Start up the game - Early Stage 1

Unit overview

This unit aims to assist teachers to explicitly teach the fundamental movement skills of the static balance, the sprint run, the vertical jump and the catch. It provides opportunities for students to practise these skills in fun, varied and increasingly complex situations. The unit builds on student prior knowledge and experience with these fundamental movement skills. Students should demonstrate proficiency of the introductory components of these skills by the end of Early Stage 1.

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

MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences

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

* Holds stable body position for 5 seconds, e.g. static balance
* Demonstrates stable head and trunk while stationary
* Demonstrates introductory components of stability skills
* Keeps eyes focused to track an object when receiving
* Demonstrates ready position for skills
* Demonstrates introductory components of object control skills
* 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

* Follows 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 |
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| Week 1 and 2  Equipment: CD player and music of choice, class set of beanbags, hanky, braid  Focus: Static Balance   * Non Locomotor Skills - balance * Games - spatial awareness: directions, pathways, boundaries, levels; minor games: imaginative games, cooperation games * Playing the Game - signals | Getting started - Huff and puff activities  **Statues**. Students move around the designated space to music. When the music stops, the students keep the position they are in to make a statue.  Variations: vary the locomotor movement e.g. skip, hop, gallop, jump.  Call various instructions for the type of statue to be made. These could include:   * one leg * arms high * arms low * arms to the side * two feet, one hand * one foot, two hands * one foot, one hand   Bumper cars. Explain what personal space is and how you use it. Each student spreads out within the space with a hoop. Each student holds their hoop at waist level. Explain that this is their personal space car and they should not touch any other student’s car. Students move freely in the space provided and travel in a variety of ways (e.g. skip, run, walk, leap and dodge) in different directions in response to your instructions. Call out directions such as stop, go, balance on one foot, stand up and sit down.  Drop the hanky. Students stand in a circle facing the middle. One student is “It.” This student has some kind of object that drops easily, noiselessly, is safe and stays still e.g. a handkerchief, braid or beanbag. Players in the circle perform a balance, run on the spot, hop or jump while “It” walks around the outside of the circle and tries to quietly drop the object behind one of the players. The player grabs the object as quickly as possible. Other players can alert them to the drop. This chosen player chases “It” trying to tag them before they reach the spot where the chosen player had been standing.  Skill development activities  Use the Get Skilled Get Active Static Balance video to introduce the static balance. Use verbal cues such as:   * Stand still with your foot flat on the ground. * Hold you bent leg away from your other leg. * Look at something in front of you. * Stand up tall when you balance. * Relax your arms.   Demonstrate a static balance to the students and outline the following key components.  1. Support leg still, foot flat on the ground.  2. Non-support leg bent, not touching the support leg.  3. Head stable, eyes focused forward.  4. Trunk stable and upright.  5. No excessive arm movements.  (Introductory components marked in bold)  Balance 1  Ask students to perform a static balance. Use the following teaching cues:   * Stand still with your foot flat on the ground. * Hold your bent leg away from your other leg. * Look at something in front of you and try to keep focussed on it. * Stand up tall when you balance. * Relax your arms.   Ask questions such as:   * What is needed for good balance? * Why is it easier to balance with your hands held out? * Why is it easier if you look at something in front of you?   Balance 2  Ask students to stand with one foot in front of the other. The heel of the foot in front touching the toe of the foot behind. Ask students to:   * hold arms out to the side * place hands on hips * balance a bean bag on their head * repeat these activities on the other leg.   Ask students to indicate which leg was easier to balance on. This will generally be their preferred leg.  Students try balancing a bean bag on various body parts while balancing on one leg e.g. hands, knee, foot, head, shoulder or elbow.  Beanbag balance. Scatter beanbags around a designated area. Students move around the area to music. When the call of a different body part is made, students find a beanbag perform a balance with the beanbag on the specified body part.  Variations: vary the locomotor movements; make calls to change directions and speeds.  