

Leap into action

This unit aims to assist teachers to reinforce the explicit teaching of the fundamental movement skill the leap and revision of other fundamental movement skills. It provides opportunity for students to practise these skills in fun and challenging situations and through common activities which students can transfer to the playground and break times.

This unit provides students with a sequence of developmentally appropriate activities and equipment, instruction and feedback. Videos are provided to demonstrate the skills as part of the unit.

These activities may be reinforced over a number of weeks and can be revisited throughout the year. **Teachers should choose a combination of activities which suit the space available and the student needs in your class.** Some sessions may be used more than once to revise and build on previous skill development.

Unit overview – 3-6 weeks

Syllabus outcomes	Physical literacy continuum markers – Cluster 3			
<p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>INS2.3 Makes positive contributions in group activities</p> <p>MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <p>GYS2.10 Demonstrates control in performing sequences of introductory gymnastics movements</p> <p>GSS2.8 Participates and uses equipment in a variety of games and modified sports</p> <p>V5 Willingly participates in regular physical activity</p>	<p>Movement Competencies</p> <ul style="list-style-type: none"> Performs stability skills with control and precision in a range of contexts, e.g. using different levels, directions and pathways depending on the context Performs locomotor movement skills with control and precision in a range of contexts, e.g. using different speeds, levels, directions, pathways and relationships to equipment and others depending on the context Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor) 	<p>Tactical movement</p> <ul style="list-style-type: none"> Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move Implements a tactic based on individual strengths within a physical activity 	<p>Motivation and behavioural skills</p> <ul style="list-style-type: none"> Works independently on new skills and physical activities Reflects on how their efforts affect skills and achievements in physical activity Recognises that participation in different types of physical activity can have different effects on health and wellbeing Participates in physical activity with confidence 	<p>Personal and social attributes</p> <ul style="list-style-type: none"> Modifies actions to ensure safety in physical activity without prompting Demonstrates respect for self, others, rules and equipment and the environment during physical activity Offers positive suggestions to facilitate physical activity to be inclusive of others Cooperates when working in a group Identifies situations where it is appropriate to adopt a role (e.g. leader or follower) in physical activity contexts



Learning experience	Planned assessment and teaching notes
<p>Suggested activities Week 1-2 (developmental sequence)</p> <p>Equipment required</p> <ul style="list-style-type: none"> • Tag belts/Braids for each student, Balls, Hoops, Beanbags <p>Warm Up/ Huff and puff activity</p> <p><i>Class Tag</i> Allocate each student a braid or a belt with two tags. They scatter around a clearly marked playing area and everyone is 'It'. On 'Go' students run around in the space trying to tag other students but at the same time trying not to get tagged. When students have no braid or tags left they must run around the outside of the playing area once and then find a braid or tags to put on so they can re-join the game.</p> <p><i>Traffic.</i> Students move around the playing area performing a selected locomotor movement. On a signal, the teacher calls either: motorbike (one student); car (two students standing side by side); truck (three students); bus (six students); train (whole class needs to form a line). Once they are in these groupings, the students pretend they are a car, train, bus etc. until the teacher signals for them to move around again until the next call is made. Repeat.</p> <p><i>Body clusters.</i> Students move around a designated area using one of the fundamental movement skills. Call out a number and a body part and students form groups of that number and connect to their group with the body part. For example 'five elbows' means they get into a group of five and link to their group with their elbows.</p> <p><i>Stuck in the mud</i> Select two students to be the taggers. Students move randomly in a defined space. If tagged, students are stuck until another player crawls under their legs to release them.</p> <p>Practicing and developing the skill</p> <p>Revise the components of the leap.</p>	<p>The leap is an extension of the sprint run however, is different because it has a clear beginning and ending. It is basic to everyday activities like jumping over low obstacles, playground games such as hop scotch and various team games. The leap is used in gymnastics, dance and specific athletic events such as hurdling and triple jump.</p> <p>The components of the leap are:</p> <ol style="list-style-type: none"> 1. Eyes focused forward throughout the leap. 2. Knee of take-off leg bends. 3. Legs straighten during flight. 4. Arms held in opposition to the legs. 5. Trunk leans slightly forward. 6. Lands on ball of the foot and bends knee to absorb landing. <p>(Introductory components marked in bold)</p> <p>Students are ready to demonstrate proficiently the introductory components (in bold) of the leap by the end of Year 2. The leap is a complex skill and students generally do not master the skill until the end of Year 5.</p> <p>Refer to Get skilled: Get active for further teaching and learning information about the leap or watch a leap video at https://www.youtube.com/watch?v=M9RtdlcOdxE</p>

