

PDHPE

Stage 1

Hop

Activity context

The hop 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 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:

ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health.

- engages in a range of planned activities

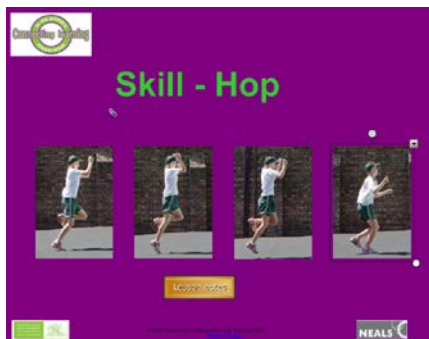
GSS1.8 Performs fundamental movement skills with equipment in minor games.

- 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

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

Introduction of skill

Read 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>Outside Activity</p> <p>Take students outside to practise and develop the components of the hop.</p> <p>Warm up Activity</p> <p>'Captain's coming'</p> <p>Play the game. The teacher calls out commands and the students respond with the following actions.</p> <p>"Bow" – students run to the front of the area</p> <p>"Stern" – run to the back</p> <p>"Port" – run to the left</p> <p>"Starboard" – run to the right</p> <p>"Climb the rigging" – action of climbing the rigging</p> <p>"Scrub the deck" – down on one knee and scrub the floor</p> <p>"Captain's coming" – stand to attention and salute.</p> <p>Use other locomotor skills e.g. hopping, skipping, jumping.</p> <p>Skill Development Activity</p> <p>Demonstrate the hop to the students and outline the following key components.</p> <p>Ask the students to try hopping with their free leg:</p> <ul style="list-style-type: none"> • straight and to the side • bent and held high to the side • bent and in front of them • bent, with the foot behind the support leg and not swinging. <p>Ask students to try hopping:</p> <ul style="list-style-type: none"> • with their eyes closed • looking down to the ground • watching a partner who is hopping beside them • straight ahead • swinging their arms up high • swinging arms alternately, as in the skip • keeping arms to the side • holding arms directly in front of the body. <p>Ask students:</p> <ul style="list-style-type: none"> • which leg position made it easier to hop? • was it easier to hop with your eyes open or closed? • was it easier to hop looking straight ahead or somewhere else? • how did your arms help you to hop?
	<p>Minor Game Activities</p> <p>'Hoop hop'</p> <p>Place 20 hoops randomly in a designated area. Students hop, within the boundaries between the hoops waiting for the teacher to call a</p>

number. When the teacher calls a number the students hop to a hoop and, in the hoop, form a group of the size called by the teacher.

Variation: use different forms of locomotion e.g. walking, running, skipping, galloping.

'Hopping Tag'

Equipment: Bands to identify the taggers, discs/spots. Grass or hard area.

Arrange students into groups of approximately 10, including two to three taggers (each wearing a band) per group.

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.

Ask the students:

- Taggers: How can you work together to tag the hoppers?
- Hoppers: What strategies can you use to evade the taggers?

Variations: Vary locomotor skill: Leap, jump or skip.

Assessment strategies:

The teacher:

- observes student involvement and execution of introductory components of the hop (non-support leg bent and swings in rhythm with the support leg, head stable, eyes focused forward throughout the jump).

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.