

## FOCUS➤

### Subfocus➤

## JUMPING AND LANDING: DISTANCE

### Partner Relationships (Standard 4)

#### *Grades 1, 2*

#### Standard 1

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

#### Standard 4

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

### Grade-Level Outcomes

- Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using two-foot takeoffs and landings (S1.E3.1)
- Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot takeoffs and landings (S1.E3.2)

### Lesson Objectives

The learner will:

- Bend the knees and swing the arms in preparation for jumping
- Travel in a forward direction while airborne
- Land in a balanced position with bent hips, knees, and ankles

### Critical Elements for Jumping and Landing (Horizontal Plane)

- Arms, back, and knees bend in preparation for jumping action.
- Arms extend forward as body propels forward.
- Body extends and stretches slightly upward while in flight.
- Hips, knees, and ankles bend on landing.
- Shoulders, knees, and ankles align for balance after landing.

### Materials and Equipment

- Large mat with tape line each 6 inches (15 cm)
- Measuring stick or tape measure
- Individual jump ropes, one per student

### Organization and Management

Sufficient space for students to jump and land safely with no collisions is critical for this lesson. When first introduced, jumping for distance is best practiced with students all facing the same direction in one or two lines with sufficient space between students for distance and landings.

### Introduction

*You did jumping as a locomotor skill in kindergarten. Tell your neighbor the difference between jumping and hopping. There are different types of jumps; there are jumps for different skills in sports, gymnastics, and dance. Today, we are going to practice jumping for distance—jumping forward. Jumping is a two-sided coin; we cannot practice jumping without also practicing landing. So although our emphasis today is on jumping, we will also practice landing correctly.*

Review landing correctly from kindergarten lessons.

## **LEARNING EXPERIENCE: SWING, SPRING, AND JUMP**

- Have students stand in self-space, sufficiently spaced for safe jumping forward.
  - Arms: They practice swinging the arms forward and backward.
  - Legs: They add bending of the hips, knees, and ankles as the arms swing forward and backward (model).
  - Jump: They add the jumping action. Demonstrate: "Swing and spring, swing and spring, swing and spring . . . jump." Have them practice several jumps, observing for safe landings.

*When I observe your first jumps, I noticed that some of you are doing a stepping action, leading with one foot. Let's see whether we can take off on two feet and land on two feet.*

- Have students repeat practice as you say, "Swing and spring, swing and spring; swing and spring . . . jump." Observe for students using two feet for takeoff and landing.
- Challenge students to jump farther each time. Have them explore swinging the arms gently and vigorously to determine the impact of the arm swing on the distance of the jump.

### **Common Errors**

- Stepping action
- Arms at sides, no swing
- Stiff legs before jumping action
- Stiff legs on landing

### **Assessment**

Allow several minutes of guided practice, observing for the following:

- Two feet for takeoff and landing
- Swinging of the arms in preparation for the jump
- Bending of the knees on landing

## **LEARNING EXPERIENCE: VARYING THE DISTANCE**

Have each student select a jump rope and place it in a "V" on the floor.

Note: Teach the students to do a safety check when you call the signal. When you give the oral signal for a safety check, all students stop activity and observe their work area for sufficient space for the activity and safety in performing the tasks. They need sufficient space between ropes for safe jumping and landing with no collisions.

Standing at the smallest space behind the rope, students jump over the rope as you observe for safe landings.

- Students practice jumping over the rope at the midsection and then at the widest section.
- Students may adjust the rope to be wider or narrower to guarantee success at the widest section of the rope.

(Observe for correct jumping action, soft landings, and two-foot takeoffs. You may need to remind the class that jumping is from a stationary position, not a running approach.)

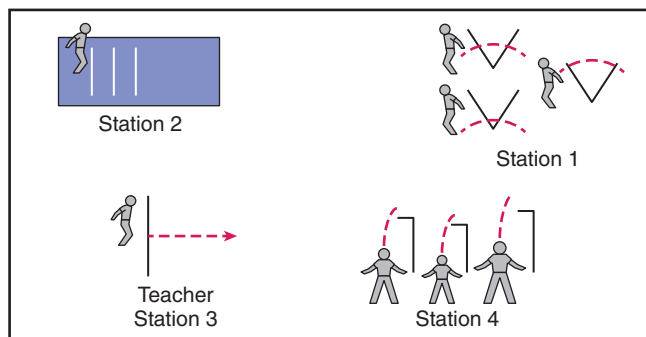
## **LEARNING EXPERIENCE: MY HEIGHT, MY DISTANCE**

Working with a partner (one rope for each set of partners), partner A places the jump ropes in a straight line on the floor. Partner B then stretches the rope to be as tall as the partner is when he or she lies beside the rope on the floor. The challenge is then to jump the distance of your height. Reverse the role and begin anew. When one partner jumps, the other partner observes for a soft landing.

Note: When children are trying for maximum distance, they can easily forget the critical elements of the jumping action. Observe and provide individual or class cues as needed. Reinforce that students should have no crash landings.

### **LEARNING EXPERIENCE: STATIONS FOR PRACTICE**

- Station 1: Jumping the “V.” The focus is on two-foot takeoffs and two-foot landings.
- Station 2: Jumping for distance. Standing on the mat, students jump forward for distance. Tape marks provide easy measurement of distances. The focus is on balanced landings.



- Station 3: Record students' jumps in feet and inches (centimeters). (You record.) The focus is on critical elements. (This station serves as your observation of the critical elements for each student.)
- Station 4: Jumping your height. The focus is on swinging the arms for maximum distance.

Note: Students thoroughly enjoy trying to better their individual scores when the skill is revisited and seeing their progress from one year to the next. The one-on-one situation at station 3 also provides time for individual evaluation of the jumping pattern and correction of critical elements.

### **Assessment**

- Observe throughout the lesson.
- Record critical elements during station practice.
- Conduct formal assessment of mature pattern in grade 3.

### **Closure**

- What skill were we improving today?
- What should you remember about your arms in preparation for jumping? Your legs?
- What should the knees do to ensure a good landing? Why is a soft landing important when jumping?

### **Reflection**

- Do students swing their arms back and forth in preparation for jumping?
- Do they land with knees bent to absorb force?
- Are they beginning to demonstrate airborne qualities during the jump?