

SKIPPING

Scipeáil



	EXPLORATION	DEVELOPING	MASTERING
Step-hop Pattern	<ul style="list-style-type: none">• A step-hop action is evident but not consistent and often results in a step-step or hop-hop action.	<ul style="list-style-type: none">• The step-hop action is more consistent with enough force generated to allow for sustained skipping.	<ul style="list-style-type: none">• The step-hop action is smooth and coordinated.
Arms	<ul style="list-style-type: none">• Arms are not coordinated, thus the skill can become unbalanced.	<ul style="list-style-type: none">• Arms are co-ordinated, rhythmical and aid balance.	<ul style="list-style-type: none">• Arms are used effectively to maintain balance and are well coordinated with the leg action.
Legs	<ul style="list-style-type: none">• The skipping is uncoordinated and seems to lack rhythm.	<ul style="list-style-type: none">• Knee drive is at times not high enough and the landing is flat footed.	<ul style="list-style-type: none">• The pupil will land on their toes.

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Target Pupil								Comments
Arms bent and swing in opposition to legs		Arms						
Step forward and hop on the same foot with a high knee drive		Legs						
Support leg bends in preparation for the hop								
Land on balls of foot								
Upright and steady		Trunk						

Hints	What instructions should I give? Skip as fast as you can.	From where should I observe this skill? The side for the arm and leg action. The front for the head and eyes.	What equipment do I need? Cones, whistle.

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PUPIL ASSESSMENT: PEER OBSERVATION

My name is:

Class:

My partner's name is:

Date:

Today we are looking at the skill of: **Skipping**



Looks good



Needs more practice

My partner needs to:

It:

1 Land on the ball of their foot



2 Swing their arms in opposition to their legs



3 Keep their head up and eyes looking forward



4 Bend their leg like this to help get ready for the hop



Pupil's Comments:

Teacher's Comments:

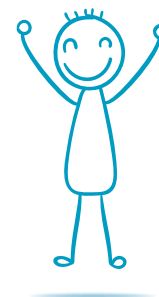
PUPIL ASSESSMENT: SELF-ASSESSMENT

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:

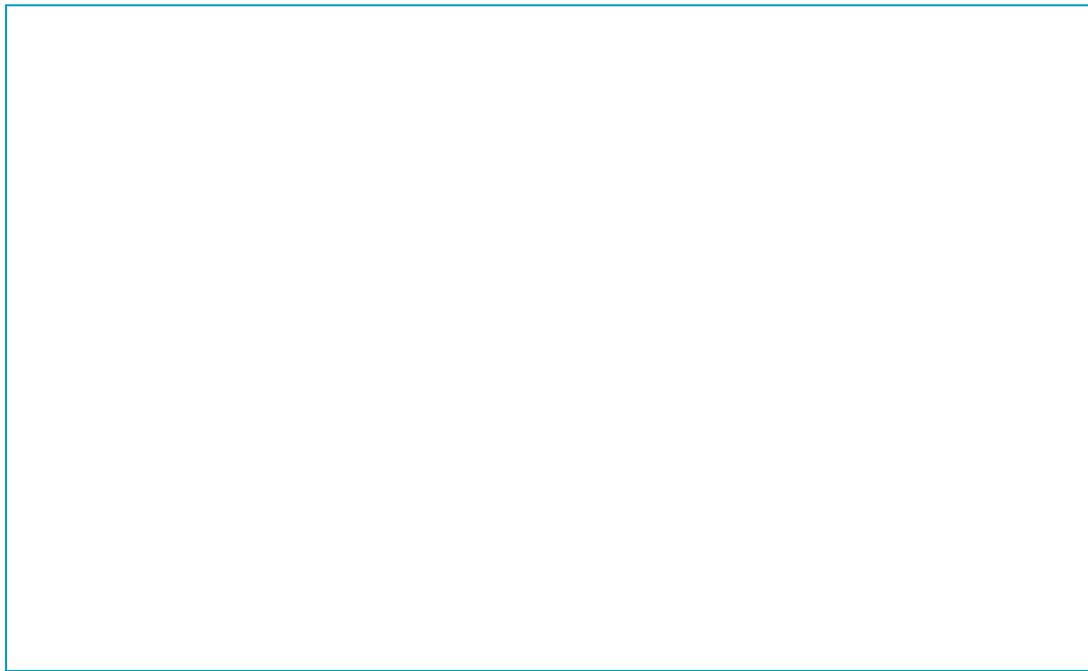
Teacher's Comments:

SELF-ASSESSMENT FOR INFANT CLASSES

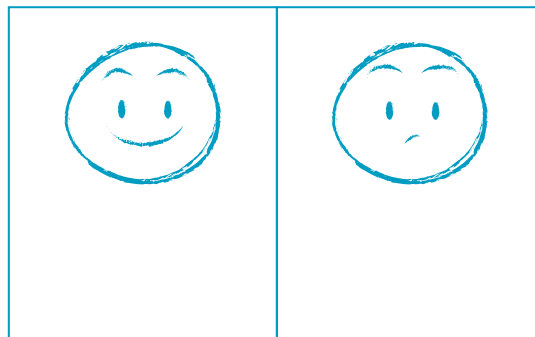
My name is:

Date:

Here is a picture of me skipping.



