Be active - Early Stage 1

Unit overview

This unit aims to introduce Early Stage 1 students to games and activities that foster cooperation, teamwork and the ability to listen to and follow directions. They are well known games and activities that are easy to organise and require little equipment. The skills learnt during this unit encourage students to be active during playtime and promote physical activity that is appropriate to their stage of development.

Each week has been written for multiple PDHPE sessions per week. Each week contains examples of:

* huff and puff activities
* skill development and student questioning
* finishing off games or activities.

Teachers should choose a combination of activities which suit the space and resources available and the student needs in your class. Some sessions may be used more than once to revise and build on previous skill development and game concept learning.

This document references the [PDHPE K-6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-K-6-syllabus) © 2007 [Copyright Board of Studies NSW](http://syllabus.nesa.nsw.edu.au/copyright/) for and on behalf of the Crown in right of the State of New South Wales.

Syllabus outcomes

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

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

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

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

Physical literacy continuum markers (Cluster 1)

Movement competencies

* Moves rhythmically from one point to another

Tactical movement

* Participates within the rules of physical activities
* Identifies rules and tactics within a physical activity

Motivation and behavioural skills

* Participates in physical activities that they enjoy
* Demonstrates willingness to try new physical activities
* Reflects on how they feel after physical activity with guidance, e.g. energised, refreshed, happy

Personal and social attributes

* Recalls rules related to procedures and safety in physical activities
* Demonstrates consideration and cooperative behaviour towards others when prompted during physical activity
* Demonstrates willingness to work with a partner

