

LESSON 3: HIGH JUMP

Grade-Level Outcomes

Primary Outcomes

Movement concepts: Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)

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

Embedded Outcome

Working with others: Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)

Lesson Objectives

The learner will:

- use the *J* approach correctly when high jumping.
- demonstrate how to put his back to the bar and land on his back.
- describe basic mechanical advantages for attempting the high jump.

Equipment and Materials

- High jump mats
- High jump standards
- 10 cones
- Bungee

Introduction

Does anyone want to share what he observed in the long jump videos? How did the athletes use their bodies and momentum to help their performance? We will explore some of these ideas in today's lesson.

*Today, we will learn how to high jump. The high jump is a field event in which athletes try to put their entire bodies over a bar by jumping off of one foot. To succeed in the high jump, you will need to know which of your legs is your preferred leg so that you can run the *J* approach. That will allow you to jump from the correct side and allow you to use correct form when jumping.*

Show students a video of athletes performing the high jump.

Instructional Task: Students Learn the *J* Approach

■ PRACTICE TASK

Students start on the left or right side of the mat. This starting spot can be pre-determined, chosen by you.

Place cones on both sides as a guide to help students run the *J*.

Each student will run the *J* and jump up, with the dominant leg driving the inside knee up as if doing a layup for maximum height. Students use the mat as a marker or target and do not land on it.

Have students go. This should go quickly.

Extension

After you discuss the mechanical advantages, have students perform the *J* approach again, focusing on their answers to the guiding questions.

EMBEDDED OUTCOME: S4.M4.6. Discuss with students the importance of accepting differences among classmates. Even though we have these differences, it is important to focus on providing encouragement and positive feedback to all classmates.

Refinement

Make sure students are driving the inside knee.

Guiding questions for students:

- Mechanical advantage: Ask students why it is important to jump off the outside leg and drive the inside knee up. (Answer: If the inside leg is the one used to jump, the leg will hit the bar. If the outside leg is used to drive up, the jumper will not be able to use this momentum to turn the body correctly. Driving the inside knee across the body allows the jumper to get the back to the bar.)
- Can you name any mechanical advantages in the shot put and long jump?

Student Choices/Differentiation

- Students who are struggling to jump off the correct leg may switch sides to see if they have picked the wrong side.
- Students who are struggling to do the *J* may run through without jumping.
- If students continue to struggle with the jump, have them take a three-step approach and focus on jumping off the correct leg, driving the opposite knee upward as for a layup.

What to Look For

- Are students running in a *J* shape or diagonal to the mat?
- Are students jumping with the outside leg? (leg away from the mat)
- Are students driving the inside knee up? (leg closest to the mat)

Instructional Task: Landing on the Back and Kicking Feet Up

■ PRACTICE TASK

Using three sides of the mats, students practice landing on their backs and kicking their feet up.

Place a marker on the floor from where you would like students to jump.

Two students from each of the three sides stand a foot away from the mat with their backs to the mat. Have students jump up and backward so they are landing on their backs on the mat. While in the air, have them kick their feet up, as they will have to do this to get their legs and feet over the bar.

Refinements

- Remind students to land on their backs.
- It is important to kick the legs up so they do not hit or land on the bar.
- While students are jumping, have them emphasize thrusting their arms up to help them explode upward for maximum height.

Student Choices/Differentiation

Students can move closer to the mat for the first attempts and just practice landing without kicking up.

What to Look For

- Do students jump and land on their upper backs?
- Do students kick their feet up so their legs and feet do not touch or hang over the mat when landing?
- Are students swinging their arms up to help drive the body upward?

Instructional Task: High Jump Using a Modified High Jump Bar

■ PRACTICE TASK

Students use the *J* approach from their selected side and jump over the bungee between the two standards, using the cues they have practiced from the previous practice tasks.

Extension

Have students record a partner using a video device. Students should discuss how they are performing the critical elements as they wait for their turn to jump.

Refinement

As students jump, ask them what they think they did well and what they could do differently. Provide feedback based on their responses.

Student Choices/Differentiation

- For students who are still not jumping off the correct leg, have them run through again, driving the inside leg up and not landing on the mat.
- For students worried about jumping over the bar, have them do the backward jump over the bungee.

What to Look For

- Students are running the *J* correctly.
- Students are jumping off the correct foot.
- Students are driving the inside knee up and getting their backs to the bar.
- Students are kicking their legs up to send them over the bar.
- Students are landing on their backs.

Formal and Informal Assessments

Video analysis: peer- and self-assessment of jumps as compared with the cues

Closure

- Provide recognition to the class where deserved as well as to those who encouraged others.
- Ask students if they enjoyed the high jump.
- Why is it called the *J* approach?
- Why is it important to jump off the outside leg and drive the inside knee up?
- Why is it important to kick the legs up? What part of the body should land on the mat?

Reflection

- Which cue did students seem to pick up easily?
- Which cue did students struggle with the most?
- How effectively did students handle the downtime along with the informal peer- and self-assessment when not jumping?

Homework

Have students watch a high jump competition. Students should be able to discuss the mechanical advantages for the high jump.

Resources

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

Internet keyword search: "high jump techniques"