



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Running

- Walk/jog in a non-competitive setting for extended periods:
 - sprinting;
 - reaction activities.

Strand Unit: Jumping

- Experiment with various ways of jumping:
 - practice the five different jumps;
 - standing jump.

Strand Unit: Understanding and appreciation of athletics

- Develop an understanding of the basic rules of athletic events.
- Running in a straight line or lane without impeding others.

- Hall/yard.

- Skipping ropes, cones, beanbags and whistle.

- Primary School Curriculum (1999) Physical Education, page 26.
- Buntús Cards: Introductory – Domes and Dishes.



ORGANISATION

Scatter cones/domes around play area at random.

To finish – on a signal each child collects one item to return to the side.

Then the children space out around play area.

Hoops are scattered around remaining play area – two children to each hoop.

ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Running over distance

Repeat activity from Lesson 1

The children run around play area, dodging around obstacles.

On a signal from the teacher the children could:

- stand on one leg beside a cone
- touch a cone/dome and sit
- run around a cone/dome etc.

As much as possible, make these activities fun.

2 Jumping

- (a) Revise various ways of jumping, e.g. one foot to the same (hop), one foot to the other (step), two feet to two feet (jump) and one foot to two feet(jump).

- (b) Standing jump:

- Two children to each hoop.
- Stand outside the hoop.
- Jump from outside the hoop, land in the hoop.

Variations

- Take off on one foot, land inside the hoop on two feet.
- Hop from one foot to one foot in and out of the hoop.
- Alternate the take-off leg.
- Jump from two feet and land inside hoop on two feet.
- Ask the children to explore other ways of jumping with the hoop.



TEACHING POINTS

- Encourage a steady pace with quick darting movements to dodge obstacles for about 40 seconds.
- The children must run around obstacles not over them.
- Check foot placement and arm action – are feet pointing forwards?

Q Can you remember what helps you to jump high?

- Bend the knee/s of the take off leg/s.
- Keep the back straight.

Q Can you remember how to land safely?

- Encourage safe landings by landing on the balls of the feet, then on heels with knees bent on landing.

ORGANISATION

Clear away the equipment.

The children remain wherever they are in the playground or hall.

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

Place two markers five metres apart.



Star ★ denotes beanbag at starting position.

Remove all the cones/markers to the side.

ACTIVITY

3 Running:

(a) 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.:

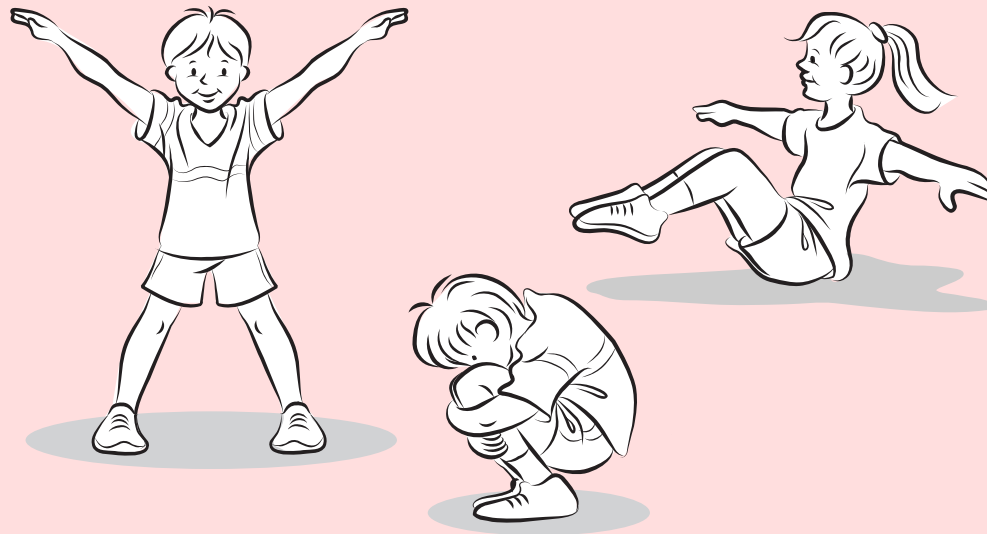
- sit with your legs straight,
- crouch down and touch the ground.etc.

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

(b) Reaction sprints

Each line of children in turn adopts a starting position of their choice at the cone (just as they did for the previous activity).

This time, on the signal from the teacher, they stand and run to the marker opposite.



4 Concluding activity

Finish with a playground game.

5 Cool down

Visit your cool down bank.

TEACHING POINTS

- 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.
- The teacher calls *go* to start.
- The emphasis is on getting up quickly and running in a straight line. The children walk back along the perimeter.
- The 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 markers are well away from any wall or obstructions.

Q Why is it important to practice starts?

DEVELOPMENT

ORGANISATION

Place mats on the floor – three/four children to each mat.

In turn they practise the jumps.

ACTIVITY

1 Jumping**(a) Jumping for height**

The child stands and jumps, takes off from one foot and lands on two feet.

Aim for height of jump.

Run and jump as above. Stop on landing. On signal, run and jump again.

(b) Jumping for distance

The child stands and jumps, taking off from one foot and landing on two feet.

Aim for a long jump, over a puddle.

2 Running/sprinting: Reaction sprints

For Senior Infants the distance between markers could be increased to seven or eight metres.

TEACHING POINTS

- Stretch the arms upwards during the jump to help height, i.e. touch the sky.
- Take off from one foot, land on two feet.
- Alternate the take-off leg.
- For all jumping activities, do not repeat more than three or four times.
- Always try to ensure that the children practice this activity using mats.