

I CAN Run, Jump, Throw, Wheel - Lesson # 6 of 10

Intermediate (Learn to Train Jumping)

Introduction

In this lesson, will be practicing jumping. Here we will be finishing off our jump section by introducing the Triple Jump Technique.

Warm Up

Activity: Jumping Obstacle Course

Equipment: Pylons, hoops, small hurdles, tumble mats, benches... etc.

Organization: Divide the students into teams and have them perform a really rave through an obstacle course of carious barriers. Students can jump over pylons onto secure benches across hula hoops etc. Distance between obstacles should be kept short so that students cannot run to fast. At the end of the obstacle course you can set up a distance for a sprint finish.

Learning Activities/Skill Development

Activity: Triple Jump Intro

Equipment: None

Organization: Set up a start line and a finish line. Have the students line up side by side along the start line.

1. Start by having the student jump on two feet down to the end of the play area. On the way back have the student tuck jump, bringing their knees up to their waist height.
2. Then have them hop on one foot across the play area. Have them switch feet and hop back.
3. Then introduce lifting the knee of the foot they are hopping on, almost like a single leg tuck jump. Hopping on one foot across the play area and then back on the other foot.
4. Add a bound after the hop. Have the students hop on one foot and then leap as far into the play area as they can. Have them continue hopping on the foot they just landed on and then bounding again.
5. Finally add the jump. The students will hop on one foot into the bound and finish by jumping and landing on two feet. Have them practice the motions there and back across the play area,

Activity: Equal Distance

Equipment: 12 pylons

Organization: Set up 3 separate lines using pylons. Each line will have the starting pylon and 3 subsequent pylons after. Mark the starting areas beside each other. For the first row mark the pylons 3 walking steps apart from each other. On the second row mark the pylons 5 walking steps apart from each other and finally finish the third row marking the pylons 7 walking steps between each. The student will take off from the starting pylon and demonstrate their hop, bound, jump of the triple jump landing beside each pylon along the line.

Have the students try the first shorter line. If they successfully land by each pylon they can move to the second line and so on with each success. Continue until each student has at least 5 chances.

Conclusion: Speak with the class about the similarities of the long jump and the triple jump. How similar were their approaches, take offs and landings? Did any of them try and get into a rhythm when they were triple jumping? Would a rhythm help those who didn't try a rhythm?