

JUMPING - INTERMEDIATE

Equipment

2 hula hoops per team, 4 pylons per team, checklist, pen/pencil

Safety Issues

Spread the teams far apart and 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. Also, to prevent tripping or falling, warn the kids to jump into the center of the hula hoop, avoiding the outside edges.

Objectives

At the end of the lesson plan, kids will:

1. Demonstrate correct form for the take-off
2. Demonstrate correct form for flight

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 jumping lesson we learned how important the approach is to jumping. Today we are going to review the approach and learn what comes next in the standing long jump.

Q: After the approach what do you think happens next?

A: You take off; you jump.

In today's lesson, we are going to learn:

1. Correct form for the take-off
2. Correct form for flight

Warm Up

Hop & Stop Warm Up

1. Instruct all kids to line up on the start line.
2. The instructor randomly calls out "hop" or "stop".
3. The kids must do the correct movement associated with each command:
 - Hop = everyone hops forward using two-foot hops
 - Stop = everyone stops hopping
4. If a kid does not stop on the stop command, he or she must go back to the start line.
5. The first person to cross the finish line wins.

Skills

1. The arm and leg rhythm we developed in our last lesson is important to the take-off because it generates velocity and can increase the distance of the jump.
2. Correct form for take-off:
 - a. Arms – swing arms up to full position to provide forward drive.
 - b. Legs – push from deep knee bend to provide forward drive.
 - c. Angle – optimum take-off angle is 30°, not 45°.
3. Correct form for flight:
 - a. Knees – drive knees towards chest during flight.
 - b. Arms – bring arms down during flight.

Drill

Leaping Drill

1. Divide kids into small teams.
2. Set up a row of 4 pylons, approximately 3 feet apart for each team.
3. Have the teams line up single file next to their series of pylons.
4. On the instructor's command, the first kid in line should step up to the first pylon and jump over it using the correct arm action and foot landing techniques.
5. Once they land, they must continue to leap between the pylons.
6. When they have completed the course, they must walk back to the end of the line.
7. On the instructor's command, the next kid in line steps up to the first pylon and begins jumping.
8. Repeat until all kids have completed the drill.

FUNDamental

Long Jump Challenge

1. Divide the kids into teams and count off within each team.
2. Instruct the first set of players to throw the hula hoop as far from the starting line as the player thinks he/she can jump. He/she has two chances to throw the hula hoop to the desired location.
3. The first set of players jump into their hula hoop.
4. If the first player is successful, the next player starts from his/her place inside the hula hoop.
5. If the player fails to make the jump (i.e., touches the hoop or lands outside the hoop), the next player on his/her team will start from the missed jump's starting point.
6. Instruct remaining kids to jump. Each team should perform the same number of jumps per round.
7. The team reaching the finish line first wins.

Cool Down

The Coach Says "Cool Down"

1. Divide the kids into two teams.
2. Instruct a kid on Team A to be the coach and call out a cool down exercise for Team B to perform.
3. Instruct a kid on Team B to be the coach and call out a different cool down

exercise for Team A to perform.

4. The coach should alternate between the two teams, calling out the name of a different kid to pick a cool down exercise.
5. Cool down exercises can only be used once, and if a kid can't remember an exercise, his or her team forfeits their turn.
6. The team that can remember the most cool down exercises wins.

Conclusion

Q: What's the difference between take-off and flight?

A: Take-off is when you leave the ground, and flight is when you are in the air.

Q: Why do you think you should jump at a 30° angle, instead of a 45° angle?

A: The purpose of a standing long jump is to jump for distance. If you jump at a 45° angle, you are jumping higher, rather than farther.

Assessment

Checklist

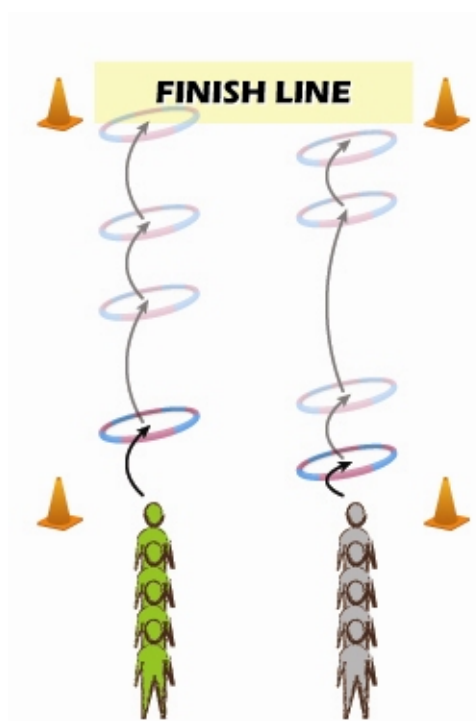
1. Swing arms up to full position
2. Push from deep knee bend
3. 30° angle for take-off
4. Knee drive to chest
5. Arms down during flight



Set Up Diagrams
Leaping Drill



Long Jump Challenge FUNdamental





Jumping – Intermediate Checklist						
Group _____			Date _____			
Name	Arm Swing	Deep Knee Bend	30° Angle Take-off	Knee Drive	Arms Down	Total
1.	3 2 1 0	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 2 1 0	
3.	3 2 1 0	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	3 2 1 0	
5.	3 2 1 0	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	3 2 1 0	
7.	3 2 1 0	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	3 2 1 0	
9.	3 2 1 0	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	3 2 1 0	
11.	3 2 1 0	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	3 2 1 0	
13.	3 2 1 0	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	3 2 1 0	
15.	3 2 1 0	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	3 2 1 0	
17.	3 2 1 0	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	3 2 1 0	
19.	3 2 1 0	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	3 2 1 0	
21.	3 2 1 0	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	3 2 1 0	
23.	3 2 1 0	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	3 2 1 0	
25.	3 2 1 0	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	3 2 1 0	
27.	3 2 1 0	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	3 2 1 0	
29.	3 2 1 0	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	3 2 1 0	
Group Average	3 2 1 0	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	