

## Lesson 3: Is it the world's longest jump?

**Lesson intention:** Students can measure length and develop vocabulary to compare lengths. They can also calculate a mean.

### Resources

- Learning resource 3.1: Instruction cards by level
- Streamers
- Measuring tape

### Maths tune-in

In pairs, students identify one thing in the classroom (or the school playground) that is one half the height of one partner and one thing that is the same height as the other partner.

### Teacher introduction

Ask students to estimate the length of the world's longest jump. The correct answer (as of 2015) is 8.95 m, which was set by Mark Powell in 1991. Pace out this length in your classroom (if it is longer than your room, that will also help students to visualise the magnitude of the jump). If time permits, watch Mike Powell setting this record on YouTube (see [www.youtube.com/watch?v=T0WfsAwvTSU](http://www.youtube.com/watch?v=T0WfsAwvTSU)).

With a partner at the same "just right" level, students measure how far they can "long jump" from a standing position. They compare the world's longest jump with the length of their average jump.

**Quick tip:** Draw a chalk line across the entire classroom or basketball court so that all students start their standing jump from the same point. This will help you to determine if they are measuring accurately.

### Lesson overview by level

#### Before level

In pairs, each student performs two long jumps, while their partner measures and records the lengths. Students calculate their average jump length and compare it with that of the current world record. They may find it helpful to round the world record long jump to 9 m and round their mean long jump to the nearest metre.

Use *Learning resource 3.1 (before level)*.



#### At level

In pairs, each student performs three long jumps, while their partner measures and records the lengths. Students calculate the mean length of their three long jumps. They compare this mean length with the length of the current world record and express the relationship by describing *how many* of their jumps would make the world record jump.

Use *Learning resource 3.1 (at level)*.



#### Beyond level

In pairs, each student performs three long jumps, while their partner measures and records the lengths. Students calculate the mean length of their three long jumps. Students compare this mean length with the length of the current world record.

