



## PDHPE

## Early Stage 1

### Sprint Run

#### Activity context

The sprint run is a fundamental movement skill which is introduced in Early Stage 1. The focus for teachers should be on students developing the introductory components of the sprint run. The sprint run is a locomotor skill characterised by a brief period where both feet are simultaneously off the ground (called the flight phase). The ability to perform a sprint run is fundamental to many games, sports and everyday activities. Examples include sprinting in athletics, a fast break in soccer or hockey, running to bases in softball and tee-ball or even just running for a bus, which can be performed better with a proficient running technique. A proficient running technique can improve speed and endurance, which in turn may also enhance health-related fitness by improving cardiorespiratory endurance.

#### Syllabus links:

ALES1.6 Develops a repertoire of physical activities in which they can participate

- takes part in different types of physical activity

GSES1.8 Demonstrates fundamental movement skills while playing with and sharing equipment

- moves and stops a ball with hands and feet

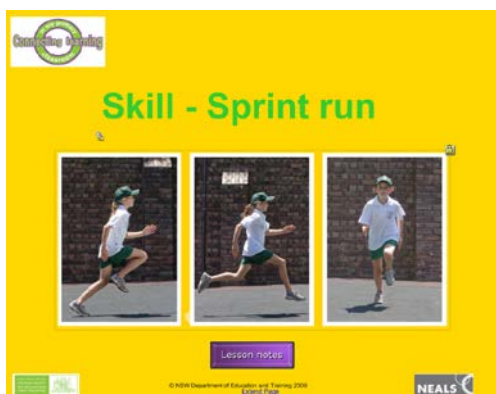
COES1.1 Expresses feelings, needs and wants in appropriate ways

- responds to simple instructions and rules

INES1.3 Relates well to others in work and play situations

- works happily with class peers.

#### Notebook page



#### Activity

Explain to students that the lesson will focus on the 'sprint run'.


Ask students which sports include lots of sprint running.

#### Introduction of skill

Read the components of the 'sprint run' aloud. Emphasise the introductory components marked in bold.

- Lands on ball of the foot.
- Non-support knee bends at least 90 degrees during the recovery phase.
- **High knee lift (thigh almost parallel to the ground).**
- **Head and trunk stable, eyes focused forward.**
- Elbows bent at 90 degrees.
- **Arms drive forward and back in opposition to the legs.**

Click on the paper clip icon at the base of the "Sprint Run" title

to link to video. 

[NB if you do not have QuickTime installed on your computer, the video may not play. In this instance use the *Get Skilled: Get active* resource (2005) available for purchase on the curriculum



**Skill - Sprint run**

- Lands on ball of the foot.
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support website.]

The video shows a proficient student, followed by a developing student performing the FMS 'sprint run'.

After observing the proficient student, you should mute the sound. As the developing student performs the skill, ask students to indicate the errors the student is making.

Keep referring to the skill components of the sprint run outlined in the lesson plan.

### Outside Activity

Take students outside to practise and develop the skill.

### Warm up Activity

#### 'Horse and Jockey'

Equipment: Grass area

Organisation: Children group into pairs and form a circle.

Activity: Child on the outside is the jockey and the inside is the horse. Leader calls out 'left' or 'right'. Jockeys run around outside of the circle in that direction. When back to their partner they crawl through their partners legs to finish standing behind them with their hands on their horse's shoulder. Horse raises hands in the air to signal finish. Change roles between the horse and jockey.

### Skill Development Activity

1. Set up a line of markers approximately two metres apart. Have students march over the line of markers with their hands on their hips, and then marching tall and straight with their arms extended over their heads. Emphasise still heads, straight tall bodies and high knee lift.
2. Demonstrate the correct use of arms when running. Use the teaching cue 'bend your elbows and swing your arms'. Have students sit in a 'tall' position and use their arms slow and then fast. Students then stand in a 'tall' position and repeat arm movements. Make sure students keep their head still and look to the front, keep their bodies straight and their shoulders still and bend their arms.

### Minor Game Activities -

#### 'Goldilocks and the three bears'

Equipment: 9 cones markers

Area: grassed area

Activity: Mark out the play area with a 'safe' area at one end and a 'bear house' at the other end. Choose three players to be 'baby bear', 'Mama bear' and 'Papa bear', who stand inside the bear house. All other players stand at the other end behind their

safe area.

On the 'Go' signal, players run towards the Bears' house calling, 'Who's at home?' If the bears in the house answer 'baby bear', 'Mama bear' or 'Papa bear', the players keep going and call again. But if the bears answer 'Goldilocks', the chase is on. If you get tagged by one of the bears, you must join them and help catch the other players. Keep playing until all players have been tagged.

Variation: Have the bears turn their backs to the players.

#### **'Knees up'**

Equipment: 20 markers

Area: grassed area

Activity: Divide class into groups of 5. Set out marker to create 2 lines about 20 metres apart. Students stand in lines and skip with a high knee lift and matching opposite arm movements, towards the opposite line. Elbows bend at right angles in front and behind the body.

#### **'Stuck in the mud'**

Equipment: 4 markers

Area: grassed area

Activity: In defined area, one student is nominated as IT and must tag others. If tagged, students become 'stuck in the mud' and cannot move until another student runs around them 2 times to 'unstick' them. Game ends when all students are stuck.

#### **Assessment strategies:**

The teacher:

- observes student involvement and execution of the introductory components of the sprint run (high knee lift, head and trunk stable, eyes focused forward and arms drive forward and back in opposition to the legs).

#### **Assessment criteria:**

The student:

- participates in games where cooperation is important for success
- takes part in different types of physical activity
- plays simple response games.

These criteria relate to outcomes COES1.1, ALES 1.6, INES1.3 and GSES1.8.

*The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.*