team (the local team in Bowling Green, as mentioned in Table 1).

After discussing with the Volunteer Coordinator, she and I decided that the camp would take place July 16-19, 2018 from 10am-1pm each day. The International Center already provides a summer day care during these hours, where parents are transported to ESL classes, and their kids spend time in the Center’s play place. The play place is not large enough to accommodate for a jump rope camp, so we determined that the camp would have to take place at an off-site location. The bus that typically brings the children to the International Center would be able to drive them to the off-site location each day. Additionally, they would serve lunch at 11:45am daily.
Next, I contacted a variety of schools, churches, and community gymnasiums in Bowling Green to secure a location for the camp. This proved to be more difficult than expected because a large number of elementary schools in Bowling Green were undergoing construction during the summer. Additionally, many of the community gyms charged a high fee to use their spaces. After calling about 50 different optional locations in Bowling Green, I was able to secure an appropriate location: a local, large church that had a gymnasium and often allowed its use for community activities. Although the church typically charges for the use of its gym, it allows outreach groups to use the space for free. They determined the jump rope camp to be deserving of a free space and agreed to let us use to gym free of charge for the week. Additionally, they allowed us to use their outdoor patio as a place to eat lunch (the building utilization request form can be found in Appendix B).

Once the location was secured, I contacted other jump rope teams in order to find staff members to help with the camp. The International Center Volunteer Coordinator informed me that she expected about 50-60 children, ranging from ages four to fifteen, to be in daycare during the summer. While she gave me the option to limit the number of camp participants, I wanted to be able to allow as many of the children to attend the camp as possible. Therefore, I needed to find an appropriate number of staff members to manage and teach the children. A ratio of ten campers to one staff member is typically considered about the limit for a successful jump rope session, according to methods taught at United States Amateur Jump Rope Federation (USAJRF) and World Jump Rope Federation (WJRF) camps. I hoped to have a better ratio, such as five campers to one staff member, but I planned for there to be a lower number of helpers due to the difficulty
of travel and the overlapping of this camp with other possible jump rope competitions and events during the summer. Our final staff team was comprised of ten volunteers, as shown in Appendix C. The staff was mostly comprised of jumpers from the WKU Jump Rope Club, Hot Shots of Tennessee, and Jumpin’ Jaguars jump rope teams. A few others volunteered to assist with the camp by helping manage the children, turn rope, and teach lower-level jump rope tricks. These volunteers included a parent of a jumper, a fellow WKU student, and the Volunteer Coordinator who came from the International Center and stayed with the children each day.

The next step was to secure a location where the staff members could stay in Bowling Green for the duration of the camp. For jump rope camps and workshops such as this one, staff members typically stay with host families from the team in charge of the camp. The Jumpin’ Jaguars agreed to work with us and provide a place to stay during the camp. One Jumpin’ Jaguars family set up their camper at the local campground in Bowling Green and allowed all of the staff members from Louisville, Kentucky and Franklin, Tennessee to stay in the camper for the week. In return for a place to stay, my fellow jump rope volunteers and I agreed to assist with their camp, which was occurring on the same week as ours. Each day at the conclusion of our camp, we would go to a local elementary school to help teach skills for the afternoon session of the Jumpin’ Jaguars camp.

Another aspect of organizing for the camp included making arrangements for the concluding event on the last day of the camp. I wanted to work with the Jumpin’ Jaguars to create a combined activity, where jumpers from both camps could interact with one another, building upon research which states that both programs specifically designed for
refugees and those that are integrated can be beneficial in different ways (Block & Gibbs, 2017, p. 98). While some sports coaches believe that participation in mainstream sports clubs is ideal for refugee/immigrant youth, others indicate that these programs do not cater to the specific needs of these children (i.e. charging high fees, requiring transportation to practices or events, not providing language assistance), making it difficult for them to get involved (Block & Gibbs, 2017, p. 96). Therefore, I designed a camp that combined both of these aspects: a week-long camp (and continued program) being designed specifically for children of immigrant/refugee backgrounds and the final event allowing for integration between the two groups of jumpers. The coaches of the Jumpin’ Jaguars and members of the teams’ board were interested in working together for this event. Together, we decided on a group performance, where kids from each camp could perform their own routines, all of the participants could perform one routine together, and the teachers from both camps could end with a staff show for everyone to watch. Parents were allowed to attend to see the results of their children’s hard work all week. With this event, I envisioned the participants would have an opportunity to jump rope in front of an audience and receive applause, see jump rope at a higher level during the staff show, and work with others who may be different from themselves. This concluding event would take place at a local elementary school, with transportation for members of our camp provided by the International Center bus. Once our campers arrived around 1:30pm, the staff would work with all of the children to practice the routines for the show. Then the performance would occur from approximately 3:30-4:00pm.
I worked with members of the WKU Jump Rope Club to choreograph the routines for this performance and scheduled a staff meeting for the Sunday prior to the camp. At this meeting, we taught all staff members (for both camps) the routines, so that they would be able to teach the children throughout the week. We also worked on staff routines to be performed during the staff show for the parents and children to watch. After the meeting, all staff members worked together to paint banners to hang up in the gym during the camp and prepare for the different jumping sessions we would be teaching.

Budget

For jump rope camps, staff members typically perform their duties as volunteers, not expecting any pay for teaching at the camp. In lieu of payment, their expenses are usually covered, such as cost of travel, food and lodging during the camp, and any other miscellaneous costs. This money comes from the campers’ registration fees. Because our campers were attending without charge, I did not have these funds to help pay for our staff members and other costs of our camp. I decided that I would purchase food for all staff members for breakfast and lunch each day, as long as everyone got their own dinners. The staff members also agreed to pay their own gas/travel expenses (the information sheet sent out to potential staff members explaining this is included in Appendix D). Our lodging was covered by the Jumpin’ Jaguars, the gym space was provided by the local church, and I covered miscellaneous costs such as purchasing small gifts for the staff members and host families.