Follow the leader. In small groups students stand behind a leader on a line and complete the following activities.   * Students walk forwards, backwards, sidewards along a line with arms out to the side and head held up. As a variation, students repeat the movements balancing a beanbag on their head. * Students walk forwards along the line heel to toe, then backwards toe to heel, with arms out to the side and head up. As a variation, students repeat the movements balancing a beanbag on their head. * Mark a number of zig-zag patterns along the ground with markers. Students stand behind a leader and walk heel to toe, toe to heel with arms out. As a variation, students walk in pairs heel to toe, toe to heel, holding hands and facing sideways. This can form a train, caterpillar etc.   Static balance relay. Students work in groups of four to six and line up in their groups to start the relay. Students throw a beanbag using an overarm throw, run to the beanbag, perform a static balance, bend down and pick up the beanbag without placing the raised leg on the ground. Students then balance the beanbag on their head and walk back to their team. This continues until each member of the team has had a turn.  Finishing off  Simon says. Call instructions such as ‘Simon says balance on one leg’, ‘Simon says put your hands out to the side’; ‘put your hands in the air’. Students who forget to do what Simon says are chosen to make the next call.  Static balance tag. Provide boundaries for students to play in. Two students are selected to be ‘In’ and should move around the play area to tag other students. When students are tagged they have to perform a static balance until they are tagged by a student running free. They can then resume playing the game. | Balance is an essential prerequisite of almost all movement skills. A static balance is defined as being able to maintain a stationary position.  The focus in ES1 should be on the introductory components of the static balance:   * non support leg bent, not touching the support leg * head stable, eyes focussed forward * trunk stable and upright   By the end of Early Stage 1 students should demonstrate proficiency in these introductory components.  Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the static balance.  Assessment strategy  The teacher:   * observes students performing the static balance during a variety of activities and game situations   Assessment criteria  The student:   * bends their non-support leg without touching the support leg * keeps head stable and eyes focused forward * keeps trunk stable and upright * demonstrates an understanding of and uses the correct vocabulary for body movements   These criteria relate to outcomes MOES1.4 and GSES1.8 |
| Week 3 and 4  Equipment: Markers, class set of braids, class set of beanbags, relay batons (where available)  Focus: Sprint run   * Locomotor Skills - walking, running, hopping, skipping * Games - Spatial awareness: directions, pathways; minor games: running, chasing games * Athletics - running: in a straight line, novelty races * Playing the Game - formations: lines, groups; signals | Getting started- Huff and puff activities  Follow the leader. One student is the leader. This student moves around the playground using different types of locomotor movements and running styles e.g. lift your knees high, touch your bottom with the heels of your foot, run on your toes, jog on the spot, run stiffly like a plank of wood, run while clapping hands.  Run and touch. Using a large open space, students run to various nominated objects, for example, a bench, tree, line marking, building and play equipment.  Hospital tag. Mark out a grass area and select five students who are ‘taggers’. The other students spread out in the area and on a whistle they run around in the space. Students can be tagged three times before they join the other students who are ‘taggers’. On the first tag students run around with their hand on their shoulder, the second tag they move their hand to their knee, the third tag they hop and the fourth tag they become a tagger with the other students.  Catch tag. Students spread out in a marked playing area with a beanbag each. Three students are the ‘taggers’ who wear a braid and the other students run around within the area. Using an overarm throw, taggers attempt to hit other players on the legs. A player hit in the legs throws and catches their own beanbag five times before they are free to run again. All students should rotate roles so that they each have a turn at being a tagger.  Skill development activities  Demonstrate the sprint run to the students or use the [Get Skilled Get Active sprint run video](https://www.youtube.com/watch?v=2hU04IFAr7Q&index=8&list=PLrOa7LNP0maWa6EPlnkvHlk3VsBqhuMZq) to demonstrate the skill.  Use verbal cues such as:   * Lift your knees high. * Bring your heel close to your bottom. * Look ahead. * Make your feet follow an imaginary line. * Don’t let your heels touch the ground. * Land on the balls of your feet. * Bend your elbows and swing your arms. * Run tall.   