**Year 7-9 Athletics**

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| **Triple Jump** |

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|  | **Unit aim** | To become more confident and competent when performing the techniques required to be a successful triple jumper. | | |
| **Lesson outcomes** | Demonstrate the 3 core phases of the triple jump with a bouncy even rythmn. | Demonstrate how to perform an accurate approach run to maximise distance and be able to provide accurate feedback to a peer. | Demonstrate how to measure out an accurate approach run and use an active foot through each phase of the triple jump. |

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| **Do now** | What are the key phase of the triple jump? | | Why do you need to be “bouncy” during the triple jump | | | Which phase of the triple jump is usually too big? | | **Core Knowledge gained in this lesson** |
| **Teacher exposition**  **(I do)** | **General points**   * Throughout the jump keep the head and hips high and body upright * Aim for active flat foot landings * Feel a fast bouncing action * Keep an even rhythm throughout each jump phase   **See AVIVA athletics pack for images and breakdown of technique in staff files** | | | | | | | Students will know…  *(taken from elevating athletics athlete pathway)*  **Year 7**   1. The different phases of the triple jump 2. How to perform a range of jump combinations with balance and control 3. The importance of rhythm and control   **Year 8**   1. How to develop a consistent approach run 2. The importance of leg extension and upright body position 3. How to coach and feedback to a partner effectively   **Year 9**     1. How to improve through plyometric bounding drills 2. The importance of an active take off foot through each phase |
| Further depth : <https://www.brianmac.co.uk/triplejump/index.htm> | | | | | | |
| **Learning task (We do / you do)**  <http://ucoach.com/teachers/elevating_athletics_resource/elevating-athletics-scr-tj> | | | | | | | |
| **Year 7 – Developing the triple jump**  **Introduction**  Students practise skipping with active feet  - keep body upright  - keep foot dorsi-flexed in the air (toe turned up)  - whip foot down and back onto the ground  **Isolated footwork**  Students to practice the 3 phase technique “Same, same, other, both”  Set up a number of challenges:  - best total distance for: three consecutive steps, or hops, or jumps  - total distance for a team of three, performing the same,  other, both sequence.  **Triple jump spacing practice**  Students to work on spacing each phase of the jump using cones that gradually increase in distance. | | **Year 8 – Peer coaching better hopping and stepping**  A continued development of technique from Year 7 but with a greater emphasis on the students coaching each other.  **Developing an accurate approach run:**  students are responsible for helping partners to develop an accurate run up  - student A runs from a marked point (about 20m)  - student B observes where the take-off foot is in relation  to the cone (or board) and tells A how to adjust the  starting mark  - student A repeats a few times until the mark is reliable  and consistent  Conduct team challenges with cumulative points and  Distances. | | | **Year 9 - Developing and improving**  The activities suggested for Year 7 and 8 can and should be used with Year 9 students to continue to develop their confidence and competency  Plyometric hop and bound drills:  Single leg  Alternate legs  Two foot bounds  **Measuring the approach run:**  On the track, mark a start point. From that point sprint ahead and have a partner count your number of strides and mark the point where your foot lands on what would be your "take-off foot plant (This should be about 14 strides for the beginner, going to 22 as strength and ability improve.) | | |
| **Responsive adaptations** | **Developing**  Restrict run up to 1 or two steps to focus on technique | | | **Securing**  As above | | | **Mastering**  Increase the run up  Increase the spacing between the cones | |
| **Progress check questions** | **Year 7**  What are the three main phases of the triple jump?  Why is a fast approach run important?  How can not being balanced at the take-off affect your jump? | | | **Year 8**  What should your knee do when in the hop and step phase of the triple jump?  Why look up rather than down when you jump?  How do you maintain form and speed after the hop phase?  How do you know that the feedback you gave was effective? | | | **Year 9**  What component of fitness do the plyometric exercises develop?  Why is it important to have an accurate approach run?  How can you maximise the distance you can achieve by landing better? | |
| **Errors or misconceptions to look out for** | *The main run-up issues include:*  An inconsistent starting point - [Run up measurement](https://coachingyoungathletes.com/2015/08/10/how-to-teach-a-long-jump-run-up-in-7-easy-steps/), teaching and rehearsal  A run up that is too long - Initially decreasing the size of the take-off area  Slowing down as approaching the take-off - Being less focused and fanatical on fouls that are caused by overstepping the take-off area.  A huge hop that has too much height and distance causing them to collapse – Practice the phases at sub maximal level using markers. | | | | | | | |