The WKU Jump Rope Club donated money to provide new jump ropes for each of the camp participants. During the camp, we used double dutch and wheel ropes
borrowed from WKU Jump Rope Club, Jump it Up of Louisville, and the Jumpin’ Jaguars. However, we wanted to provide individual ropes that the children could take home and keep at the end of the week. These were purchased by the WKU Jump Rope Club from Buyjumpropes.net.

A chart detailing the costs of the camp is shown in Appendix E.

**Schedule**

The schedule for the camp was planned as shown in Appendix F. The first schedule includes a brief outline of each day. The second schedule shows more detail, such as planned jumping sessions, games, and activities.

Once the planning for the materials, budget, and schedule of the camp was complete, it was only a matter of getting the staff together and working on last-minute preparations. By the morning of July 16, from speaking with the other volunteers and as a participant myself, the excitement and anticipation for the camp to begin were palpable. What follows is an account of the camp itself and observations of improvements that could be made to the planning for such an event.

**Jump Rope Camp and Helpful Observations**

The methods used to prepare for this camp were successful, largely due to the experience provided by the team of staff and the trust previously established between the International Center and the international communities in Bowling Green. First, the jumpers’ experience in participating in these types of camps was key. Having previously directed several jump rope camps and workshops and staffed at many large jump rope
events, I had gained the knowledge and skills necessary to organizing and running a large-scale jump rope camp. Additionally, I was able to find volunteers to join our staff team that had years of experience teaching jump rope to children. While some of our staff members had not taught at an international camp or interacted with non-English speakers, they were able to adapt their teaching skills accordingly. After teaching at my first World Jump Rope camp and seeing how quickly I was able to adjust my teaching skills to accommodate non-English speakers, I did not anticipate that this would be a major difficulty of the camp. Additionally, having these skilled volunteers provided an example for the non-jump rope volunteers to follow. Our volunteers who were not jump rope athletes always had a jumper nearby who they were able to work with and ask questions, which meant they could still confidently help out with the camp and receive assistance if needed.

Second, the established relationship between the International Center and the immigrant and refugee population was integral to the camp’s success. Had this relationship not previously existed, I may not have been able to so quickly and easily secure participants for the camp. However, the International Center was eager to work together to create this opportunity for their children, and they did not report of any resistance or unwillingness to participate from families.

While meeting the goals of organizing the camp, directing it, and creating materials/methodology to serve as guidance for future programs made the project a positive experience, changes could be made to improve similar programs for the future. Some of the methods, particularly in planning and execution, could be improved upon using this first experience as a template.
Beginning the planning earlier could always help in the organization of a jump rope camp. I began planning this camp during the summer; however, starting earlier could have been beneficial. I first emailed the International Center’s Volunteer Coordinator at the end of May 2018 but did not start searching for a location for the camp until June. Because of this, several schools I called asking to use their gym space said that they would love to let us use it, but they were already booked with other sports groups. If I had begun the planning earlier, I may have been able to reserve prior to other groups, thereby saving myself time in attempting to find a location for the camp, which was not secured until July 5, 2018. From my experience, I recommend a lead date of four to six months prior to the date of the camp. In the past, USAJRF has sent out staff applications in January and camper registration forms in April for their camps taking place in July. While this camp was on a slightly smaller scale and did not require as much travel for participants as USAJRF’s, a few extra months may have proven helpful.

Additionally, I would have been able to ask more jump rope teams to provide staff for our camp, which would have given us a better ratio of staffers to campers. While two of the Hot Shots did come to staff our camp, the coach mentioned that several more were interested, but they had already committed to other jump rope events at the time of our camp. The same was true for many members of the WKU Jump Rope Club and the Jumpin’ Jaguars (most of the competitive team of the Jumpin’ Jaguars had to staff their own camp, but some of the older Jaguars would have been able to staff ours had they not committed to other jump rope events during that time). I also asked several more WKU students who were in Bowling Green for the summer and a few WKU organizations if their members would be interested in helping with the camp and gaining volunteer hours.
Many of these individuals expressed interest but were busy with other summer plans. Contact with and invitations to prospective athletes would be best to begin four to six months prior to the camp, with contact to other volunteers such as WKU students one to two months prior, which is expected to alleviate this problem and would have allowed us to find more staff members and volunteers for our camp.

Having more staff members would have also helped us stick to our camp schedule more strictly. While flexibility has been important in all jump rope events I have directed or staffed, we found that it was integral to this camp. As mentioned by several studies on third culture kids—a third culture kid (TCK) being defined as “an individual who, having spent a significant part of the developmental years in a culture other than the parents’ culture” (Fail & Thompson, 2004, p. 320)—and successfully incorporating children into ELL classrooms, flexibility and adaptability are key to meeting these students’ unique needs (McKay, 2015; Hoffman & Dahlman, 2007, p. 3; Block & Gibbs, 2017, p. 97). Due to the language barriers, transitions between different jumping sessions took much longer than expected. Sometimes, jumping sessions themselves took longer, as well.

When working with jumpers who are familiar with a technique, such as “two-wheel” for example, the session simply includes learning new tricks within this style of jumping. However, any camp with novice learners of basic jump rope skills requires more time for demonstrations and teaching the technique before moving into additional skills. The need to incorporate and plan for this additional time is exacerbated when further confounding conditions are present, such as physical or language limitations. Therefore, including flexibility in the time allotted for the sessions and having alternative activities in mind for quicker-than-expected progression are essential aspects of the set-up. Additionally,
clearly conveying these plans, as well as goals and priorities (such as valuing campers’ enjoyment over quantity of skills learned) to the volunteers is important for smooth transitions throughout the day.

