



JUMPING - ADVANCED	
Equipment	
7 pylons per two teams, checklist, pen/pencil	
Safety Issues	
Spread the teams far apart and away from walls; warn kids to jump safely without running into each other. The playing surface should be dry and not slippery. To prevent injury, encourage kids to land on their feet and bend their knees to absorb the shock of the jump.	
Objectives	
At the end of the lesson plan, kids will: <ol style="list-style-type: none"> 1. Demonstrate correct landing form 2. Demonstrate falling forward during landing 	
Standards	
To view the physical education standards that may apply to this lesson plan, you can directly access the state board of education websites by clicking on each of the following states: California , Florida , Georgia , Illinois , Michigan , North Carolina , New Jersey , New York , Pennsylvania , Texas , and Virginia .	
Introduction	
In the last two jumping lessons, we focused on approach, take-off, and flight. Now we are going to take a look how you can control your body to improve your landing.	
Q: How is a standing long jump measured? A: The distance is measured from the take-off line to the landing's closest point of contact.	
Q: Since the closest point of contact to the take-off line is measured, what part of our bodies do we want to land closest? A: Our feet; our heels.	
In today's lesson, we are going to learn: <ol style="list-style-type: none"> 1. Correct landing form 2. Falling forward 	
Warm Up	
Traffic Light Warm Up <ol style="list-style-type: none"> 1. Instruct all kids to line up on the start line. 2. The instructor randomly calls out "red", "yellow", or "green". 3. The kids must do the correct movement associated with each color: <ul style="list-style-type: none"> • Red = everyone stops • Yellow = everyone jogs on the spot • Green = everyone jogs toward the finish line 	

4. If a kid does the incorrect movement, he or she must go back to the start line.
5. The first person to cross the finish line wins.

Skills

1. The landing is important to jumping because it determines how the jump is measured. The landing is also important because it must be done correctly to avoid injury.
2. Correct landing form:
 - a. Landing on one foot or two feet.
 - b. Absorb landing impact with the legs.
3. Falling forward:
 - a. Back of the heel should be the closest part of the body to the take-off line.
 - b. Land with arms forward.

Drill

Leap Frog Drill

1. Instruct kids to line up across the width of the playing area.
2. On the instructor's command, the students should jump forward, rotating their arms to generate momentum.
3. Students should do 6 consecutive jumps across the playing area without breaking momentum.

FUNDamental

Team Long Jump

1. Divide the kids into teams.
2. Each kid gets a chance to take one jump at their choice of five pre-determined lengths.
3. If the kid successfully completes the jump, they receive points based on the length (see chart). If the kid misses the jump, they don't get any points.
4. Tally the points for each team's successful jumps.
5. The team with the highest cumulative score wins.

Points Chart	
Pylons	Points
Miss	0
1	1
2	2
3	3
4	4
5	5

Cool Down

Copy Cat Cool Down

1. Divide students into pairs.
2. Instruct pairs to line up side by side on the start line.
3. The first kid should jump, using any style.
4. The second kid should copy the first kid's jump.
5. Switch roles and repeat so each kid gets 5 turns.

Conclusion



Q: What can you do at home to practice these jumping techniques?

A: Jump over objects, jump rope, jump with friends, etc.

Q: What should you do to prevent injury?

A: Make sure my shoes are tied; don't jump into hard objects; don't jump near walls; make sure no one else is in my jumping area, etc.

