

# Category of Activity: Athletic Activities

## Name of Activity: Long Jump

Long jump is an individual event included as a track and field event under the term 'Athletics'. It requires participants to combine speed and lift to produce forward flight and maximum lift through the air. It combines an approach run with a take-off followed by a period of flight through the air that concludes in a landing. The event requires technical efficiency in order to gain the maximum distance possible.

At competency level students should learn and practice the different components of the long jump from standing positions and short run ups. They will also need to learn and be able to perform the correct sequence of movements if they have to perform the long jump efficiently.

At proficiency level students should be able to long jump with a high level of skill, competing against themselves and others in competitions and events where the outcome is performing at one's maximum level.

## Rules of Long Jump

- Take off must be behind a line.
- The distance of the jump is measured from the jump line to the nearest break in the sand.
- The tape is placed at zero on the jump line.
- Performers take a number of jumps, of which the best is used for determining event winners and positions.
- A tie is settled by taking the second best attempt.
- A 'fault jump' is recorded when a performer places his/her foot beyond the jump line when approaching the take off board.

## History of Long Jump

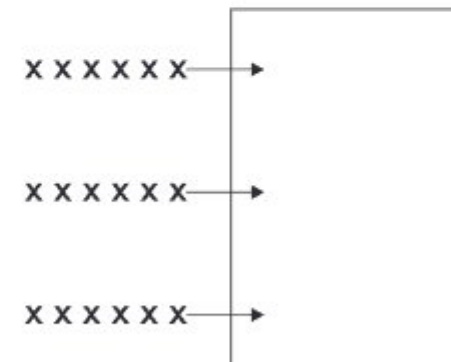
The Long Jump event can be traced back to the ancient Greek Olympic Games. At this time it was part of an event called the 'Pentathlon' which included 5 different events that one competitor undertook. It was the only jumping event that was included in the original Greek Olympic Games and as such it is one of the oldest and most important of the track and field events. To perform the long jump athletes had to run a short distance with a weight in each hand called 'halteres'. As they prepared to jump, they swung the weights forwards and pulled back in order to gain momentum and height.

## Facts about Long Jump

- The current world record for men is 8.95 metres and for woman 7.52 metres. How far can you jump?
- The most popular style of jump uses the 'hitch kick' in which jumpers appear to walk in the air.
- Anju Bobby George became the first ever Indian to win a World Championship medal. In 2005 she was ranked 5th in the world for long jump.
- Amritpal Singh holds the Indian men's national record in the long jump with a leap of 8.08 meters done at the Federation Cup Athletics Championship in Delhi in March, 2004.

## Basic Requirements/ Equipment

- A playing area that has a safe surface for running and jumping.
- A long jump pit that is well dug and free of objects.
- Low barriers for jumping over.
- A line or board to show the take off position.
- Boxes or benches from which students can jump.
- Students should be suitably dressed to undertake the activity safely.
- Lime Powder, Measuring tape.
- When working with large numbers of students use the landing pit lengthwise:



Use STEP to modify long jump activities so that all students are included. Try these modifications or devise your own.

- Space**
- Increase or decrease the run up. More able students should use longer, faster run ups. Less able students should use shorter run ups.
  - Give students time to assess and determine the length of run up needed for them to reach the take off point consistently.

- Task**
- Establish balance and weight transference skills before introducing jumping
  - Some students will be successful at long jump if they are able to perform jumps from standing positions.
  - In the initial stages allow students to swing their arms and take off from two feet and land on two feet (standing broad jumps).
  - Wheelchair users can take one push of their wheelchair and record the distance travelled.
  - Substitute jumping upwards by placing targets at distances to increase the length of time in the air.

- Equipment**
- Use mats instead of a pit, crash mats for landing.
  - Allow students to use support to help them achieve a jumping action. For example help them to push down on a chair to jump upwards.
  - Jump over small plastic hurdles with one leg.
  - Tie elastic ropes and jumps.
  - Used sport step ladder for different jump drills.



- People**
- Find a way of ensure that all students play an active role in the jumping activity. All students can improve their own ability to perform at their maximum level through jumping activities regardless of the distances or ways in which they might jump.

## Physical & Health Education /Games

Links to continuous and comprehensive assessment frame work for classes IX and X

- An appreciation and understanding of the physical fitness requirements of athletic activities.
- An involvement in sports/physical education programmes.
- Team work.
- A knowledge of different athletic events and their rules.
- Skills of agility, balance and coordination.
- Motivation and commitment to take part in athletics.
- Ability to lead others as a team captain, coach, timekeeper or judge.
- An awareness of rules of safety.
- An evidence of being self disciplined.