While the day’s events at the jump rope camp progressed quite well, at times instruction was limited due to slowing the pace or including supplemental instruction and extensive modeling. With the addition of more staff members at future camps, the jumpers could be split into smaller groups to facilitate increased direct instruction. This way, each group could move at its own pace. With our limited number of teachers, however, we were not always able to split the groups based on age or skill. For single rope sessions in particular, “floater” staff methods were employed in which staff members simply “float” or circulate around the gym, helping different campers as needed. This method is often considered less optimal and less effective at jump rope camps; still it provides a satisfactory solution to minimal gaps in skilled volunteers.

More staff members, and therefore more efficiency during the camp, would have also allowed us to do a few more activities that the staff had planned but, due to time constraints, were unable to include. For example, I created skill lists for the campers to use, a sample of which can be found in Appendix G. Typically, during jump rope camps, staff members give their campers skill lists of the names of jump rope tricks corresponding to their levels of jumping. At the conclusion of a jumping session, each group will sit in a circle and campers will fill out their skill lists, checking off tricks they tried and putting a star next to tricks they completed successfully. For the international makeup of this camp, I created skill lists with pictures and the written English terms to help campers for whom English was not their first language. These sheets would allow
them to keep track of their skill acquisition and make connections between the pictures, the jump rope skill, and the English term. Since we could not facilitate small enough group sizes to make this work effectively, I decided that the skills sheets would not be beneficial with our numbers and did not try to implement them for this camp. Still, these picture-based skill sheets have great potential for future camps.

Another aspect of the camp that could have been improved was the transportation. While I did not have a great deal of control over this, it would have been beneficial to have more reliable transportation for the children. The bus often arrived late in the morning for camp, causing us to already fall behind in the schedule at the beginning of the day. On Wednesday, July 18, the bus did not show up at all. While we were momentarily distraught over the lack of transportation and change of plans, I was able to secure a location for the participants. Through the flexibility of the volunteers, we were able to conduct the camp at an alternate outdoor site where the children were located. We had planned to stay for only thirty minutes to an hour, since it was uncomfortably warm outside. Due to our volunteer staff’s dedication, we were all able to conduct this event for the full three hours. While jumping in the church’s gym would have been preferable, this experience did encourage me to find the location for our continued program during the school year when the International Center would not be able to provide transportation, and it secured the need for reliable locations and transportation at future camps.

Finally, additional funding for the camp could help improve such programs in the future. For this specific event, fundraising by the WKU Jump Rope Club or Jumpin’ Jaguars could have helped to cover the cost of staff travel, more jump ropes for the children, gym space if necessary, and any other miscellaneous costs. Recommendations
include fundraisers through local restaurants, which the Jumpin’ Jaguars often implement in order to raise funds for their team to compete, or t-shirt sales, which the WKU Jump Rope Club has done in the past in order to purchase ropes/materials. Other methods could be pursued as well, such as state funds allocated for refugee/immigrant support, grants, or donations.

While the implementation of our camp was successful and reached many of its goals, the methods could be improved for future similar projects in order to organize even more successful events. The main ways this could be done include earlier planning for the camp, increased numbers of staff members, and reliable transportation for the children.
METHODS FOR THE CONTINUED JUMP ROPE PROGRAM

I did not want the jump rope camp to abruptly end at the conclusion of the summer session; as research indicates, one of the intended goals and benefits of short-term sports programs is often to get children involved in more long-term athletics (Block & Gibbs, 2017, p. 96). Therefore, the WKU Jump Rope Club continued to work with the International Center to provide a jump rope program for the children during the school year.

Transportation is often a barrier to refugee-background youth remaining involved in athletics over time (Block & Gibbs, 2017, p. 97). Because the children from our camp would not have transportation to get to a gym after school, I decided that the program would take place at public spaces near where many of the children live. As a point of trust between the immigrant and refugee population and the International Center, the Volunteer Coordinator maintains contact with many of the children and was able to let them know the details of the program: days, times, and locations. She encouraged parents and children to inform others in their immediate communities. Additionally, an intern for the International Center created a flyer to hang up and inform children when the event would be occurring. An example of the flyer for October is included in Appendix H, the design chosen in order to help the children with learning about calendars in a way similar to the way they would be learning at school in Bowling Green.

The jump rope program met at public locations on September 9, October 3, and October 17, 2018. The meeting on October 31 was cancelled due to too few volunteers being able to make it because of Halloween. Once November began, we hoped to continue the program for the remainder of WKU’s fall semester at an indoor location so
as to avoid the cold weather. A local ministry agency conveniently located for participants was contacted several times to see if their gym could be used. They did not get back with us in time to implement the program.

To improve and continue this program for the spring semester, I plan to secure a location for jumping during the colder months and days during inclement weather. Additionally, WKU Jump Rope Club received $500 of organizational aid from the WKU Student Government Association in order to purchase more ropes for the camp participants, as well as ropes for additional immigrant and refugee children who were not attendees at the summer camp. This will also allow for the purchase of double dutch ropes for volunteers to bring to each jump rope session and turn for participants. Finally, I hope to reach out to more WKU organizations in the future in order to garner more volunteers to help with the program. Current volunteers include members of WKU Jump Rope Club, jumpers on the Jumpin’ Jaguars competitive team, and occasional WKU students who have heard about the events from friends. While the camp had a sufficient number of volunteers at each of our events, more volunteers would have been beneficial to allow for more jumping time for each child. Additionally, I hope to continue to provide encouragement to these children to remain involved in sports and, if there is a desire, offer the information that would allow them to join the local jump rope team, especially because “lack of knowledge of mainstream sports services on the part of refugee-background settlers” is often a barrier to these children becoming involved in sports (Block & Gibbs, 2017, p. 91).
RECOMMENDATIONS FOR FUTURE CAMPS AND STUDIES

Expected results of the jump rope camp included many of those found in past studies on sport camps for refugee/immigrant children. Some of these effects are improved mental/emotional health, physical well-being, language acquisition, enculturalization to American life, increased social skills and connections, and the creation of a space for play and fun (Block & Gibbs, 2017, p. 91; Youri, 2018). While the degree to which some of these goals have been met cannot yet be effectively measured, this study calls for additional research in order to further investigate the effects of camps such as these on refugee and immigrant children.

