



Move up a level

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Curriculum Objectives

Strand Unit: Running

- Walk, jog or run over distance:
 - walk/jog in a non-competitive setting for extended periods;
 - develop an awareness of pace.
- Sprinting:
 - practise the standing start;
 - reaction activities.
- Relays.
- Participate in team relays with a beanbag using various means of travelling.

Strand Unit: Jumping

- Practise skipping activities with and without ropes.

Strand Unit: Understanding and appreciation of athletics

- Develop an understanding of pace:
 - contrast the pace of two runners.
- Develop and understanding of some of the rules of athletics:
 - when sprinting, take off only on the word **go**.

Venue

- Hall/yard.

Equipment

- Skipping ropes, cones, beanbags and whistle.

Reference

- Primary School Curriculum (1999) Physical Education, page 26.
- Buntús Cards: Running for Speed 1 – Tick (Tag) Relay.



ORGANISATION

The children spread out around the play area.

The children run freely.

Give each child a skipping rope.

ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Running: Running over distance

To encourage an awareness of pace, discuss the concept of pace with the children and allow one or two to demonstrate the following:

- You are a speed walker (walking quickly).
- You are running for a bus (running not sprinting).
- You are trying to run on sand (jogging).
- You are being chased by a tiger (running).
- You are making the letter O (jogging).
- You are making the number 3 (walking).

Now ask the children to run as you call out the different ideas to vary the pace.

This exercise should last for approximately 90 seconds.

2. Jumping

Revision: The children should jump freely around the play area practising as many different jumps as they can, for example:

- Two feet to two feet/two feet to one foot.
- One foot to two feet/one foot to one foot.

Tell the children to pick a line on the play area or take a skipping rope and lay it down flat:

- bounce over and back;
- hop over the line/rope.

Skipping: If the children can skip let them practise freely! See how many different ways the children can jump the rope when skipping.

Beginners: The children hold the skipping rope at either side, with the rope behind on the ground. They then swing it from behind and stop when it is on the ground in front, then jump or step over it.

TEACHING POINTS

Q Can you name any famous Irish runner who runs over a long distance?

Q When athletes/people run over long distances where might you see them running?

R Footpaths, fields, track.

- When athletes race across fields or parks the race is known as **cross-country**.
- Racing on the roads is known as **road racing**. Racing up mountains is called **hill running**.

Q What is racing for 26 miles called?

R A marathon. That would be from here to (name a local feature 26 miles away).

Q Can you remember how you land safely?

R Knees bent and back straight.

- Ask other children to demonstrate if some of the children cannot identify different jumps.
- This is an introduction to skipping with a rope.

ORGANISATION

The children line up in lines of seven or eight, one line behind the other as in diagram.

Place the finishing marker/cone 20 metres away.



Now place the cones approximately five metres away for reaction sprints

Each vertical line is now a team. There should be three or four in each team. Give each Leader a beanbag.

ACTIVITY

3 Running: Sprinting

(a) Running: Standing Start

Revise: **On your marks** – walk to the starting marker.
Set – crouch, bend the knees.
Go – run/sprint.

Allow each line two 20-metre sprints.

(b) Reaction on the spot

The children adopt different starting positions. Ask the children to think of fun ways to kneel, sit or stand, e.g.:

- sit with your legs straight,
- crouch down and touch the ground.etc.

The teacher calls **ready** then **stand** and the children must move from that position to standing as quickly as possible.

The children adopt different starting positions of their choice. The teacher calls **ready** then **stand** and the children must move from their position to standing as quickly as possible.

When starting a sprint at this level, it is not necessary for the children to crouch in a racing position where their hands are on the ground.

(c) Reaction sprints

Each line of children in turn adopts a starting position of their choice at the line. (Every child in the line adopts the same position.) This time on the signal from the teacher, they stand and run to the marker opposite.



4 Out and back relay (with beanbag)

Number 1 runs out to and around cone (with beanbag) and back to the start. S/he then passes the beanbag to **Number 2** and goes to the end of the team. **Number 2** does likewise and so on. The first group with the activity completed is the winning group.

