



Move4Life



The Commonwealth

Session 3

Jumping

Be a Good Friend

WELCOME TO SESSION 3 OF THE MOVE4LIFE SERIES

This session will focus on the movement skill of **jumping** and the life-skill called **be a good friend**. It is important to have good people around in life to socialize with, celebrate success with and to be there to support each other in challenging times. Move4Life sessions link with several personal development dimensions and contribute to the Sustainable Development Goals. In this session we have chosen to link to the physical and social dimensions and SDG10 – Reduced Inequalities.



Physical Dimension



Cognitive Dimension

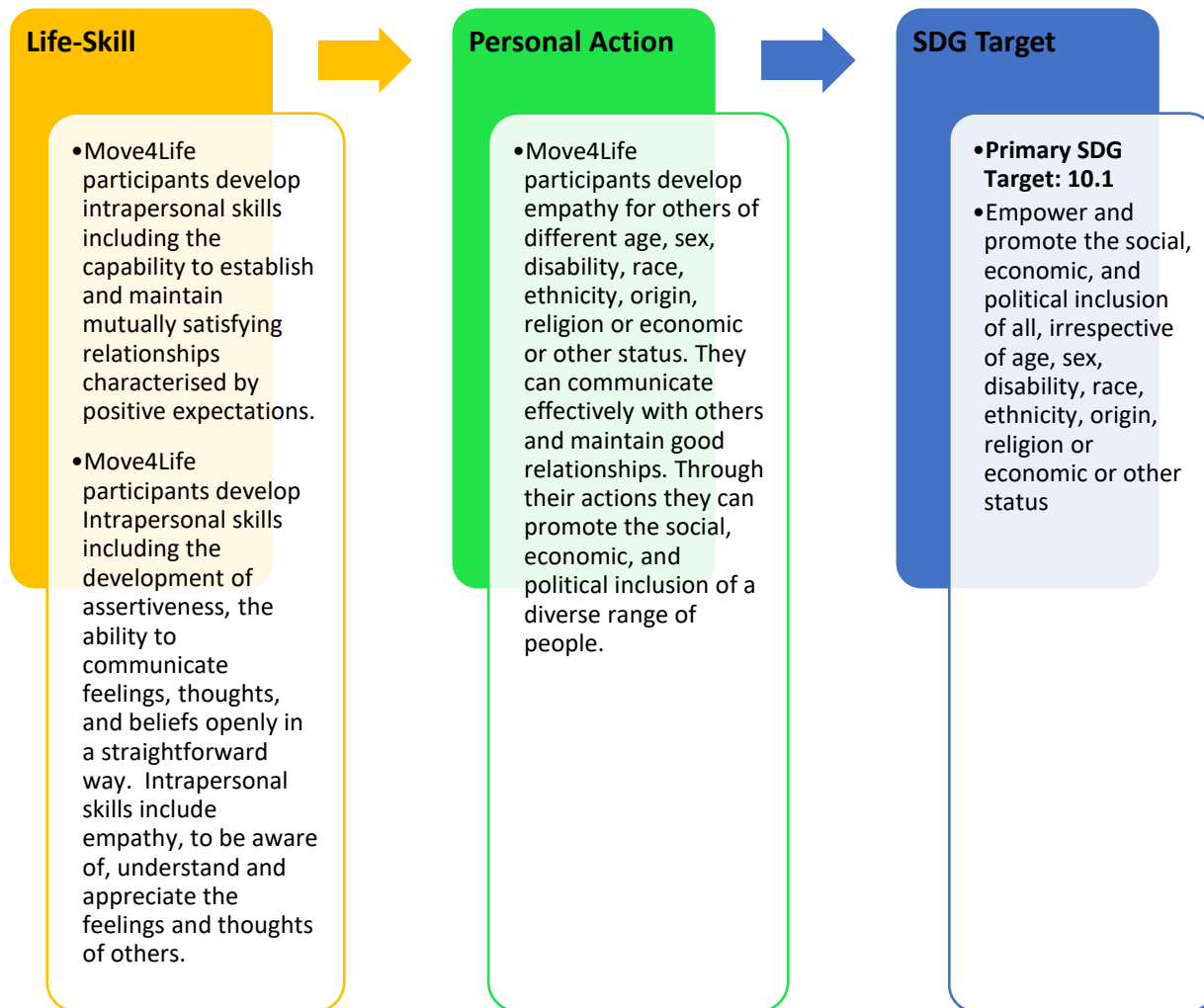


Emotional Dimension



Social Dimension





Click here for further information on Move4Life and the Sustainable Development Goals:
[Move4Life and the Sustainable Development Goals](#)

Move4Life is a proud supporter of the International Safeguards for Children in Sport and believes it is important that all children taking part in physical education, sport, and physical activity should be safeguarded from harm. Children should be able to take part in safe and inclusive activities whether at home, at the sports field, or online.

