

Early Stage 1 & Stage 1 Physical Activity Program (PDHPE)

Unit: Athletics

Time Allocation: 6 Weeks (6 x 40min lesson)

Strands covered: Games & Sports, Active Lifestyle

Principal Focus: Physical activity plays a vital role in promoting the physical, social and emotional growth and development of individuals. If students are to develop positive attitudes towards physical activity they need to feel competent and confident in being able to perform fundamental athletic skills. This is best achieved in settings that do not place heavy emphasis on competition, allowing students the necessary time and support to gain a concept of, practise and master skills.

Outcomes

Knowledge & Understanding

GSES1.8

Demonstrates fundamental movement skills while playing with and sharing equipment.

Skills

COES1.1

Express feelings, needs and wants in appropriate ways.

DMES1.2

Identifies some options available when making simple decisions.

INES1.3

Relates well to others in work and play situations.

MOES1.4

Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.

PSES1.5

Seeks help as needed when faced with simple problems.

V5

Willingly participates in regular physical activity

V6

Commits to realizing their full potential

Indicators

Knowledge & Understanding

- shows understanding of the language used in games by responding to verbal and non-verbal directions, eg run, hop, roll, chase, bounce, skip, wheel

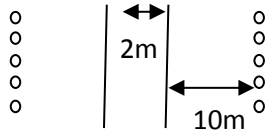
- identifies a variety of games and play equipment

Skills

- Responds to simple instructions and rules
 - Plays simple response games
 - Uses correct vocabulary for body movements
 - Chooses between safe and unsafe situations
 - Observes rules and procedures that keep them safe
 - Learns to share equipment, material and workspace
 - Maintains stillness of head and trunk when balancing
 - Stretches and curls the body at levels (high & low)
 - Walks, runs, slides at different tempos/speeds
 - Climbs up, through, under, over apparatus
 - Asks for help when injured or hurt
 - Follows advice on how to use new equipment
 - Accepts being told no when appropriate
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- Values the importance of physical activity to health
 - Enjoys regular participation in worthwhile physical activity
 - Appreciates the need to participate in physical activity with safety
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- Recognizes the aesthetic and technical qualities of movement

Students Learn To:

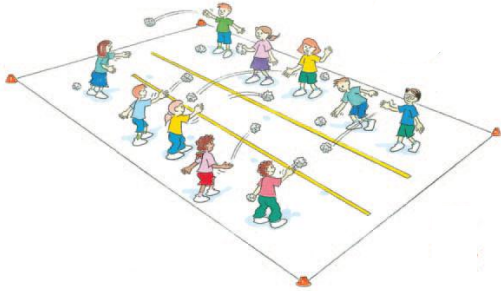
<p>Non-locomotor Skills</p> <ul style="list-style-type: none"> • stretching/bending/twisting • swinging body parts • balancing 	<p>Locomotor Skills</p> <ul style="list-style-type: none"> • walking • running • jumping/landing • hopping/skipping • side sliding 	<p>Manipulative Skills</p> <ul style="list-style-type: none"> • rolling/stopping an object • throwing <ul style="list-style-type: none"> – underarm • catching <ul style="list-style-type: none"> – large objects
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Lesson #	Lesson Activities	Time	Registration
<p>#1 ES1 & S1</p>	<p><u>Warm Up</u></p> <p>Bean Bag Scramble (Activities Resource – pg 26) (using tennis balls or shot puts) Shark in the Sea (Activities Resource – pg 30) (use circle of markers)</p> <p>General Stretch (stretch all major muscle groups 5-10 secs) - Ask the question: Why do you need to warm up before activity? Explain to kids</p> <p><u>Running / Sprinting</u></p> <p>Radar Run (set markers 10 lines (1-10) 15-20m apart) (Activities Resources pg 29)</p> <p>Get students to perform a run through doing the following:</p> <ul style="list-style-type: none"> * Try sprinting flat footed/on your toes/on the balls of your feet. Which way helps you sprint faster? What part of your foot lands first when you are sprinting, what about when you are jogging? * Lean forward when you sprint, then, try to stay upright, which feels best for you? Why? * Try to run fast and move your arms slowly or not at all. Which is better? Why? <p>Briefly explain to students what they need to remember when running:</p> <ul style="list-style-type: none"> * Eyes focused forward throughout the run * Drive off ground with front part of foot * Body leans slightly forward * Hands held in a relaxed position * Arm drives towards the back, elbows maintain 90° throughout forward and backward swing * Head and upper body are stable, jaw and neck <p>Rats & Rabbits (two lines – one line rats, other rabbits 2m apart with cones 10m away from each line)</p>  <p>Students can start in different positions eg standing start, face down, cross-legs etc</p> <p><u>Cool-Down</u></p> <p><i>General Stretch</i> (as with warm-up stretches)</p> <p>Gain feedback/evaluation from students: <i>What things do you need to remember when sprinting?</i></p>	<p>5min</p> <p>5min</p> <p>10mins</p> <p>5min</p> <p>5min</p>	

