

Jumping, Hopping & Skipping

Quick Start/Warm-Up 5 minutes

“Exploring the Jump.” Each child has one skipping rope, finds a space, and lays out the rope in a straight line. Invite the children to explore different ways to jump over their rope and land on the other side without falling down. Move around the activity space and observe, but allow them time to explore different jumps at their own pace. Emphasize that a good jump is landed with control. They should not fall down when finishing their jump. Encourage them to try different jumps:

- *jump with two feet and land on one*
- *jump with one foot and land on two*
- *jump as high as you can*
- *jump as far as you can from one end of the rope towards the other end*

Horizontal Jump 15 minutes

Tell children to leave their skipping rope where it is on the ground. Call them to sit in a circle. Explain that if they move their body a certain way when they jump (i.e. using good technique), they can maximize and possibly increase their jumping distance. Explain and demonstrate the following parts of a good jump:

- **Get Ready:** *Bend knees and lean forward, swing arms back.*
- **Take Off:** *Spring with legs, swing up and forwards with arms, jump as high as you can*
- **Fly:** *Look forward and keep your knees up.*
- **Land:** *Absorb the landing softly by bending ankles, knees, and hips on impact. Arms should reach straight forward for balance.*

Activity 1: Jumping for Distance

Children return to their skipping rope and try to jump for distance. They stand at one end of the rope and see how far they can jump towards the other end.

CUES

- Stay on your feet
- Bend your knees
- Swing your arms

CORRECTION AND POINTS TO STRESS

This part of the lesson is exploratory. Children have not received any direct instruction on proper jumping technique, so encourage different types of jumping and emphasize only a few key points.

CUES

- **Get ready:** “Arms back, crouch forward”
- **Take Off:** “Spring and swing your arms”
- **Fly:** “Knees up, look forward”
- **Land:** “Land quietly, arms forward”

CORRECTION AND POINTS TO STRESS

Move around the activity area and provide more feedback to the children regarding the cues.

If a child is not extending their body enough on the takeoff, mark a takeoff point a short distance from their skipping rope. Use the rope as a target they must jump over. Start with a short distance and gradually increase it. Having a target to jump over, as opposed to just jumping for maximum distance, will encourage a more concerted effort to extend.

Activity 2: Island Jumping

Tell the children because they have practiced jumping, they are now ready to try island jumping. Spread gymnastics mats, yoga mats, and/or hula hoops throughout the activity space. Make the distances close enough to jump from one to another. Challenge them to jump through all of the islands without falling in the water (gym floor). After the children complete the circuit, increase the distance between the mats for a new challenge.

Hopping 10 minutes

Explain to children that hopping means jumping with one foot and landing on the same foot. To maintain balance when they are hopping, their arms should be bent at their sides. Explain what the ball of their foot is and have children touch it. Although they stand on a flat foot, this is the part of their foot they should be jumping off and landing on. They should land softly and quietly by bending their ankle and knee when they land.

Activity 3: Exploring Hopping with “Follow the Leader”

Have students stand in their own space and follow the instructor through a series of different hops.

- *Hop in place on right foot, then left foot.*
- *Hop softly so you don't make a sound.*
- *Hop side to side*
- *Hop forward, hop backwards.*
- *Hop forward and swing your arms.*
- *Hop five times in a row then change feet.*
- *Hop quickly, slowly.*
- *Hop forward in a straight line.*
- *Hop, then jump, then hop, then jump.*

Activity 4: Hop, Step, Jump

Demonstrate and have students practice the following sequence: hop forward on right foot, step onto left foot, then spring forward to land on both feet.

Activity 5: Rope Mazes

Form groups of 2-3 children, each with their own skipping rope and a few cones. Using their ropes and cones, each group makes a maze on the floor that involves a hopping and jumping challenge. Once all groups have finished, children circulate to other groups to try the different mazes.

CUES

- Look forward
- Spring with leg on the ground
- Swing arms forward
- Soft touch down

CORRECTION AND POINTS TO STRESS

When children are hopping forward, they can get more power going forward if they use their leg that is bent and off the floor by swinging it forward.

If a child is not hopping very high, give them an object to hop over (e.g. line, rope, stick, small cone, mini-hurdle). This will encourage them to generate more force in their hop.

If a child has trouble alternating their hopping feet, encourage the child to hold their non-hopping foot until they are comfortable with the hopping motion.

Skipping 5 minutes

Tell children that now that they have practiced hopping and jumping, they are going to practice something a little bit more difficult: Skipping. Explain to the children that skipping is a rhythmical combination of two skills: the step and the hop. Skipping is a step and a hop on one foot, followed by a step and a hop on the other foot. Demonstrate a few repetitions of skipping.

Activity 6: Exploring Skipping

Have children practice skipping in their own space. Encourage them to say “step-hop, step-hop” out loud as they practice.

CUES

- Step-hop, step-hop
- Opposite arm/leg
- Toes touch first

CORRECTION AND POINTS TO STRESS

Move around the activity area and there will likely be a wide range in skipping ability at this point. Some children skip naturally well, and others have a difficult time with the coordination involved.

Skipping, Jumping & Hopping 15 minutes

Activity 7: Relay

Divide the children into groups of three. Have each group line up behind a cone on a start line. Designate a turnaround point that children must get to (use a cone or a line on the floor). For each round, announce which movement is being used (jump, hop, skip). In relay race fashion, the first child in line must travel to the turnaround point and back to their line using the selected movement. They high-five their teammate, who goes next. For each round, tell the teams that each child must go twice. After they have gone a second time, they can sit down at the back of the line to show they are finished. Once all team members have gone, the whole team should be sitting down in a line to indicate they are finished.

Activity 8: Garbage Collectors

Scatter equipment throughout the activity space (small objects are the “garbage”, hula hoops are the “garbage bins”). Participants skip throughout the activity space to collect one piece of “garbage” at a time and throw it into one of the “bins”.

Once all garbage has been collected, repeat the activity with other forms of locomotion: side shuffle, gallop, leap, carioca, etc.

CORRECTION AND POINTS TO STRESS

Relay races should be used with caution in children’s activity programs. If they are structured poorly, they can result in long lineups with minimal activity time for participants. They can also be a negative experience for participants who are slower/less skilled and feel like the group is watching them. At this young age, the latter should not be a big problem as compared to older ages, but remain aware of the possibility. Ensure that the teams are small, and run multiple rounds to maximize activity time.

Summary 2 minutes

Q. What are the three movements that we practiced today? Who can tell me one thing that you should remember to do to perform a really good jump? Hop? Skip?

This lesson plan was prepared in collaboration with ACCSports.ca

ADDITIONAL SOURCES: PHE Canada. *Fundamental Movement Skills: The building block for the development of physical literacy. Active Start and FUNDamental stages*, 2008.

Graham, Holt/Hale & Parker. *Children Moving: A Reflective Approach to Teaching Physical Education*. 5th Ed. Mayfield Publishing Company, 2001.

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