The above can also be carried out while the children are hopping, skipping or bouncing.

Do remember to shorten the distance for hopping and bouncing activities.

5 Cool down

Visit your cool down bank.

TEACHING POINTS

- Encourage the children to keep the elbows in, move the arms backwards and forwards and run on the balls of the feet. Reinforce the standing start in every practice to encourage a good starting habit. Remember, the children should return by the perimeter to line up again.
- On completion of their run it helps if the children sit or crouch in line when they return to their places.

- Q** Who do you know who sprints very fast?
- Q** Have you ever seen a sprinter on television?
- Q** How do they run straight?
- R** Run in lanes.

- Activities (b) and (c) aim to help the children: to react quickly to an order; to start quickly in a race; and to improve mobility. The teacher calls **go** to start. The emphasis is on getting up quickly and running in a straight line. The children walk back on the perimeter. The distance is deliberately short to emphasise a quick reaction and allow for the activity to be repeated. **Make sure the finishing markers are well clear of walls or obstructions.**

- Q** Why is it important to practice starts?
- Q** What is used to help sprinters start very quickly?
- R** Blocks to give them grip.

DEVELOPMENT

ORGANISATION

The children should be in pairs and line up as follows:



Finish Line



Number 1 has the beanbag.

ACTIVITY

1 Jumping

The children can work in threes to skip. Two turn the rope and one skips.

2 Sprinting

Increase distance and improve starting technique.

3 Revise relay in pairs

This development revises the relay activity in Lesson 2 Section 4 for first class.

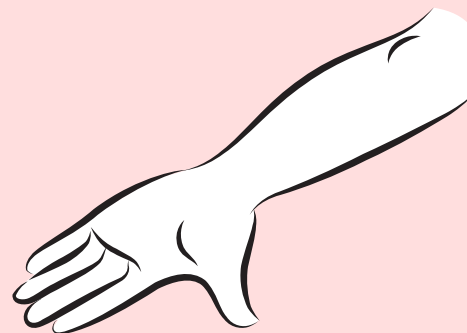
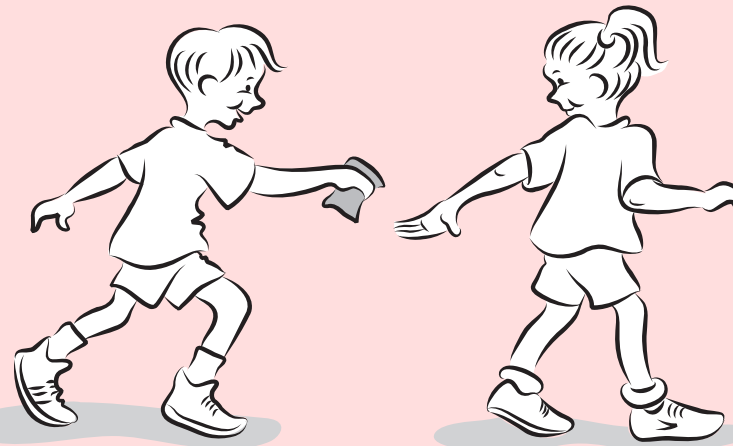
Number 1s and **Number 2s** line up in tandem, 10 metres apart, to start.

All of the **Number 2s** stand facing the direction they will jog and stretch their left arm backwards to receive the beanbag. The left leg should also be at the rear.

The children should look over their left shoulder to see their partner coming.

Number 1 jogs to place the beanbag in the hand of **Number 2**.

As the children's skill level improves the children should begin to run.



TEACHING POINTS

Q Do you know any skipping rhymes?

Q How will Number 1 make sure that s/he does not bump into Number 2?

R Run to the side of Number 2.

- **Number 2** must also continue to run in a straight line.
- To ensure this happens it may be necessary to place cones on the finish line.
- Remind the children that only the second runner continues to the finish line. The **Number 1s** stop running once they have passed the beanbag.