Ask the students to try running:   * while driving their arms forward and back in rhythm with their leg movements * while looking up in the air * while looking down to the ground * watching a partner who is running beside them * looking straight ahead * with straight arms * with bent arms.   During and following the activity, ask students:   * Is it easier to run looking up, down or straight ahead? Why? * Did your arms help you to run? * How do your arms help? Why? * Was it easier to run with your arms bent or straight? Why?   Skill development - Practising the sprint run  As a class, students run on the spot. Practise swinging with bent arms, lifting legs up high and running up a hill, running on the ball (front part) of their feet.  Mark out two lines about 20m apart. Students run from one line to another concentrating on one component at a time. Use the following teaching cues:   * Lift your knees high. * Bring your heel close to your bottom. * Look ahead. * Make your feet follow an imaginary straight line. * Don’t let your heels touch the ground. * Land on the balls of your feet. * Bend your elbows and swing your arms. * Run tall. * Bring your heels up to your bottom.   Run rabbit. Allocate a playing area and use markers to show a safety line at each end of the area. The area behind the line is the rabbits burrow and the area in front is the woods. Students form two groups of equal numbers: the ‘foxes’ who run through the woods and the ‘rabbits’ who stand side by side on their safety line, facing the woods. Each rabbit has a braid tucked into their uniform. On a signal the rabbits go out into the woods. Choose a leader of the foxes. The leader of the foxes, at any time can call ‘Run rabbit! When this is called the rabbits run for their burrow while the foxes try to pull their braid out to capture them. Any rabbit whose braid has been pulled out becomes a foxes. The rabbits again move into the woods. The leader of the foxes waits patiently, and then gives the chase signal. Continue the game this way until all the rabbits are caught. The rabbits and foxes change roles and play the game again.  Simon says! Revise the components of the sprint run. Students run while focusing on specific components of the sprint run. Some examples include Simon says ‘run’:   * with a high knee lift * swinging your arms back and forth * with your head still and eyes focused forward.   Finishing off  Panthers and leopards. The class works in two teams, ‘panthers’ and ‘leopards’. Teams stand with their backs to each other along lines about 20m apart. Each player has a braid tucked into their uniform or pocket, with at least half of the braid showing.  On a silent signal, one team e.g. leopards, creep towards the panthers. When the leopards get close, the call is ‘The leopards are coming!' The panthers turn to give chase and try to tag the leopards by pulling their braid before they get back to their own line. Continue until both teams have had a few turns at tagging.  Ask students:   * Why is it important to run tall and look ahead?   Baton relay. Students form groups of four to six. Put two markers out for each group about fifteen metres apart. Half of the group lines up behind one marker and the other half behind the marker fifteen metres away. Each team has a relay baton. On ‘Go’, the first student in each team runs with the baton to the other end. When they reach the other end, they pass the baton to their team-mate who runs back to the other end, passes the baton and so on until each student is back to their starting position. Students who are waiting for a turn jog on the spot with high knees. | The sprint run is a locomotor skill. The ability to perform a sprint run is fundamental to many games, sports and everyday activities.  The focus in Early Stage 1 should be on the introductory components of the sprint run:   * high knee lift (thigh almost parallel to the ground) * head and trunk stable, eyes focused forward * arms drive forward and back in opposition to the legs.   By the end of Early Stage 1 students should demonstrate proficiency in the introductory components.  Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the sprint run.  Assessment strategy  The teacher:   * observes students performing the sprint run during a variety of game situations   Assessment criteria  The student:   * lifts their knees high * has head and trunk stable with eyes focused forward * drives arms forward and back in opposition to legs   These criteria relate to outcomes MOES1.4, GSES1.8 and ALES1.6 |
