FOCUS➤

# JUMPING AND LANDING: HEIGHT

***Grades 1, 2***

**Standard 1** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

## Grade-Level Outcomes

- Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane (S1.E4.1)
- Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane (S1.E4.2)

## Lesson Objectives

The learner will:

- Bend the knees and swing the arms in preparation for jumping
- Swing arms upward when jumping
- Land in a balanced position with bent hips, knees, and ankles

### Critical Elements for Jumping and Landing (Vertical Plane)

- Hips, knees, and ankles bend in preparation for jumping action.
- Arms extend upward as body propels upward.
- Body extends and stretches upward while in flight.
- Hips, knees, and ankles bend on landing.
- Shoulders, knees, and ankles align for balance after landing.

## Materials and Equipment

- Large mat, milk crate (box filled with large empty cans from cafeteria or packed with newspaper), or 12-inch (30 cm) platform structure
- Stretch rope with balloons suspended
- Colored 1-inch (2.5 cm) tape
- Masking tape

## Introduction

*During our last lesson on jumping, you practiced jumping for distance. You learned that the arms swing back and forth and the knees bend in preparation for jumping. We also talked about the importance of bending the knees when landing to absorb the force. Today, you are going to jump for height. Your arms still swing back and forth in preparation; the knees still need to bend when landing. So, what is different about jumping for height? The arms now swing upward as you jump high in the air, and you now land in your same space. Ask your neighbor, "What is the same when jumping for distance and when jumping for height? What is different?"*

## *LEARNING EXPERIENCE:* REVIEW OF JUMPING ACTION

**Safety Check:** Check for sufficient space for jumping forward.

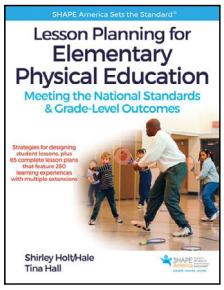
With students scattered in general space, allow several minutes of jumping forward with practice review of the swing and spring action of the arms and legs. Students should bend the hips, knees, and ankles for soft landings.

### Assessment

Initiate peer assessment of critical elements of arms, legs, and landings. Students should try to achieve a score of 3 for all three critical elements. The student does three jumps, and the peer focuses on one at a time—preparation, body airborne, and landing.



Lesson excerpted from *Lesson Planning for Elementary Physical Education: Meeting the National Standards & Grade-Level Outcomes for K–12 Physical Education* by Shirley Holt-Hale & Tina Hall

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### *LEARNING EXPERIENCE:* VERTICAL JUMPING

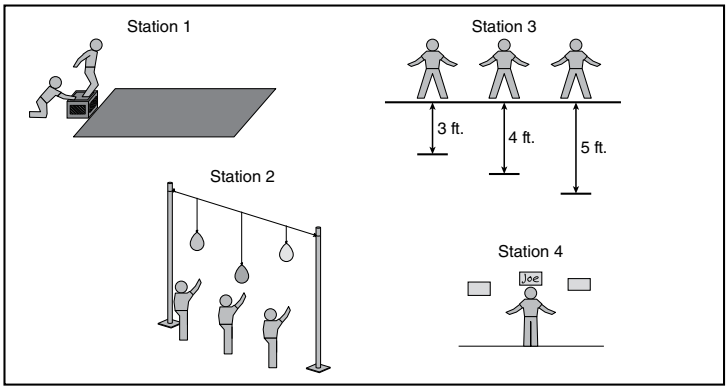
- Students jump for height in self-space with swing and spring, coupled with soft landings.
- Arms extend upward for height.
- Challenge the students to jump really high by stretching the body upward and reaching toward the ceiling or sky. Imagery: jumping high to receive a ball in basketball, football, or baseball.

Note: Emphasize the need for soft landings as the height of the jump increases. A soft landing is crucial when jumping for height; the student is looking upward.

- Continue practice of vertical jumping for several minutes, observing the class as a whole and individual students for critical elements (extension upward, soft landings with knees bent) and providing individual assistance as needed.

### *LEARNING EXPERIENCE:* STATIONS FOR PRACTICE

Jumping for height, jumping for maximum distance, and jumping personal height




**Jumping for Height**

**Station 1: Jumping off a Crate or Box**

The focus is on jumping upward, not forward.

*The temptation is just to step off the crate. Jump high in the air as you take off from the crate. Don't jump for distance. Focus on a good landing by bending the knees to absorb the force.*

Stand beside the crate with one hand extended at a height that will challenge students to extend really high on the jump; adjust the hand placement to provide a challenge to each student.

**Safety Check:** Students may not jump off the crate unless another student is holding the crate to prevent slipping.

**Station 2: Jumping to Tap a Balloon**

Suspend balloons at various heights. Students jump to tap the balloon of their choice. The focus is on two-feet takeoffs and two-feet landings.

Balloons suspended in this manner have a built-in increased challenge. As the student taps the balloon, the string holding it wraps around the rope, raising the balloon. Each successful jump creates a higher one. The stretch rope can also be angled higher or lower by adjusting one end of the rope where it is attached to the pole, enabling individual challenge to the student.

**Station 3: Jumping for Distance**

Standing behind the starting line, students jump for distance—3 feet, 4 feet, 5 feet (90, 120, 150 cm). The focus is on balanced landings.

**Safety Check:** Always position students with their backs to the wall so that they are jumping away from the wall.

**Station 4: Jumping Your Height**

Place pieces of masking tape on the wall. Students work with partners. Partner A lies on the floor with heels at the starting line; partner B places a piece of tape on the floor just above partner A's head. The challenge is to jump your own height in distance; the reward is to write your name on the piece of tape that indicates your height. ("Jump Jim Joe," a folk dance, is an excellent revisitation practice for jumping.)

## Assessment

- Teacher observation at station 1
- Peer assessment during lesson
- Formal assessment of mature pattern in grade 3

## Closure

- What was the focus of our lesson today? What kind of jump did you perform? (Stand with your feet together, legs straight, arms at sides. Model as you ask the following questions and as students give their responses.)
- Am I ready to jump? What do I need to do with my arms? My knees? What will I need to remember when I land?
- What is different with my arms when I jump for height as compared with when I jump for distance?
- Is jumping upward needed in gymnastics, dance, or games and sports? How? Why?

## Reflection

- Do students swing their arms back and forth in preparation for the jump and then upward for height as they jump?
- Do they land with knees bent to absorb the force?
- Do the students achieve vertical projection, not horizontal, on the vertical jump?
- Do they achieve horizontal airborne time, not vertical, on the jump for distance?