2
ES1 & S1

Warm Up

Throw, Throw, Throw



- * Split group into 2 even groups, use cones to have 2m divide down middle.
- * Scrunch paper balls for throwing.
- * 30 sec games where students attempt to throw as many paper balls into opposition area and vice versa.

Note: Games can be done using underarm, over arm and/or rotational throws.

General Stretch (Particularly upper body 5-10 secs)

- Ask the question from last week:
Why do you need to warm up before activity?

Throwing

Throwing in athletics incorporates the following movements/skills:

- » One and two-hand delivery (over-head, between legs and rotational)
- » Underarm throwing
- » Overarm throwing
- » Throwing for distance (overarm)
- » Throwing for accuracy (use hoops – place appropriate distance away)
- » Rotational throwing (discus style)
- » Stepping and throwing (shot put style)

Line students up (2m apart) Each student has a tennis ball. Ask students to demonstrate each of the following throws.

Note: You may need to demonstrate for some of the throws

Shot Put

Demonstrate Shot Put technique (focus on basic elements)

* *Hold the shot - "clean palm" "dirty neck" "elbow up"*

* *Standing side on*

* *Push shot...not throw*

(you may need to get students to demonstrate without ball to start)

* *Drive upwards from bent legs while pushing shot*

* *Transfer weight as driving Put upwards (legs/lower body position → extended body)*

Note: start with tennis balls, if capable, introduce plastic shot put.

Cool-Down

General Stretch (as with warm-up stretches)

Gain feedback/evaluation from students while stretching:

What things do you need to remember when throwing shot put?

5min

2-3min

10min

10min

2-3min

3
ES1 & 1

Warm-up

Form- a- Group (athletics play resource)



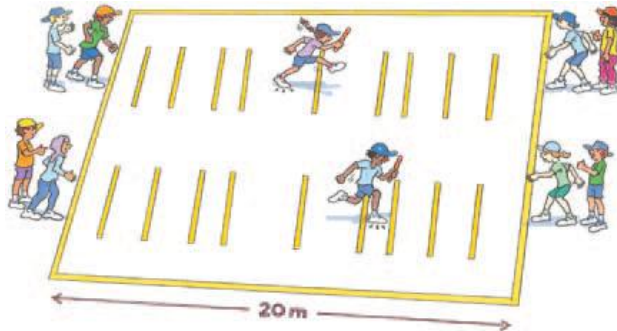
2-3min

In groups of six move to next activity:

Ladder Relay (you can use hoops, cones etc.) Would be an idea to divide students into 5-6 teams of 4.

5min

This activity is aimed at getting students used to long strides / leaping



2-3min

General stretch (Focus on lower body)

5min

Leaping

One line of students (1 meter apart)

Can you leap...

- and land lightly
- keeping your arms straight
- as high as you can
- alternating high and low leaps
- and stay in the air as long as you can
- from a three step approach
- and find different ways to move your arms in the air
- with one eye closed
- keeping your arms bent

Q. Which way helps you leap the furthest? Why?

5 min

Caterpillar

Students split into pairs, then divide pairs into groups of 6-10 students.

Ask students to lie face down in a line facing their partners (each pair 1m from the other pair). When teams are instructed the pair at the head of each group will jump up and leap over the other pairs until getting to the tail and lying down at the other end of the line (1m apart again). When lying down next pair at head will jump up and race to the tail leaping over other pairs.

Continue as a race until a group or all groups reach a designated point.

Long Jump

Line students up in straight line (1m apart, line marked out with cones) all facing same direction. Set up line of cones 5-10m away.

