

Sledge Jump

Physical
Education



At School
Activities



Endurance
Activities

7-12

Grade
Level

Equipment	5 skipping ropes or floor tape per group of 3 students
Learning Outcome	Demonstrate how to work with team members positively and develop or maintain cardiovascular endurance.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Clean or sanitize the equipment before and after the activity.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students introducing or reviewing the techniques of the [Sledge Jump](#). Share that the Sledge Jump is an Inuit activity where people jump with both feet over ten sledges lined up in a row. Once the person is able to do this, they must jump once to change directions. Then, they have to complete the same task in the opposite direction. If any sledges are touched or knocked over, the person must begin the activity again. The goal is to successfully jump over as many sledges as possible in a given amount of time. Encourage students to do consecutive tuck jumps over lines approximately $\frac{1}{2}$ metre apart in a safe space available to them.



Activity Description

If utilizing a flipped classroom approach, review the fundamentals of the Sledge Jump and discuss with students the different techniques they found the most successful when practicing. If not utilizing a flipped classroom, introduce or review the techniques of the Sledge Jump. Share that the Sledge Jump is an Inuit activity where people jump with both feet over ten sledges lined up in a row. Once the person is able to do this, they must jump once to change directions. Then, they have to complete the same task in the opposite direction. If any sledges are touched or knocked over, the person must begin the activity again. The goal is to successfully jump over as many sledges as possible in a given amount of time.

Divide students into groups of 3 and provide each group 5 skipping ropes or floor tape. Groups set up their skipping ropes or floor tape approximately $\frac{1}{2}$ metre apart from each other. Group members begin one at a time and perform consecutive tuck jumps to jump over each line until they reach the end. Students then jump to turn back the same way and do consecutive tuck jumps back to where they began. Students attempt to do the Sledge Jump without taking breaks between consecutive tuck jumps. Once students are comfortable, encourage them to time themselves or race against another group with each group member performing the Sledge Jump 3 times in once race.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- What was the most challenging part of the Sledge Jump for you?
- How do strength and endurance relate in regards to physical fitness?



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Reduce the distance between the lines.	Students complete jumps versus tuck jumps.	Ensuring safety first, students step over small obstacles such as foam blocks.	Increase the number of students per group.

Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to successfully work with team members in a way that demonstrates positivity and support to the group?
- Does the student demonstrate effort in developing or maintaining their strength and cardiovascular endurance throughout the activity?
- Does the student demonstrate appreciation for the development or maintenance of strength and cardiovascular endurance throughout the activity?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[One Foot High Kick](#)