Learning experience



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Students form pairs so that they can give and receive feedback about the softness of their landing as they leap different distances.

- Partners should look for landing on the ball of the foot and the knee bent to absorb the force. After students have received and provided feedback they get a ball.
- One student holds the ball to the side with an outstretched arm at shoulder height.
- The partner takes a three step run-up and leaps to touch the ball.
- The height of the ball is progressively raised from the ground to waist height.
- Students change roles.

Ask students:

- Why do you think it is easier to leap with one leg instead of the other? (most people have a dominant leg they prefer to lead with in sporting activities, leaping is no different)
- How does your arm position change your leap? (arms should be stretched out, opposite arm to leg)

Planned assessment and teaching notes

Assessment strategy

The teacher observes student:

- performing the locomotor movements, including the leap
- providing feedback to a partner using the correct language and showing consideration for others
- adjusting their movement technique and skill performance in response to feedback
- working cooperatively and safely with others

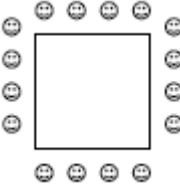
Assessment criteria

The student:

- Eyes focused forward throughout the leap
- Knee of take-off leg bends and legs straighten during flight
- Arms held in opposition to the legs
- Trunk leans slightly forward.
- Lands on ball of the foot and bends knee to absorb landing
- Performs a leap with control
- Displays consideration of others in group activities
- Helps others to achieve set tasks
- Provides accurate feedback to their partner using the language of the components of the leap
- Receives feedback and makes adjustments to their skill performance
- Reflect on how their efforts affect skills and achievements in physical activity
- Demonstrates respect for self, others,

Learning experience	Planned assessment and teaching notes
<p>Putting the skill into action</p> <p><i>Attack</i> Allocate a large rectangular playing area with markers and a hoop on each side of the rectangle. Students work in two groups, one group are the 'attackers' and the other group are the 'defenders'. Distribute beanbags evenly around the inside of the playing area.</p> <p>The defenders spread out in the middle of the playing area and attempt to guard the beanbags by leaping to tag the attackers. The attackers start on the outside of the playing area. They leap into the area to attempt to steal the beanbags without being tagged and return them to a hoop on the outside of the playing area. If the attackers are tagged they leap around the outside of the area twice and then they can re-join the game. After a given amount of time count the beanbags and swap roles.</p>	<p>rules and equipment and the environment during physical activity</p> <ul style="list-style-type: none"> • Offers positive suggestions to facilitate physical activity to be inclusive of others <p>The above criteria relates to outcomes COS2.1, INS2.3, MOS2.4, GYS2.10, GSS2.8 and V5</p>



