LEAPS AND BOUNDS

STUDENT TARGETS

- **Skill**: I will use a variety of locomotor movements to travel with balance at various speeds.
- **Cognitive**: I will identify how to safely jump and land in both horizontal and vertical planes.
- **Fitness**: I will discuss that your heart is a muscle that beats faster and grows stronger with physical activity.
- **Personal & Social Responsibility**: I will identify physical activities that are enjoyable.

TEACHING CUES

- Soft landings
- Maintain balance
- Aware of surroundings
- **TEACHERS: Review Safety Checklist**

ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- Cones for boundaries (minimum of 4)
- Variety of hoops, spot markers, floor tape, jump ropes, etc.
- Gymnastics mats (folded up) or similar equipment items for students to jump on/off

**Set-Up:**

1. Place cones around the perimeter of teaching area and have other equipment safely outside perimeter until needed.
2. Students should spread out in general space inside the cones.

**Activity Procedures:**

1. Today’s activity is called Leaps and Bounds. We are going to travel and move our bodies from one place to another. Let’s start by reviewing different locomotor movements. When I say “GO!” move safely in general space using the locomotor movement called (walk, jog, skip, gallop, hop, jump, leap).
2. **Teachers: spread out hoops, spot markers, jump ropes, and tape lines on the floor within the cones.** I have now added a variety of objects into our space that you will need to avoid while you are traveling. When I say “GO!” move using the locomotor movement called, but without touching any objects. You can go around, over, etc. as you move through the space.
3. Locomotor movements are used a lot in gymnastics. For example, galloping is called a chasse’ in gymnastics. Leaping is something performed on both floor and beam. Jumps are used in almost all gymnastics events. Let’s practice jumping and leaping. Start with leaping (take off of one foot and land on the other) over the objects in our space. Start with a leap off of your right foot and on to your left!
4. Next, lets practice jumping & landing. With a soft landing on bent knees, you can choose to jump onto and off of a spot marker on the ground (lower level surface) or one of the mats that are folded up along the outside of our space (higher level surface).

**Grade Level Progression:**

- **K-1**: Complete movements to travel like a variety of different animals; Use only spot markers for jumping.
- **2-3**: Complete activity as listed above.
- **4-5**: Complete jumping and landing skills utilizing both a vertical (higher) and horizontal (longer/lower) plane, as well as jumping tasks that require attempts at 180 and/or 360 degree turn while in the air.
OPEN Priority Learning Outcomes for Physical Education:

(K) Performs locomotor skills with balance.
(1) Travels with balance using a variety of locomotor skills in dynamic environment.
(2) Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.
(3) Performs locomotor skills with balance at various speeds.
(4) Combines traveling with balance and weight transfers.
(5) Compares the health benefits of available physical activity options.

LEAPS AND BOUNDS

UNIVERSAL DESIGN ADAPTATIONS

• Allow students to work with a partner if needed.
• Allow students to modify or adapt the locomotor skill being used.
• Utilize visual demonstrations of a variety of movements by students or have pictures of the positions/movements.

ACADEMIC LANGUAGE

Pathways, Relationships, Coordination, Levels, Galloping/Chasse’, Leaping

STANDARDS & OUTCOMES ADDRESSED

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(1) Travels with balance using a variety of locomotor skills in dynamic environment.
(2) Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.
(3) Performs locomotor skills with balance at various speeds.
(4) Combines traveling with balance and weight transfers.
(5) Compares the health benefits of available physical activity options.

DEBRIEF QUESTIONS

(K) What are some things that helped you keep your balance while performing the locomotor movements?
(1) Can you name the different locomotor skills we tried today?
(2) During which locomotor movements did you have to move faster? During which ones did you have to use more force?
(3) How did you keep control and stay balanced when you were moving faster?
(4) What was a locomotor movement we tried, that is also used in gymnastics, that requires you to transfer your weight from one foot to the other (e.g., leap, skip)?
(5) If you were interested in improving the muscular strength in your legs so you could jump higher, what are some things you could do during physical education class and/or at home to help achieve that goal?