



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Running

- Walk, jog and run over distance:
 - chat and run.
- Sprinting:
 - practise reaction sprints.
- Relays:
 - practise changeover technique using batons in teams of two then four, in a straight line.

Strand Unit: Throwing

- Begin to throw a medium-sized ball or a primary shot from a standing position.

Strand Unit: Understanding and appreciation of athletics

- Develop an understanding of pace.
- Develop an understanding of the rules of athletics:
 - rules for baton change over.
- Measure an achievement.
- Discuss the differences in body movement when performing the put and the over-arm (javelin) throw.

- Yard.

- Cones/domes, Olympic-sized balls or primary puts and relay batons.

- Primary School Curriculum (1999) Physical Education, page 43.
- Buntús Card: Running for Speed 3 – Sprint Start Relay.



ORGANISATION

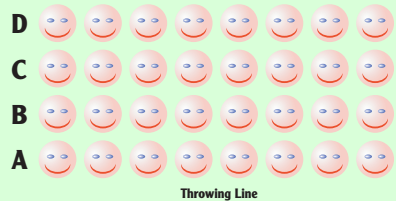
Set out a course for the children to run by scattering different coloured cones around the area.

Place the children in groups of four and choose one child as the leader.

Allocate a different colour to each group.

The children are organised in lines as shown.

Give each child/line a medium-sized ball (an Olympic-sized handball can be used).



ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Running for distance

The groups must follow the cones of the colour allocated to them while jogging at a steady pace.

Switch leaders regularly.

The leader must be alert to slow down or stop if another group is in their path.

Continue this activity for 60-90 seconds.

2 Putting the shot

Step 1

Allow the children to experiment throwing the ball from shoulder height.

On a signal from the teacher, each line, in turn, moves to the throwing line.

The ball is pushed up into the air using the standing putting action.

N.B. Retrieve the balls only when the signal is given.

Step 2

Introduce the standard putting action (see teaching points).



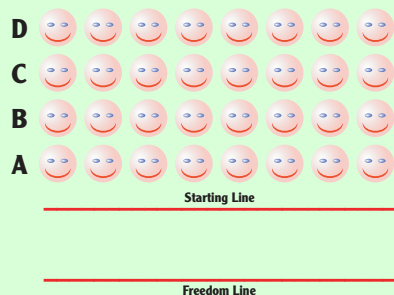
TEACHING POINTS

- Encourage the children to run at a steady pace, not **flat out**, so that they can continue to run for the required time.

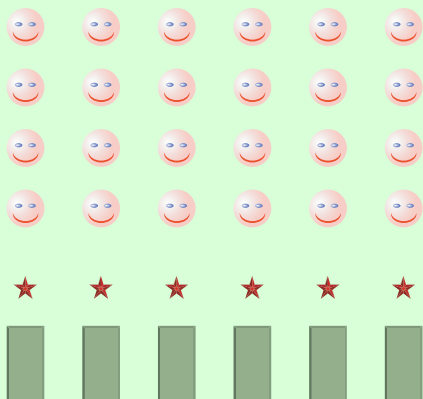
Q What is this called?
R Pacing yourself.

- The ball is held in the hand at the base of the fingers and placed just below the right ear:
 - Right elbow and upper arm are parallel to the ground;
- Face the direction of the throw.
 - Left arm is outstretched upwards in the direction of the throw.
 - Feet shoulder width apart, right foot slightly behind.
- Step back on the right foot twisting the top part of the body away from the target, bending the knees slightly.
- Bring the body forward and push/drive with the legs to push the ball forward.
- The reverse for left-handed children.

ORGANISATION



Place six mats side by side. Place different coloured beanbags/cones as target measures by the sides of the mats. Line the children up in groups of four or five.