In my planning for the camp, I envisioned one long-term goal to be increased physical well-being and increased healthy fitness habits through demonstrations of correct jump rope form and the modeling of stretching and warming up before exercising. Each day, we began camp with staff-led stretches and warm-ups. With our staff team being composed of nationally- and internationally-ranked jumpers, I also hoped to expose participants to the sport not just as a playground pastime but as a competitive athletic endeavor. Both the staff demonstration on the first day of camp and the staff show at the final event depicted jump rope at a high proficiency skill level, showing its nature as a serious sport for both girls and boys from preschool age all the way up to the collegiate level.

Additionally, the combined event on the last day of camp allowed the participants to meet and work with members of the Jumpin’ Jaguars jump rope team. These opportunities demonstrated the option of pursuing jump rope as a competitive sport in Bowling Green. While jump rope is common as a casual outdoor activity, it is often
unknown in its actual competitive form with such teams being spread sparsely across the United States in comparison to more mainstream sports (see Appendix I for a list of collegiate teams nationwide and other prominent teams located within the state of Kentucky). Therefore, this camp exposed participants to the options of continuing jump rope through the Jumpin’ Jaguars team or the WKU Jump Rope Club continued jump rope program, both of which attempted to provide the physical health benefits that often result from organized sports (Rosso & McGrath, 2016, p. 105). Future studies could build upon this effort by conducting research to determine if participants’ physical fitness habits and well-being increased as a result of the camp. Helpful research could include investigation into how many participants continued with any form of jump rope program after the conclusion of the camp, as well as an examination of skills learned during the camp—perhaps an assessment of participants’ jump rope skills achieved at the beginning of the camp compared with those acquired by the end.

In addition to physical benefits, sports, as previously noted, have been shown to provide children with the space to have fun and ‘just be kids’ by engaging in gameplay. Our jump rope camp included games as warm-up and cool-down activities. While planning for particular sessions, I also decided to include time for group dances to songs chosen by both staff members and camp participants, hoping that these dance sessions would provide elements of fun. Evidence of the fun of the camp can be found in thank you notes sent to staff members from the International Center (“Thank You Note 1” and “Thank You Note 2” in Appendix J). To further research this aspect of the camp, informal interviews could be conducted with participants to gauge their levels of interest and enjoyment.
I also hoped to increase the camp participants’ exposure to the English language. According to an article on integrating refugees into mainstream classrooms, “for ELLs, communication with native English-speakers allows the authentic use of language, including exposure to and practice with more complex vocabulary and linguistic structures” (Hoffman & Dahlman, 2007, p. 3). This study also makes the argument that non-English-speaking students achieve at higher levels academically when combined with English-speakers, rather than split off into separate learning environments (Hoffman & Dahlman, 2007, p. 3). Further support for this claim is found in Schieffelin and Ochs’ research, which demonstrates that “the role of more knowledgeable members” is important in facilitating socialization and language learning by allowing novices to move from “guided or collaborative to independent action” (1986, p. 166). Therefore, I expected that camper-staff interaction could assist with English-language acquisition, all of the staff members being fluent English-speakers.

We attempted to incorporate English-language exposure into the design of the camp by using phrases such as “ready, set, go” and “jump” during jumping sessions. Staff members counted the number of jumps completed during double dutch, using the English number system. We also hoped to expose participants to jump rope-specific jargon through the illustrated skill sheets, where images of jump rope skills connected with the English terms for these moves. We planned to play American music during certain jumping sessions of the camp, providing exposure to more of the English language through song. Future studies could investigate English-language acquisition further by examining participants’ knowledge of the language prior to and after the camp, either through pre- and post-surveys, interviews, or ethnographic observations of the
participants throughout the experience. Additionally, camps could implement the illustrated skill sheets provided with appropriate group sizes and quantity of volunteers.

American music was played not only with the goal of English-learning in mind but also as a means of enculturization to American life and practices. Studies show that the processes of language acquisition and socialization are integrated (Schieffelin & Ochs, 2002, p. 168). Therefore, staff members hoped to simultaneously provide participants with exposure to the English language through music and an example of American pop culture that is prevalent in schools and everyday life in Bowling Green. The locations of a church and a school for the camp were also intended to expose participants to elements of culture that could ease their transitions to Bowling Green. Supporting this view, research shows that learning about one’s host culture can be beneficial. For example, an article on best practices for supporting third culture kids in the classroom recommends that teachers of immigrant and refugee children should “help them understand their host culture” (McKay, 2015). Another article further advocates for “increase[d] exposure to language” as a helpful element of supporting refugee students in the English-Language Learner (ELL) classroom (Robertson & Breiseth, 2017).

This study also mentions that it is important to “integrate the students’ cultural/country information into classroom routines” (Robertson & Breiseth, 2017). This practice is an attempt to help the students learn about their own culture as well as the new culture in which they are immersed and to allow them to celebrate and retain elements of their home cultural identity. As mentioned previously, during camp dance sessions, I planned to allow both staff members and campers to pick the songs to which we would dance. I hoped that this would provide the opportunity for participants to share elements
of their culture with others and therefore promote the idea that one can retain his or her own culture while simultaneously adopting new practices helpful for life in America. The effects of this cultural exchange could be further investigated in pre- and post-camp interviews, as well.