Learning experience	Planned assessment and teaching notes
<p>Suggested activities Week 3-4 (developmental sequence)</p> <p>Equipment required</p> <ul style="list-style-type: none"> • Skipping ropes, Markers, Ball <p>Warm Up/ Huff and puff activity</p> <p><i>Chase your number</i> Four teams are selected and each team is arranged along the side of a square. Each team member is given a number. When their number is called out, that student chases the other team members in an anti-clockwise direction around the square. The running direction may be reversed on a signal. New numbers should be called frequently to ensure high levels of activity.</p>  <p><i>Balance tag.</i> Mark out a designated area and choose three students who are 'It'. These students chase the other students in an attempt to tag them. Students are immune from tagging if they balance on one foot with their arms above their head or out to the side. Tagged players become 'It'.</p> <p><i>Everyone tag</i></p> <ul style="list-style-type: none"> • Students use a locomotor movement to move within a designated area and try to tag each other. • Students who are tagged crouch down and continue to tag from this position. • Once they have tagged 2 people they re-join the game moving within the area. <p>Variation: Change the locomotor movement, e.g. walk, skip, hop and jump.</p> <p><i>Release tag.</i> Students work in four teams. One team is selected as the 'catchers'. Students who are caught are placed in a designated square. The catchers should chase the other students and guard the square. Students who are caught are released by being touched by those students who are still free. Each team gets a turn to chase for three minutes and tries to catch as many students as possible.</p> <p>Practicing and developing the skill</p> <p>Revise the components of the leap.</p>	<p>The leap is an extension of the sprint run however, is different because it has a clear beginning and ending. It is basic to everyday activities like jumping over low obstacles, playground games such as hop scotch and various team games. The leap is used in gymnastics, dance and specific athletic events such as hurdling and triple jump.</p> <p>The components of the leap are:</p> <ol style="list-style-type: none"> 1. Eyes focused forward throughout the leap. 2. Knee of take-off leg bends. 3. Legs straighten during flight. 4. Arms held in opposition to the legs. 5. Trunk leans slightly forward. 6. Lands on ball of the foot and bends knee to absorb landing. <p>(Introductory components marked in bold)</p> <p>Students are ready to demonstrate proficiently the introductory components (in bold) of the leap by the end of Year 2. The leap is a complex skill and students generally do not master the skill until the end of Year 5.</p> <p>Refer to Get skilled: Get active for further teaching and learning information about the leap or watch a leap video at https://www.youtube.com/watch?v=M9RtdlcOdxE</p> <p>Assessment strategy The teacher observes student:</p> <ul style="list-style-type: none"> • performing the locomotor movements, including the leap

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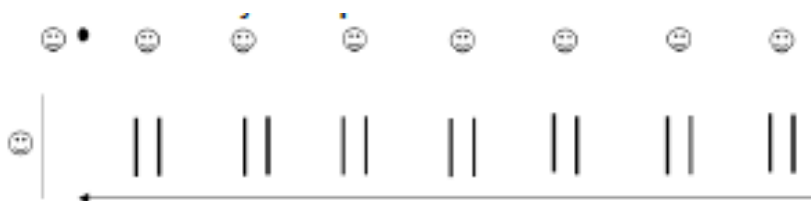
Use different equipment to create an obstacle course that students have to leap through as quickly and safely as they can. The obstacle course could include the students in the design process. For example:

- leap around, off and over markers in a given shape or layout
- leap over markers to practice springing from one foot to another swinging their arms to help propulsion
- leap over skipping ropes having a foot either side to practice leaping in a straight line

Putting the skill into action

Beat the ball

Students work in teams of six to eight. One team forms a row with each student two metres apart. The students from the other team stand at a starting line. On a whistle a ball is thrown up and down the row to be caught by each student. The other team leaps over each pair of ropes opposite the throwers and back again to try to beat the ball. The teams swap positions and the activity is repeated.



