

JUMPING FOR HEIGHT

Rith



	EXPLORATION	DEVELOPING	MASTERING
Trunk	<ul style="list-style-type: none">• The crouch before take-off is inconsistent.	<ul style="list-style-type: none">• The body leans forward with only a slight bend on the knees in the take-off phase.	<ul style="list-style-type: none">• Knees are bent to at least 90° in the crouching action.
Take-off and flight	<ul style="list-style-type: none">• Leg extension and force generated at take-off is poor.• Little height is achieved.	<ul style="list-style-type: none">• The body does not extend fully during the flight phase.	<ul style="list-style-type: none">• Both arms and legs are extended fully during the flight phase.
Arms and Legs	<ul style="list-style-type: none">• Leg and arm action are poorly coordinated.	<ul style="list-style-type: none">• Arms contribute to the jump but not forcefully.	<ul style="list-style-type: none">• Legs and arms are co-ordinated to generate force in the take-off phase.
Head	<ul style="list-style-type: none">• Head is often not lifted upwards during the jump.		<ul style="list-style-type: none">• The head is lifted and eyes focused on a target.
Landing		<ul style="list-style-type: none">• There is some forward movement on landing.	<ul style="list-style-type: none">• Landing is soft, controlled and close to the take off point.

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Target Pupil								Comments
Head up, stable and eyes looking forward		Head						
Arms begin behind the body		Arms						
Arms swing forwards and upwards in time with legs								
Legs extend and straighten in the air		Legs						
Ankles, knees and legs bend on landing to absorb the shock								
Landing on both feet								
Crouched down, slightly leaning forward		Trunk						

Hints	What instructions should I give? Jump as high as you can.	From where should I observe this skill? The side.	What equipment do I need? Cones, whistle.

JUMPING FOR HEIGHT

Léim



PUPIL ASSESSMENT: PEER OBSERVATION

My name is:

Class:

My partner's name is:

Date:

Today we are looking at the skill of: **Jumping for Height**



Looks good



Needs more practice

My partner needs to:

It:

1 Keep their head up and eyes looking forward



2 Begin with arms behind their body



3 Straighten and extend their arms and legs when they are in the air



4 Bend ankles, knees and legs when they land



5 Land on both feet



Pupil's Comments:

Teacher's Comments:

JUMPING FOR HEIGHT



Léim

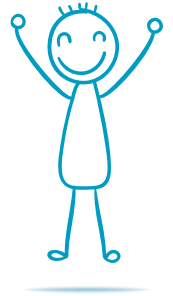
PUPIL ASSESSMENT: SELF-ASSESSMENT

My name is:

Class:

My challenge is:

Date:



What steps do I need to take to get there?

What I want to do next:

3

2

1

What I can do now:

Teacher's Comments:

JUMPING FOR HEIGHT



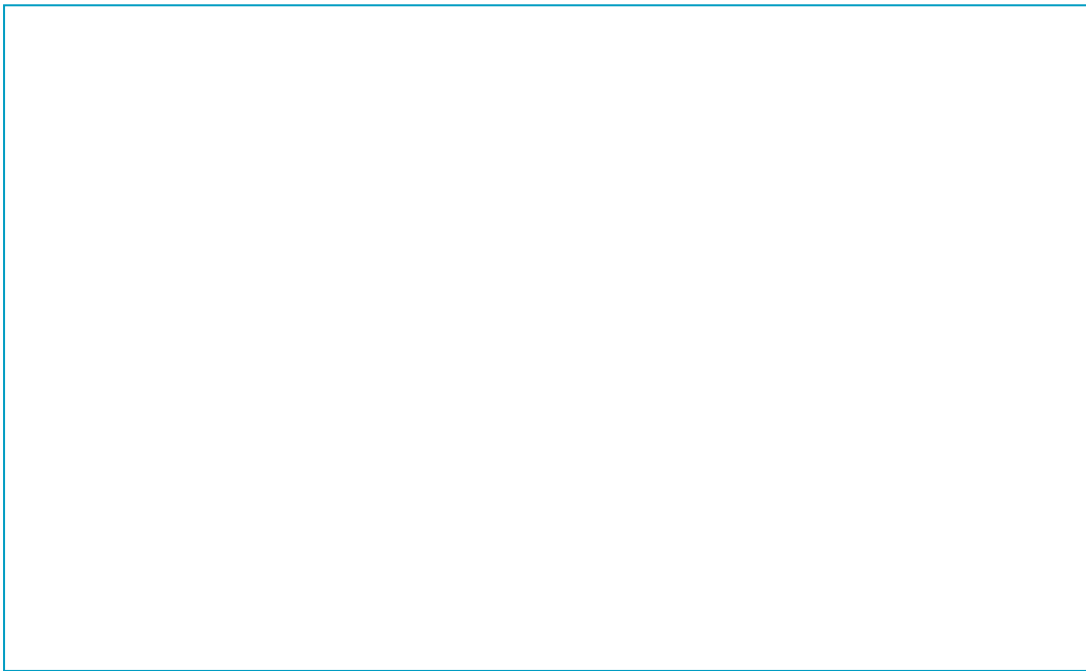
Léim

SELF-ASSESSMENT FOR INFANT CLASSES

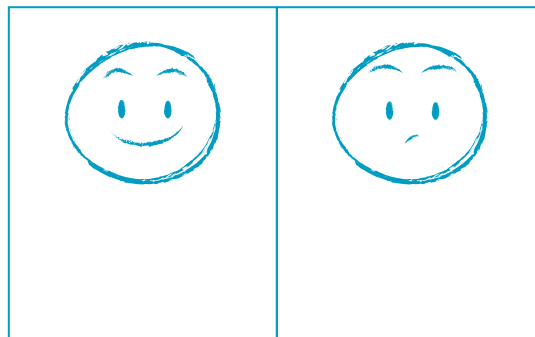
My name is:

Date:

Here is a picture of me jumping for height.



How did this activity make you feel?



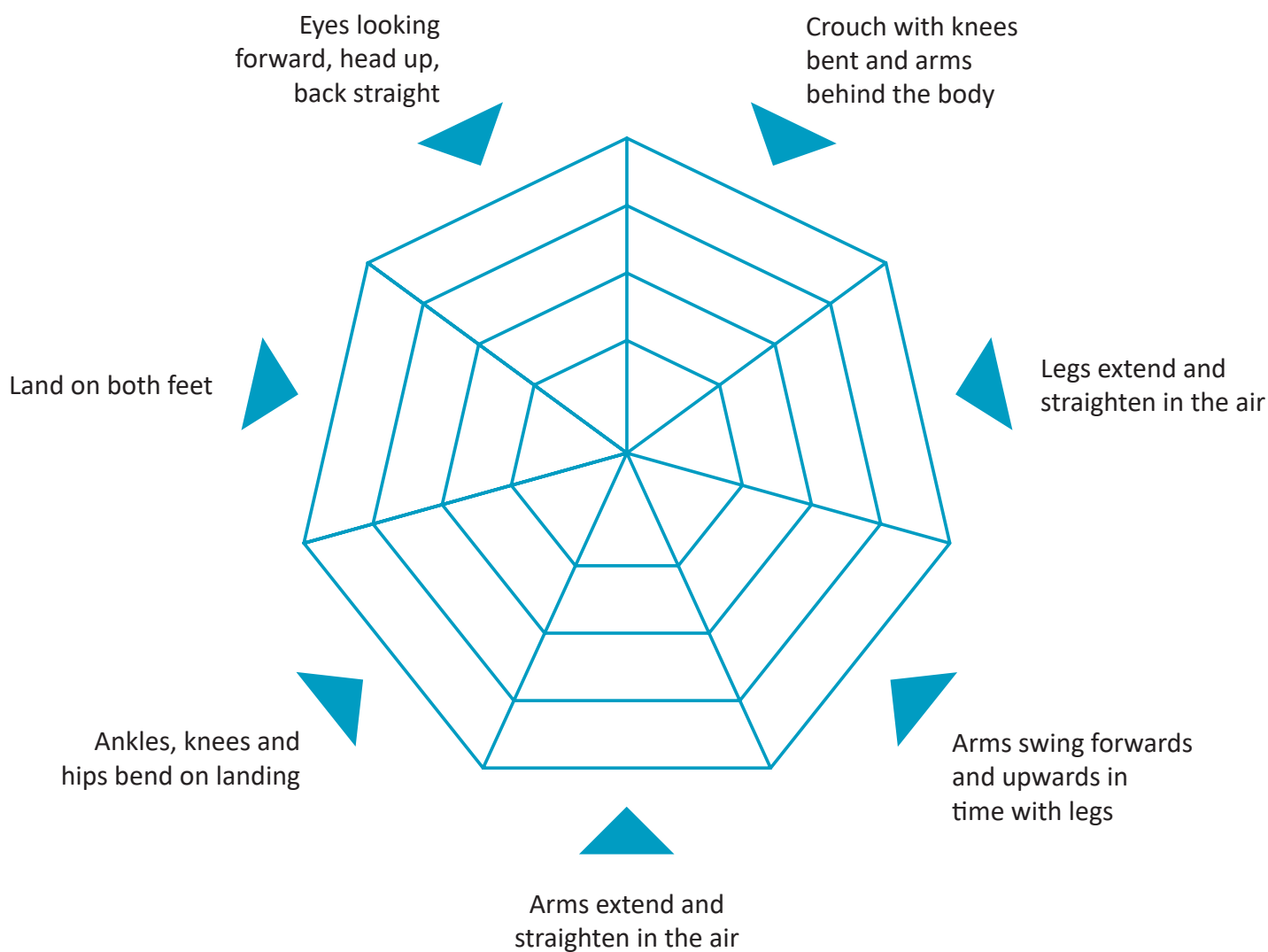
Teacher's Comments:

JUMPING FOR HEIGHT

Léim



PUPIL ASSESSMENT: SELF-ASSESSMENT WEB



1. I don't think I can do this

2. I can do this but I find it hard

3. I can do this most of the time

4. I can do this all of the time

Pupil's Comments:
While attempting this skill, I felt:

Rate your effort level:
Light Moderate Vigorous

Teacher's Comments:

JUMPING FOR DISTANCE

Léim











	EXPLORATION	DEVELOPING	MASTERING
Arms	<ul style="list-style-type: none">• There is a limited arm action.	<ul style="list-style-type: none">• Swinging of the arm initiates the jumping action.	<ul style="list-style-type: none">• The pupil adopts a consistent 'ready' position before take-off, with a deep crouch position and arms swinging back behind the body.
Take-off and flight	<ul style="list-style-type: none">• Arms swing wildly in the air in an attempt to maintain balance.• Inconsistent timing between arms and legs.	<ul style="list-style-type: none">• Arms are held out to the side to maintain balance during the flight phase.• Extending of the legs and feet are more consistent at take-off.	<ul style="list-style-type: none">• Arms swing forward and upwards with force during the take-off.
Legs	<ul style="list-style-type: none">• Difficulty using feet and legs to take off.	<ul style="list-style-type: none">• More of a rhythm between leg and arm movement is evident.	<ul style="list-style-type: none">• Ankle, knees and feet fully extend during take-off, working in rhythm with the arms.
Landing	<ul style="list-style-type: none">• Pupil tends to often fall backwards on landing.	<ul style="list-style-type: none">• While the landing is still stiff, the pupils tends to fall backwards far less often.	<ul style="list-style-type: none">• Landing is soft and controlled with the body position leaning forward.

JUMPING FOR DISTANCE

Léim



Target Pupil								Comments
Head up, stable and eyes looking forward		Head						
Arms begin behind the body		Arms						
Arms swing forwards and upwards								
Ready position: Knees, hips and ankles bent		Legs						
Push off from both feet at the same time (toes last to leave the ground)								
Legs straighten in the air								
Land on both feet at the same time, bending hips, knees and legs								
Explode forward from ready position		Trunk						

Hints	What instructions should I give?	From where should I observe this skill?	What equipment do I need?
	Run as far as you can using a two feet to two feet jump.	The side	Cones, whistle.