| Week 5 and 6  Equipment: Hoops, 2 braids, markers  Focus: Vertical jump   * Locomotor skills – jumping, landing * Games - spatial awareness: directions, pathways, boundaries, levels; minor games: cooperation games * Athletics - jumping: with a safe landing, for height * Playing the game - formations: lines, pairs | 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.  Hang in there. Mark out an allocated playing area and ask students to form pairs with a skipping rope per pair. Students run around the area trying to keep the rope straight and tense between them.  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.  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 sprint/ hop/ skip or side gallop to that corner. The length of the game is determined by the teacher.  Skill development - Introducing the vertical jump  Demonstrate the bend and crouch starting position. Use verbal cues such as “swing your arms back and up”. Ask students to jump:   * as high as they can * with their head and eyes turned upwards * looking straight ahead * with their head and eyes looking at the ground.   Ask students:   * Could you jump higher with your eyes facing up or down? Why? * Did your arms help you jump? How?   The skill components for the vertical jump are:  **1. Eyes focused forward or upward throughout the jump.**  **2. Crouches with knees bent and arms behind the body.**  3. Forceful forward and upward swing of the arms.  4. Legs straighten in the air.  5. Lands on balls of the feet and bends knees to absorb landing.  6. Controlled landing with no more than one step in any direction.  (Introductory components marked in bold)  Skill development - Practising the vertical jump  Students practise swinging their arms back above the horizontal position. They jump as high as they can. Use the teaching cues   * Look up. * Focus your eyes on where you want to go. * Get ready to explode up high, get ready to take off. * Swing your arms back and up. * Straighten your legs when in the air. * Bend your knees on landing. * Control your body and balance yourself when landing. * Land with feet the width of your shoulders apart.   Memory circle jump. Use hoops to mark out a circle grid, with more hoops than students. Students begin in a hoop and then follow the instructions. Make sure students all face the same direction to begin the game. Start with one instruction at a time. Add another instruction as students become familiar with the game e.g. two jumps forward; two jumps forward, one jump back; two jumps forward, one jump back, three jumps to the right.  Jump into space. Position students in an area with their own personal space. Hoops, mats or placemats provide a good personal space marker for students in Early Stage 1. Give the following instructions for students to perform:  Jump up……   * and land lightly * and land heavily * land with your feet wide apart * like a robot * as fast as you can * like a growing flower * like a rocket * land in a different spot * land with your feet close together * without using your arms * using only one arm * as low as you can * keeping your head down * and remain stiff * land in the same spot * as high as you can * from a crouched position   Sprint stations. Students form five equal groups. Setup five different sprint stations for the groups to rotate around. The stations could include:   * running back and forward to different markers * running in and out of a zigzag of markers * running diagonally around markers completing a number eight shape * jumping three spaces forward and then sprinting to a marker * running to different markers and changing direction each time.   Finishing off  Caterpillar tag. Organise students into pairs. Select one pair to be ‘taggers’. ‘Taggers’ wear a coloured braid so they are easily identified. All pairs, including the taggers, have one hoop. One student stands inside the hoop, the other stands outside. They both hold the hoop. Pairs jump about with the tagging pair chasing them. When tagged, the pair joins the tagging pair by moving their hoops together and proceed to capture other pairs. Students continue for 2-3 minutes. Repeat with a different pair as ‘taggers’.  Garages. Make a large circle with six markers. Students form teams of four or five and each team stands behind a marker (garage). On a whistle the first student from each team runs around the markers in a clockwise direction. When they get back to their garage they link arms with the second student and they complete a lap of the markers. This continues until all players have linked arms and are running around the markers. The aim of the game is for each team to complete as many laps as possible in the time allocated. | The vertical jump is a locomotor skill that involves being able to jump as high as possible.  The focus in Early Stage 1 should be on the introductory components of the vertical jump:   * Eyes focused forward or upward throughout the jump. * Crouches with knees bent and arms behind the body.   By the end of Early Stage 1 students should demonstrate proficiency in the introductory components of the vertical jump.  Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the vertical jump.  Assessment strategy  The teacher:   * observes students performing the vertical jump during game situations   Assessment criteria  The student:   * focuses their eyes forward or upward throughout the jump * crouches with knees bent and arms behind the body to begin   These criteria relate to outcome ALES1.6, GSES1.8, MOES1.4 |
