

Lesson 2: Practicing the Scissor Jump: Measuring the first jump and documenting numbers

Objectives: To learn the first jumps in scissor broad jump event and to learn about graphing and how practicing will help you to achieve your goals.

Essential Questions:

“If you want to get better at something what can you do? What are somethings that you want to get better at? How do you know when you are getting better at something?”

Standards

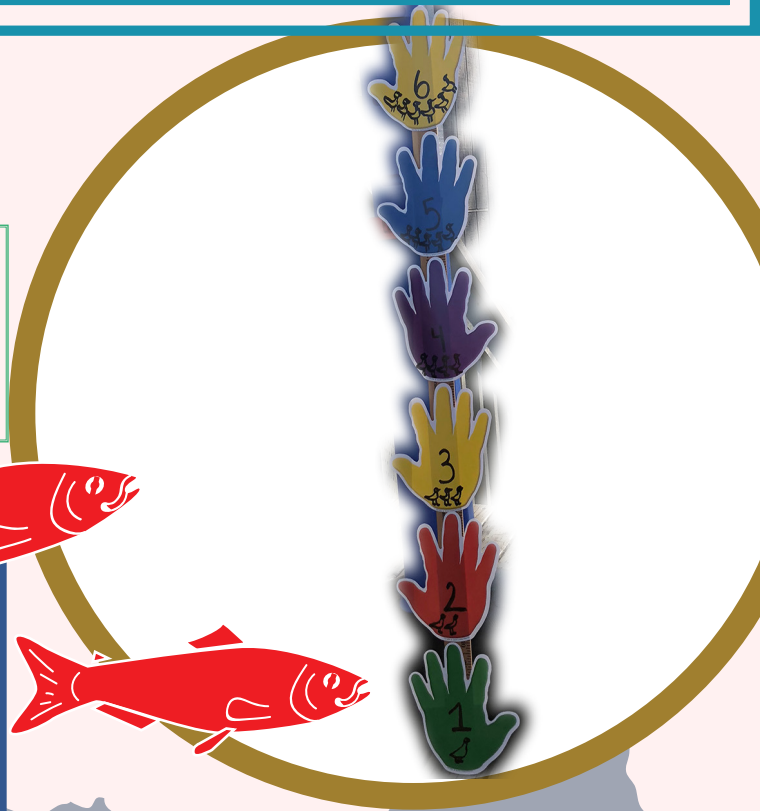
M3. Describes and compares measurable attributes. M4. Counts orally, counts objects, and names numerals. M5. Understands spatial relationships. M7. Understands ordinal numbers and begins to read simple graphs. PSH3. Shows self-control. PSH8: Shows coordination in balance and movements. SSCi. Draws and constructs.

Alaskan Native Values:

Show Respect to Others, Have Patience, Learn by Doing, Listening, Observing, Hard Work

Materials:

Whole Group	Art	Math
Yard stick, tape Handprint accents	Markers or stamps to make objects on hands	Colored hands from art activity.



Promoting Culture Self Assessment:

(6) I encourage and provide opportunities and experiences for children that support Alaska Native culture.

(11) I provide opportunities for children to share and learn traditional Alaska Native gross motor activities.

9. I discourage children from using racial and ethnic slurs by helping them understand that certain words can hurt others.

Center Set Up

Whole Group	Art Center	Play Center
Practice jumping and recording distances from activity below.	Have students color 1 dot (or object) on a hand, 2 dots on a second hand, 3 dots on the third and so forth- up to 5 *write names of students on back of each hand	Take students colored hands from art activity and write number 1 on the hand with 1 object,, 2 on the hand with 2 objects and so forth– up to 5 which is the students practice lining up numbers in a row.

Activity: Practicing the Scissor Jump: Measuring the first jump and documenting numbers



Engage: Hook, Iqsak, Uqtaq, Ihshak

Show video demonstrating the scissor broad jump:

<https://citci.org/partnerships-events/nyo-games/competitive-events/scissor-broad-jump/>

Explain: *“This is a game we will learn the sequence of jumps and practice just the first jump.” After watching the video and before heading to the gym tell students, “Now before we go into the gym it’s important to remember we’re going into the gym to practice the scissor broad jump. We aren’t running around (but you can possibly offer a run around session after a good 15-20 min of practicing as a reward) We are learning how to jump and how to measure so use your eyes to watch and your ears to listen first, then we will practice.”*

Demonstrate: *“First, take off socks or just use gym shoes. Bare feet are preferable, but using shoes is fine. Absolutely, no jumping in socks as it is easy to slip and fall.”*

Start at the blackline facing the open court. *“Next make sure your feet are spread just a little ways apart and that the tops of your toes are behind the line. Now swing your arms back and forth and bend your knees to get ready to jump. It helps to look at a spot where you want to go on the floor. When you’re ready you jump off of two feet then you’ll land on one foot. Watch me do the first jump.” Demonstrate how you jump off of two feet then land on your right foot.”*

Explore: Touch, Agturu, Agtur, Vandaniichit

Have students line all together on the black line. Make sure they all place their feet behind the black line. Have students practice using their hands, bending their knees, jumping and landing on one foot.

Activity: Once students have practiced (3-5 min) of jumping, line 5 hands out on the floor so that each hand is touching. Order the hands 1-5 and count aloud as you lay each hand down. Use masking tape to keep in place. *“1,2,3,4,5. Now when you jump and land we will measure using these hands to see what number you can reach.”* (If students have a hard time landing on 1 foot they can practicing landing on two). Have students get in a line and take turns jumping. When a student jumps and lands, use the yard stick to measure from the heel of their foot to the closest numbered hand. *“Try to remember your best number you reach and we will write it down. We can keep practicing throughout the week and see if you can get to a higher number.”*

Make a chart to hang in the classroom with student names. Draw hands (or stamp) next to student names to record the number they can jump to.

Explain: Talking, Niugtuk, Qalarte, Qenax

Explain: *“Practicing is doing something over and over again to get better. If we practice our jumping, we can get really good! Let’s practice throughout the week and we can record what number you can reach.” Remember to always encourage others!”*

Evaluation

Emerging:
Student does not participate in jumping.

Developing:
Student jumps but does not take turns or has self-control in the gym.

Proficient:
Student jumps and can say the number they landed on.

Advanced:
Student jumps and continues to practice to get better or show progress.

