

ACTIVITY CARD 9

HOPPING AND LEAPING - GRADE 2

OBJECTIVE / LEARNING OUTCOME

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

Activities



- Hop on one foot on the spot, then the other foot
- Hop forwards from here to there
- Leap from one foot to the opposite foot
- Leap forwards from here to there
- Hop and put your free leg in lots of different positions
- Hop backwards and forwards over a skipping rope
- Hop all the way around the rope with one foot then the other

Learning Points

- Hopping - take off and land on same foot
- Leaping - take off and land on opposite foot
- Looking forward use arms to balance
- Controlled landing without losing balance
- Using the free leg to give momentum to hop

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 hop or leap...?

and turn in the air making a 90/180/360-degree turn - as quickly/slowly, quietly/noisily as you can - as softly/hard as you can eight times on your right/left foot - alternating hard and soft landings - in time to music - without using your arms - like a robot.

Can you hop or leap...?

on the spot - forwards/backwards/sideways - in a small shape - as high as you can and hold your landing - alternating between high and low - as high as you can, with little low hops - at a medium height - as far as you can, for distance.

Can you hop or leap...?

while bouncing a ball - while throwing and catching a ball to yourself - with partners at the same time/moving forward holding hands/ facing each other - over lines/ropes/hoops on the ground - over low cones spread out in a line, hop over four obstacles in a row, then hop backwards - over the rope, into the hoop, onto the disc, around the cones.



Safety Tips

- Use grass area or gymnastics mats
- Avoid using hard surfaces and check for trip hazards
- Ensure there are 2 adults of different genders supervising the activities



Assessment Criteria

- Ability to hop and leap for strength, coordinate, endure, balance, develop space awareness, excellence and self-esteem



Space

- Sports hall or grass sports field
- Modify space for inclusivity



Equipment

- Cones, hoops and ropes
- Adapt equipment to suit learners with special needs in your lesson



Core Competencies

Communication & Collaboration	• Ask learners to work in small groups and to guide each other around obstacle courses or different pieces of equipment.
Self-efficacy	• Ask learners to encourage each other. Facilitators find aspects of the exercises being done well and praise and encourage all learners.
Critical Thinking & Problem Solving	• Ask learners to work out which of their two legs is strongest by seeing how far they can hop on each leg.
Creativity & Imagination	• Ask learners to design hopping and leaping games.
Citizenship	• Ask learners how they can be a good role model during the activities and help and encourage others.
Digital Literacy	• Ask learners to find & watch videos of different animals hopping or leaping.
Learning to Learn	• Encourage learners to take an interest in their environment and the diverse range of flora and fauna in Kenya by linking hopping and leaping actions to Kenyan wildlife.



TREE Framework

Easier

Shorten the distances learners are asked to hop or leap. Reduce the number of hops or leaps.

Harder

Use equipment and ask learners to hop/leap between, around, in/out and over ropes, cones, hoops, etc.

Inclusivity

Allow for wheelchair users to wheel around courses whilst others hop/leap. Learners with limited mobility can use other forms of locomotion to move around the objects. Learners with visual impairment can work with a partner to guide them safely around objects. Encourage boys and girls to mix during activities.



Game

Statues

Learners come up with a list of animals that live in the wild in Kenya.

Facilitator shouts out the name of an animal and the learners move in the way they think that animal might move. Lions, Elephants, Impala, Giraffe, Baboons, etc.

Set up an obstacle course for the learners to travel along, under, over whilst moving like a Kenyan animal.



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills

Sample life skill learning outcome

Learners can identify people who are positive role models and describe their qualities as role models.

Facilitator asks learners if they know any famous Kenyan sportsmen or women and asks if they think they are positive role models?

Facilitator explores with the learners what the qualities of a positive role model are? Do they work hard, are they kind, do they respect others?

Ask learners if there are other people they look up to and follow as positive role models.

Facilitator asks if you are to be a positive role model how will you behave?

