



Irish Primary Physical Education Association (IPPEA)

7th Annual Conference

Mary Immaculate College of Education, Limerick

Saturday March 20th 2010

Title of Presentation/Workshop:

Ready Steady Go Athletics

Presenters Name: Suzy Macken

Ready Steady Go Athletics Workshop

Warm ups

1) Bop it – use game Bop game control e.g. twist it

Kick it – children kick in front of them

Twist it – Twist bodies half way around without moving feet and twist back again

Spin it – children turn around

Pull it – Imagine they are pulling 2 levers from above their head

Bop it – jump in the air

2) Jungle – Jump over logs

Duck under branches

High kness in the quick sand

Run from the tiger

Tip toe past the snake

Talk to the monkey

Swing like Tarzan

3) Smugglers – Goodies and Baddies (tidy and Messy)

Scatter hoops around the area you are using. The goodies have a 30 second head start to place beanbags in the correct coloured hoop. On the teacher's instruction/signal the baddies steal the beanbags and mix them up in the hoops. The goodies continue to try and remedy the problem. On teacher's signal children stop. Count how many beanbags are in correct hoop.

4) Hoop Race

2 A's and 2 B's stand opposite each other at a distance e.g. 5 – 10 metres. The A's lift the hoop without using their hands and run across to the B's, drop it. B's must lift without using hands and run to A's cone and back and return hoop to A's in same manner as before and A's run back to their starting cone.

5) Ladders

Pair up the children and sit them down with legs flat on ground. Spread pairs out with approx a foot to 2 feet apart. Number each set of pairs. On the teachers call e.g. no. 2 the pair with that number jump up and run across the legs of the remaining team members, back to the top of the group and down as far as their starting point.

6) Elves, Giants and Wizards (Rock, Paper, Scissors)

Elves beat Wizards – they can run through their legs

Giants beat Elves – they can stomp on their heads

Wizards beat Giants – They are smarter

IPPEA Conference 2010

Split the children into 2 groups and stand in a line opposite each other(2metres). Each group must pick one of the above signs. Both groups shout “Elves, Giants, Wizards.....” and then their sign The side that wins chases the other team back to their home and try to tag them. The object of the game is to get as many of the opposition out. If there is a tie you call again.

Actions – Elves squat down low and put fingers up like pointed ears, Giants stand on tip toes and stretch arms up high, Wizards turn 90 degrees and put arm out and wave finger like a wizard.

7) Cups and Saucers

Place enough cones around the area so that there is one per child. Place half the normal way(saucers) and half upside down (cups). Divide the class into 2 groups and name 1 group cups and the other saucers. The cups must turn the cones upside down and the saucers must place them correctly. The groups with the most cups or saucers are the winners. Explore different ways of travelling e.g. hopping, skipping to make it more interesting. A time limit of 30 seconds is plenty.

8) Foghorn, Leghorn

Groups divided in 2. First group lines up in a line with an object at front of line.

The other group forms a tight bunch as close as possible and elects a runner. The leader shouts “Go Foghorn”. The group in the line passes the object Under-Over style down the whole line. While they are doing this the runner runs around the lined up group and his/her team mates count how many runs he/she makes. When the lined up group are at the last person the last person shouts go and throws the object as far as possible. The bunched up group runs to it and line up and do the Under-Over movement and the lined up group take on the bunched up groups role. You can continue this over a decided period of time and the group with the most overall runs are the winners

Running

Reaction Sprints

Sprint cone to cone

Use different starting positions – kneel, crouch, wide/narrow shapes, sitting etc

Shuttle sprints

Name or number the cones and call out different sequences for each person in the group.e.g. 3241. The children must run out to 3 and home, 2 and home, 4 and home and 1 and home.

Alternatively the children can just make sure that they touch each cone in order – run to 3 then back to 2 then on to 4 and back to 1 and home.

Reaction Sprints - 3rd to 6th

Groups of 4 labelled ABCD with A's first in line B's 2nd etc. Use as many groups as space allows. Mark out a freedom line 6 to 8 metres away from the start.

A's choose a starting position and B's must copy. On the teacher's whistle A's must try and get to the freedom line without B's tagging them. Award points to make children more interested. Swap roles on the next run.

IPPEA Conference 2010

IPPEA Conference 2010

Children work in pairs standing at cones 50metres apart opposite each other. Place a beanbag half way across. Children must meet partner at the beanbag and jog to the cone opposite and back to their starting position. Repeat for a specific period of time and children count the number of runs they make

Relays – begin all in walking format before introducing a jog

Paired relays

Put children in pairs. One child at start and the other at half way mark. Number them 1's and 2's. Number 1 holds the beanbag in their right hand. Number 2's stand sideways with their left hand stretched back. On the signal Number 1's run to Number 2's, passes the beanbag and Number 2 runs to the finish line. Switch roles each time.

When Number 1 passes the beanbag they must remember to walk to the left side of the Number 2's

Development – introduce baton and increase the distance they have to run

Relays – 3rd and 4th

Number children 1 to 4 and place in a line spread out over the space available. The baton starts with Number 1 in their right hand. Number 1 passes to Number 2's left hand, Number 2 passes to Number 3's right hand and Number 3 passes to Number 4's left hand.

When they reach the last person Number 4 becomes Number 1 and reverse the line.

Repeat the above activity introducing a jog.

Development – increase distance. On approaching the next person the runner shouts HAND so the next person is ready with their hand out and begins their jog before the oncoming person reaches them.

Relays – 5th and 6th

Revise above. Change positions of children in line to give overall experience

Circular relay – mark out an area with cones approx 20 metres apart. Encourage a down sweep baton changeover where the runner places it down into the receiving player's hand.

Changeover Zones – Mark out your track and 4 cones for each member of the group. Place a beanbag 3 metres behind each cone and another 4-5 metres in front. This marks the changeover zone

Indoor Relay

Make groups based on the space available. Ideally groups of 5-7 are best. Place a mat half way up the hall for each group. The children sit on the mat in a line, one behind the other. The first child stands on the right hand side of the mat. He/she run to the cone at the top, back down the left hand side of the mat to the bottom cone. The next person is waiting on the right hand side of the mat to receive the beanbag/baton. The winning team is the team who has all players back and in original line first

Hurdles

Ropes along the ground, cones in pairs, low hurdles, jumping in and out of hoops

1st and 2nd

Walk to low hurdle and step over left side with lead leg only, keep other leg away from hurdle. Discuss with children first which leg they prefer to use to jump the hurdle.

On right hand side of left depending on lead leg children bring their following leg over the hurdle only.

Now get children to jump small hurdle using lead and following leg

IPPEA Conference 2010

3rd and 4th

As for 1st and 2nd. This time encourage even strides between hurdles, 1,2,3 – left right left over or for a left lead leg...right left right over

KEEP HURDLES low TO WORK ON TECHNIQUE

5th and 6th

As above

Adjust height of hurdles if techniques learned

Work on running rather than jumping hurdles, keeping body low

*** Use cameras on continuous photo takes so you can show the children how to improve their techniques