Another intended effect of the camp is increased social skills learned through sports. As demonstrated by much of the current literature on this subject, sports can teach individuals how to interact with others and allow for cohesion between different groups (Block & Gibbs, 2017, p. 91-2; “Football camps,” 2016; Kaya, 2017, p. 3; Rosso & McGrath, 2016, p. 105; Youri, 2018;). While jump rope can be done individually, it is meant to be a team sport and most skills except individual single rope require teammates to work together to complete them. Additionally, athletes must be completely in sync with one another and communicate effectively in order to be successful, because one wrong turn of the rope or off-beat jump can mess up the entire routine. I hoped to encourage the development of teamwork skills through sessions in triangle, double dutch, two wheel, and long rope—all styles of jump rope that require two or more individuals. Additionally, I choreographed the group routine for participants from both our camp and the Jumpin’ Jaguars camp as a way to allow the two groups to work together. To better understand social skills and teamwork in future studies, interviews can be conducted with participants and observations can be made to gauge their abilities to work with one another before, throughout, and after the camp.

Similar methods could be employed to study such a camp’s effect on participants’ mental/emotional well-being. Self-esteem and confidence play a large role in an individual’s mental/emotional health, and an article on third culture kids and international
students indicates that the “self-esteem of teenagers reared overseas is more negative than that of stateside peers” (Fail, Thompson, & Walker, 2004, p. 323). Many of the aforementioned stressors and difficulties of being a refugee in America can also take a toll on mental/emotional health. However, much of the literature demonstrates that engaging in a sport program can have positive effects on one’s mental/emotional well-being. For example, a study on refugee youth in Australia who participated in sports found “benefits contributing to mental health and well-being such as self-esteem, positive self-image, goal setting, and leadership skills” (Block & Gibbs, 2017, p. 95).

Achievement of new jump rope skills, the receipt of applause at a performance, and the success of working with others could potentially affect one’s mental/emotional well-being, and further studies could reveal how this camp and others like it play a role in participants’ confidence and self-esteem.

Further effects of the camp could include parents’, coaches’, and volunteers’ exposure to a portion of the Bowling Green population that they may not frequently encounter otherwise. Future studies could examine the effect of this exposure and any possible connections or networks that are formed. Additionally, staff members could hopefully reap positive benefits from working with the participants, such as increased confidence of their own and a wider appreciation of other cultures. One staff member from the Hot Shots even considered the summer camp to be a “life-changing” experience, as shown by the text message sent to me from one of her coaches (see Appendix K). These potential effects could work towards the goal of creating stronger, more cohesive communities.
In addition to the aforementioned options for continued research, more steps could be taken. For example, researchers could work with local schools to longitudinally study how sports camps affect refugee/immigrant children’s academic performance over time. However, I recommend proceeding with caution for such studies in future programs. Some forms of research, such as written surveys or extremely formal interviews could be confusing or intimidating to participants. Particularly, any form of medical research on participants’ health could prove scary or confusing to them, taking away from the fun of the camp. Additionally, the language barrier could make written surveys frustrating without the assistance of a translator. Depending on the specific participants of future camps, ethnographic observations, informal interviews, and brief oral or picture-/drawing-based surveys may prove to be the most effective methods of study.

As mentioned previously, several organizational changes could have been made to this jump rope camp in order to improve the process as a whole, as well. First, beginning the planning four to six months prior to the camp would make finding an appropriate location easier and hopefully increase the number of staff members able to attend and help with the camp. Additionally, the camp schedule could be modified to allow for more transition time between jumping sessions. Dependent upon the number of volunteers recruited, it would be beneficial to break the participants up into smaller groups during sessions (based on age and skill level) in order for them to receive more personalized and direct instruction. This would also provide staff members with the ability to give their groups skill sheets and assist the campers in filling them out to make record of their accomplishments.
Securing funding for the camp would also help to cover the cost of staff/volunteer travel and accommodations, possible gym fees, jump ropes for the children, and reliable modes of transportation for the children to get to the camp location each day. While it was convenient for our camp to utilize the International Center’s buses, they were not always reliable, resulting in one day of the camp taking place at an off-site location. Additionally, for future camps taking place somewhere other than Bowling Green, there may not be an organization like the International Center in place that is able to provide the participants with transportation, so an outside form of transportation would be necessary.

To improve the jump rope program that continued after the conclusion of the summer jump rope camp, an indoor location could have been secured ahead of time. While the outdoor location was easily accessible, the weather was too cold and unpredictable during the winter months to continue in this location. To improve this program specifically, I plan to contact nearby locations well in advance of the spring semester in order to secure convenient indoor areas for jumping when it is cold outside. For other similar programs, any nearby church or school with a gym could serve as an appropriate location for indoor jumping.

Additionally, recruiting more volunteers for the continued jump rope program would prove beneficial. For this program, I plan to reach out to more WKU organizations with members who may be in need of service hours and extend the offer to other members of the Jumpin’ Jaguars beyond just the competitive team. While volunteers with jump rope experience are helpful, anyone can be of assistance to a program like this,
simply by helping to manage the children, playing and dancing with them, and assisting with simple jump rope skills such as turning one long rope for the kids to jump.
CONCLUSION

Having successfully organized an inaugural jump rope camp attended by participants from Bowling Green’s local immigrant and refugee populations, the potential benefits to the participants include improved mental/emotional health, physical well-being, language acquisition, enculturalization to American life, increased social skills and connections, and the creation of a space for play and fun. Staff members may encounter many benefits as well, such as improved teaching abilities, exposure to a culture different from their own, increased confidence and leadership, and even the creation of their own space for fun. This research endeavor provides the groundwork for future similar jump rope camps and programs and allows for the creation of important networks within the Bowling Green community. The sustained jump rope program has given the WKU Jump Rope Club and the Jumpin’ Jaguars the opportunity to continue to engage with the refugee/immigrant children over time, building relationships and sharing the sport of jump rope through a unique partnership.

