

LESSON 2: LONG JUMP

Grade-Level Outcomes

Primary Outcome

Individual-performance activities: Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)

Embedded Outcome

Rules & etiquette: Identifies the rules and etiquette for physical activities/games and dance activities. (S4.M6.6)

Lesson Objectives

The learner will:

- demonstrate the long jump approach to jump from the board.
- perform the long jump correctly.

Equipment and Materials

- Measuring tapes
- Cards to record starting measurements
- Sheet on how to perform the long jump and the rules for the event

Introduction

What did you find in the video clips you saw for homework? Does anyone use the glide technique? I hope you noticed the critical elements that we stressed in the previous class.

Today, you will learn another field event: the long jump. The long jump entails sprinting down a runway and, in one jump, jumping as far as you can into a sand pit. Today, we will work on the sprint up to the board (the place you will jump from) and what to do in the air to help you jump as far as possible.

Show a video clip of the long jump to motivate students.

Instructional Task: Finding the Start Mark

■ PRACTICE TASK

Explain the rules of the long jump, including fouls, and demonstrate the technique.

- From the take-off board, have students sprint away from the sand pit.
- Place a tape measure along the runway to help measure distance from the board.
- Each student's first step is with the preferred foot, and you or a partner counts each preferred-foot step until the student hits eight.
- You or the partner marks the spot, and the student records the distance she should start from. After two or three run-throughs, each student should have a fairly consistent measurement from which to start the long jump.
- Practice with multiple tape measures. Students can do this in groups, marking and counting for one another to save time. Use lines to simulate the take-off board.

Guiding questions for students:

- Why is it important to keep your runway speed consistent?
- How will speed affect your jump?

Student Choices/Differentiation

- If needed, students may adjust the number of dominant steps to range from 6 to 10. The goal is to reach top speed but not hold the speed for longer than needed.
- If you can monitor both, have students, when finished, move to the next practice task.

What to Look For

- Are students starting with the dominant leg?
- Are students hitting the board with the dominant foot?
- Do students reach top speed within a given number of steps, while not holding it too long?

Instructional Task: Air Time and Landing

■ PRACTICE TASK

Along the length of the pit, line up students a couple of feet away from the pit. From a standing long jump, students (as many as safety permits) practice circling their arms while in the air and landing with weight going forward. Students practice the task and then move to the end of the line.

Refinement

Focus on keeping momentum going forward and extending legs in front (rather than dropping feet down) to add distance to the jump.

Guiding questions for students:

- Why is it important to keep your head up and not look at the sand?
- How does circling your arms forward help with the distance of the jump?

Student Choices/Differentiation

- This can be done inside on a floor mat if you can't get outside.
- Students having difficulty may work on the flight and landing, focusing on just one critical element at a time.

What to Look For

- While in the air, students circle the arms forward, helping to bring their momentum forward.
- While in the air, students put both feet out in front.
- As students land on their feet, they bring their butts toward their heels.
- Students are looking up as they jump and not at the sand.

Instructional Task: Performing the Long Jump

■ PRACTICE TASK

In small groups, students start at their pre-determined spots and complete the long jump using the correct cues and applying what they have learned.

While students are performing the long jump, others in the jumping group can rotate through officiating tasks, such as measuring the jump, raking the sand, and recording the jump distances.

Extension

Discuss the rules for measuring the long jump, noting the closest part of the body to the take-off board, including falling back or walking out of the sand pit.

EMBEDDED OUTCOME: S4.M6.6. Other groups can answer a few questions on the rules of the long jump and then read about the high jump or view a video clip of this event to give them a better understanding of what they will be learning the next class.

Student Choices/Differentiation

Students having difficulty putting it all together may shorten the number of steps for the run.

What to Look For

- Are students starting with the correct foot?
 - Are students sprinting and jumping off the board?
 - Are students circling their arms forward while in the air?
 - Are jumpers keeping their heads up and not looking down at the board or sand? Looking down leads to stutter steps and results in jumping toward the ground, not up.
 - Are jumpers extending their legs out, landing on their feet, and bringing their butts to their heels for maximum distance?
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Formal and Informal Assessments

Quiz on rules of the long jump

Closure

- Talk with students about the positive things you saw today.
- Ask students about areas that can be improved, and then ask them why these areas are important and how it will help their jumps.

Reflection

- What went well and why?
- What areas are students struggling with?
- Are they hitting the board because their marks are off or they are looking at the board and stutter-stepping?
- Are they getting their momentum going forward in the air?
- Are they extending their legs out or dropping them down quickly, shortening the length of the jump?

Homework

Watch video clips on the long jump from a recent Olympics or other large meet. Have students come to class prepared to talk about what they think the jumpers were doing to help them be successful.

Resources

American Sport Education Program. (2008). *Coaching youth track and field*. Champaign, IL: Human Kinetics.

Dougherty, N.J. (Ed.) (2010). *Physical activity & sport for the secondary school student*. 6th ed. Reston, VA: National Association for Sport and Physical Education.

Internet keyword search: "long jump technique"