

Subject: Athletics Accurate Replication Lesson: Basic triple jump NCPE Location: 1.1a; 1.1b; 1.1c; 1.2c; 1.2d; 1.3a; 1.3b, 2.1a; 2.1b; 2.2c; 2.2 a; 2.2b; 2.2c; 2.2d;2.3a; 2.3b; 2.4a; 2.4b; 2.4c; 2.4d; 3.b; 3.c; 3.d; 4a; 4b; 4c; 4d; 4e; 4f; 4g	Year: Ability: Duration:	Group: Period: w/c	Total No.: SEN:	M:	F:
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Objectives: To be able to describe the order of the hop, skip and jump.
To be able to identify the main similarities and differences between the long jump and the triple jump.
To be able to accurately replicate a basic though technically correct triple jump from a standing start.

Key Aspect of Transfers of Skills and Analysis Throughout every aspect of this sessions:
- Discuss and analyse the different skills, phases, actions and techniques found in Athletic, Dance and Gymnastic activities that can be accurately replicated
- Identify the similarities and the teaching points found in each of these skills, movement phases, actions and techniques
- Get the students to transfer and accurately replicate the techniques, skills, movements, actions and phases through numerous aspects, techniques and skills

Activity	Description	Objectives	✓	Teaching Points	Evaluation / Accurate replication	Differentiation and Creativity
Student Warm Up	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.		- listen to and follow instructions of those leading the warm-up	Observe pupils accurate replication	Ⓛ Ask students how they could make warm up easy / harder / intense
Student Stretches	Students arranged in a circle. Students lead through series of stretches	To understand the importance of stretching at the start of the session.		- Hold stretches for 8 seconds. - No bouncing.	Q & A on benefits of stretching and their warm ups	⬆ Get pupils to incorporate stretching with Objects used in the lesson
Basic triple jump	- Q & A	To be able to describe the order of the hop, skip and jump.		- Listen to pupils - Make positive suggestions	Pupils use peer evaluation skill sheets for Jumping to highlight weaknesses and good points - Record Distances and pupils evaluate	M/C - Q&A regarding event and comparisons made to long jump.
	- students moving around area. Every 5 steps accurately replicate a hop-step and jump. Experiment with take off legs.	To be able to identify the main similarities and differences between the long jump and the triple jump.		- No stopping between phases - Accurately replicate a hop, step jump - Watch out for others		M/C - Discuss the importance of the height and distance and how it created and improved
	- standing triple jump into pit (again work widthways if possible).	To be able to accurately replicate a basic though technically correct triple jump from a standing start.		- Alternate take off feet - Bring arms up and over - Drive up with knee - Body should move upwards and out - Two footed landed		Cr - Incorporate the inclusive scoring zones as in basic long jump.
	- Triple jump into pit	To know, understand and replicate how jumps are measured and be able to measure the distance jumped by others accurately		- Make good contact with board and		⬆ Set individuals distances to beat

	TEAM TRIPLE JUMP: In groups of four. Total all their jumps to see if they beat the Olympic record	To know, understand and replicate and understand the correct techniques in approach, take off, hop, flight, skip, jump, and landing. To be able to accurately replicate the correct techniques in approach, take off, flight and landing. To know, understand and replicate and understand the laws that govern the triple Jump To be able to refine, adapt and replicate skills into techniques of the triple jump To develop the precision, accurate replication, control and fluency of their skills within the triple jump To accurately replicate the triple jump with speed, height, distance, strength or accuracy, To be accurate in the replication of actions, phrases and sequences in the triple jump	floor - Arms must come up to head on all 3 phases with knees and body driving upwards at all times - Push off and up with power - Knees bent on landing and throughout all the phases. - Use arms for balance within phases - Land on two feet or on bum - Do not fall back	technique, hang, hop, glide, power and accurate replication Cr – Pupils in pairs refine new skills to accurately replicate skills with power and dominance	every go or over a total of three and five goes M/C - Q & A regarding power, gliding, flight and momentum used in the triple jump Cr - Allow pupils to create strategies to jump, skip, glide, and hang further
Cool Down	The 2 students chosen to lead the cool down do so	To understand why you Cool Down and do rhythmic movement after exercise	- listen to and follow instructions of those leading the cool down - complete exercises and stretches	Ask students for feedback regarding their accurate replication	↑ Ask pupils questions why a Cool down is essential after exercise

Informed Choices and Lifestyle	Discuss the numerous jobs available in Athletics e.g. Referee, Coach, Manager, Physiotherapist, Masseur, Development officer, Liaison officer, Sport Rehabilitation, Sports Doctor, Sports Psychologist, Dietician, Sports Journalist, Sports Analyst, Sports Designer - Discuss one role
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Equipment	Rake Tape Record sheet Peer analysis Whistle Cones
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ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning		
Analysis of perf.	Evaluation	Feedback	Q & A	Mathematics	Art	English	Science	Technology

Comments / Notes:

HEALTH AND SAFETY THROUGHOUT THIS LESSON

- All jewelry and gum must be removed at the start of the session.
- Check the area for any litter, glass or animal mess.
- Make sure that the starting surface is not slippery.
- Ensure students are fully warmed up.
- Training shoes are to be fastened properly.
- The pit should be thoroughly raked before use, checking it for litter, broken glass or animal mess.
- Broom and rakes must always be stacked well clear of the pit and the teacher is to give the order to jump after having checked the area for this.
- A depth of 15 inches of suitable sand is recommended.
- Pupils must walk out of the pit carefully
- Must not block the path of the runners
- Must never approach when a person is still in the pit