JUMPING FOR DISTANCE

Léim



PUPIL ASSESSMENT: PEER OBSERVATION

My name is:

Class:

My partner's name is:

Date:

Today we are looking at the skill of: **Jumping for Distance**



Looks good



Needs more practice

My partner needs to:

It:

1 Be ready by bending knees, hips and ankles and having their arms behind them



2 Keep their head up and eyes looking forward



3 Push off from both feet at the same time



4 Straighten and extend their arms and legs when they are in the air



5 Land on both feet



Pupil's Comments:

Teacher's Comments:

JUMPING FOR DISTANCE



Léim

PUPIL ASSESSMENT: SELF-ASSESSMENT

My name is:

Class:

My challenge is:

Date:



What steps do I need to take to get there?

What I want to do next:

3

2

1

What I can do now:

Teacher's Comments:

JUMPING FOR DISTANCE



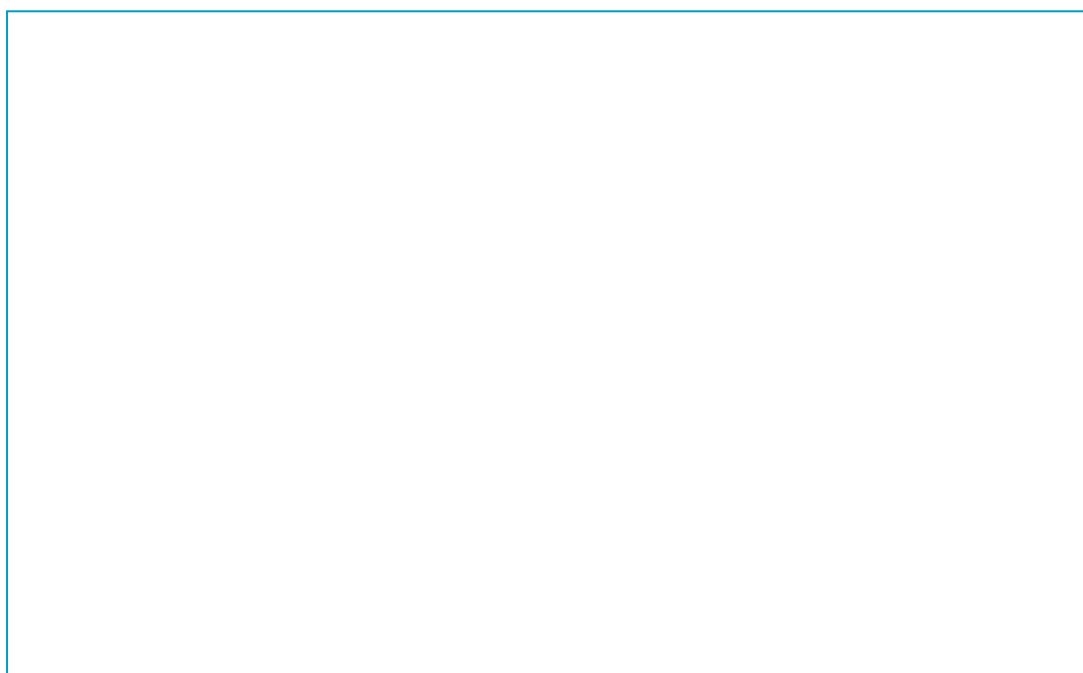
Léim

SELF-ASSESSMENT FOR INFANT CLASSES

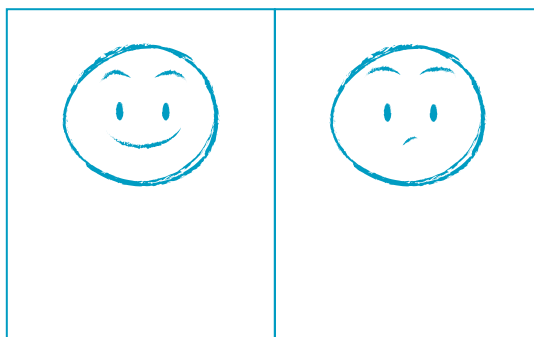
My name is:

Date:

Here is a picture of me jumping for distance.



How did this activity make you feel?