Click here for further advice on Move4Life and Safeguarding.
[Move4Life Safeguarding Advice](#)



SESSION OUTCOMES

By the end of the session, participants will be able to:

- demonstrate different types of jump and safe landings.
- complete a jumping challenge safely.
- identify their friends.
- explain what it means to be a good friend.

KEY MESSAGES

MOVEMENT SKILLS

- There are many different forms of jumping and being able to jump and land safely forms an integral sport of many sports (athletics, gymnastics, skateboarding, parkour).
- Jumping requires balance and develops good leg strength of participants.

LIFE SKILLS

- Good friends are always there for us when the times are good and bad.
- Good friends help each other make good decisions and resist negative peer pressure.
- Good friends make us happy as they are fun to be with and are always there to support us.
- Playing sport together can develop lifelong friendships.



At Home Activity

HEALTH & SAFETY

- Find a space where you can practice safely. Clear away any hazards or obstacles that you can trip over or run into and hurt yourself.
- A parent or caregiver should observe the activity and ensure a safe environment.

SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for participants practicing Move4Life sessions at home:

- It is not acceptable to be ridiculed, bullied, or abused whilst practicing at home. If you feel this is happening to you, talk to a parent, guardian, or a trusted adult about what you are experiencing and how it makes you feel.
- When you are spending time at home you may be keeping up with your friends on social media. Be aware that there are dangers online. That people you do not know may not be who they say they are. Only connect to people online that you know in real life.
- If you are being bullied or abused online, it is not okay. Tell your parents, guardian, or a trusted adult about it.
- Never share personal information with people you do not know in real life, especially not your name, address, school, clubs you attend, photographs. Alert your parents or a trusted adult if someone is asking you for such information.
- If you feel uncomfortable about communications from anyone online, including your teacher or coach or another participant, tell your parents or a trusted adult
- Avoid meeting up with or being alone again with any person who makes you feel uncomfortable or has tried to harm you either in person or online.

For further advice on keeping yourself safe whilst participating in the Move4Life sessions at home and whilst you are online [click here](#).

OPENING REFLECTIONS

On your own or with a family member take five minutes before starting your session to reflect on the skill of jumping and how we can practice our skills at home in a small safe space. We can also think about our friends who will also be practicing jumping at home and how we can share the experience of the session with them later.



WARM UP

TIME

5 Minutes



EQUIPMENT

None

SET UP

Select a practice space at home or on the sports field suitable for the jumping activities and the number of participants.

JUMPS ACTIVITY

Watch the video for demonstrations of two footed jumps and then try a simple two footed jump in the air. Bending both legs and swinging both arms to jump upwards and land on the same spot on both legs.

- Land on both feet
- Straight back - no arch in lower back, do not bend forward at the waist
- Swing straight arms from back to front in line with the heart
- Keep knees slightly bent on landing, never land on straight legs
- Do not bend into too deep a squat- bad for knees

Practice landing safely landing a few times with 2-3 small jumps on the spot followed with landing with the right technique. Hold landing position with arms forward for 2-3 seconds, then repeat.

Now to practice these other two footed jumps which are also shown in the video:

- Jumping forwards to land on both feet
- Jumping sideways to land on both feet – alternate sides
- Jumping jacks – jumping up and placing feet out and in on each jump
- Jump and quarter turn to one side then back and then to the other side.

All jumps start and finish on two feet.

For a demonstration [click here](#)

MAIN PART

TIME

15-20 Minutes

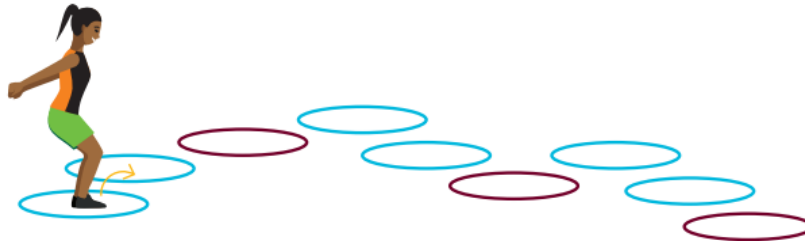
EQUIPMENT

Cones, hoops or alternatives to mark spaces and points to jump to. A ball about the size of a football.

SET UP

Mark out small practice space at home suitable for jumping activities and the number of participants.

Ensure the surface is not slippery.



JUMPS PRACTICE

Mark out area using cones or hoops or an alternative object that marks a spot to which you are trying to jump. Try to avoid landing on an object as you might slip, fall, and hurt yourself. Avoid placing the markers too close or too far apart. You can land in hoops or next to a cone or marker.

Start the practice by jumping from spot to spot using a two footed take-off and landing just as you did in the warm-up. Try to jump from spot to spot at least 10 times.

Next try the following jumping techniques making sure to always land in control and safely. Avoid over-extending your jumps as you will likely trip and fall.

- Single leg jumps to land on two feet – jump from the left leg – then try the right leg – then try alternation left and right legs
- Hopping -jumping from the left leg to land on the same leg – then try hopping on the right leg to land on the same leg
- Leaping from one leg to the other – you take off with your left leg and land on your right leg and so on



JUMPS CHALLENGE

- The first challenge is a coordination and jumping challenge called the triple jump.
- Place four markers a meter apart (less if you cannot jump that far or wider apart if it feels too close)
- Stand by the first marker and hop to the second marker landing on a single leg. Then leap from the second marker to the third landing on the opposite leg. Then jump from this leg to land on both feet by the fourth marker.
- Repeat the activity until you can hop, leap, and jump without stopping. When you can do this successfully you are performing a standing triple jump.
- The second challenge is a jump and catch. You can either catch a ball thrown by a family member or you can throw the ball up in the air catch it and land.
- Practice the sequence of a double leg jump to catch a ball in the air and to land safely on both feet.
- See both these challenges being performed on the video. [click here](#)

COOL DOWN

TIME: 5 MINUTES

Finish your session by performing these dynamic stretching exercises:

- Side Shuffle
- Carioca
- Backpedal Jog

For a demonstration [click here](#)

CLOSING REFLECTIONS

ON YOUR OWN

Why not keep a diary of your session. Write down what you did and how you felt about the different activities in the session. Draw a picture in your diary of your best friend or friends and write around them words that describe how they make you feel, how they help you and how you help them?



ADAPTATIONS

- The size of the area in which jumping is practiced can be reduced (home based practice) or increased (sports field practice) depending on available space and the number or ability levels of the participants.
- Activities can be modified to include children who do not have leg strength to jump. Parallel activities might be offered especially where a child or young persons is a wheelchair user or has limited mobility.

At the Sports Field

HEALTH & SAFETY

- The coach should check that the practice area is free of any hazards such as broken glass, wet floors, or holes in the grass
- Areas for landing should be safe such as soft sand (long jump) crash mats (gymnastics). Grass or a similar soft surface can be used for multi-jumps.

SAFEGUARDING

Safeguarding refers to actions we take to ensure that all participants are safe from harm when involved in sport and physical activity. It means in Move4Life we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for facilitators delivering Move4Life sessions at the sports field:

- Facilitators (teachers, coaches, or activators) should never be alone at the sports field with children or young people. There should always be another adult present and where you are working with a mixed-sex group there should be an adult of both sex present. This is known as the rule of 2.
- Facilitators should have knowledge of and be able to recognise indicators of different forms of harassment, abuse, and exploitation. You should also know where and how to report concerns.
- Children and young people should never share changing accommodation and showers with adults. If there are no suitable changing and shower facilities, they should arrive and depart in their sports attire.
- Facilitators should never abuse or discriminate against children and young people attending Move4Life sessions and should conduct themselves in a manner that makes them a positive role model for all participants.
- Facilitators should make sure that children and young people are never left on their own at the sports field. They should arrive before the participants and ensure that all participants have departed safely before they depart the field.

For further advice on safeguarding children and other vulnerable groups participating in Move4Life sessions at the sports field [click here](#).

