

Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcome

Jumps and lands in the horizontal and vertical planes using a mature pattern (S1.E3.3)

This lesson is a prerequisite to the following:

- Uses spring-and-step takeoffs and landings specific to gymnastics (S1.E3.4)
- Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics and small-sided practice tasks in games environments (S1.E3.5)

Lesson Objectives

The learner will:

- Identify the five different types of jumps
- Jump with each of the designated take-offs and landings
- Bend knees to absorb force when landing

Materials and Equipment

Ropes or tape lines on the floor (number of ropes or tape lines determined by space)

Introduction

In kindergarten, first grade, and second grade, you practiced jumping and landing: jumping for height, jumping for distance, and landing without losing balance. You have practiced the critical elements of the jumping action as well as the landing, making progress toward a mature pattern in each of the jumps. The first part of our lesson today will be to practice those jumps and review the critical elements of each.

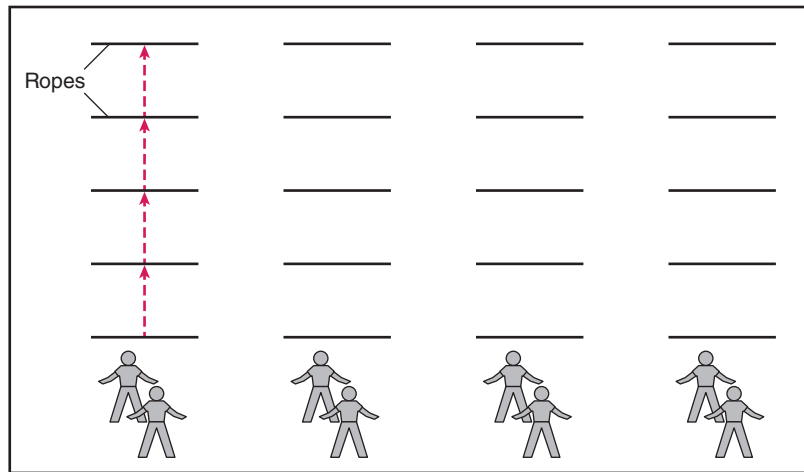
LEARNING EXPERIENCE: REVIEW OF JUMPING AND LANDING

With students scattered in general space, have them practice jumping for height and jumping for distance. Observe for maturing jumps; provide individual cues as needed. Repeat tasks from second grade as needed for students to establish mature jumping patterns (all critical elements).

LEARNING EXPERIENCE: TAKEOFFS AND LANDINGS

After observing jumping patterns that are approaching mature patterns, introduce the class to various types of takeoff actions and landings. Relate each of the jumping actions to specifics in games and sports, gymnastics, and dance, such as one foot to two feet for a jump stop in basketball or split stop in tennis, takeoffs and landings in gymnastics and dance.

- Arrange a series of ropes or tape lines on the floor approximately 4 feet (120 cm) apart (see diagram for placement). Divide the class into equal groups based on the number of ropes or tape line series. Maximum use of space means fewer students per line and more practice of skills.



Position each group of students behind the first rope (or tape line) for their series of ropes. Partner 1 travels forward, jumps over each rope in the series, and returns to the starting line after jumping over the last rope. Each person begins when the person in front of him or her has jumped over the third rope.

Two Feet to Two Feet

The first jump is the one you learned in kindergarten and first grade—taking off on two feet and landing on two feet. When you approach the jumping line, pause, and then jump over the line two feet to two feet. Make each jump perfect—don't rush the action. Stop in a balanced position before you continue to the next rope.

One Foot to the Same Foot

This is the easy one. What is it called when you take off on one foot and land on the same foot? A hop. Hop over each rope (tape line).

Two Feet to One Foot

Approach the jumping line as before, take off on two feet, and land on only one foot. Keep your balance when you land.

One Foot to Two Feet

Approach the jumping line, do not pause, take off on one foot, and land with a balanced stop on two feet. (Imagery: approach on the diving board.)

One Foot to the Other Foot

This is the difficult one—taking off on one foot and landing on the other foot. This is the leap. It works best with a running approach: run, run, run, leap. We did this one with your work on locomotors. Extend the legs and arms for height and distance. (Imagery: leaping over a large puddle of water.)

LEARNING EXPERIENCE: PEER AS COACH

Before students begin their series of jumps, have each student tell the person behind him or her which jump he or she is going to perform. After completion of the jumping series, the “coach” tells the performer one critical element that was performed correctly and gives feedback to correct one missing or incorrect critical element. Encourage the “coach” to be specific in the praise as well as the remediation (Standard 4).

LEARNING EXPERIENCE: JUMPING SEQUENCE

Have each student create a sequence with a combination of any three jumps. Students can show the sequence to you, a partner, or the small group, or can record it on paper.

Criteria

- Sequence must have a beginning shape and an ending shape.
- Sequence must have three different jumps.
- Jumps should be performed with mature patterns.
- Sequence may include floor pattern, changes in direction, and pathways.

Assessment

Peers assess different types of jumps.

Closure

- What was the focus of the lesson today?
- How were these jumps different from those you learned in first and second grades?
- Now for the difficult question: Let's see whether we can name the game or sport, gymnastics stunt, or dance step in which each of the jumps is used. (Recall each of the five jumps and discussion of when each is used in games, gymnastics, or dance. Relate each to a skill that students will use in fourth- and fifth-grade physical education.)

Reflection

- Can students jump and land safely without falling down and with bent knees?
- Are they making progress in the performance of the various types of jumps?