ACTIVITY

3 Reaction sprints

- Two lines work in turn, **A** and **B**, and **C** and **D**. One child from line **A** is partnered with a child from line **B**. Similarly with lines **C** and **D**.
- Line **A** chooses a fun starting position. Line **B** adopts the same position.
- On a signal from the teacher, both lines rise and run to the **freedom line**.
- If the front child (Line **A**) reaches there without being tagged s/he earns a point. If s/he is tagged the child from line **B** earns a point.

A and **B** walk to the side and return to the starting position. Lines **C** and **D** run. On the next turn to run the lines switch roles.

4 Jumping

Long jump with an approach

The children run three or four strides to the beanbag, take off from one foot and land on two.



Ask the children to compare the distances jumped with a standing jump and a jump with an approach run.

5 Cool down

Visit your cool down bank.

TEACHING POINTS

- Ask the children to sprint from various starting positions, e.g. sitting, standing with back to starting line, kneeling, curled up or in a position appropriate to the playground.
- Encourage the children to react quickly to the signal.

Safety point

- Make sure the **freedom line** is well back from a wall.

- Sink hips and bend knees slightly on take-off.
- Jump high in the air.
- Arms swung high in flight.
- Back straight and knees bent on landing.

Safety

- These jumping practices must be carried out with landing mats or a sand pit.
- Ensure that the next child does not start until the child ahead is off the mat.
- The children should walk off the pit/mat at the far side and return by the sides.

DEVELOPMENT

ORGANISATION

The children divide into teams of four and line up as shown below.



Finish Line

ACTIVITY

This lesson can be revised with the following changes.

1 Running for Distance

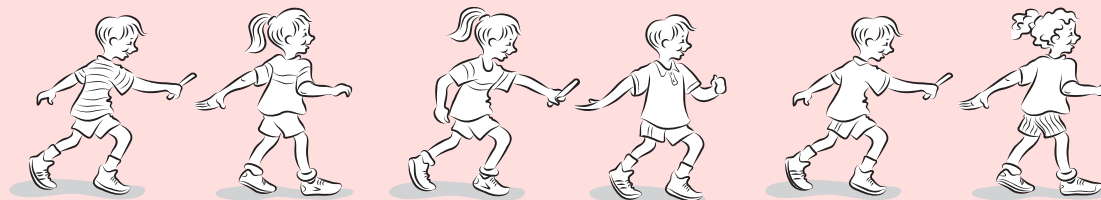
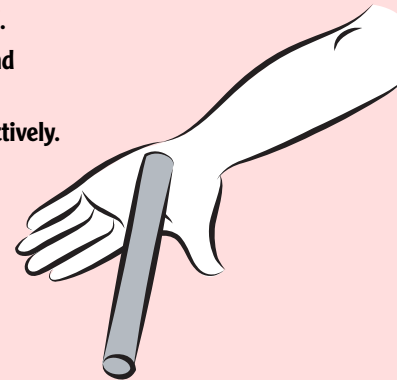
Increase the time spent running on the **chat run**.

2 Relay

Repeat the relay as in Lesson 2 but increase the distances between the runners if possible.

- The receiver is moving as the baton is passed.
- As **Number 1** approaches **Number 2** s/he calls **hand**.
- On hearing the call, **Number 2** jogs with arm and hand outstretched, receiving the baton as s/he runs.

Repeat for changeover to **Number 3** and **Number 4**, respectively.



3 Fun relay

Ask each group to make up their own fun relay. Discuss with the children the elements that they must think about, e.g. there must be movement; the activity must be safe; everyone should be able to participate; have clear starting and finishing points.

TEACHING POINTS

- Approaching runner should call the word **hand** clearly.
- Receiver should move forward slowly, remembering to keep arm and hand outstretched behind.
- Encourage the children not to move too soon and to look ahead.

❓ What happens if the receiver runs too fast on hearing the call?

- Hold baton at one end only.

Receiver

- Keeps his/her hand flat.
- Forms a **V** between fingers and thumb. See diagram.
- Remind the children **Number 1** and **Number 3**: baton in the right hand. **Number 2** and **Number 4**: baton in the left hand.

- Choose two or three examples and allow the children to try them out.