How did this activity make you feel?



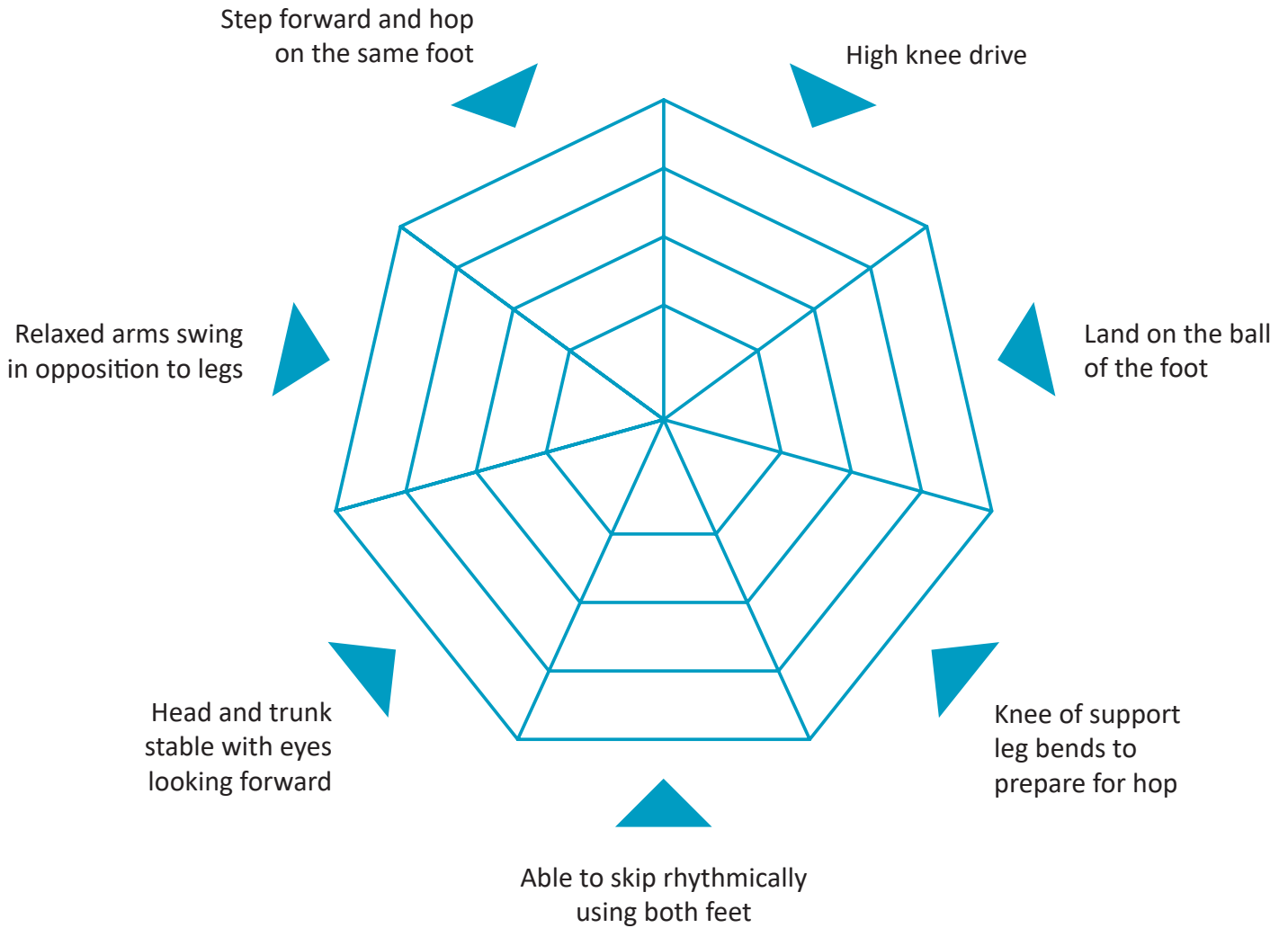
Teacher's Comments:

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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: