



Move up a level

PSSI Homepage

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:
 - shuttle sprints.
- Relays:
 - participate in pair relay with a beanbag developing simple technique;
 - practise passing with the right and receiving with the left hand using the **downsweep** technique.

Strand Unit: Jumping

- Develop a short approach run:
 - taking three steps and jumping for distance and height.

Strand Unit: Understanding and appreciation of athletics

- Develop an understanding of pace:
 - contrasting the pace of two runners.
- Describe and discuss movement and ask and answer questions about it:
 - does passing the beanbag as we practiced it today make a difference to your speed?

Venue

- Hall/yard.

Equipment

- Skipping ropes, cones, beanbags, whistle and mats.

Reference

- Primary School Curriculum (1999) Physical Education, page 26.
- Buntús Cards: Jumping 1 – for Height; Jumping 2 – Jump the Stream.



ORGANISATION

The children run freely.

Layout the mats as in diagram, three to four children to each mat.

Star ★ denotes beanbag at starting position.



ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Running: Running over distance

Repeat the exercise from Lesson 1 to encourage an awareness of pace.

- Ask the children 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).

Ask the children to run as you call out the different ideas to vary the pace. This exercise should last for 90 seconds.

2 Jumping:

Develop a short approach run

- Run three or four strides and jump high into the air, take off on one leg and land on two feet. Repeat.
- Run three or four strides and jump for distance. Take off on one leg and land on two feet.



TEACHING POINTS

- In this lesson emphasise the correct language – walk fast, jog, run.

Q Why would you choose the term jog/run and not sprint?

- Sink hips and slightly bend knees on take-off. Encourage a squashy landing – by giving at the knees when landing.
- Encourage the children to experiment taking off from right and left leg to discover which they prefer.
- Always ensure that the children practice this activity using mats.

Q Which athletic event are you now practising here?
R Long jump.

ORGANISATION

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

The first cone is five metres away and a second cone is ten metres away.

In turn each line moves to the starting line to run.



Starting Line



Take away the second line of cones for the reaction sprints.

ACTIVITY

3 Running

(a) Shuttle sprinting

When the teacher calls *on your marks* the children in the first line walk to the starting point.

Teacher calls *set* then *go*.

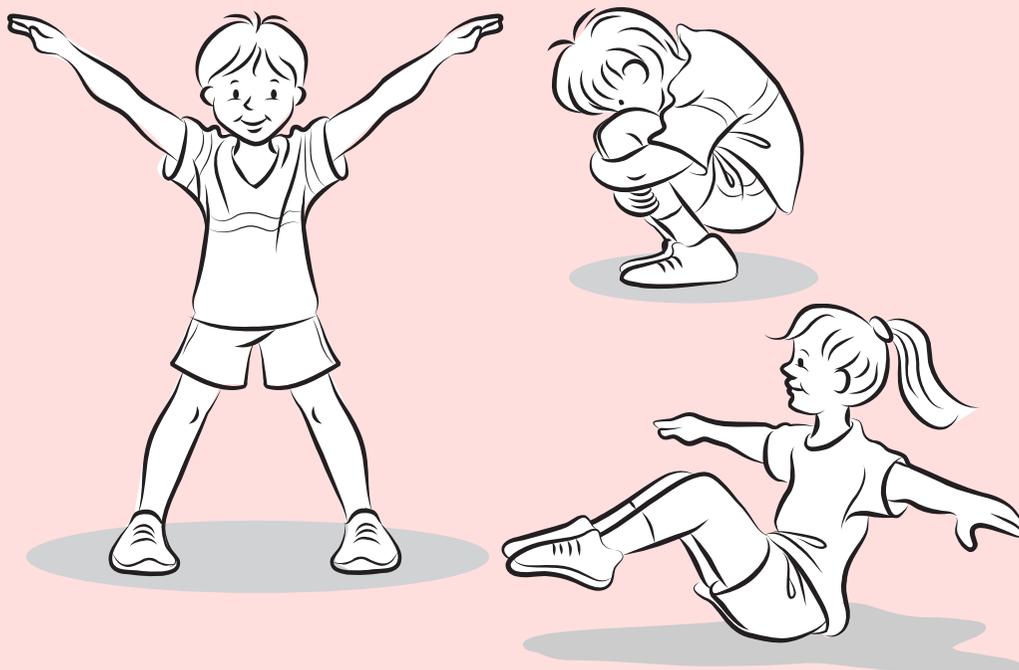
Each child runs to the first cone and back to the starting line, then s/he continues on to the second cone and runs back to the first cone to finish. The children **MUST** touch each cone.

They then go to line up again at the back. The second line comes forward on the signal.

Repeat this activity two or three times.

(b) Reaction sprints

The children adopt different starting positions. Ask the children to think of fun ways to kneel, sit or stand, e.g.: on a signal from the teacher, they stand and run to the first cone opposite.



TEACHING POINTS

- Ask a child in each row to demonstrate to the other children what is to be done when the teacher calls *go*.
- Make sure that the waiting children remain at a distance behind a rope or line to avoid impeding children who are running past the finish.
- The aim of this activity is to help the children to react quickly to an order. This will help them to start quickly in a race. It also improves the child's mobility.
- Teacher calls *go* to start. The emphasis is on getting up quickly and running in a straight line. The children walk back down the side of the lines.
- Distance is deliberately short to emphasise a quick reaction and to allow for the activity to be repeated a few times.
- **Make sure the finishing cones are well away from any wall or obstructions.**

Q Why is it important to practice starts?

ORGANISATION

Remove the cones.

The children remain in four lines as in Activity 3. A child from line **A** and a child from line **B** operate as a pair and **C** and **D** similarly. To begin, lines **C** and **D** wait.

Line **A** are now **Number 1s** and Line **B** are now **Number 2s** as in diagram below.



If space permits, make just two lines for this activity.

Place two pairs together to make teams of four. Place four beanbags under a cone opposite each line.

ACTIVITY

4 Pair relay

Introduce the formal relay using the **downsweep** technique.

- Each child in line one stands facing forwards towards the finishing line.
- Line two moves forward about five/six metres away.

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.

Step 1

Number 1s hold the beanbag in the **right** hand. On a signal, all walk forward and pass the beanbag onto number twos **left** hand. When **Number 1s** are passing the beanbag they should remember to walk to the left side of their partner.

Step 2

Number 2s must tighten grip and bring the hand forward and continue walking to the finish line. The next group now repeat this activity.

Step 3

The children repeat the activity of passing the beanbag several times at walking pace before jogging. Remember to give all the children practice in passing and receiving, i.e. reverse roles.



5 Concluding activity: Fun relay

In turn, each child runs to the cone, collects one beanbag, returns to the line and sits down. The first team back sitting down with the beanbags on their heads are the winners.

6 Cool down

Visit your cool down bank.

TEACHING POINTS

- Q** When people run as a team what kind of race is it called?
- Q** How do you avoid crashing into the back of the child in front when you run?
- R** Run to the side.
- Q** What should you do when you receive the beanbag?
- R** Tighten grip.

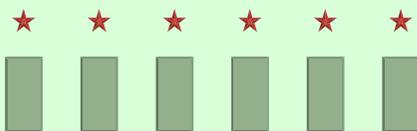
- Remind the children to walk to the left side of partner.
- The children receiving the beanbag should make sure the palm is flat and facing upwards with fingers together and thumb spread.

DEVELOPMENT

ORGANISATION

This activity must be done with mats or, if you have one, a sandpit.

Place six mats side by side.



The children line up in groups of four or five.

Place a beanbag approximately half a metre from each mat.



Number Ones



Number Twos

Finish Line



When the children progress to running, increase the distance between **Number 1s** and **Number 2s** and between **Number 2s** and the finish line.

ACTIVITY

1 Jumping

In turn, one child in each line

- runs to the beanbag
- takes off on one foot from the beanbag
- lands on two feet on the mat.



2 Shuttle running

Increase the distance between the markers.

3 Relay races in pairs

Revise Steps 1, 2 and Step 3 while running

Introduce Step 4. **Number 2s** begin to jog slowly as **Number 1s** approach. They will now receive the beanbag while moving.

Lines **C + D** form pairs and repeat.

As passing skills improve, the children progress to running.

TEACHING POINTS

- The children should sink the hips and slightly bend the knee on take-off.
- Encourage a squasy landing – by giving at the knees when landing.

- Develop and practice the **downsweep** passing technique.
- The children should practice at jogging and running speeds.

For Step 4

- **Number 1s:** Hold beanbag in the right hand. Call *hand* as s/he approaches **Number 2**.
- **Number 2s:** Left arm back, palm flat facing upward. Fingers together. Thumb spread. Move slowly.