- Life Skills**
- Listen actively.
  - Takes criticism positively.

- Communicate using appropriate words, intonation and body language.
- Identifies one's own strengths and weaknesses.



### Purpose of the activity

To participate in events that require students to go further, higher and faster.

### Outcome of the activities

The outcomes of participating in these activities will be

- a commitment to training
- willing to concentrate and practise to improve
- an ability to set and meet personal targets

### The 'Hang' Technique



#### The Approach

- Eyes focus in running direction at height level.
- Optimum speed should be reached at take off.



#### Take off

- Flat foot-toe take off.
- Maximum extension through hips, knee, ankle, toe.
- Free knee drives vigorously upward and forward.
- Chest and back straight, eyes looking ahead.



#### Flight

- Maintain the take off position until the top of the jump is reached.
- Keep the body long and thin.
- Look up.
- Hang' shape adopted then bend at waist. Make a body arch
- Reach high.



#### Landing

- Avoid early landing.
- Reach out landing with heels first, bend knees on contact with sand.
- Lean forward and swing the arms forward.
- Bring legs forward together.
- Land while pushing the body weight forward to cover maximum distance.
- Bring hands backwards, to avoids fall back.



### Here are some practices

#### Leaping for distance

Practice the five combination jumps: two foot to two foot, one foot to two feet, two feet to one foot, one foot to one foot, one foot to the other.

Practice standing jumps into a pit or on to a mat.

Take one, two and then 3 strides before take off.



#### Forward Flight

- Practise forward lunges. Keep front leg parallel to the ground, back foot remains on the ground with body upright.
- Take 2 strides before the lunge and land in a pit or on a mat with the body upright.
- After every three strides practice holding the take off position. Begin walking, then jogging and striding.
- Take 3 strides and jump, aiming to hold the free knee position in the air until landing.
- Introduce bounding (extended striding). Run three strides, take off holding the free leg parallel to the ground, land on one foot and bound onto the other foot. Continue bounding over short distances.

#### Upward Flight

- Jump upwards keeping body upright in flight and landing. Jump from 2 feet, then from 1.
- Try running and jumping to head a ball held by partner. Increase the height of the ball as student's progress. Keep body extended throughout.
- Practice jumping into a pit using between 3 and 7 strides. Try to keep the body upright in the air during flight.

#### The Hang

- Jump using a single leg take off & create 'hang' style.
- Stand on a low box/bench. Jump from the box adopting the hang position.
- Take a short run up, take off from a low box, show the hang position and land on both feet.

Pictures

#### Now make up your own events and have some fun

Set up a class or group competition. How far do you jump from a 7 or 8 stride jump? Measure the distance of each participant.

#### Assessment

<b>Knowledge (4)</b>	<ul style="list-style-type: none"> <li>• History of the activity</li> <li>• Rules of long jump</li> <li>• Facts</li> </ul>
<b>Skills (6)</b>	<ul style="list-style-type: none"> <li>• The approach</li> <li>• Flight</li> <li>• Take off</li> <li>• Landing</li> </ul>
<b>Application of skills (10)</b>	<ul style="list-style-type: none"> <li>• Effective approach run</li> <li>• Lift at take off</li> <li>• 'Hang' technique</li> <li>• Controlled landing</li> <li>• Distance of the jump</li> </ul>

#### Try these challenges

In teams of 3 or 4.

- How many jumps does it take your team to cover a distance of 20 metres? Athlete 1 jumps, athlete 2 jumps from where the previous student finished, followed by athlete 3, then 4 then 1 etc.
- Each athlete chooses a different jumping event (for example, 1 foot to 2 foot jump, 1 foot to the other foot jump). Each athlete jumps and measures their best distance. What is the total distance of the jumps?

#### Links to NCERT syllabus

**Theme:** Health and physical fitness and orientation to sports skills

#### Links to other subjects

**Maths : Angles,** the optimal angle of the jumper's body at take off is between  $18^\circ$  and  $25^\circ$ . Take photographs of students at take off and use these to calculate the student's angles of take off.

**Language: Prepositions,** reinforce the use of prepositions through the instructions given to students during the lesson.