Demonstrate / Explain how to correctly execute long-jump:

- Running approach 6 - 8 strides
- Arm action 'high in air'
- Leg action (knee lift, bring together for landing)
- One foot take-off two feet landing
- Safe landings

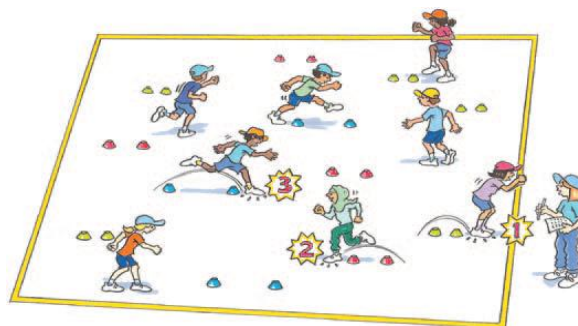
Students practice long-jump skill a number of times, remind students about the correct technique involved. Jumps performed on grass at first. If long-jump pit available can use once technique has been practiced.

Warm Down

General Stretch

Warm-Up

Look out for others



Marker cones placed around the playing area at different distances eg. Green cones = short distance, Red cones = medium distance, Blue cones = long distance.

What to do

- Players move around, leaping from one foot and landing on the other, over a series of markers.
- Players try to accumulate as many points as possible within a given time, e.g. 30 seconds.
- Players take off from their opposite foot each time they jump.

Points are accumulated as follows:

- Green cones = 1 point
- Red cones = 2 points
- Blue cones = 3 points

Extension:

- Increase the distance of the markers.

10min

2-3min

5min

2-3 min

- Add taggers: each time a player is tagged, they lose a point.

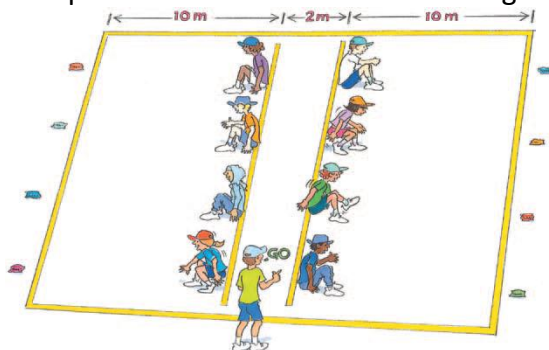
General Stretch – (focus on muscles used when running)

2-3min

Sally and Steve

5min

- Players line up opposite their partner, approximately 2m away, in a starting position of your choice, e.g. sitting facing away, lying prone facing away or sitting with knees up or cross legs.
- On your call, players sprint to their end line, approximately 10m away, pick up their bean bag and sprint back to the middle.
- The first player of each pair to make it back to the starting line wins 1 point.



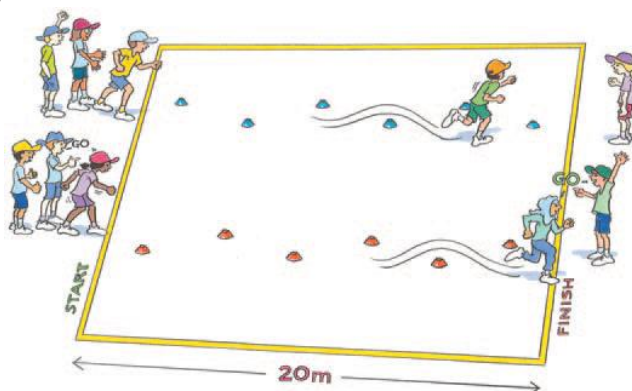
Relays

Note: Discourage students from swapping the baton into the other hand while running as this increases the chance of dropping it.

Shuttle Relay

5min

- The outgoing runner faces the incoming runner and takes the baton in both hands as the incoming runner runs off to one side. The outgoing runner should stand with arms outstretched in front of their chest and thumbs crossed.
- (teams of 4 or 6)

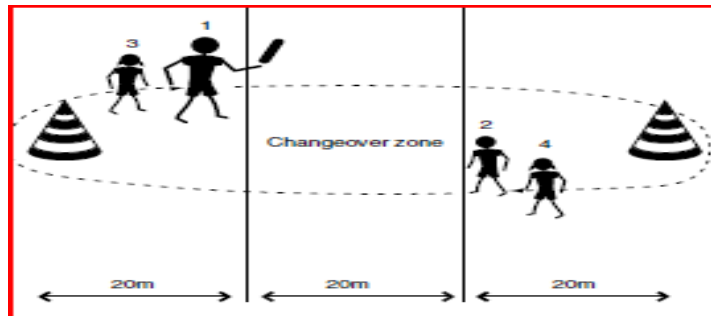


The following progressions/modifications can be used:

- walk through the exchange
- jog through the exchange
- sprint through the exchange
- use cones/mini hurdles/hoops

Loop Relay

Groups divide into 2-4 and take position on changeover lines (see diagram). Student 1 sprints through the changeover zone, around the marker cone and passes the baton to student 2 inside the changeover zone. Student 2 rounds the marker cone at the other end and passes the baton to student 3 inside the changeover zone and so on.