This program will continue throughout the spring semester of 2019 and hopefully the future beyond that. One of the goals of the WKU Jump Rope Club will be to maintain a relationship with the International Center and Bowling Green’s refugee/immigrant youth, continuing to jump rope with them during each school year. I plan to organize another summer camp in coordination with the International Center during the summer of 2019 (its exact structure being dependent on my future work and academic schedule).

This current study aims to provide the materials and knowledge for the continuation of the jump rope program and future camps in Bowling Green, Kentucky. Additionally, the positive results of this study indicate that similar projects could be
implemented in other areas, assisting with the community integration and involvement of immigrant youth across the United States and creating stronger communities for all of our citizens. Ultimately, my plans for the continued investigation of jump rope camps designed for immigrant and refugee children is expected to contribute to the knowledge of the effects such camps have on second language acquisition, the sharing of culture, and the well-being of these new members of our communities.
REFERENCES


Austria: Through sports, Austria tries to give migrants traction. (2015, October 15). *Asia News Monitor; Bangkok*.


45


United Nations General Assembly. (1990, September 2). Convention of the rights of the


**APPENDIX A: JUMP ROPE SKILLS LIST**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>360 Spin</td>
<td><img src="image1.png" alt="360 Spin Image" /></td>
<td>A single rope skill in which the jumper spins 360 degrees, keeping the rope in front of them the whole time and jumping when they complete the spin</td>
</tr>
<tr>
<td>Criss-Cross</td>
<td><img src="image2.png" alt="Criss-Cross Image" /></td>
<td>A single rope skill in which the jumper completes a jump over the rope with their arms crossed in front of them</td>
</tr>
<tr>
<td>Double Dutch</td>
<td><img src="image3.png" alt="Double Dutch Image" /></td>
<td>A long rope skill in which two turners turn for one or more jumpers; the ropes are turned toward the center, alternately hitting the ground</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Double Under</td>
<td>A single rope skill in which the rope passes under the jumper’s feet twice in one jump</td>
<td></td>
</tr>
<tr>
<td>Pinwheel</td>
<td>A double dutch skill in which the two turners spin in a circle while remaining in place; the jumper continues to jump the ropes as they spin</td>
<td></td>
</tr>
<tr>
<td>Pop-ups</td>
<td>A double dutch skill where the turners turn the ropes at a fast pace and both ropes pass under the jumper(s) in one jump; the double dutch equivalent of a double under</td>
<td></td>
</tr>
<tr>
<td>Run-through</td>
<td>A double dutch skill in which the jumper runs through the double dutch ropes, completing only one jump before exiting the ropes again</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>A single rope skill in which one jumper uses a rope to jump several other jumpers, typically standing in a line next to one another; variations can be completed where the jumper jumps groups of more than one jumper at a time, changes pace, etc.</td>
<td></td>
</tr>
<tr>
<td>Triangle</td>
<td>A long rope skill in which three turners turn three ropes together in the shape of a triangle; jumpers jump in each rope</td>
<td></td>
</tr>
<tr>
<td>Two-wheel</td>
<td>A partner skill in which two jumpers jump intertwined ropes, each jumper holding one handle of their own rope and one handle of their partner’s rope. The ropes move alternately and jumpers take turns jumping</td>
<td></td>
</tr>
</tbody>
</table>
Note: Images acquired through the WKU Jump Rope Club

APPENDIX B: BUILDING UTILIZATION REQUEST FORM

Building Utilization Request Form

PERSON/GROUP REQUESTING USE: International Center / WKU Jump Rope
ADDRESS: ___________________________________________________________
PHONE: _____________________________________________________________
RESPONSIBLE PERSON: Murray Huber
TYPE OF EVENT: Jump Rope Camp
NUMBER IN GROUP: 50

FACILITY REQUESTED: (CHECK ALL THAT APPLY)

☐ YCC FELLOWSHIP HALL
☐ FAMILY LIFE CENTER
☐ KITCHENS (SPECIFY)
☐ SANCTUARY
☐ PICNIC PAVILION
☐ SHOWERS
☐ AUDIO/VISUAL EQUIPMENT
☐ Nursery

FEES: _____________________________________________________________
(MAKE CHECK PAYABLE TO CHURCH UMC)

DATE(S) REQUESTED FOR EVENT: July 16-19 10am-1pm
PREPARATION DAY IF NEEDED: _______________________________________

EQUIPMENT NEEDED, INCLUDING: CHAIRS, TABLES, TABLECLOTHS, ETC. (note: The tablecloths are the property of the church. A deposit of 20.00 per tablecloth will be required at the time the tablecloths are picked up. A cleaning fee of $6.00 per tablecloth will be deducted from the deposit at the time the tablecloths are returned.) (Note: The grey stack chairs should not be used if food is being served)

none

Exclusion of this agreement signifies acceptance by all users in the group of the regulations governing use of the facilities of the church. The group assumes responsibility for safe supervision of all participants. I have read and understand the regulations for use of facilities, and agree that my group will be responsible for any damage to the church property or equipment which is the result of actions or behavior caused by members of the group or guests.

Signed: ____________________________
Date: ____________

For Office Use Only
Date of Application: ____________________ Date of Approval: ________________ Called to Confirm Date: ________________
Approved by: ____________________ Fee: ________________ Date Paid: ________________ Check #: ________________ Cash ________________
## Appendix C: Jump Rope Camp Staff/Volunteer List

<table>
<thead>
<tr>
<th>Name</th>
<th>Jumper?</th>
<th>Availability</th>
<th>Team/Affiliation</th>
<th>Lives in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<td>Y</td>
<td>Y</td>
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<td>Y</td>
<td>Y</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
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<tr>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
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<tr>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>
Hey! This is Murray. Thank you so much for staffing this camp!! Here are the details of camp, and if anyone has any questions, just let me know! I am available to talk on the phone anytime as well if you want to call me!

