



Move up a level

PSSI Homepage

## Curriculum Objectives

### Strand Unit: Running

- Walk, jog and run over distance:
  - walk/jog in a non-competitive setting.
- Sprinting:
  - practise reaction sprints and standing start;
  - develop good acceleration and finishing technique.
- Relays:
  - practise baton change over technique in teams of four in a straight line.

### Strand Unit: Throwing

- Practise an over-arm throw (javelin) from a standing position using a beanbag.
- Develop a short approach run.

### 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 difference an approach run should make to the length of a throw.

## Venue

- Yard.

## Equipment

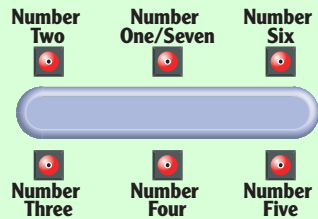
- Cones/domes, beanbags, relay batons and activity cards.
- Development activities: foam javelins.

## Reference

- Primary School Curriculum (1999) Physical Education, page 43.
- Buntús Cards: Throwing 1 – Clean the Playground; Throwing 3 – Throwing for Distance; Throwing 4 – Throwing Challenge.

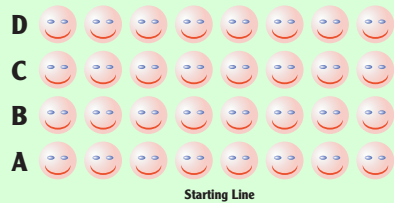


## ORGANISATION



Divide the children into teams of seven. Teams spread round the track/pitch with the last runner alongside number one.

Each team now lines up as below. Place two cones five/six metres away to indicate the freedom line or use a line in the yard.



Starting Line

Freedom Line

Now place the cones approximately 70 metres away.



Starting Line

70M



## ACTIVITY

Warm up and stretching: Visit your warm up bank.

### 1 Running over Distance: Continuous relay

**Number 1** runs to **Number 2**, who runs to **Number 3** and so on. The extra runner (**Number 7**) restarts lap two and runs to **Number 1**, who is standing where s/he handed over. Each team runs for three or four laps, or counts how many laps they can complete in a set time, e.g. five minutes. The teacher can opt to use a baton or a beanbag for the change over.

At each cone place an activity card which the children must do while waiting their turn to run again. For example, marching on the spot, jogging on the spot, scissor jumps, twisting jumps or shadow boxing.

### 2 Sprinting

#### (a) 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**.
- Each child in line **A** chooses a fun starting position, e.g. sitting, standing with back to starting line, kneeling, curled up or a position appropriate to the playground. The children in line **B** adopt 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.

#### (b) Formal standing start

On your marks, set, go. Each group sprints a distance of 20 metres in turn, using the formal standing start. Repeat three times (3x20m).

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

#### (c) Acceleration and finishing technique

Each group now runs for 70 metres, with the emphasis on accelerating at 50 metres and going for a strong finish.



## TEACHING POINTS

- The children should be encouraged to run steadily rather than flat out, or they will not manage several repetitions.

Q Why do people jog?

#### Safety Point

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

#### Formal standing start

Q Where should you look when waiting to run?

R Look straight ahead towards the finishing line (not the starter).

- Teacher calls out:  
**On your marks** – walk up to the start.  
**Set** – front toe to the line, back foot one step behind. Opposite arm forward, i.e. if left foot is forward, right arm is forward. Relax arms. Lean forward slightly.  
**Go** – sprint as quickly as possible. Remind the children to run through the finishing line before slowing down to stop. (Allow adequate area beyond the finish for deceleration.)

## ORGANISATION



The children remain in lines as above. Remove all except five different coloured domes/cones. The first is placed five metres from the starting line and the others at one-metre intervals. The children use these to measure the distance thrown.

The teacher stands out in front.

Now give each child a beanbag.  
All beanbags should be collected, apart from one per group.

