

## PDHPE

## Early Stage 1

### Vertical Jump

#### Activity context

The vertical jump is a fundamental movement skill which is introduced in Early Stage 1. The focus for teachers should be on students developing the introductory components of the vertical jump. The vertical jump is a locomotor skill that involves being able to jump as high as possible. It is the basis for jumps used in gymnastics, some forms of dance and a range of sports, such as basketball, volleyball and Australian Rules Football. It is similar to the standing broad jump in terms of its phases, components and preparation and landing. Because the vertical jump is related to a wider range of sports, games and physical activities, it is considered to be a more fundamental movement skill than the standing broad jump.

#### Syllabus links:

ALES1.6 Develops a repertoire of physical activities in which they can participate

- takes part in different types of physical activity

GSES1.8 Demonstrates fundamental movement skills while playing with and sharing equipment

- moves and stops a ball with hands and feet

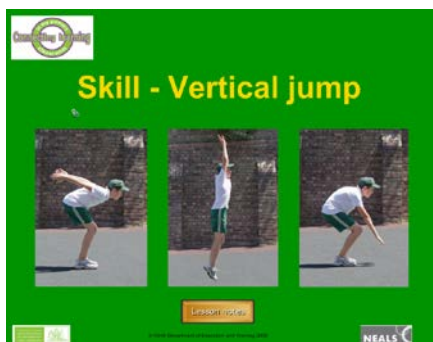
COES1.1 Expresses feelings, needs and wants in appropriate ways

- responds to simple instructions and rules

INES1.3 Relates well to others in work and play situations

- works happily with class peers.

#### Notebook page



#### Activity

Explain to students that the lesson will focus on the 'vertical jump'.


Ask students to talk about what they need to do when jumping for height.

*Discussion should centre around the components of the vertical jump.*

#### Introduction of skill

Read the components of the vertical jump aloud.

- Eyes focused forward or upward throughout the jump
- **Crouches with knees bent and arms behind the body**
- Forceful forward and upward swing of the arms
- **Legs straighten in the air**
- Lands on balls of the feet and bends knees to absorb landing
- Controlled landing with no more than one step in any direction. (Introductory components marked in bold)

Click on the paper clip icon at the base of "Vertical Jump" 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 'vertical jump'.

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 the errors the student is making.

Keep referring to the skill components of the vertical jump outlined in the lesson plan.

### Outside Activity

Take students outside to practise and develop the skill.

### Warm up Activity

#### 'Home base!'

Equipment: one marker per student

Students place a marker in the playing space and this is their 'Home base'. On the signal the students run around and try to touch 5 different markers. On the signal the students run back to their marker. Remind students to be aware of other students around them and avoid bumping into each other.

Variation: Using your right hand, on the signal from the teacher, shake the hands of 5 different people before the teacher calls 'Home!'

### Skill Development Activity

Ask students to jump:

- as high as they can
- with their head and eyes turned upwards
- looking straight ahead
- with their head and eyes looking down at the ground.

Link back to the components of the vertical jump and discuss with students which jump seemed the most effective.

Have the students jump high then stand still. Ask students 'How quietly can you land? Now close your eyes. Can you jump, land, and stand still?'

Have students travel in different ways, jump into the air and land. Ask students 'Which is the best way to travel and get the best height in their jump?'

Ask students to jump as high as possible. Have students reach for a tree branch or mark a wall with chalk or a wet cloth.

Students practise swinging the arms back above the horizontal position. They jump as high as possible to get maximum momentum.

Incorporate the vertical jump into action songs and simple games, such as 'Simon says.'

	<p><b>Minor Game Activities -</b></p> <p><b>‘Jumping Jo’</b></p> <p>Select one student to be Jumping Jo. He/she has to perform a number of actions which the other students have to imitate – frog jumping, jumping forwards, backwards, sideways. This continues until Jumping Jo stands still and claps hands. On this signal, the students jump away as Jumping Jo tries to catch one. The student who is caught becomes Jumping Jo for the next game.</p> <p>Variation: Add extra Jumping Jo’s depending on the skill levels of the students.</p> <p><b>‘Leaping lizards’</b></p> <p>Set up 4 – 6 long ropes, spread about one metre apart. Have students leap over the ropes, changing the leading foot. As the students complete each sequence, move the ropes further apart depending on the ability levels of the students.</p>
<p><b>Assessment strategies:</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>observes student involvement and execution of the introductory components of the vertical jump (crouches with knees bent and arms behind the body and legs straighten in the air).</li> </ul> <p><b>Assessment criteria:</b></p> <p>The student:</p> <ul style="list-style-type: none"> <li>participates in games where cooperation is important for success</li> <li>takes part in different types of physical activity</li> <li>plays simple response games.</li> </ul> <p>These criteria relate to outcomes COES1.1, INES1.3, ALES 1.6 and GSES1.8.</p> <p><i>The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.</i></p>	