

# PDHPE

# Stage 1




## Leap

### Activity context

The leap is a fundamental movement skill which is introduced in Stage 1. The focus for teachers should be on students developing the introductory components of the leap. The leap is a locomotor movement characterised by a take-off on one foot, a long flight phase and a landing on the opposite foot. Although it is an extension of the sprint run, it differs in that it is a discrete skill with a clear beginning and end point. It is basic to everyday activities, such as jumping over low obstacles, playground games such as hopscotch, and various team activities. The leap is also used in gymnastics and dance and is specific to events such as hurdling and the triple jump in athletics.

### Syllabus links:

- ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health.
- engages in a range of planned activities
- GSS1.8 Performs fundamental movement skills with equipment in minor games.
- participates in a range of minor games and practices that assist skills development
- INS1.3 Develops positive relationships with peers and other people
- displays cooperation in group activities.

Notebook page	Activity
 	<p>Explain to students that the lesson will focus on the leap.</p> <p><b>Introduction of skill</b></p> <p>Introduce the components of the 'leap' aloud.</p> <ul style="list-style-type: none"> <li><b>Eyes focused forward throughout the leap</b></li> <li><b>Knee of take-off leg bends</b></li> <li>Legs straighten during flight</li> <li>Arms held in opposition to the legs</li> <li><b>Trunk leans slightly forward</b></li> <li>Lands on ball of the foot and bends knee to absorb landing. (Introductory components marked in bold)</li> </ul> <p>Click on the paperclip icon located at corner of title "Leap" to link to video. </p> <p>[NB if you do not have QuickTime installed on your computer, the video may not play. In this instance use the <i>Get Skilled: Get active</i> resource (2005) available for purchase on the curriculum support website.]</p> <p>The video shows a proficient student, followed by a developing student performing the FMS 'Leap'.</p>

	<p>After observing the proficient student, you should mute the sound. As the developing student performs the skill, ask students to indicate the errors the student is making.</p> <p>Keep referring to the skill components of the leap outlined in the lesson plan.</p>
	<p><b>Outdoor Activity</b></p> <p>Take students outside to practise and develop the introductory components of the leap.</p> <p><b>Warm up Activity</b></p> <p><b>'Glue'</b></p> <p>Students are in pairs. Person A is the leader and Person B is the chaser. Student A must free themselves from student B who tries to follow student A as closely as possible.</p> <p>When the teacher blows a whistle all students stop. Student B then tries to take one step and touch student A. Reverse roles.</p> <p><b>'Skunk tag'</b></p> <p>This game is similar to a simple tag game. Set a designated boundary with markers for this activity.</p> <p>A student can avoid being tagged by holding their nose with one hand and their foot with the other. The player tagged becomes 'IT'. Variations: Place your arm under your leg then grab your nose.</p> <p><b>Skill Development Activity</b></p> <p>Revise background knowledge of the components of the leap. Have a number of students demonstrate the leap over a hoop placed on the ground. Ask students to identify what they should be looking for when observing the leap.</p> <p>Ask students to:</p> <ul style="list-style-type: none"> <li>• stand with one foot inside a hoop, push off and land outside the hoop on the other foot</li> <li>• take a large step over a range of obstacles from a standing start, landing on opposite foot to take off. Use small hoops, marks on the ground or a low pile of bean bags. Tell students to use a small run-up to leap over the same obstacles</li> <li>• explore different body positions while leaping e.g. to bend at the waist, lean backwards, keep the body upright, lean slightly forward. Ask: "which way feels the most comfortable?"</li> <li>• leap with their arms in different positions to determine which arm position helps them to leap the furthest or highest. They could try leaping with both arms pushed forward, one arm forwards and one arm upwards or both arms down.</li> </ul>
	<p><b>Minor Game Activities</b></p> <p><b>'Crocodile leap'</b></p> <p>Place two long ropes along the ground at an angle to each other one metre apart at the narrow end and three metres apart at the wide end. Students begin at the narrow end of the two ropes. They</p>

attempt to leap across the river to avoid the “crocodiles” if they succeed they can progressively move towards the wider parts of the river. Remind students that they must leap across the river, not jump.

### 'Wriggles'

Students: groups of 5 – 10

Equipment: 1 long per skipping rope per group

Area: large open area

Activity: Students holding the ropes wriggle it sideways. Others form a line to leap over the rope. If cleared, then the wriggle size is increased. If a student lands on the rope or does not use a leap, they take an end.

Variation: The rope is swung from side to side slowly. Students must run and leap over it in time with the rope swing.

The rope is wriggled up and down so students leap high to clear it.

### 'Survive the quicksand!'

Divide the class into teams of five or six students. Place 20+ hoops in a large marked space, leaving some space between the hoops. The hoops represent areas of quicksand. Two team members attempt to make their way through the area by leaping over the hoops. The rest of the team stands around the sides of the marked space with a good supply of beanbags or balls available. If they land in or on any of the hoops they are stuck in the quicksand. The only way they can continue their journey is to successfully catch a beanbag, which is to be thrown underarm to them by a member of their team. If they fail to catch a beanbag after they have been trapped in the quicksand, they may toss it back and attempt again. Once the journey through the quicksand is complete they switch places with other team members.

Following the activity, hold a discussion based around the following questions:

- what are some important body movements to consider when leaping?
- what was the most challenging aspect of the game?
- what are some changes we could make to the game?

### Assessment strategies:

The teacher:

- observes student understanding which is demonstrated through participation in final discussion.

### Assessment criteria:

The student:

- displays cooperation in group activities
- participates willingly in a range of minor games and practices that assist development of the skill
- engages in a range of planned activities.

These criteria relate to outcomes COS1.1, ALS 1.6 and GSS1.8.

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