## ACTIVITY

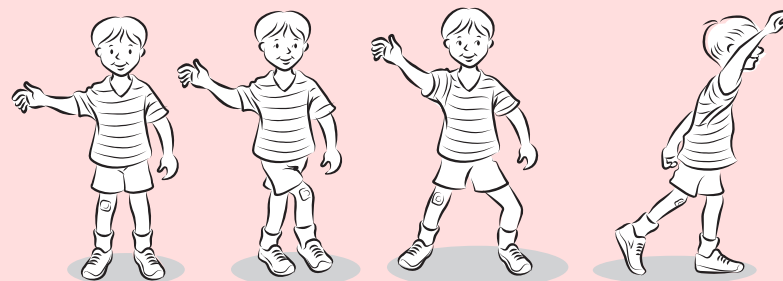
### 3 Throwing

Over-arm throw with a beanbag (javelin throw).

Shadow throw – the children are shadowing the teacher.

The teacher and children line up, standing sideways on with left shoulder facing the target (for right-handed throwers). Reverse stance for left-handed children.

Revise over, plant and throw.



Starting position

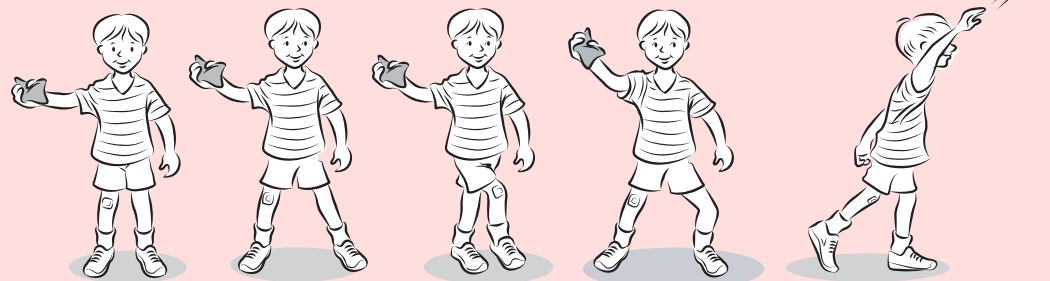
Over

Plant

Throw

#### Introduce a step

The teacher calls out the sequence: **step, over, plant and throw.**



Starting position

Step

Over

Plant

Throw

#### Throwing with the beanbag

In turn each line steps forward and, on a signal from the teacher, throws the beanbag using the approach run.

**N.B.** Retrieve the beanbags only when the signal is given.

## TEACHING POINTS

- Over-arm throw with a beanbag (javelin throw)
  - Begin with feet together.
  - Extend arm backwards.
  - Arm is bent to release **imaginary** beanbag.
- Over means to step across your body.
- No child should retrieve her/his beanbag until every child in the line has thrown.
- Once every child has thrown, collect the bags, move to the side and return to the starting area.

## ORGANISATION

Each vertical line now becomes a relay team. Four children are spread in a straight line in the space available, at least two metres between each line of children.



Finish Line

## ACTIVITY

### 4 Relays: Formal relay OR choose a fun relay

#### In fours

##### Step One

- Now the children are going to operate in fours with one baton for each team.
- The baton starts with **Number 1** in each team, in their **right** hand. **Number 1** passes to the **left** hand of **Number 2** who passes to the **right** hand of **Number 3** who passes to the **left** hand of **Number 4**. Practice this walking.

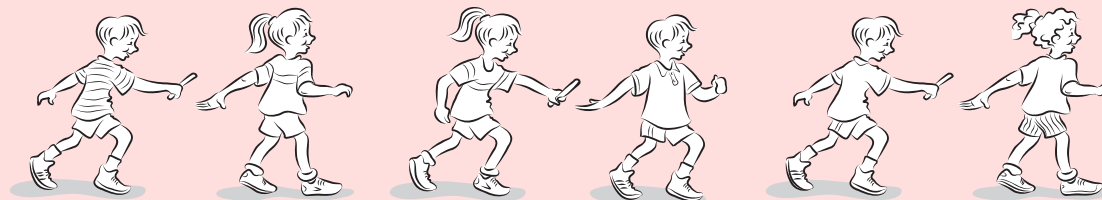
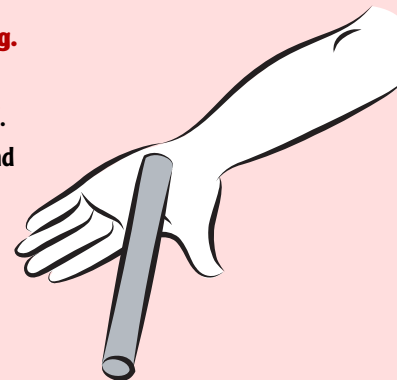
##### Step Two