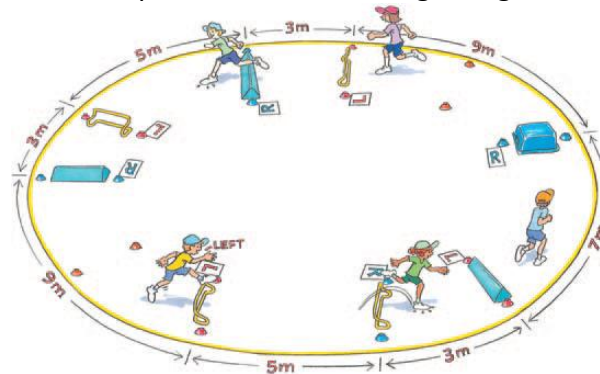
Baton Exchange

The passing action is performed by using alternate hands as follows:

- The first runner carries the baton in their right hand and passes it into the left hand of the second runner.
- The second runner passes the baton from their left hand into the right hand of the third runner.
- The third runner passes the baton from their right hand into the left hand of the fourth (final) runner.

* *Extension (if time):*

Set up obstacles around loop for students to navigate eg hurdles hoops etc.



Cool Down

General Stretch

(while doing this question students about points to remember when running / changing baton in relays)

5min

5min

2-3min

5
ES1 & 1

Warm Up

Beat the Bucket (modified)

Split class in half (throwers vs fielders)

Set up square with cones (10-20m sides, depending on age group)

Throwing team lines up along one side while fielders have to find a spot in the field and stay standing until all balls are thrown on count of three.

Runners must run around square and arrive back at starting place before fielders run ALL balls into bucket in middle of square.

If all throwers get home first, their point, if fielders get all balls in first their point.

Repeat 3 times then swap.

* Incorporate stretches into activity (throwers– shoulder stretches, fielders– legs)

5min

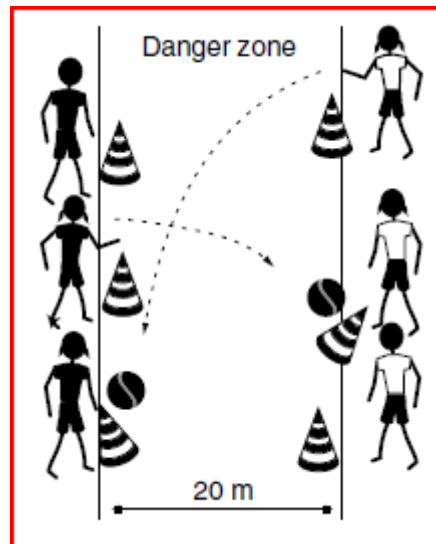
Knock Down

Students in pairs lined up 5-20m apart (depends on age and skill level)

Standing behind cone/marker (each spread apart 3-5m)

Start with one person having tennis ball (throwing over arm) to try and hit cone/marker opposite (3-4 throws per person). Each hit worth a point!

5min



- Introduce mini discus. Demonstrate how to hold, how to roll out of fingers (mentioning this is how discus should leave hand when throwing).

Get students to bowl discus underarm at target (4 per person).

5-10min

- Introduce foam javelin. Demonstrate how to hold, positioning of javelin etc. Ask students to aim at hitting cone/marker (note: make sure markers are close, depending on age and partners are well back from cones when partners throw) (4-5 throws per person).

5-10min

If time, get partners on one side and allow students to throw discus and javelin as far as they can (note: using correct technique and safe distance apart...especially with discus).

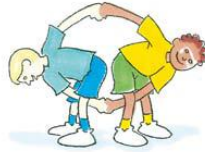
Cool down

Stretch

Disguise stretching as an engaging activity.

5min

STRETCH



**STEP IN
AND OUT**

