



4 JUMPING ACTIVITIES

STRESS: Take *off* either from one or both feet. But always land on *both* feet at the *same* time. Bend your knees when taking off and again when landing.

SUGGESTED BASIC CHALLENGES

SHOW ME HOW YOU CAN:

1. bend your knees and crouch low.
2. come back up and reach high, higher. Stretch as high as you can.
3. push your feet against the floor. Can you make your feet leave the floor? Show me how you do it. That was a jump.
4. jump again. Jump *high* and land *low* with your knees bent.
5. keep jumping, higher, higher, higher.
6. jump *forward*. Swing your arms forward and up as you jump. Notice how swinging your arms forward helps you to lift your body and to jump farther.
7. jump forward again. But this time try to land on your feet as *lightly* as you can.
8. jump backwards and again try to land as softly as you can.
9. jump two times:
 - a) jump forward,
 - b) jump backward,
10. jump sideways. Jump both to your left and to your right.
11. do all three:
 - a) jump forward,
 - b) jump backward,
 - c) jump sideways.

INTRODUCTION

The ability to assess students' motor strengths and weaknesses is important in any comprehensive program in motor development. In this booklet, the Perceptual Motor Evaluation Scale is used to determine each student's level of motor proficiency in several areas. Administered before beginning your program in motor development (such as the beginning basic program suggested in *Part II* of this booklet), it involves a series of easily given elemental tests or tasks which require little instruction time. The test results are recorded directly on the specially designed Record Sheet on page 9. The information which the Record Sheet provides will enable you to plan program activities, or to evaluate student progress and the effectiveness of an already existing program in motor development.

GENERAL INSTRUCTIONS

- 1 These tests can be administered as part of the Physical Education class period.
- 2 Do not tell the children that they are being "tested." Make the screening a natural part of the Physical Education period.
- 3 Children are given an "S" for satisfactory performance, and an "N" for needs improvement.
- 4 Children receiving an "N" (needs improvement) should be re-tested during the spring.
- 5 Demonstrate the test items to show correct responses. *You are observing performance, not testing their ability to interpret verbal directions.*
- 6 If the child's performance is uncertain, have him repeat the activity.
- 7 Test items may be administered over a period of a few weeks, or over a period of a few days.
- 8 Remember that the main purpose of the screening program is to "look" at each child as an individual, and plan a program that will meet his individual needs.

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