- Now **Number 4** becomes **Number 1** and all turn to face the new direction.
- Ensure that all the children now know their new position/number and which hand they are using.
  - Repeat the activity, moving up and down the area several times, walking only.
  - Ensure that **Number 1** and **Number 4** also alternate positions.
- Repeat while jogging.

##### Step Three: Introduce receiving the baton while moving.

- Now 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.



### 5 Cool down

Visit your cool down bank.

## TEACHING POINTS

- Remind **Number 1** to hold the end of the baton and not the middle and to place only the tip of the baton into the receiver's hand.

#### Receiver

- Keeps his/her hand flat.
- Forms a **V** between fingers and thumb. See illustration.
- Stretch receiving hand back palm upwards, with the thumb nearest the body.

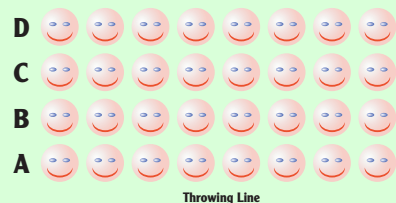
**Q** How do you avoid crashing into your partner?

- 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.
- Remind **Number 3** to receive and pass the baton in the right hand, **Number 2** and **Number 4** to receive and pass the baton with the left hand.
- Increase the distance between the runners as they become more confident with the changeover.

# DEVELOPMENT

## ORGANISATION

The children are organised in lines as shown.



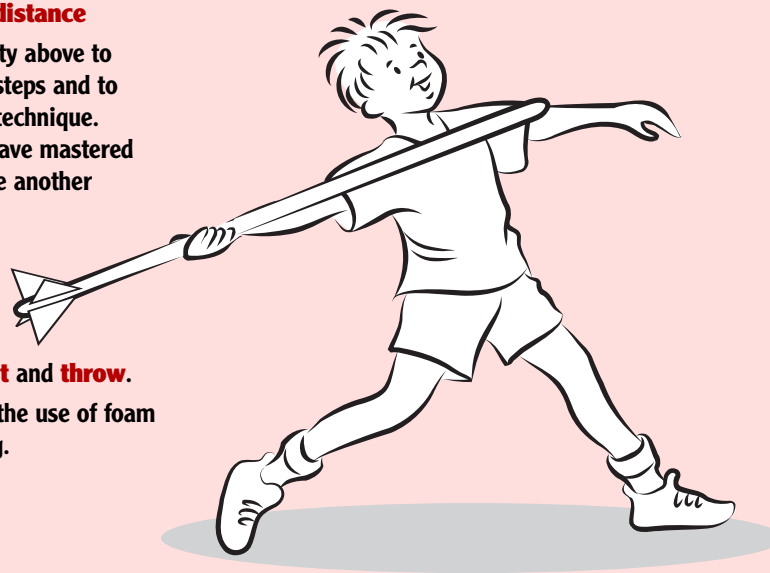
Each vertical line now becomes a relay team as in Section 4 of the Lesson.

## ACTIVITY

### 1 Javelin throw

#### Over-arm throw for distance

Repeat throwing activity above to develop the approach steps and to improve the throwing technique. For the children who have mastered the footwork, introduce another element, for example:



#### over, step, over, plant and throw.

If available, introduce the use of foam javelins when throwing.

### 2 Relays

#### In fours using batons

Baton is passed from **Number 1** to **Number 2** and **Number 3** to **Number 4**.

All relay activities are now carried out while running.

Develop and refine the changeover skills.



## TEACHING POINTS

- Begin with feet together and slightly angled forward.
- Extend the arm backwards.
- Hold the javelin on the upturned palm of the hand with the fingers lightly grasping it.
- Remind the children to hold the baton at one end and to only give the tip of the baton to their partner