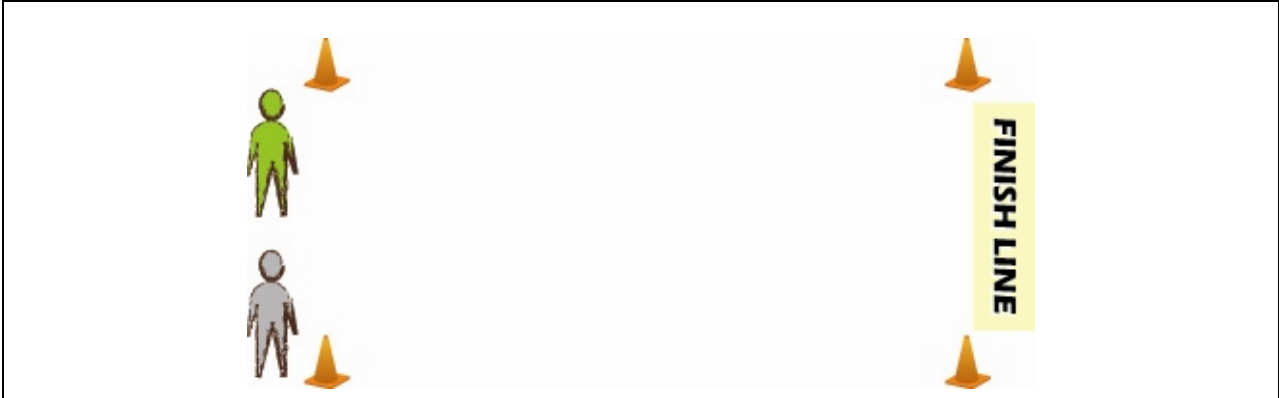
Assessment

Checklist

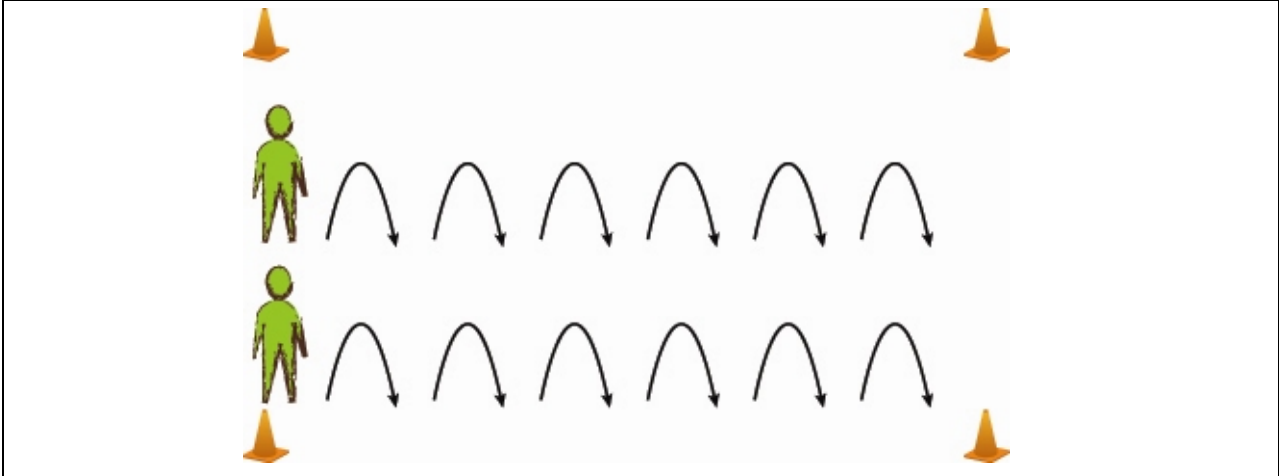
1. Foot Placement – land on one or two feet
2. Legs – absorb landing
3. Heel – closest to the take-off line
4. Arms – land with arms forward



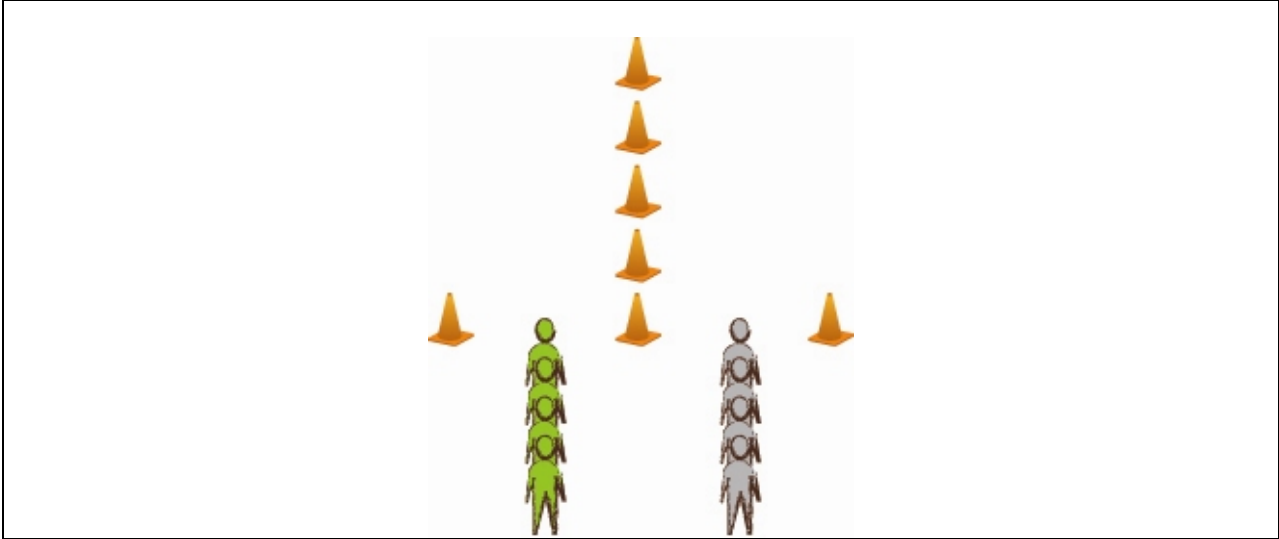
Set Up Diagrams
Traffic Light Warm Up



Leap Frog Drill



Team Long Jump FUNdamental





Jumping – Advanced Checklist					
Group _____			Date _____		
Name	Foot Placement	Absorb with Legs	Heel Closest to Line	Arms Forward	Total
1.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
2.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
3.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
4.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
5.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
6.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
7.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
8.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
9.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
10.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
11.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
12.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
13.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
14.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
15.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
16.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
17.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
18.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
19.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
20.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
21.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
22.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
23.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
24.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
25.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
26.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
27.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
28.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
29.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
30.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
Group Average	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	

Score	Behavioral Measure	Group Areas of Improvement
3	Performs cue correctly all of the time	
2	Performs cue correctly most of the time	
1	Performs cue incorrectly most of the time	
0	Performs cue incorrectly all of the time	