Lesson overview

| Week and focus | Learning experiences | Planned assessment and teaching notes |
| --- | --- | --- |
| Week 1  Equipment: CD player and music of choice, markers, whistle  Focus:   * Moving safely in space * Following directions * Responding to stimulus * Work cooperatively * Recognise the body’s reactions to physical activity | Getting started - Huff and puff activities   * Times ten. Position students in their own space within a designated area. Students follow simple directions such as jump 10 times, hop 10 times – change legs, jog on the spot, march on the spot swinging your arms, walking with high knee lift. * Rescue. The class works in teams of four. Set up two markers about ten metres apart in front of each team. On a whistle student one runs to the marker and back again to collect student two. Linking arms, they both run around the marker and back to collect student three. This continues until the whole team runs around the marker and back together. Repeat the relay but as a ‘drop off’ relay.   Skill development activities   * Follow the leader. One student is the ‘leader’. The leader moves around the space using different types of locomotor skills e.g. walking in different directions, skip, run, walk clapping hands above head, hop, jump, side gallop and leap. The other students ‘follow the leader’ by repeating the leaders actions. * Traffic lights. Students stand along a line. On the command “green”, students take a step or jump forward. On “red” they take a step or jump back. On “orange” they hold a balance. Actions can be varied as students skill level increases e.g. on “green” take two jumps forward; on “red” three hops backwards; on “orange” run on the spot. * Clumps. Students perform a locomotor skill to move around a designated playing space, avoiding contact with other students. As a number is called out, students form groups of that size e.g. three. Variations: Students move to music. When the music stops a number is called and students form groups. Vary the locomotion, e.g. hop, skip, jump, side gallop, leap.   Following the activities ask students:   * How does your body feel after playing the games? (hot, sweaty, puffed, energised, happy) * What was your favourite activity or game? * What did you like about that activity or game? * Could you play these games with your friends in the playground? When? * What were some of the rules you needed to remember while you were playing? Why do we need these rules?   Finishing off   * Space awareness. Students move around a designated area to music, being mindful of other students. Change the locomotor movement frequently, e.g. run, hop, skip, side gallop, leap, jump.   Variation: Students move around the designated area using locomotor movements. When the music stops, students perform a balance. Add variety by asking to students to balance using one foot, one foot and another body part, balance with a partner. | These activities focus on students moving safely in space, following directions and responding to stimulus. It also offers opportunities for students to discuss and recognise the body’s reactions to physical activity.  Assessment strategy  The teacher observes student’s participation in activities.  Assessment criteria  The student:   * willingly takes part in different activities * contributes to discussions about how physical activities affect the body * moves in relation to others in personal and imposed space * responds to verbal and non-verbal cues   These criteria relate to outcomes ALES1.6, GSES1.8, INES1.3, COES1.1 |
| Week 2  Equipment: 5 to 6 hoops  Focus:   * Moving safely in space * Following directions * Participating in cooperation games * Working well with others * Fair play | Getting started- Huff and puff activities   * Everyone tag. Students use a locomotor movement to move within a designated area and try to tag each other. Students who are tagged crouch down and continue to tag from this position. Once they have tagged 2 people they re-join the game moving within the area. Variation: Change the locomotor movement e.g. walk, skip, hop, jump. * Scissors, paper, rock. Students stand on a line facing each other with their fists touching in a side gallop ready position. On the call ‘Scissors, paper, rock’, students move their arms to reflect the action. If they win the hand, they chase their partner using a side gallop to the end lines. If there is a tie, they keep playing until someone wins. * Hoop island. Mark out a playing area and scatter hoops randomly around the area. All students start in a hoop except three students who are nominated as ‘taggers’. The taggers chase the students as they move from hoop to hoop. Students can stay in a hoop for only a short time before moving on. Any student who is tagged becomes a tagger.   Skill development activities   * Here, there, nowhere. Mark out a playing area and explain the calls to students. On a call from the teacher, players run towards the teacher (here), away from the teacher (there) or do an activity on the spot (nowhere). Safety - If indoors, boundaries should be away from walls or freestanding objects. Variation: Add extra calls, e.g. ‘high-5s’, students ‘high-5’ three other students and feet must be off the ground when hands touch. Call a ‘balance’ on one leg, one leg and one hand, two hands and one leg. Use different travelling skills, hop, skip, long steps, jumps, high steps. * What’s the time Mr/s Wolf? Select one student to be Mr/s Wolf. Mr/s Wolf stands with their back to the rest of the group. The class repeatedly ask in chorus “What’s the time, Mr Wolf?” Mr Wolf answers with different times which indicates how far student move towards him/ her e.g. 9 o’clock = 9 steps, hops, skips, 3 o’clock = 3 hops, steps or skips. Students use a nominated locomotor movement to move towards Mr/s Wolf until he says ‘dinner time’. When dinner time is called, Mr/s Wolf turns and chases the other students back to their starting position, attempting to tag as many as possible. One of the tagged students becomes the next Mr/s Wolf.   After playing these games, ask students questions like:   * What was your favourite activity or game? * What did you like about that activity or game? * How are we being physically active when we play? * How do you feel when you are being active? * Could you play these games outside of class? * What is good about playing games and being active outside of class? * Why would someone play games outside of class? (e.g. interacting with others, making friends, having fun, moving and not sitting, feel good, energy) * How can you make sure you include everyone in the games we played? * Frogs jump. One student is chosen as the leader. The leader acts out the following rhyme while other students’ copy as closely as possible. The leader is changed when the rhyme ends. Chant the rhyme with the students until they learn it. * Frogs….jump; * Caterpillars….hump; * Worms…..wiggle * Bugs….jiggle * Rabbits….hop * Horses….gallop; * Snakes….slide; * Seagulls….glide; * Mice….creep * Deer….leap; * Puppies….bounce; * Kittens….pounce; * Lions….stalk; * But I …..walk!   