



Equipment	Two skipping ropes per group of 3 students, 3-4 poly dots or floor makers per group of 3 students
Learning Outcome	Demonstrate jumping and hopping skills and work with team members to solve a movement problem.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and other groups. Assign only one student per group to touch the equipment. 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 to share with students providing an overview and movement skills cues for jumping and hopping. Refer to the to the [Movement Skills Cues](#) document to support you. If access to internet or technology is not available, consider providing students with a paper copy of the [Movement Skills Cues](#) document to practice the skills with an adult. Encourage students to practice jumping and hopping in a safe space that is available to them.



Activity Description

As a large group, review how to perform the skills of jumping and hopping. Encourage students to find a safe space away from others and practice jumping and hopping. If utilizing a flipped classroom approach, remind students to apply the cues they learned or reviewed in the video or document.

Divide students into group of three. Invite each group to find a safe space away from other groups. For each group, place two skipping ropes on the ground, approximately half a meter apart, and 3-4 poly dots or floor markers to the side of the skipping ropes.

Explain to students that the objective of the activity is for all of their group members to jump over the creek (skipping ropes) and get to the other side safely. Share that throughout the activity the amount of water in the creek will expand and students must continue to support their group members with jumping the creek safely. For older students, consider providing each group member with a specific role in the activity. Explain each of the roles below and assign each group member a role:

Equipment Manager – collects and places the equipment

Encourager – provides positive encouragement

Coach – takes suggestions from the group and makes decisions

Begin the activity by having group members taking turns jumping over the creek with the skipping ropes half a meter apart. After groups have had a few opportunities to do this, share with students that there has been a big rainfall and the creek has widened due to amount of rainfall. For younger students, move around to each group widening the distance between the skipping ropes to one meter. For older students, ask the Equipment Manager in each group to move the skipping ropes a bit wider so the skipping ropes are approximately one meter apart. Continue this process providing groups with an opportunity to jump the creek at new distances before widening the distance due to the amount of rainfall.

When the distance of the creek gets too wide to jump, invite groups to choose to place one poly spot or floor marker as a rock to hop onto to make it to the other side. When groups place a poly spot in the creek, communicate clearly that their movement across the creek transitions from jumping to hopping. For younger students, assign one student per group to place the poly dots. Remind older students that the Equipment Manager should be the only one to touch the poly dots.

Continue widening the distance between the skipping ropes and allowing groups to work together to solve how they would like to place additional poly spots down hopping onto them from one side of the creek to the other.

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.

- How did your group decide where to place the first poly dot or floor marker? What about the other poly spots or floor makers?
- How did your group work as a team throughout the activity?



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
	Complete the activity in a space with minimal distractions.		Students step across the creek or onto poly spots.		Place the skipping ropes on gymnastics mats.		Students complete the activity with a partner.



Observing Learning Outcomes

Use the jumping and hopping cues provided in the [Movement Skills Cues](#) resource to observe student learning. Sample questions to observe learning outcomes include:

- Is the student able to successfully demonstrate problem solving skills and work with their group members to solve the movement problem of jumping the creek?
- Is the student able to successfully demonstrate respect for other group members and their opinions?

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.

[Jump, Hop, Leap, and Roll Coding](#)