

PDHPE

Early stage 1

Types of physical activity.

Activity context

This activity may be used as part of the COGs unit *Healthy choices (D)*. Students develop an understanding of how physical activity affects their body. This activity focuses on things students need for their body. It can be utilised as part of another Personal Development, Health and Physical Education unit of work.

Syllabus links:



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

- makes a personal list of preferred activities

TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

- participates in class discussions and partner activities.

Notebook page	Activity
	<p>Students view a series of videos/photos to identify activities that are active (walking or frisbee), highly active (running, soccer) and not active/passive (reading a book, watching TV, playing computer)</p> <p>Record students' responses on the chart by dragging the picture under the correct heading.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • which activities make you huff and puff? • which activities are good for your health? • why do we need to be active? • how does your body feel when you are active? What happens to your body? • what activities can we do on our own? What activities need others? • what are your favourite active and passive activities?
	<p><i>During physical education, organise a variety of fun and engaging activities, including games and sports, dance and gymnastics. Within these activities, students have the opportunity to explore and discuss how physical activity affects their body.</i></p> <p>Play a vigorous game outside (see lesson notes attached) and then come back into the classroom to discuss with students the way their body feels after being active.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • how does your skin feel? (hot or cold) • is your skin dry or wet? Why do you think this is? • is your breathing fast or slow? Why? • do you feel thirsty, hot, tired, full of energy? • what does your heart feel like?

	<p>Discuss the benefits of taking part in games and other physical activities:</p> <ul style="list-style-type: none"> • what do you like about it? • what games do you like? <p>Record responses on the board.</p> <p><i>Reinforce the benefits of physical activity such as enjoyment, friendship, good health and introduce the concept of a balanced lifestyle.</i></p>
	<p>Pose a scenario about being active, where students can make suggestions of solutions. For example, Ahmed watches TV everyday after school. Discuss:</p> <ul style="list-style-type: none"> • is this good for him? Why/ Why not? • does he have a balance of active and passive activities? • what could he do after school to be active? • what could you do to be more active after school?
<p>Assessment strategies:</p> <p>The teacher:</p> <ul style="list-style-type: none"> • observes student responses in identifying activities that are active, highly active and not active. <p>Assessment criteria:</p> <p>The student:</p> <ul style="list-style-type: none"> • explains how their body feels after physical activity. • contributes to class discussions and partner activities. <p>These criteria relate to outcomes and ALES1.6 and TES1.2</p> <p><i>The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.</i></p>	

Example: Early stage 1 - physical education component.

Huff and puff: '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

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.

Demonstrate the correct use of their 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.

'Run, rabbit, run!'

Equipment: 4 cone markers, one braid per player

Area: grassed area

Activity: Use cones to mark a safety line at each end of the play area. Call the area behind the line the 'rabbits burrow' and the area in front 'the woods'. Divide the class into two equal groups – the foxes who run through the woods, and the rabbits who stand side by side on their 'home' line, facing the woods. Each rabbit has a tail tucked into the back of the waistband of their uniform. Choose a leader of the foxes. Rabbits, quietly go out into the woods to play. Can you hop like a bunny? Leader of the foxes, at any time, calls run, rabbit, run! Rabbits quickly head for your burrow on this signal while the foxes try to pull your tail to capture you. Any rabbit whose tail has been pulled becomes a member of the foxes' team. Rabbits, again hop into the woods to play. The Leader of the foxes, waits patiently, and then gives the chase signal. Continue the game this way until all the rabbits are caught. Play the game again and have rabbits and foxes change roles.

Finishing off

Ask students questions like:

Why is it important to keep your head and shoulders still?

How does bending your arms help you to run?

Why is it important to lift your knees high?

How can you make sure you run in a straight line?

'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.

