

## ACTIVITY CARD 10

## JUMPING - 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



- Standing jump for distance
- Jump upwards to perform jumping jacks
- Jump upwards to rotate 180 degrees
- Standing jump for height
- Jump over low objects
- Jump on and off benches/boxes

## 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
<b>Can you jump...?</b> 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.	<b>Can you jump...?</b> 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.	<b>Can you jump...?</b> 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

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



## Assessment Criteria

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



## Space

- Sports hall or field
- Modify space for inclusivity



## Equipment

- Cones, sticks, benches and gymnastics boxes
- Adapt equipment to suit learners with special needs in your lesson



## Core Competencies

- |  |   |
|--|---|
| <b>Communication &amp; Collaboration</b>       | • 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;             |
| <b>Self-efficacy</b>                           | • Ask learners if they were able to jump higher with practice? Provide encouragement and ask how it feels to improve with practice.   |
| <b>Critical Thinking &amp; Problem Solving</b> | • Ask learners to look at the range of vertical jump scores for the class. What was the lowest and highest result what was the average result for the class.                            |
| <b>Creativity &amp; Imagination</b>            | • Ask learners to come up with different shapes or actions to perform when doing a vertical jump.   |
| <b>Citizenship</b>                             | • Learners learn the importance of active listening a critical skill in a democracy.  |
| <b>Digital Literacy</b>                        | • Ask learners to find & watch a video of the vertical jump or jump and reach test prior to taking part in the test.  |
| <b>Learning to Learn</b>                       | • Ask learners to record their own test result and to compare this with other learners. Ask them to plot the results on a graph and help them work out the average score for the class. |



## TREE Framework

### Easier

Reduce width, the height, or number of obstacles to be jumped on and over.

### Harder

Increase width, the height, or number of obstacles to be jumped on and over.

### Inclusivity

Provide demonstration of jumps for learners with hearing impairment. Ensure safe landing area and guides for jumping over obstacles for learners with a visual impairment. Encourage boys and girls to mix during activities. For wheelchair users or learners with limited mobility find parallel activities.



## Game

### Jump and Reach Test

Ask learners to stand with their preferred or stronger side against a wall, with feet together, and reach as high as they can so that their standing reach height can be marked by the facilitator.

Using only one dip of the legs, the learner then jumps as high as they can to touch the wall at their highest point. Facilitator watches and marks the spot.

Learner performs three attempts and highest mark is used. The facilitator records the difference between the standing reach height and the height reached during the vertical jump. There is no need for learners to rest between jumps.

Encourage learners to take a note of their score and to compare with other learners.



## Sport4Development Approach

- Use the Sport4Development approach to teaching life skills.

### Sample life skill learning outcome

Learners can explain why listening is important and demonstrate active listening.

During the vertical jump challenge the facilitator asks learners if they have understood the task and asks them to repeat it back to them.

After the task in the closing circle the facilitator asks about the importance of listening in order that you understand what to do. It is important in sport and at school to listen.

Facilitator asks learners how we know if a person is listening or not. They might look as if they are listening, but they might not hear what is being said.

