

# PDHPE

# Stage 2

## Hop

### Activity context

The hop is a fundamental movement skill which is introduced to students in Stage 1. In Stage 2 students should be provided with opportunities to practice and develop the skill. Emphasis throughout this lesson should be on fine-tuning the components of the hop. Hopping is a continuous rhythmical locomotor skill, characterised by taking off and landing on the same foot. It is used in many dance forms, in athletics in the triple jump and in many playground games, such as hopscotch. It is a good indicator of being able to maintain balance while moving, which is often referred to as dynamic balance.

### Syllabus links:

GYS2.10 Demonstrates control in performing sequences of introductory gymnastic movements

- identifies ways they can move by using different pathways levels and directions

GSS2.8 Participates and uses equipment in a variety of games and modified sports

- takes weight on different body parts to perform a series of static balances demonstrating different shapes.

### Notebook page



### Activity

Explain to students that the lesson will focus on the 'hop'.

#### Review the skill

Review the components of the 'hop' aloud.

- Support legs bends on landing, then straightens to push off.
- Lands and pushes off on the ball of the foot.
- **Non-support leg bent and swings in rhythm with the support leg.**
- **Head stable, eyes focused forward throughout the jump.**
- Arms bent and swing forward as support leg pushes off.

(Introductory components marked in bold)

Click on the paperclip icon located at corner of title "Hop" to link to video.

[NB if you do not have QuickTime installed on your computer, the video may not play. In this instance use the *Get Skilled: Get active* resource (2005) available for purchase on the curriculum support website.]

The video shows a proficient student, followed by a developing student performing the FMS 'hop'.

After observing the proficient student, you should mute the sound. As the developing student performs the skill, ask students to indicate what the student is doing well and errors the student is making.

	<p>Keep referring to the skill components of the hop outlined in the lesson plan.</p>
	<p><b>Outdoor Activity</b></p> <p>Take students outside for practise and development of the skill.</p> <p><b>Warm up Activity</b></p> <p><b>'Body Clusters'</b></p> <p>In a designated area, the teacher instructs the students to move around the area using one of the fundamental movement skills. When the teacher calls out a number and a body part, the students quickly get into that number of students and connect to their group with the body part. E.g. 5 elbows means they get into a group of five and link their group with their elbows.</p> <p><b>'Hopping Tag'</b></p> <p>Equipment: Bands to identify the taggers, discs/spots. Grass or hard area.</p> <p>Arrange students into groups of approximately 10, including two to three taggers (each wearing a band) per group.</p> <p>This simple tag game incorporates hopping only. Taggers hop to tag other participants who are also hopping within the designated area. When a person is tagged, the tagger gives their band to that person, who then becomes the tagger, while the previous tagger joins the rest of the group. You cannot be tagged if you are standing in a stork balance on one of the discs in the area.</p> <p>Ask the students ...</p> <ul style="list-style-type: none"> <li>• Taggers: How can you work together to tag the hoppers?</li> <li>• Hoppers: What strategies can you use to evade the taggers?</li> <li>•</li> </ul> <p>Variations: Vary locomotor skill: Leap, jump or skip.</p> <p><b>Skill Development Activity</b></p> <p>Equipment: 30-40 (or more) hoops, drum or other signal, cones to make end lines in a rectangular shape, 4 medium sized foam balls.</p> <p>Have each student get one hoop, place it in a self space on the floor and stand in the middle of the hoop. At your (drum) signal, call out a type of jump (hop, for example); students must then hop out of the hoop and then hop back into the hoop. No matter what type of jump they perform, they should always end up back in the middle of the hoop. Demonstrate each type of jump before calling it out; give students the chance to practice each of the jumps, such as two-feet out and two-feet back in; from one-foot to two-feet and back in the hoop using one-foot; and even leaping over their hoop (don't have to land in the hoop for this one).</p>



## Minor Game Activities

### 'Alligator Alley'

Explain to the students that they will now be getting to use these hops in a "game" situation, and that you will need to first show them how to play (use students to demonstrate as needed).

First scatter all of the hoops around the playing area so that each hoop is close enough to another so that for students to hop from one to the other. (You may need to use only half of your gym or playing area, for example, in order to do this.) Four students will be chosen to be the "alligators"; these students will use the foam balls in order to gently tag students. All other students will be spread out on different end lines, so they are not close to other students.

On your start signal, students will hop from the end line to a hoop, then proceed to hop from one hoop to another. Their goal is to reach a different end line without getting tagged by the "alligators" (you can choose to also have alligators hop in order to move). Alligators may only tag someone that does not have both feet in a hoop. When both feet are in a hoop, a student is "safe"; only one person is allowed in a hoop at a time. Taggers may not "guard" a hoop, waiting for a student to jump out; conversely, a student may not stay in a hoop for more than a count of ten.

When tagged by an alligator, the student must go back to their beginning line and start once again. They can earn a "point" if they make it safely to a different end line. They can see how many points they can earn in each "round" (they just begin again from this new end line). Periodically stop the game; allow each tagger to give the ball to a new student, and everyone begins again at an end line.

During the game, you can specify different types of jumps or hops for the students to do, or allow them to choose their own jumps.

Variations:

- Students in wheelchairs can move among the hoops to be alligators. Or, they can use a bean bag or other object to put into a hoop to signify that they are "in" that hoop (alligators or other students can pick up the bean bag so they can begin once again)
- Students who do not jump as well have the choice to be given "swamp shoes" that allow them one step between the hoops before jumping to a new hoop
- For an added challenge, give older students not only a jump to use in and out of their hoop, but also give them a direction to jump in (i.e. forward, backward, right, or left).

### Assessment strategies:

The teacher:

- observes student involvement and execution of key components of the hop (support leg bends on landing, then straightens to push off, student lands and pushes off on the ball of the foot, arms are bent and swing forward as support leg pushes off).
- Record progress on checklist for the hop (GS: GA booklet).

**Assessment criteria:**

The student:

- demonstrates fun ways of practising skills e.g. partner, team
- demonstrates control in performing sequences of introductory gymnastic movements
- identifies ways they can move by using different pathways, levels and directions
- makes positive contributions in group activities

These criteria relate to outcomes GYS2.10 and GSS2.8.

*The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.*