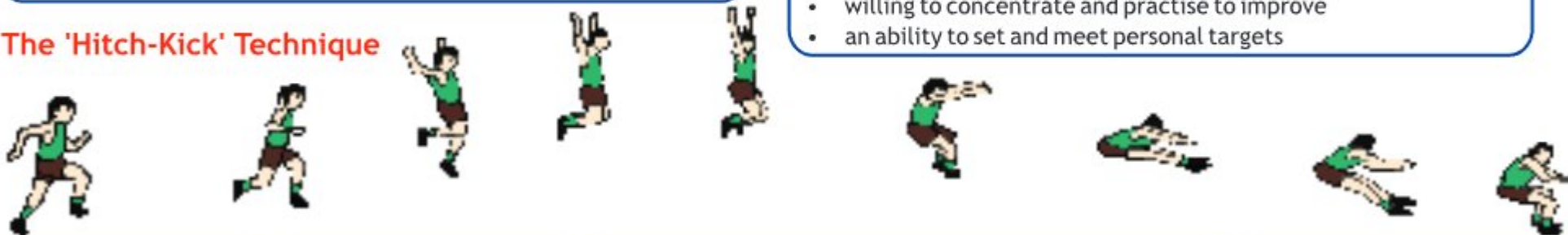
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**The 'Hitch-Kick' Technique****The Approach**

- Approach the board at full speed after taking a usual number of steps so that the strong foot falls on the take off board.

**Take off**

- Attack the board and slap foot on it propelling the body upwards and outwards. The free knee and the arm above planted leg should be thrust forward.

**Flight**

- Extend bent knee and pull it backward. At the same time pull the opposite arm backward. 'Cycle in the air'.
- Circle the other arm behind body and up over head. Kick the planted leg forward so it points straight ahead.
- Bring the trailing leg forward and extend it so both legs point forward in a piked position. Swing both arms forward and down so they move past legs and behind body.

**Landing**

- On landing lean forwards in the sand. Avoid falling backwards. This loses distance.

**Here are some practices****Approach run**

- Run and jump from different starting points over 10-20m attempting to strike the same take off point.
- Place a marker to show the starting points.
- Develop an accurate run up, arriving at the take off point at maximum speed.



### Jumping and bounding activities

Practise sequences of jumps using 'same', 'same', 'same' (hopping), 'other', 'other', 'other' (leaping) and other combinations. Call out different sequences that students perform:

Same, same, other; other, other, both; same, same, other, both, etc.

Set up plyometric circuits using jumping, hopping and bounding drills:

- Stride jumps onto and off a bench.
- Squat jumps: ½ squat, jump up into a tuck position, land and repeat.
- Double footed bounds: ½ squat, swing arms forward and up as jump forward. Land on two feet and repeat.
- Alternate foot bounds: repeated leaps forward from one foot to the other.

### Flight

Begin with left foot forward, heel on the ground, toes raised and weight on the right foot. Take off from the left foot, hold the position and land in the same split leg position.

Take off on left leg and land on the opposite leg, upper body straight.

With an approach of 5-7 strides take off with a good drive and knee lift and then change the position of the legs before bringing them together to land.

Jump off raised surfaces to help improve flight techniques

### Try these challenges

Compete in different jumping competitions. For example

- A 3-jump aggregate competition.
- A competition against yourself. How much have you improved? How can you improve further?
- An aggregate of a jump from right foot and left foot competition.
- A team competition by adding all team members jump distances together.

### Now make up your own games and have some fun

- Compete against yourself combining the total distance of a 'hang' jump with a 'hitch' kick jump.
- Compete against others in athletic competitions organised by students. Can you act as 'take off' officials, 'pit' officials and recorders?
- Can you create a new jumping competition? What other ways might you combine and approach with a take off, flight and a landing?

### Assessment

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<b>Skills (6)</b>	<ul style="list-style-type: none"> <li>• The approach</li> <li>• Flight</li> </ul>	<ul style="list-style-type: none"> <li>• Take off</li> <li>• Landing</li> </ul>
<b>Application of skills (10)</b>	<ul style="list-style-type: none"> <li>• Effective approach run</li> <li>• 'Hitch kick' technique</li> <li>• Distance of the jump</li> </ul>	<ul style="list-style-type: none"> <li>• Lift at take off</li> <li>• Controlled landing</li> </ul>

### Links to NCERT syllabus

**Theme:** Orientation to physical education and sports education: sports and games

### Links to other subjects

**Maths : Volumes,** using the dimensions of a rectangular pit and the level of sand in the pit (weight) the volume of the cuboidal pit and surface area can be calculated.

**Language: Use of conditionals,** students are asked to examine their performance and comment using conditionals. For example, 'unless I have stamina.....'.