



Move up a level

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## Curriculum Objectives

### Venue

### Equipment

### Reference

## Strand Unit: Running

- Jog/run over distance in a non-competitive setting.
- Hurdling:
  - practise the technique of hurdling;
  - increasing speed and height.

## Strand Unit: Throwing

- Develop the discus throw using a quoit:
  - practise the grip, swing and release techniques.

## Strand Unit: Understanding and Appreciation of Athletics

- Develop an understanding of pace:
  - practice even paced running.
- Describe and discuss movement and ask questions about it:
  - discuss personal performance and the performance of a partner in athletic activities;
  - advise a partner on ways of throwing further and hurdling better.
- Identify track and field events.

- Hall/yard.

- Cones/domes, skipping ropes, hurdles and canes and quoits.
- Development activities: primary shot.

- Primary School Curriculum (1999) Physical Education, page 50.
- Teacher Guidelines, pages 58-9.
- Buntús Cards: Running for Speed 2.



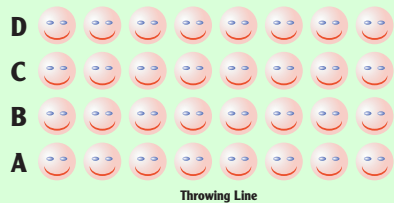
## ORGANISATION

In pairs, the children spread around the perimeter of the play area.

Place the children in lines of eight as in diagram.

Give each child a quoit.

Place markers at one-metre intervals to mark the distance thrown.



## ACTIVITY

**Warm up and stretching: Visit your warm up bank.**

### 1 Running for distance: Chat and run

The children should now be able to run for five minutes, talking as they run.

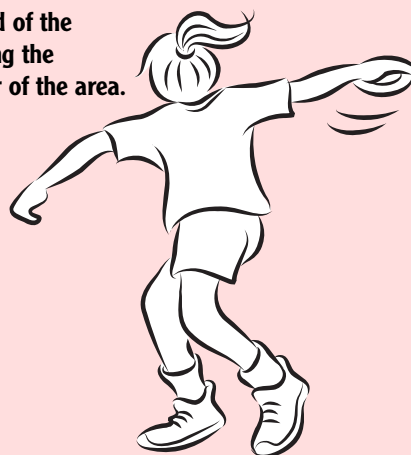
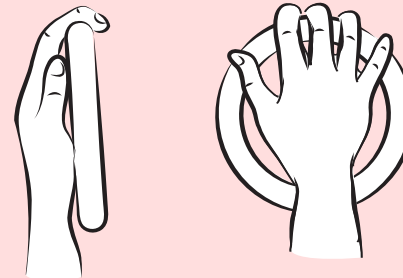
### 2 Throwing: Discus

#### Discus throw using a quoit

- (a) Shadow Throw with no discus. The children are shadowing the teacher who stands in front. Each child performs the swinging movement of a discus throw.
- (b) Practice the correct grip on the discus.
- (c) In turn, each line moves to the throwing point.

On a signal, each line throws the quoit and retrieves it when the signal is given.

The line walks back to the end of the class along the perimeter of the area.



## TEACHING POINTS

- The children jog gently for one minute.
- Increase the pace for remainder of run.
- Encourage the children who are having difficulties to slow to a walk rather than stop.

- Hold the quoit in the right hand with the pads of the fingertips just overlapping the rim and fingers spread.

- Stand with the left shoulder sideways to the direction of throw, with feet shoulder width apart and right toe level with the left heel.
- Swing the quoit to the right and behind, keeping the arm up, and then swing back to the front by the left shoulder. Hold the left hand steady.
- Insist that all children wait for the signal to retrieve the quoits.

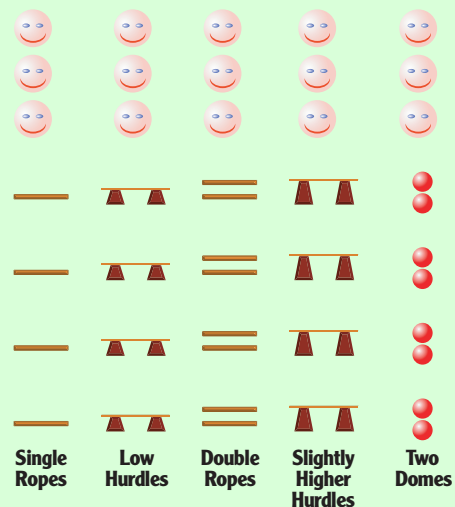
**Q** Having practised, ask the children to describe the grip.

**R** The pads of the fingertips just overlapping the rim and fingers spread.

## ORGANISATION

Lay out equipment as follows, placing all obstacles with an even distance between them. This distance should allow a comfortable three-stride pattern.

If you have sufficient hurdles to replace the domes and single ropes, then do so.



The children run over the equipment in one direction. Divide the children into five groups. Rotate groups.

Groups line up one behind the other. Place the pieces of a jigsaw under a cone opposite each line.

## ACTIVITY

### 3 Hurdling

Revise

- Lead leg – using the same lead leg over each hurdle.
- Stride pattern – three-stride pattern (adjust the spacing between the hurdles if necessary).

The children should now increase their speed over the hurdles.

Increase the height of the hurdles in one row to challenge the more able hurdlers.



### 4 Fun relay

The following fun relay can be used to conclude the lesson if time allows.

In turn, each child runs to the cone, collects one piece of the jigsaw and returns to the line.

The team continues until all the pieces of the jigsaw have been collected.

The first team to complete the jigsaw are the winners.

### 5 Cool down

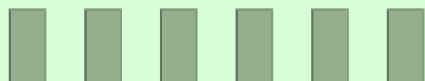
Visit your cool down bank.

## TEACHING POINTS

- Lead leg is the leg that leads when clearing a hurdle.  
Land on this foot on the other side of hurdle.
- For children who have difficulty it can be useful to ask them to call out the pattern.
  - For a right lead leg:  
Left, right, left, and over.
  - For a left lead leg:  
Right, left, right and over.
- Encourage the children to run over the hurdles rather than jumping.
- Snap down the lead leg.
- Remind the children that the emphasis is on running over the hurdles.

## DEVELOPMENT

## ORGANISATION



For Step 1 and Step 2 the children can move freely around the hall.

For Step 3 and Step 4 organise the children as shown.

Star ★ denotes beanbag at take off point, i.e. hop.

## ACTIVITY

**1 Throwing**

Practice the grip, swing and release technique, using a primary discus where available. Implement a throwing line beyond which the child may not step when releasing the quoit.

**2 Hurdling**

The emphasis is now on improving the children's style and speed.

**3 Jumping: Introduce the triple jump as an option****Step 1**

Jog, take off on one foot, land on the same foot (hop).

Ask the children to repeat this several times.

**Step 2**

Jog, take off on one foot and land on the other foot (step).

Repeat several times.

**Step 3**

Stand, hop, step and jump.

**Step 4**

Jog, hop, step and jump.

## TEACHING POINTS

- Q** Ask the children to describe the footwork.
- R** Stand with the left shoulder sideways to the direction of the throw, feet shoulder width apart and right toe level with the left heel.
- Q** Now, can you describe the release.
- R** Swing behind and then to the front.

- The children hop from right foot and land on right foot.
- Step from right onto left.
- Spring from left to land with both feet together.
- Reverse instructions for the child who wishes to hop from the left foot.