

ACTIVITY CARD 3

JUMPING - GRADE 1

OBJECTIVE / LEARNING OUTCOME

By the end of each lesson the learners will be able to perform, practice and appreciate jumping for strength, coordination, endurance, balance, space awareness, excellence, and self-esteem.

Activities



- jump a long way.
- jump up high.
- jump without moving the hands.
- jump on one foot to the other foot.
- jump on one foot to the same foot.
- jump on one foot to two feet.
- jump from two feet to one foot.
- jump from two feet to two feet.
- jump and make different shapes in the air.
- jump on and off a bench.

Learning Points

Jumping for distance

- Bend knees – crouch position, swing arms back, then quickly forwards, explode forwards from crouch position push off from toes
- Toes are the last body part to leave the ground land with heels first and knees bent to absorb the shock when landing

Jumping for height

- Bend knees – crouch position ‘explode’ upwards swing your arms upwards quickly stretch, reach, and focus on target
- Land with knees bent to absorb the shock

Progress activities and challenge learner's thinking and understanding

How you do it: Force • Time • Flow	Where you do it: Level • Direction • Range	Who or what you do it with Objects • People • Combined
Can you jump...? as quietly/loudly as possible, like a giant/frog, with legs and arms stiff, keeping your arms out from your side, with your legs apart, and land with your feet apart, and land lightly/heavily, on same/different spot, without using your arms, like a rocket.	Can you jump...? forwards/backwards, fast/slow, in a straight line, on the spot – turning/forwards/backwards/sideways, from one foot to the other, uphill, downhill, to music, as high/low as you can, as far as you can starting and landing on two feet.	Can you jump...? with a partner, side to side of a line/over a space, forwards and backwards over a line or space, in and out of a hoop or rope shapes, with a beanbag between the feet, over lines, ropes, spaces, low obstacles



Safety tips

- Avoid jumping on slippery surfaces
- Make sure the practice area has a soft landing i.e. grass, gym mats
- Ensure objects to jump over are not too high
- Ensure there are 2 adults of different genders are supervising activities
- Ask learners to be careful not to jump into each other



Assessment Criteria

- Ability to jump a certain distance and height



Space

- Sports hall or field
- Modify space for inclusivity



Equipment

- Gym mats, lines, hoops, ropes, low obstacles, sticks and music player
- Adapt equipment to suit learners with special needs in your lesson



Core Competencies

Communication & Collaboration

- Ask learners to set up jumping activities with a partner or in small groups. Encourage learners to reflect on and discuss how well they communicated and worked together.

Self-efficacy

- Ask learners if they were able to jump further with practice. Were they able to hold shapes better with practice? Ask how it feels to improve with practice.

Critical Thinking & Problem Solving

- Ask learners to perform different types of jump that require them to think and work out how they can complete the task.

Creativity & Imagination

- Ask learners what animals they know that jump. Ask them to perform a jump that is like that animal.

Citizenship

- Learners to jump and hold a shape. Learners get to score each jump performed out of five points. The learner with the highest score is voted the best jump.

Digital Literacy

- Ask learners to find & watch videos online of animals or people jumping.

Learning to Learn

- Ask learners to measure how far they can jump. Learners measure each other's jumps.



TREE Framework

Easier

Reduce width or number of obstacles to be jumped over.

Harder

Increase width or number of obstacles to be jumped over.

Inclusivity

Provide demonstration of jumps for learners with hearing impairment. Ensure safe landing area for learners with a visual impairment. Encourage boys and girls to mix during activities. Provide wheel chair users with limited mobility by providing/finding parallel activities.



Game

Flying

Play with about 10 sticks or poles. Lay them parallel to each other and 50 centimetres apart.

Learners must jump over each stick without touching one until they reach the end.

The first learner then removes one stick. Repeat, gradually removing sticks and attempting to leap over each stick to the end. If unsuccessful, the player must withdraw from the game.

Continue until the task is impossible. The aim is to be the last player. To replace the elimination process, simply score points for the number of successful leaps.



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills.

Sample life skill learning outcome

Learners can recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.

Facilitator asks learners if they can think of some places that are private at home or at school. Draw out answers like toilets, changing rooms, teachers/headmaster's room.

Ask learners to reflect on the need to respect privacy. You never barge into a toilet when someone is using it. Strangers are never allowed to come into changing rooms. You need to knock and be invited into a teacher/headmaster's room, you cannot just walk in.

Ask learners which parts of their bodies are public and can be seen by others - head, arms, hands, legs, feet.¹ Other parts, the parts covered by our underwear are our private parts. Apart from doctors or nurses, others are not allowed to see or touch our private parts.

¹ Some religions/cultures may require other parts of the body to be covered.