Finishing off   * Star jumps in the mud. Mark out a grass area and select three students who are ‘It’. On ‘Go’ students run around in the space. If students are tagged they become ‘stuck in the mud’ and they do star jumps until another student runs around them twice to ‘unstick’ them. Change students who are ‘It’ so that all students get a turn at each role. The game ends when all students are stuck or time is up. | These activities are common favourites and aim to develop the skills necessary for participation in basic games and activities such as cooperation, following instructions and fair play.  Assessment strategy  The teacher observes student’s participation in activities.  Assessment criteria  The student:   * takes part in different games * cooperates with others when playing games * moves in relation to others in personal and imposed space * responds to verbal and non-verbal cues   These criteria relate to outcomes ALES1.6, GSES1.8, INES1.3, MOES1.4, COES1.1 |
| Week 3  Equipment: Markers – one for each student, balls, hoops, bean bags  Focus:   * Moving safely in space * Following directions * Understanding relays * Apply fundamental movement skills in play and activities Cooperative play * Working with others to complete a task * Fair play | Getting started – Huff and Puff activities   * Run and touch. Using a large open space, students move to various nominated objects using a nominated locomotor skill, for example, a bench, a marker, a tree, line marking, building and play equipment. * The Blob. Mark out a grass area and select one student who is the ‘Blob’. On the whistle the Blob chases the other students trying to tag them. Students who are tagged hold onto the Blob and try to tag others. If the Blob breaks apart, no tagging can happen until it is joined together again. As the Blob grows only players on the end with free hands can tag. Free players cannot break through the Blob by running through the arms. When the Blob has more than eight students it splits into smaller Blobs.   Skill development activities   * Locomotor relays. Divide class into groups of 4. Each groups lines up behind a marker with another marker approximately 15 metres in front. The leader goes first and performs the designated locomotor movement (e.g. run, jump, hop, walk quickly) around the marker and back to their group. They must cross the starting position before the next group member starts. Continue until each group member has had a turn. Locomotor skills could include: walking, skipping, running, hopping, side galloping, galloping. The skills chosen would be dependent on the focus of the lesson and the skill competence and familiarity of students. * Relays with equipment. Divide class into group and organise as for previous activity. Relays with equipment can include: beanbags – place on head and run, balance on hand; hoops – roll in front of student, swing around arm, toss and catch; balls – dribble with feet, bounce, toss and catch, hold with two hands etc. Equipment must be passed from one group member to the next before they begin their turn.   Following the activities, ask students questions like:   * Which relay was the easiest? Why? * Which relay did you find the most difficult? Why * Which one did you enjoy most? * How did you feel if your group finished first in a relay? * Why is it important to try your hardest? * If you don’t try your hardest how would that make others in your group feel? * How did the physical activity make your body feel?   Finishing off   * Turn it over. Divide class into two teams. Provide each student with a marker. Team A places markers right side up and the other team places their markers upside down. On a signal the students run around trying to flip over the other team’s markers to match their own. The team with the most markers placed up or down is the winner.   Ask students:   * How did you know where to move? * How did you move safely in the space? Why is it important to move safely? * How did you know which markers to move towards? * What was easy about the activity? * What was harder about the activity? * Did you work with others in your group or just on your own? How did you work with others in your groups? | Relays are a good way to practise any skill in a manner that provides equal participation opportunities for each student. They encourage teamwork and cooperation and encourage students to support each other. They also offer the teacher opportunity to individually observe students for assessment.  Assessment strategy  The teacher observes student’s participation in games and relays. Teacher questioning identifies students understanding of concepts and procedures.  Assessment criteria  The student:   * takes part in different games and relays willingly * cooperates with others when playing games * moves in relation to others in personal and imposed space * responds to verbal and non-verbal cues * identifies body’s reaction to physical activity   These criteria relate to outcomes ALES1.6, GSES1.8, INES1.3, MOES1.4, COES1.1 |
| Week 4  Equipment: 3 medium sized balls, 10 balls of various size and shape, coloured markers/ domes, bean bags  Focus:   * Ball games * Moving safely in space * Following directions * Fair play * Apply fundamental movement skills in play and activities * Cooperative play | Getting started – Huff and Puff activities   * Stork tag. Mark out a designated playing space. Select two or more students to be taggers. Provide half of the rest of the students with a ball. Balls can be different shapes and sizes. The taggers chase the runners. If the runners are tagged, they have to stand on the spot like a stork (static balance). A tagged runner can be freed by fellow runners or by a stork by throwing the ball to them.   Ask students:   * How did you know where to move? * How did you make a decision about whether to free someone or not? Describe a situation where you would choose to free someone (where was the tagger in relation to you)? * On your mark. Allocate a square area approximately 20 metres by 20 metres. Students spread out in the area. They move according to the different commands and cues including: * start line – students run to the side of the playing area designated as the start line * finish line – students run to the side of the playing area designated as the finish line * warm up – students jog on the spot.   Variation: Modify the locomotor skill, the speed or the pathway.   * Corners. Allocate a square area with a different coloured marker on each corner. All students start by jogging/ hopping/ jumping on the spot in the middle of the area. When the colour of a marker is called, all students move to that corner using a specified locomotor movement. The length of the game is determined by the teacher. The locomotor skills chosen would be dependent on the focus of the lesson and the skill competence and familiarity of students.   Skill development activities   * Over and under ball. Divide class into teams of five or six. Members of the teams line up behind each other with a medium sized ball. The first team member passes the ball over their head to the next team member who then passes it under their legs to the next team member. Continue in this pattern until the ball reaches the last team member. This student runs to the front of the line and the over and under ball begins again. Continue until all team members have had a turn at the front of the line. * Variation: pass ball around body, alternating sides of the body through the team i.e. right side, left side, right side. * Shuttle ball. Organise the class as for the previous activity. Students line up closely behind each behind each with their legs apart to form a tunnel. The first student rolls the ball through the tunnel with the rest of the team helping it reach the last student in the line. They retrieve the ball and run to the front of the line, ready to start again. Continue until each student has had a turn at the front of the line. * Bunny in the middle. Divide class into groups of three. Select one student to be the “bunny” who positions themselves between the other two students. The aim is for the end students to keep possession of the ball/ bean bag while passing it from one to the other. The “bunny” must try to catch or touch the ball/ bean bag. If successful they change places with the student who threw the ball/ bean bag.   During or following the games, ask students questions like:   * What was your favourite game? Why? * What rules would you change to make the games different? Why? * How did playing the games make you feel? * How could you change these games to play them in the playground at lunchtime? * How did your team work together? What could you change?   Finishing off   * Provide each student with a beanbag. Students throw the beanbag above their head and catch it. Count how many times they can catch it without dropping it.   Challenges: Students:   * toss beanbag up, touch shoulder, catch with two hands * toss beanbag up, touch other shoulder, catch with two hands * toss beanbag up, touch knees, catch * toss beanbag up, touch the floor and catch * toss the beanbag up, turn right around and catch. * Other challenges could include – how many times can you clap with the beanbag in the air before you catch it? Catch 10 times with right hand, left hand; toss beanbag in air with one hand and catch with the other. | Assessment strategy  The teacher:   * observes student’s participation in activities * observes student’s interaction and cooperation during activities.   Assessment criteria  The student:   * takes part in different games willingly * cooperates with others when playing games * moves in relation to others in personal and imposed space * demonstrates a general awareness of how basic movement skills apply in play * responds to verbal and non-verbal cues   These criteria relate to outcomes ALES1.6, GSES1.8, INES1.3, MOES1.4 |
| Week 5  Equipment: Equipment will vary dependant on games selected. It could include any equipment needed from the past 4 weeks. Objects such as a tunnel, balance beam, markers, climbing equipment for obstacle course.  Focus:   * Practising the skills * Make decisions on favourite activities * Play simple response games | Getting started – Huff and Puff activities   * Partner tag. Pair students with a partner of similar skill level. On a signal, one student who is the tagger tries to tag their partner. At the same time, all other pairs try to do the same thing. To begin, the tagger counts to five to give their partner time to get away. When a student is tagged the roles are swapped. The new tagger must count to five before they can tag. * Alarm. Mark out a playing area with two end lines. Choose three students to be ‘taggers’. They move to the middle of the area and the other students stand behind one of the end lines. The taggers call out ‘Alarm’ to signal for all of the other students to run to the opposite end of the playing field. The taggers try to tag as many students as they can. A tagged student joins the taggers. The last three students tagged become the taggers for the next game. * Freeze. Allocate a playing area. Students run around the playing area until ‘freeze’ is called. When ‘freeze’ is called students stop and balance using the description given, for example, ‘one foot’. Change the way the students balance each time ‘freeze’ is called.   Skill development activities   * Divide the class into four groups. Each group rotates through four different stations. Allow five minutes to be spent at each station. Signal for change. Explain each station to students prior to beginning the activity.   Station 1   * Students vote for their favourite game from week 1 (follow the leader, traffic light or clumps). Play the game selected with the group.   Station 2   * Students vote for their favourite game from week 2. (Here, there. Nowhere; What’s the time Mr/s Wolf? Frogs jump). Students nominate a leader for the game and play the game selected as a group.   Station 3   * Obstacle course. Set up an obstacle course that allows students to demonstrate a variety of movements. These could include walking along a low balance beam, crawling through a tunnel, climbing up or over climbing equipment, leaping over a stick, weaving between markers and stepping up onto benches. Use equipment and obstacles that are available. Students complete the course as an individual or in pairs.   Station 4   * Students vote for their favourite game from week 4 (over and under ball, shuttle ball, bunny in the middle). Play the selected game with the group.   Finishing off   * Relaxation. Students find their own space and perform movements in response to the teacher’s instructions. Instructions can include: move left or right arm in forward circles, left or right leg forward ad backwards; move right arm and left leg together out and in; touch opposites e.g. right hand to left knee; various other movements e.g. hand, arm, foot and leg circles independently or together. | The use of stations allows for further practice and reinforcement of skills. The instructions and demonstrations for each station should be concise and kept simple in order to maximise participation time.  Each activity will be more successful if parent helpers are available for each station. Alternatively older students or “buddies” could be used to help. |