## Section One: Front End

**Lesson Topic/Focus:** Developing a skill: Skipping  

**Australian Curriculum Domain(s):** Health and Physical Education  

**Australian Curriculum Strand:**  
Health and Physical Education / Years 3 and 4 / Movement and Physical Activity / Moving our body / ACPMP04  
"Practise and refine fundamental movement skills in different movement situations"  

**Relevant Elaboration:**  
- performing activities where locomotor and object control skills are combined to complete a movement (RE, AP, FMS)  
- performing fundamental movement skills to demonstrate weight transference in different physical activities (RE, FMS, AP)  

**Learning Outcomes:**  
- Students will be able to demonstrate accurate jumping technique  
- Students will be able to demonstrate accurate hopping technique  

**Introduction:**  
The focus for this lesson is on developing skills of jumping and hopping. Children will develop an accurate technique of the two locomotive skills and demonstrate this through a range of activities. After they have developed these skills lesson two of two will progress towards introducing the key teaching points of skipping and then students will demonstrate independent skipping.  

**Lesson Resources:**  
- Skipping ropes (individual, one per student)  
- Gymnastics mats  
- Hula hoops  
- Yoga mats  
- Bean Bags  
- Cones (two per student)  
- Whistle  

## Section Two: Lesson Structure and Details

**Warm Up:** Exploring Jumping – Jump back to basics  
- Each student is to be given one skipping rope. Students to find a space in the hall/on the court and lay their rope out flat on the surface in a straight line.  
- Teacher to ask students to jump over the rope, landing on the other side without falling. Students to explore different ways of jumping, teacher to roam the space and observe. Teacher to allow students time to explore different methods of jumping at their own pace.  
- Teacher to gain class attention with a whistle. Teacher (after observation) may need to emphasize that a 'good jump' should be landed with control and that students should not be falling down when they are landing a jump.  
- Once students have had a chance to explore freely, the teacher can call out to encourage the students to try different jumps:  
  - Jump with two feet and land on one  
  - Jump with one foot and land on two  
  - Jump trying to keep your feet together  
  - Jump as high as you can  
  - Jump as far as you can  
- Teacher to encourage students with cues such as, stay on your feet, bend your knees and swing your arms.
New Skill/Skill Development – Jumping: Horizontal Jumping
- Teacher to get students attention with whistle. Students to leave their rope where it is on the ground and gather in a circle formation, students squatting.
- Teacher to call on some students, asking them what worked for them and what didn’t work when they were jumping.
- Teacher to lead a discussion explaining that we need good technique when we jump to make it stronger and longer.
- Teacher to demonstrate the key teaching points of jumping:
  - Get Ready: Bend knees and lean forward, arms swing back.
  - Take Off: Spring with legs, swing up and forwards with arms, jump as high as you can
  - Fly: Look forward, chin up and keep knees up
  - Land: Bend the ankles, knees and hips to a squat position when landing to absorb impact. Arms may reach forward for balance.
- Students can stand up and practice jumping, as teacher calls out these KTPs
- Students can return to their skipping ropes that should still be laid out on the floor and can now practice jumping with these KTPs. This time they can focus on jumping for length. Students should start at one handle of the skipping rope and aim to land at the other.

Activity – Jumping: Jump the Lava
- While students are practicing horizontal jumping, teacher to roam the room and scatter hula hoops, gymnastic mats and yoga mats around the room,
- Teacher to gain student attention with whistle and bring them back to a circle formation, squatting and ready for instruction. Teacher to instruct students to put their skipping ropes away.
- Teacher to inform students, now that they are all experts in jumping, they are ready to play Jump the Lava. Teacher to explain that the equipment she has just scattered around the room is the land and the floor is lava. Students have to stay off the lava and jump from one island to the other (distances will be close enough to jump from one to the other). Challenge students to jump through all the islands, without falling in the lava. To maximize time on task, if students fall in the lava they have to move into the ‘submarine’ and the only way they can get back to the main island is to jump over the rope laid out for them ten times. Teacher may be able to increase or decrease the distance between equipment to make the task more difficult or less difficult.