OPENING REFLECTIONS

The coach should introduce the activities for the session stressing the need to observe social distancing and hygiene practice and explaining that the aim of the session is to develop jumping skills, leg strength and safe landings together with friends , old and new, here at the sports field.

WARM UP

TIME

5 Minutes



EQUIPMENT

Cones or similar markers.



SET UP

Select a practice space on the sports field suitable for the jumping activities and the number of participants.

JUMPS ACTIVITY

The coach demonstrates a simple two footed jump in the air. Bending both legs and swinging both arms to jump upwards and land on the same spot on both legs.

- Land on both feet
- Straight back - no arch in lower back, do not bend forward at the waist
- Swing straight arms from back to front in line with the heart
- Keep knees slightly bent on landing, never land on straight legs
- Do not bend into too deep a squat- bad for knees

Let the participants practice safety landing a few times with 2-3 small jumps on the spot followed with landing with the right technique. Hold landing position with arms forward for 2-3 seconds.

Now ask the participants to practice other two footed jumps

- Jumping forwards to land on both feet
- Jumping sideways to land on both feet – alternate sides
- Jumping jacks – jumping up and placing feet out and in on each jump
- Jump and quarter turn to one side then back and then to the other side.

All jumps start and finish on two feet.

For a demonstration [click here](#)

MAIN PART

TIME

15 – 20 Minutes



EQUIPMENT

Cones or similar markers. One large ball between pairs.



SET UP

Select a practice space on the sports field suitable for the jumping activities and the number of participants.

JUMPS PRACTICE

The coach uses cones or hoops or other suitable objects to mark spots to which the participants can jump from sport to spot. These can be randomly placed or in a straight line which ever works best for the space, numbers of participants and availability of markers.

Stress that participants should avoid landing on objects as they might slip, fall and hurt themselves. Avoid placing the markers too close or too far apart. They can land in hoops or next to a cone or marker.

Start the practice by asking participants to jump from spot to spot using a two footed take-off and landing just as they did in the warm-up. Try to jump from spot to spot at least 10 times.

Next the participants should try the following jumping techniques making sure they always land safely and balanced. Avoid over-extending their jumps will likely result in them tripping and falling.

- Single leg jumps to land on two feet – jump from the left leg – then try the right leg – then try alternation left and right legs – always landing on two feet
- Hopping -jumping from the left leg to land on the same leg – then try hopping on the right leg to land on the same leg
- Leaping from one leg to the other – take-off with your left leg and land on your right leg and so on.

JUMPS CHALLENGE

The first challenge is a coordination and jumping challenge called the triple jump.

Place four markers a meter apart (less if participants cannot jump that far or wider apart if it feels too close)

Participants stand by the first marker and hop to the second marker landing on a single leg. Then leap from the second marker to the third landing on the opposite leg. Then jump from this leg to land on both feet by the fourth marker.

They repeat the activity until they can hop, leap and jump without stopping. When you can do this successfully you are performing a standing triple jump.

The second challenge is a jump and catch. Group the participants in pairs standing at least 2 meters apart. One paired participant throws the ball and the other performs a two footed jump to catch the ball and then land on both feet.

COOL DOWN

TIME: 5 MINUTES

Finish your session by performing these dynamic stretching exercises:

- Side Shuffle
- Carioca
- Backpedal Jog

For a demonstration [click here](#)

CLOSING REFLECTIONS

Pass the ball

Arrange participants in a circle, throw/kick the ball between you, whoever catches the ball gives an answer, they can pass if they do not have an answer. Use this method to ensure that a range of participants contribute to the discussion and makes the activity more fun. Try to ensure that everyone gets a turn to respond to a question.

- Ask open questions of the person that receives the ball progressing from:
- What part of the session did you enjoy the most?
- What did you learn during the session?
- What were the benefits of practicing jumping techniques as part of a group?
- How did the other participants in the group help you in the session?
- Can you name someone who is your best friend at school or at home?
- What do you like about your best friend (s)?
- How do you help your friends and how do they help you?

ADAPTATIONS

- Coaches on the sports field should be aware of each participants' individual needs and adapt their communication style to ensure the inclusion of children for those with hearing or visual impairments or learning difficulties.
- The size of the area in which jumping is practiced can be reduced or increased depending on available space and the number or ability levels of the participants.
- Activities can be modified to include children who do not have leg strength to jump. Parallel activities might be offered especially where a child or young persons is a wheelchair user or has limited mobility.