Planned assessment and teaching notes

- providing feedback to a partner using the correct language and showing consideration for others
- adjusting their movement technique and skill performance in response to feedback
- working cooperatively and safely with others

Assessment criteria

The student:

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- Arms held in opposition to the legs
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- Lands on ball of the foot and bends knee to absorb landing
- Performs a leap with control
- Displays consideration of others in group activities
- Helps others to achieve set tasks
- Provides accurate feedback to their partner using the language of the components of the leap
- Receives feedback and makes adjustments to their skill performance
- Reflect on how their efforts affect skills and achievements in physical activity
- Demonstrates respect for self, others, rules and equipment and the environment during physical activity
- Offers positive suggestions to facilitate physical activity to be inclusive of others

The above criteria relates to outcomes COS2.1, INS2.3, MOS2.4, GSS2.8, GYS2.10 and V5

Learning experience	Planned assessment and teaching notes
<p>Suggested activities Week 5-6 (developmental sequence)</p> <p>Equipment required</p> <ul style="list-style-type: none"> • Markers, Hoops <p>Warm Up/ Huff and puff activity</p> <p><i>Octopus tag</i> Mark out a designated area. One student is chosen to be the octopus. Other students line up on one side of the area. When the octopus yells out 'Octopus' the students all run to the other side of the area trying not to get caught. Those that are caught become one of the octopus arms. They stand where they were caught and try to tag the remaining students with their arms, but without moving their feet.</p> <p><i>Bee stings</i> Students spread out randomly in a marked area. They move within the space by leaping (or another locomotor movement). Four students are selected as the 'bee'. The bee chases other students by using the designated locomotor movement to sting the other players by touching their backs. If students are stung they swap roles with the bee.</p> <p><i>Corners</i> Mark out a playing field and number the corners one, two, three and four. Students choose a corner and run to it. They get a ten second count to get to the corner. Draw a number out of a hat and call it out. The students in the corner corresponding to that number must run around the outside of the playing area and then join back into the game.</p> <p>Practicing and developing the skill</p> <p>Revise the components of the leap.</p>	<p>The leap is an extension of the sprint run however, is different because it has a clear beginning and ending. It is basic to everyday activities like jumping over low obstacles, playground games such as hop scotch and various team games. The leap is used in gymnastics, dance and specific athletic events such as hurdling and triple jump.</p> <p>The components of the leap are:</p> <ol style="list-style-type: none"> 1. Eyes focused forward throughout the leap. 2. Knee of take-off leg bends. 3. Legs straighten during flight. 4. Arms held in opposition to the legs. 5. Trunk leans slightly forward. 6. Lands on ball of the foot and bends knee to absorb landing. <p>(Introductory components marked in bold)</p> <p>Students are ready to demonstrate proficiently the introductory components (in bold) of the leap by the end of Year 2. The leap is a complex skill and students generally do not master the skill until the end of Year 5.</p> <p>Refer to Get skilled: Get active for further teaching and learning information about the leap or watch a leap video at https://www.youtube.com/watch?v=M9RtdlcOdxE</p> <p>Assessment strategy The teacher observes student:</p> <ul style="list-style-type: none"> • performing the locomotor movements, including the leap • providing feedback to a partner using

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- Students form groups of five and with six hoops.
- Students put the hoops in a line and then leap over the hoops leading with a different leg each time.
- Vary the distance of the hoops to make the activity more difficult.

Putting the skill into action

Rucks and Rovers

Mark out a rectangular playing area with a line at each end. Students use a selected locomotor movement (sprint run, leap, hop, skip, side gallop) to move between the boundaries and complete the actions according to the commands.

Command	Description
Ruck!	All run and leap to the boundary designated 'Rucks'.
Rovers!	All run and leap to the boundary designated 'Rovers'.
Raise the flag!	Players stand still and pull an imaginary rope to raise the team flag.
Match starts!	Continuous jogging on the spot while shaking hands with a partner.
Mark!	Continuous high jumps on the spot off alternate feet. Students must also reach up to take an imaginary overhead mark (catch overhead).
Huddle!	Students form groups of designated numbers, for example 'Huddle – 5', five students huddle together.
Freeze!	All players stand still. No movement is permitted.

Planned assessment and teaching notes

- the correct language and showing consideration for others
- adjusting their movement technique and skill performance in response to feedback
- working cooperatively and safely with others

Assessment criteria

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