New Skill/Skill Development – Hopping: Exploring Hopping
- Explain to students that while jumping is taking off on two feet and landing on two feet, hopping is doing the same thing, but with one foot and landing on that same foot.
- Teacher to go through KTPs of hopping:
  - Stand on one foot, looking forward
  - Spring with leg on the ground
  - Swing arms forward
  - Soft touch down
- Draw student attention to the ball of the foot, have them touch it. Explain to students that although they are standing on their whole foot, the ball of the foot is the part that they should be jumping off and landing on. They should land softly and quietly, bending the knee when they land to absorb impact.
**Activity – Hopping: Rope Mazes**

- Have students hop around the room freely, teacher to call out a number and students are to get into a group of that size. After a few different numbers, teacher to call out “three” and students will form a group of three.

- One student from each group to collect three skipping ropes and six cones, using their equipment, students to create a maze on the floor that involves a hopping and jumping challenge. Once groups have completed their own maze, children circulate to other groups to try different mazes.

**Cool Down: Wouldn’t want to SKIP the cool down!**

- Teacher to instruct students to walk around the room at a moderate to slow pace for 2-3 minutes to lower their heart rates.

- In their same groups from the relay (each group halved to make six groups in total) students are to perform a stretching circuit. Go around to each of the three stations and perform, one student to read out the card and all students to perform the stretch (see Appendix 1 for cards)

**Conclusion:** Teacher to bring students to sitting in a circle and ask some questions:

- What are the two movements we learned today? (Jumping and hopping)
- Who can tell me one thing you need to remember to have good technique whilst jumping?
- Whilst hopping?
Station One: Stretch your HAMSTRINGS

Lying on your back, lift and straighten one leg directly above hips. Holding the calf or thigh, press heel toward ceiling as you pull leg back toward chest. Switch legs.
Station Two: Stretch your QUADRICEPS

Lying on your right side, pull left heel into left glute, feeling the stretch in the front of the thigh. Repeat with the right leg.
Station Three: Stretch your GLUTES

Lying on your back, cross right leg over bent left knee. Then bring left knee to chest, holding onto the back of your thigh, gently pressing right knee wide. Switch legs.
Standing straight, interlace fingers behind your back as you straighten out your arms and lift chin to ceiling.
Station Five: Stretch your TRICEPS/SHOULDERs

Take one arm overhead, bend at elbow joint, and extend palm down centre of your back, gently pulling elbow with opposite hand. Take same arm across the chest, gently pulling at the elbow joint, to extend through the shoulder. Switch arms.

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Station Six: Stretch your BACK/CORE

On all fours, round out your back (like an angry cat), and then invert it, making a C-shape with your spine, Repeat three times. Then sit back between your heels, forehead on the mat, arms extended in front of you, as you lengthen your back.
Developing a fundamental movement skill: Skipping

Lesson Two of Two

Section One: Front End

**Lesson Topic/Focus:** Developing a skill: Skipping

**Date:** 01/09/14

**Australian Curriculum Domain(s):** Health and Physical Education

**Grade(s)/Year Level(s):** Levels 3 and 4

**Australian Curriculum Strand:**
Health and Physical Education / Years 3 and 4 / Movement and Physical Activity / Moving our body / ACPMP04

"Practise and refine fundamental movement skills in different movement situations"

**Relevant Elaboration:**
- performing activities where locomotor and object control skills are combined to complete a movement (RE, AP, FMS)
- performing fundamental movement skills to demonstrate weight transference in different physical activities (RE, FMS, AP)

**Duration of Lesson:** 60 minutes

**Learning Outcomes:**
- Students will be able to demonstrate and maintain accurate skipping technique using an individual skipping rope
- Students will be able to utilise the skill of skipping during games and activities

**Introduction:**
Children have developed an accurate technique jumping and hopping. This lesson will progress towards introducing the key teaching points of skipping and then students will demonstrate independent skipping.

There are specific safety expectations that the teacher will have for the students during these two skipping lessons. They will be explained to the students before the warm up and are outlined below:
- Students will tie the skipping rope around their waists while the teacher is giving instruction, to avoid any temptation of skipping while there are other children nearby.
- When a student falls out of rhythm during a skip, they will not swing their rope behind their head as anyone standing behind them could be hit.

**Lesson Resources:**
- Skipping ropes (individual, one per student)
- Group skipping ropes (4-5 meters)
- Hula hoops
- Bean bags
- Cones/markers

Section Two: Lesson Structure and Details

**Warm Up:** Exploring Jumping – Jump back to basics

- Students are broken up into two teams. Students will play line tag in one minute rounds, but rather than running the students will be instructed what locomotion they should be using by the teacher. The teacher may call out:
  - Hop
  - Jump with both feet
  - Jump from one foot onto two feet
  - Jump from two feet onto one foot
  - Jump as high as you can
  - Skip
Skill Review:
- Teacher to gather students together in a circle formation and have them squat down while she calls upon some students to recall what they remember from our last session. When students recall elements of jumping and hopping, the teacher can call on them to demonstrate to the rest of the class, the teacher will further reinforce the KTPs of each skill.

New Skill/Skill Development – Skipping: Exploring Skipping
- Explain to students, now that they have developed jumping and hopping, students can move to something which combines the two: skipping.
- Teacher to explain to students that skipping is a rhythmic combination of the two skills. Demonstrate the KTPs of skipping:
  - Stand with skipping rope in hands
  - Swing skipping rope around
  - Step with one foot and hop with the other
  - Land with soft touch down
- Have children practice skipping in their own space. Encourage them to say “step-hop, step-hop” as they do so. To make this more difficult students can practice skipping quickly and could incorporate a double skip. To make it less difficult, student could slow it right down and practice simply stepping over the rope.

Skill Development – Skipping: Skipping Stations
- Teacher to demonstrate the five different ways of skipping to students. Teacher to divide class into five equal teams and allocate each team a station that has been set up around the classroom. After a few minutes at each station, teams will move on to the next until they have had a go at all five stations (please see Appendix 2 for stations)

Game – Skipping: Busy Bees
- Teacher to scatter bean bags and hula hoops throughout the room, the bean bags will be the pollen and the hula hoops will be the beehive.
- Teacher to divide students into two groups. One group will be the bees and the other will be the honey collectors. The bees will try to get all of the pollen into the beehives where the honey collectors will be attempting to get the honey and spread it back out into the field. All participants will be skipping throughout the activity. Once there has been a few rounds of 30 second intervals, the teacher will instruct students to swap teams and use different forms of locomotion such as land on two feet, step-hop, continuous skipping etc.

Activity – Skipping: Relay
- Teacher to divide children into three equal groups. Each group will line up behind a cone on a start line, one skipping rope per group. There will be a designated turn around spot that children must get to before turning around. Each child must travel to the turnaround point and back before they can pass the skipping rope and the next child can start. When students have completed two rounds each they squat down to indicate they are finished. Students that are waiting for members of their team to race may practice hopping or the step-hop motion in their lines.

Skill Development and Activity - Partner Skipping:
- Teacher to gather student attention with a whistle and gather back in a circle. Teacher to demonstrate and explain three different ways of partner skipping:
  1. Side by Side: One jumper turns the rope with their left hand, the other with their right hand. All of the individual bounce types that were outlined during skipping stations can be used.
  2. Mirroring: Skipper turns the rope facing the partner, who matches their skips with their own rope. All of the individual bounce types that were outlined during skipping stations can be used.
  3. Visiting: A ‘call in’ game. The first skipper turns the rope and jumps. They call out “one two three” and the additional skipper joins in. All of the individual bounce types that were outlined during skipping stations can be used. To make this more difficult, speed could be increased. To make this less difficult, students could start together ‘inside’ the rope. This call in gamer serves to get students ready for the next activity, that involves jumping in.
**IF TIME ALLOWS** Group Skipping:

- Students may choose if they want to participate in group skipping or not. They may want to continue partner or independent skipping.
- **Run Around:** This is an "on-time" game that gets harder with fewer players. Players run in through the front door, jump once, exit the same side, run around the turner and repeat from the other side and so on.

**Cool Down:** Wouldn't want to SKIP the cool down!

- Teacher to instruct students to walk around the room at a moderate to slow pace for 2-3 minutes to lower their heart rates.
- In their same groups from the relay (each group halved to make six groups in total) students are to perform a stretching circuit. Go round to each of the three stations and perform, one student to read out the card and all students to perform the stretch (see Appendix 1 for cards)

**Conclusion:** Teacher to bring students to sitting in a circle and ask some questions:

- What are the main things that we need to remember when we are skipping?
- What are the five different ways to skip? Demonstrate if students offer.
- What problems did we come across when we attempted to partner skip or even group skip?
- How did we resolve these?
Plain Skipping

With feet together, bounce once on each rope turn
Rebound Skipping

With feet together bounce twice on each turn
Running Skipping

Run on the spot so that alternate feet land each turn
Crosses

Jump with crossed legs
Wides

Jump with wide legs
References


