

### Lesson 4 of 6

# Jumping

#### EQUIPMENT

- » obstacle free area
- » skipping rope per student
- » pylons

#### RELATED RESOURCES

- Be Fit For Life Network , [www.provincialfitnessunit.ca/about-bffl/](http://www.provincialfitnessunit.ca/about-bffl/)
- Physical Education Online website, [www.education.alberta.ca/physicaleducationonline](http://www.education.alberta.ca/physicaleducationonline)

#### ABCD's of Physical Education



#### Cooperation

Communication	
Fair Play	
Leadership	C(2-3)-4
Teamwork	

## Warm It Up

### FOX TAIL

Provide each student with a skipping rope, which they will tuck into the side of their waistband in such a way that the rope doesn't touch the floor. Ensure that students tuck in the rope and do not tie it to belt loops. On the signal to begin, students (foxes) move throughout the activity area trying to steal the tails of other foxes. Should a fox steal a tail, they simply drop it on the floor and go after another fox. The fox who lost their tail kneels down and tucks the tail back into their waistband. Scarves could be used instead of ropes.



#### Safety First!

For safety, equipment, and supervision considerations when planning tag-type activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, [www.acicr.ca](http://www.acicr.ca).

#### Clues that students are achieving the outcome...

"Students will accept responsibility for assigned roles while participating in physical activity." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can take turns holding the ropes
- Students can tag other students or skip a lap when tagged



## Whoop It Up

### ROPE JUMPING

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Allow time for students to move through the activity area while turning the rope over their head and jumping over it when it is at their feet. Instruct students to form groups of 3 and find a personal space in the activity area. Two students will be the holders while one student is the jumper. The holders tuck their ropes into their waistband and hold onto one end of the jumper's rope. Jumpers practice jumping over the rope with two feet and on one foot by driving the knee of the free leg up to hip height and holding the knee up while they are in the air. The holders start with the rope at ankle height and gradually increase the height of the rope to challenge the abilities of the jumper. Each jumper performs four jumps and then switches roles with a holder.

**JUMPING TAG:** Identify a large circle as the boundary of the activity area and place 8-10 hurdles (rope extended between two pylons) around the perimeter. Inside the circle, play a game of Everybody's It, where all students are taggers and are trying to tag everyone else. Should a student be tagged, they skip one lap of the perimeter jumping over each hurdle and then returning to the game. Should two students tag each other at the same time, they both skip a lap of the perimeter.



### Safety First!

For safety, equipment, and supervision considerations when planning indoor physical activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, [www.acicr.ca](http://www.acicr.ca).



## Wrap It Up

Groups of 2-3 students leap frog to the centre of the activity area. One student is the lily pad and squats low to the ground, hugs knees and tucks chin to chest while the other student, who is the frog places their hands on the shoulder blades of the lily pad and does a straddle jump over top. Switch roles and continue moving to the centre of the activity area. When all students have arrived, discuss the different roles they had during the activities and how well they took turns in each role. Set goals as needed to ensure students accept a variety of roles in future classes.