

Lesson 1 of 6

Running

EQUIPMENT

one tennis ball per student »
short skipping ropes » cut-out
of student in running position »
felt pens

Warm It Up

SCRAMBLE

Print numbers on as many
tennis or utility balls as there
are students and scatter the
balls in the activity area.

Assign a number to each student. On the signal to begin, students try to find their ball and then help others until every student has found the ball with their assigned number. Repeat the activity, or try dividing the class into two groups and assigning each group to find half the balls; e.g., 1-15 and 16-30.

ABCD's of Physical Education



Benefits of Health

| | |
|--------------------|----------|
| Functional Fitness | |
| Body Image | |
| Well-Being | B(1-3)-7 |

RELATED RESOURCES

Run Jump Throw... and away we go!, Alberta Learning, 2001, www.education.alberta.ca/physicaleducationonline/Edmonton2001/runjump.asp
Physical Education Online website, www.education.alberta.ca/physicaleducationonline



Safety First!

For safety, equipment, and supervision considerations when planning indoor physical activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.

Clues that students are achieving the outcome...

"Students will identify changes that take place in the body during physical activity." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Describe changes that take place in the body when running; e.g., faster heart beat, faster breathing rate, feeling warm.



Whoop It Up

SPEEDY MACHINES

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Explain to students that at the end of class, they will be asked to share examples of the changes they felt in their bodies while participating. Instruct teams of 3-4 students to line up behind a designated start line that extends the length of the activity area. Place a pylon 10 meters away from each team as a turn around point. On the signal to begin, one student at a time from each team will travel to the pylon and back as instructed. Students will give the next teammate in line a high five when crossing the start line as a signal for the next student to complete the relay. Continue each relay for 1-2 minutes so that all teams stop at the same time. Lead students through the following relay activities designed to increase running speed: high knee marching, low knee skipping, high knee skipping, slow seat kicks, fast seat kicks, sprinting. Ensure students keep their upper bodies tall and swing their arms while moving their opposite legs when completing the relay activities.

CATCH ME IF YOU CAN: In pairs, students jog one behind the other, each grasping one end of a rope. When the front runner releases the rope, the partner also releases and chases and tries to tag the front runner. Switch roles and repeat. Encourage students to jump or leap over the ropes on the floor for safety.



Safety First!

For safety, equipment, and supervision considerations when planning tag-type activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.



Wrap It Up

Post a cut-out of a student in a running position on the wall and gather in that corner of the activity area. Ask students to suggest some of the changes they felt while participating in the running activities; e.g., red cheeks, heart beating fast, sweating, breathing faster, feeling energized. Record the answers on the cut out and explore why the changes happen and the benefits of participating in physical activities.