

Skipping

Description

Skipping is a combination of a long step and a hop (step–hop), first on one foot and then on the other, and has an uneven rhythm. Skipping is a fundamental skill in a variety of games and dance activities (e.g. when moving to music or a beat in folk dancing).



Applying movement principles

Balance: Skipping involves shifting weight from one foot to the other with a narrow base of support. Therefore arms should extend to help maintain balance.

Force: Force should be applied upwards for the hop action to allow the opposite leg to swing forward freely.

Learning cues

- step forward and hop on the same foot
- repeat with the other foot
- lift knee sharply upward

Learning phases

Discovering phase

Learning in this phase focuses on discovering different ways of skipping, having fun and being creative when skipping. Characteristics of skipping in this phase are:

- a step–hop action is evident, though it tends to a double hop or double step
- arms are not coordinated
- skipping appears uncoordinated.

Developing phase

Skipping to a rhythm, sustained skipping and skipping to evade an opponent are skipping skills developed in this phase. Characteristics of skipping in this phase are:

- step–hop is more coordinated
- arms move rhythmically to assist in overall coordination
- landing is flat-footed.

Consolidating phase

Applying skipping patterns to different rhythms in various contexts is the focus of learning in this phase. Characteristics of the mature skipping pattern are:

- step–hop pattern is smooth and coordinated
- arms are used in the hopping action and are coordinated throughout the action
- children land on their toes.

Overview

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Discovering	Let's Try Skipping	Exploring skipping through different pathways and levels, skipping to a rhythm and relationships (with others).	1	Hard or grass area	97
Developing	Frost and Thaw	Skipping (step–hop) while chasing and evading.	8+	Hard or grass area	98
	Poison Circle	Skipping for speed and change of direction, skipping to a rhythm and space awareness (body parts).	1	Hard or grass area	99
	Chain Tag	Skipping and relationships (with others).	10+	Hard or grass area	100
Consolidating	Ring-a-Ring o' Rosy	Skipping to a beat and skipping in a circle.	8-10	Hard or grass area	101

Discovering Skipping

Let's Try Skipping

Movement skills/concepts

Exploring skipping through different pathways and levels, skipping to a rhythm, and relationships (with others).

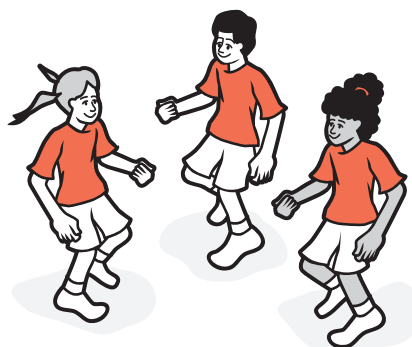
Set-up

Ropes, hoops, cones and balls.

Children are spread out in a grass or hard surface area.

Activity

Children practise different skipping actions. Ask them to show you how they can skip. Provide the following suggestions for them to explore skipping further.



Have fun

Can you skip ...?

- like a giant, a fairy, a clown, a toy soldier
- making yourself very small and gradually getting taller
- being as tall as you can
- forwards/sideways/backwards
- happily/angrily/sadly, tightly/loosely
- quickly/slowly, at varying speeds
- in a straight line, in a curved pathway, in a circle, in a figure of 8
- as fast or as slowly as you can, downhill or uphill
- without using your arms – now swing your arms outwards, inwards and diagonally
- to the beat of the drum or to music
- without touching any lines on the floor, or cracks on the concrete
- and see how many skips it takes for you to get from 'here' to 'there'
- with a partner – going backwards while your partner goes forwards, holding hands so you both skip around on the spot

What are some other ways you can skip?

Can you see ...?

- fun
- creativity
- children coming up with their own ideas

You could ask ...

What did you enjoy the most about skipping?

How did you and your partner skip together?

Variations

Follow the leader: One child is the leader who the others follow on a skipping journey around the area.

Developing Skipping

Frost and Thaw

Movement skills/concepts

Skipping and space awareness (direction and personal space).

Set-up

Bibs or bands of two different colours.

Children are spread out in a defined grass or hard surface area. Among them are one or more Frost players and the same number of 'Thaw' players, with the two roles identified by the colour of their bib/band.

Activity

Frost tries to tag the other players. Tagged players must freeze on the spot. Thaw can tag these players to free them so that they can rejoin the game. All movement is skipping.

Can you see ...?

- light, long skipping
- arms swinging freely

You could ask ...

You need to be able to skip fast and change direction quickly in this game. How will you change your skipping action?

How will you evade the taggers?

Variations

Modify rules: Frozen players hold a static balance (e.g. scale) or a front support.

Allow anyone to thaw frozen players.

Poison Circle

Movement skills/concepts

Skipping for speed and change of direction, skipping to a rhythm and space awareness (body parts).

Set-up

Rhythm instrument.

Children are spread out within a marked circle in a hard or grass area.



Are all the children involved?

Activity

Children skip within the boundaries of the circle and pretend everyone else in the circle is poison. If touched by another person, a child becomes poison and must skip with one hand behind their back. If touched a second time, the child puts the other hand behind their back.

Begin by skipping slowly, then get progressively faster.

Can you see ...?

- coordinated skipping
- arms swinging freely
- rhythm

You could ask ...

How hard was it to skip without using your arms?

Why do you think the arms are important when skipping?

How could you avoid being poisoned?

Variations

Modify area: Increase/decrease the circle size to make it easier or more difficult.

Add music: Skip to music.

Working
together

Chain Tag

Movement skills/concepts

Skipping and relationships (with others).

Set-up

Defined hard or grass area.

Groups of 100 or more children.



Activity 1: Multiple taggers

Two to three pairs with their inside hands joined are the taggers. Everyone skips around while the taggers chase (skip after) the free players. If tagged, the free player replaces the member of the pair who tagged. Continue for several minutes.

Activity 2: One pair of taggers

One pair, while keeping their inside hands joined, tries to tag free players with their free hands. Only skipping is allowed. When a free player is tagged they join the pair, which becomes a threesome or a 'chain of three'.

The three continue to chase and, when a fourth person is tagged, they break into two chains of two and both chains continue to chase and tag. The game is completed when everyone is in a chain.

Can you see ...?

- working and skipping in unison
- control and safety

You could ask ...

Free players: What strategies did you use to keep away from the chain?

Taggers: How did you work together in your chain to tag the free players?

Variations

Vary locomotor skill: Try walking, hopping or running.

Consolidating Skipping

Ring-a-Ring o' Rosy

Movement skills/concepts

Skipping to a beat and skipping in a circle.

Set-up

Music.

Children stand in a single circle with their hands joined, facing the centre in a grass or hard surface area.



Children
create own
dances

Activity

Children perform an action song.

Ring-a-ring o' rosy

A pocket full of posies

Atishoo, atishoo

We all fall down

Keep hands joined, skip in a circle left

All stop and face centre

Sneeze twice

Drop to squatting position on 'down'

Can you see ...?

- skipping in time to the music
- skipping in time, with others

You could ask ...

What did you enjoy about skipping to music?

How did you skip with others in a circle?

Variations

Try folk dances: Use 'Pop Goes the Weasel' and other folk dances.