So I am coordinating this camp with the International Center in BG. We will be teaching the refugee/international kids that come to their daycare. The employee at the international center hasn’t gotten back to me with a definite number, but it’s supposed to be around 40 kids. Many of them do not speak English, so we’ll have to work together on communication strategies etc. but as well all know, jump rope translates pretty well between anyone! They haven’t really jumped much before, so we’ll be starting out with basic stuff (we’ll start out turning it for them rather than having them turn, stuff like that). It’s going to take place at [redacted] Church from 10am-1pm each day.

The Jumpin’ Jaguars are also having their camp that week (where the competitive team teaches their other younger jumpers). Since our camp is pretty short, I am planning to head over to [redacted] Elementary to help out with the Jaguars camp for their afternoon session (1pm-4pm). This is not required, but I assume you all would probably want to do that as well since you probably don’t have anything else to do in BG (one jumper on my team is doing research for school in B3, so she may not come to this and just go work on her research, but the rest of us will probably go help out).

On the final day of camp (the 19th), we are planning a combined event with the Jumping Jaguars camp. At the end of our day at 1:00, we will go over to [redacted] and relax until 2:00. From 2:00-3:00/3:30, we will have all the kids of both camps work together to learn a routine. Then from 3:00/3:30-4:00, we will do a show. The Jaguars will do a routine they learned at their camp, the International Center kids will do a routine they learned at our camp, both groups will do their combined routine we just worked on, and then we will do a staff show combining us with the Jaguars staff. Parents can come watch etc.
On Sunday, ___________ (Jaguars parent) is arranging a location for us to have a staff meeting to work on staff show and camper routines. I will let you know time/location once I know. We will also hopefully be able to stay after Jaguar camp ends each day to prepare a little.

__________ have offered to provide host homes for us. They also have a camper and have been discussing pulling their camper to the local campground and letting all of us stay in the camper for the week (that way we would have our own beds rather than couches/floors at their houses). I will let you know their final decision/plan when they tell me, but either way we will have a place to stay thanks to the Jaguars.

My plan for food is that I will provide cereal/milk/granola bars for breakfast each day, as well as bread, peanut butter, and jelly for sandwiches for lunch, apples, chips, stuff like that. I don't want the Jaguars to feel like they have to provide us food since our main focus for the week is our camp, not theirs. So I will have breakfast and lunch for everyone, and if everyone could bring money for dinners that would be great! (We will eat cheap places, maybe one fun place one night in BG.) PLEASE LET ME KNOW IF ANYONE HAS ANY ALLERGIES (especially to peanut butter because I was planning on PB&Js for lunch).

We will wear WKU jump rope shirts during camp. Please bring black shorts and I will borrow enough WKU jump rope shirts from otherjumpers for everyone to borrow during camp.

Our staff will include several jumpers from Jumping Jaguars/Hot Shots/WKU Jump Rope/Jump it Up, as well as some non-jumper volunteers who live in BG and are willing to come help turn rope for the kids even though they do not jump themselves. Since the kids are at a basic level, these volunteers will still be able to help out and turn for the kids.

Please let me know if you have any questions or if there is anything I haven't covered! Very excited for this camp! It's a little untraditional in terms of jump rope camps, but I think it should be a lot of fun and a great experience for the kids we will be teaching!
## APPENDIX E: JUMP ROPE CAMP BUDGET

<table>
<thead>
<tr>
<th>Item</th>
<th>Paid for By</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>chips, graham crackers, chocolate</td>
<td>Researcher</td>
<td>9.32</td>
</tr>
<tr>
<td>Panera bagels</td>
<td>Researcher</td>
<td>8.79</td>
</tr>
<tr>
<td>apples, bananas, cream cheese, bread, milk</td>
<td>Researcher</td>
<td>16.84</td>
</tr>
<tr>
<td>mugs (host family gifts)</td>
<td>Researcher</td>
<td>7.42</td>
</tr>
<tr>
<td>candles (host family gifts)</td>
<td>Researcher</td>
<td>12</td>
</tr>
<tr>
<td>photos (staff gifts)</td>
<td>Researcher</td>
<td>4.82</td>
</tr>
<tr>
<td>ropes (for kids)</td>
<td>WKU Jump Rope Club</td>
<td>54.61</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td></td>
<td><strong>113.8</strong></td>
</tr>
<tr>
<td><strong>Total Paid for by Researcher</strong></td>
<td></td>
<td><strong>59.19</strong></td>
</tr>
<tr>
<td><strong>Total Paid for by WKU Jump Rope Club</strong></td>
<td></td>
<td><strong>54.61</strong></td>
</tr>
</tbody>
</table>
APPENDIX F: JUMP ROPE CAMP SCHEDULES