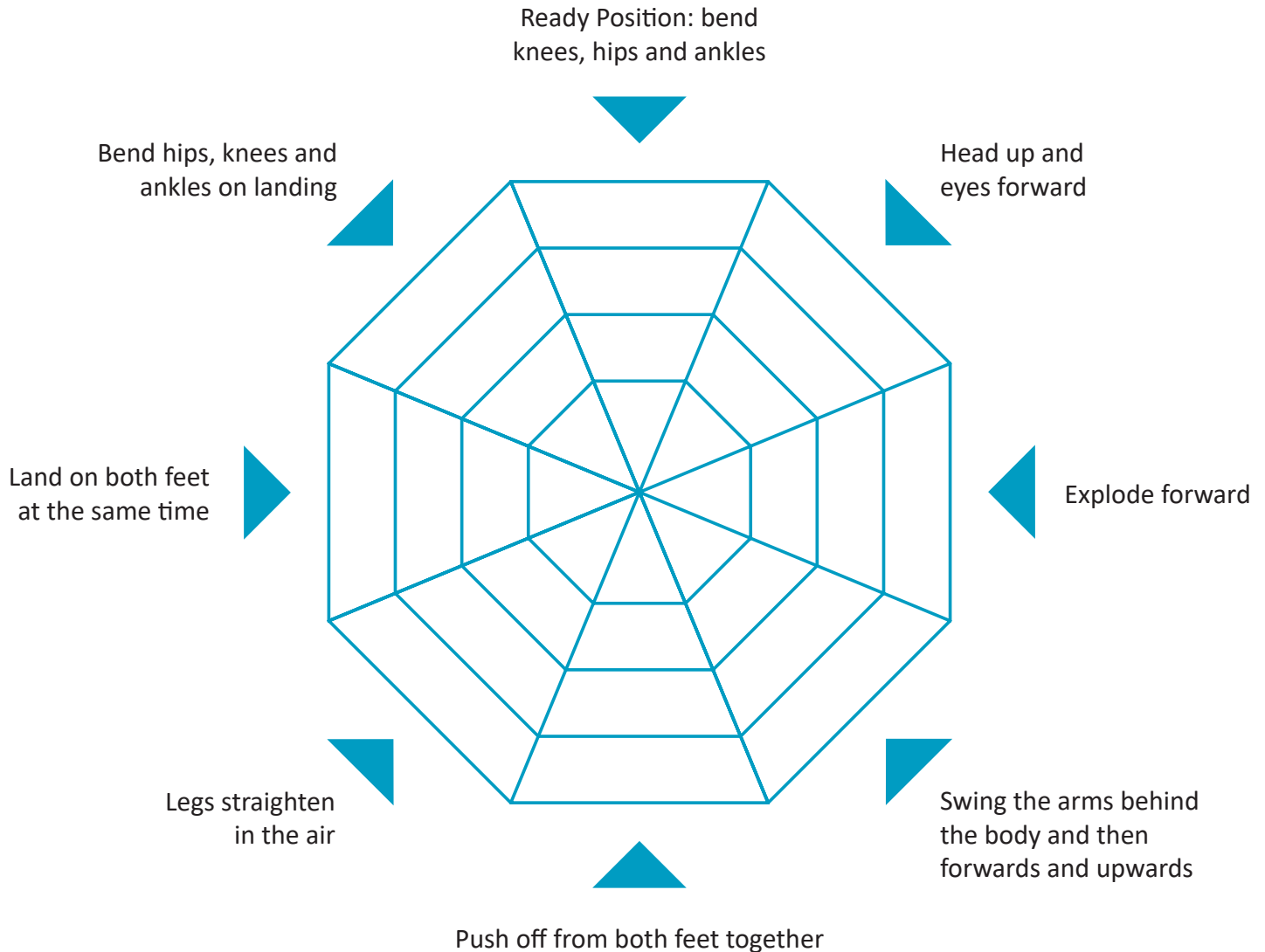
Teacher's Comments:

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PUPIL ASSESSMENT: SELF-ASSESSMENT WEB



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3. I can do this most of the time

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Pupil's Comments:
While attempting this skill, I felt:

Teacher's Comments:

Rate your effort level:
Light Moderate Vigorous