

PDHPE

Stage 1

Skip

Activity context

The skip is a fundamental movement skill which is best introduced in Stage 1. The focus for teachers should be on students developing the introductory components of the skip. Skipping is a rhythmical locomotor skill that is basic to many children's games. It is also fundamental to good footwork in numerous sports, such as basketball, netball and touch, and many forms of dance.

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 'skip'.

Ask students to talk about what is important when skipping.

Discussion should centre around the components of the skip.

Introduction of skill

Read the components of the skip aloud.

- Show a rhythmical step-hop**
- Lands on ball of the foot
- Knee of support leg bends to prepare for hop
- Head and trunk stable, eyes focused forward**
- Arms relaxed and swing in opposition to legs.**

(Introductory components marked in bold)

Click on the *paperclip* link at the base of the 'Skip' title 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 'skip'.

After observing the proficient student, you should mute the sound. As the developing student performs the skill, ask students to indicate the

	<p>errors the student is making.</p> <p>Keep referring to the skill components of the skip outlined in the lesson plan.</p>
	<p>Outside Activity</p> <p>Take students outside to practise and develop the introductory components of the skip.</p> <p>Warm up Activity</p> <p>'North, south, east and west'</p> <p>Teacher instructs children on where north, south, east and west are in relation to the play area. Teacher calls one of the directions and a method of travel. Children move as instructed e.g. hop west, jump north, skip east etc. Incorporate NW, SW, NE and SE.</p> <p>Skill Development Activity</p> <ul style="list-style-type: none"> • Use music with a strong 4/4 beat will help establish the skipping rhythm • Place a series of markers on the ground and have the students step to one marker and then hop to the next • Talk the students through the movement slowly by saying 'step right, hop; step left, hop'. Allow them to initially look at their feet and then repeat the activity without looking at their feet. Repeat the activity without markers. <p>Explore the skip by asking students to:</p> <ul style="list-style-type: none"> • use different distances between steps • keep feet low • spring to gain height • use different arm positions.
	<p>Minor Game Activities</p> <p>'Shark attack'</p> <p>Scatter several hoops throughout a defined play area. Choose three students to be sharks, who each hold a beanbag. Students (fish) move (swim) around the play area by skipping. Sharks try to catch (tag) free students with their beanbags. Students can jump into any hoop to be safe. Only one student per hoop at a time, after three second count 'shark one, two, three' student must leave the hoop. Fish that are caught must skip around the perimeter of the play area then rejoin the game. After a certain time, count all the fish that the sharks caught. Choose new sharks and play again.</p> <p>'Water under the bridge'</p> <p>Divide the class into pairs. Students skip around the defined area in pairs. One pair of students tries to tag the other pairs of students. When a pair is tagged, they stand still, face each other and form a bridge by joining hands and holding them above their heads. To release these students, a free pair of students must skip under the bridge.</p> <p>Variation: Vary the movement e.g. gallop, run, etc</p>

'Relays'

Equipment: markers

Divide the students into groups of 4 or 6. Half the students stand at one end and the rest of the team at the other end. Students skip to opposite end giving a 'high 5' to the next student to go.

Say to students as they practice the skip:

- Use light springing steps
- Keep eyes straight ahead
- Step, hop, step, hop
- Take off and land on the front of your foot
- Make sure your body faces to the front.

Variations:

- zig-zag through markers to the opposite side.

Assessment strategies:

The teacher:

- observes student involvement and execution of introductory components of the skip (show a rhythmical step-hop, head and trunk stable, eyes focused forward, arms relaxed and swing in opposition to legs).

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.