Camp Schedule 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-11:45</td>
<td>Jumping</td>
<td>Jumping</td>
<td>Jumping</td>
<td>Jumping</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15-1:00</td>
<td>Jumping</td>
<td>Jumping</td>
<td>Jumping</td>
<td>Jumping</td>
</tr>
<tr>
<td>1:00-2:30</td>
<td></td>
<td></td>
<td></td>
<td>Go to elementary school, jump/play games</td>
</tr>
<tr>
<td>2:30-3:30</td>
<td></td>
<td></td>
<td></td>
<td>Work on show with Jaguars</td>
</tr>
<tr>
<td>3:30-4:00</td>
<td></td>
<td></td>
<td></td>
<td>Camper/Staff Show</td>
</tr>
</tbody>
</table>
# Camp Schedule 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td>10:00-10:05 Short Show</td>
<td>10:00-10:15 Warm-up Game / Stretch</td>
<td>10:00-10:15 Warm-up Game / Stretch</td>
<td>10:00-10:15 Warm-up / Stretch</td>
</tr>
<tr>
<td>10:15</td>
<td>10:05-10:20 Warm-up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td></td>
<td>10:15-10:45 Two Person One Rope / Wheel</td>
<td>10:15-10:45 Double Dutch</td>
<td>10:15-10:45 Single Rope</td>
</tr>
<tr>
<td>10:45</td>
<td>10:20-11:00 Double Dutch (in age groups)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td>10:45-11:15 Single Rope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15</td>
<td>11:00-11:15 Drink/Show-and-Tell</td>
<td>11:15-11:45 Triangle (and for show)</td>
<td>10:45-11:15 Single Rope</td>
<td>10:45-11:15 Show</td>
</tr>
<tr>
<td>11:30</td>
<td>11:15-11:45 Travel</td>
<td></td>
<td>11:15-11:45 Show</td>
<td>11:15-11:30 Double Dutch / 11:30-11:45 Show-and-Tell</td>
</tr>
<tr>
<td>11:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>11:45-12:15 Lunch</td>
<td>11:45-12:15 Lunch</td>
<td>11:45-12:15 Lunch</td>
<td>11:45-12:15 Lunch</td>
</tr>
<tr>
<td>12:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>12:15-12:30 Rope-Sizing</td>
<td>12:15-12:45 Show</td>
<td>12:15-12:30 Show-and-Tell</td>
<td>12:15-12:30 Warm-Up Game</td>
</tr>
<tr>
<td>12:45</td>
<td>12:30-1:00 Parachute Game / Stretching</td>
<td>12:45-1:00 Game / Stretching</td>
<td>12:30-1:00 Jumping Contests / Games / Stretching</td>
<td>12:30-1:00 Wheel</td>
</tr>
<tr>
<td>13:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td></td>
<td></td>
<td></td>
<td>2:30-3:30 Jump with Jaguars (Show Routine #2)</td>
</tr>
<tr>
<td>2:45</td>
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<td></td>
</tr>
<tr>
<td>3:00</td>
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<td>3:15</td>
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<td>3:30</td>
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</tr>
<tr>
<td>3:45</td>
<td></td>
<td></td>
<td></td>
<td>3:30-4:00 Camper/Staff Show</td>
</tr>
<tr>
<td>4:00</td>
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</tr>
</tbody>
</table>
APPENDIX G: JUMP ROPE CAMP SKILL LISTS

<table>
<thead>
<tr>
<th>Criss Cross</th>
<th>Two Wheel</th>
<th>Double Dutch</th>
<th>Triangle</th>
</tr>
</thead>
</table>

Note: Images acquired through the WKU Jump Rope Club
**Jump Rope Camp**

Every other Wednesday

5:30-6:30pm

October 2018

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jump Rope 5:30-6:30</td>
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<tr>
<td></td>
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<td></td>
<td>17</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Jump Rope 5:30-6:30</td>
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<td></td>
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<td></td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jump Rope 5:30-6:30</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
List of Jump Rope Teams

This list was compiled with assistance from the National Collegiate Jump Rope Council (National, 2018). Note that a few of these collegiate jump rope clubs are made up of only one or two members who have been involved with jump rope in the past. They have represented their schools at collegiate competitions but may not have regular club practices.

<table>
<thead>
<tr>
<th>Collegiate Jump Rope Clubs Nationwide</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>Ball State University</td>
</tr>
<tr>
<td>Brown University</td>
</tr>
<tr>
<td>Carnegie Mellon University</td>
</tr>
<tr>
<td>Case Western University</td>
</tr>
<tr>
<td>Coastal Carolina University</td>
</tr>
<tr>
<td>Louisiana State University</td>
</tr>
<tr>
<td>Marshall University</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>Miami University</td>
</tr>
<tr>
<td>Notre Dame University</td>
</tr>
<tr>
<td>Ohio State University</td>
</tr>
<tr>
<td>St. Mary's College</td>
</tr>
<tr>
<td>Stanford University</td>
</tr>
<tr>
<td>University of Cincinnati</td>
</tr>
<tr>
<td>University of Maine</td>
</tr>
<tr>
<td>University of Maryland</td>
</tr>
<tr>
<td>University of North Carolina</td>
</tr>
<tr>
<td>University of Southern Maine</td>
</tr>
<tr>
<td>University of Virginia</td>
</tr>
<tr>
<td>Utah State University</td>
</tr>
<tr>
<td>Virginia Tech University</td>
</tr>
<tr>
<td>Western Kentucky University</td>
</tr>
</tbody>
</table>
List of Jump Rope Teams. This list includes only prominent jump rope teams located in Kentucky. Prominent teams are defined here as those that compete at the regional, national, or international level, regularly attend USAJR or WJR-sanctioned workshops and events, or perform within their community. Other smaller teams may exist within Kentucky, but they do not meet these qualifications, thereby not having as large of a presence within the jump rope world.

<table>
<thead>
<tr>
<th>Prominent Jump Rope Teams Located in Kentucky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Name</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Estill Elite Jumpers</td>
</tr>
<tr>
<td>Heart &amp; Sole Skippers</td>
</tr>
<tr>
<td>Hite Heart Throbs</td>
</tr>
<tr>
<td>Jump it Up</td>
</tr>
<tr>
<td>Jumpin' Jaguars</td>
</tr>
</tbody>
</table>
Thank You Note 1

Thank you so much for taking the time to teach the kids about all the cool jump roping tricks! This was a once in a lifetime experience! All the kids really loved hanging out with you all! You are all so talented! Keep up the good work!

- International Center
Thank you so much for taking the time to teach the kids about all the cool jump roping tricks! You are all so talented and we thank you for sharing your talents with us! You have all helped the kids break out of their shell and try something new! Keep up the good work!

International Center
Hi Murray it's [redacted] I wanted to share something with you [redacted] told me that she had to give a speech last week on a life-changing event and she did it on working at your camp this summer.