| Week 7 and 8  Equipment: Class set of beanbags, small balls – one between two students, variety of balls, class set of dome markers or ice cream containers  Focus: Catch   * Manipulative skills – rolling, stopping an object; throwing; catching: small objects * Games - minor games: simple ball games * Playing the game – cooperation; formations: pairs | Getting started – Huff and Puff activities  Tag bull rush. Set up a designated playing space. Two or more students are taggers. On the call ‘bull rush’ students rush the length of the playing area. Each tagger holds a beanbag and attempts to tag other students with it. A tag is made by touching a runner with the beanbag. All students tagged take a beanbag and assist to tag all other children on the next rush.  Red light. One student, the ‘red light’, stands with their back to the group. Red light turns around at random to try and catch the other students moving. The other students try to creep up without being seen to move. If seen moving, they return to the starting position. The aim is to reach the ‘red light’ without being seen moving. If this is achieved, the ‘red light’ turns and chases them back to the starting position. They then become the ‘red light’.  Line tag. Students spread out in an area that has lines marked, for example netball, basketball or tennis court or a football or soccer field. Students must stay on the lines during the game. Choose three students to be ‘taggers’: these students wear a braid so they are easily identified. On a whistle the taggers chase the other students around the area and try to tag them. The other students try to avoid being tagged while staying on a line. If students are tagged they are given the braid and swap roles with the tagger.  Heads and hips tag. Mark out a playing area. Half the students are ‘heads’ and the other half of the students are ‘hips’. The heads must run with one hand on their head and the hips must run with one hand on their hips throughout the game. Both the heads and the hips must attempt to tag each other. When a hip is tagged by a head, it becomes a head, and when a head is tagged by a hip, it becomes a hip. The game is finished when everyone is either a head or a hip, or when the time is up.  Skill development - Introducing the catch  The skill components for the catch are:  1. Eyes focused on the object throughout the catch.  2. Feet move to place the body in line with the object.  3. Hands move to meet the object.  4. Hands and fingers relaxed and slightly cupped to catch the object.  5. Catches and controls the object with hands only (well-timed closure).  6. Elbows bend to absorb the force of the object.  (Introductory components marked in bold)  Rolling and trapping. Students work in pairs. To help familiarise students with the concept of approaching objects, students:   * experiment with rolling and trapping a variety of different sized balls * roll balls at different speeds * roll balls directly towards or slightly to one side of a partner * move towards the rolling ball   This activity will also allow the students to get the idea of focusing on the object and moving their hands towards the object.  Eyes on the beanbag. Students work in pairs with a beanbag. Students toss (underarm) the beanbag to their partner so that it lands at their feet. Students are to watch (track) the beanbag but not catch it. Ensure pairs have different coloured or shaped beanbags. Students toss both beanbags to their partner, nominating a particular colour to be caught. This encourages students to focus on the object they are going to catch.  Skill development - Practising the catch  Students work with a partner and use a container e.g. ice cream container or hard dome marker to catch objects such as beanbags, small balls or tennis balls. Students move to meet the object and have the container “give” as the object enters, so it won’t bounce out.  Students take turns to throw and catch a beanbag or small ball.  Use the teaching cues:   * watch the object move into your hands * move your feet to the ball or beanbag * relax your hands.   Ask students:   * Why is it important to watch the object you are going to catch? * What happens when you make your arms stiff? Why? * What do you need to do with your hands to help you catch a ball or beanbag?   Captain ball. Students line up with the lead player facing the team one metre away. A beanbag is thrown to the first player in the line who throws it back to the leader, then crouches down. The beanbag is thrown to the second player, then third until the ball is thrown to the end player. This student runs to the front and begins throwing it to all team members again. The game continues until all students have had a turn at being the leader.  Catch relay. Divide the class into groups of four, two on each side of the lines. Students run from one side to the other and when the runner with the bean bag reaches the other side they throw the beanbag to the next runner and so on. Students extend the space in between the group after each full rotation.  Finishing off  Have partners, standing 4 large steps apart, throw and catch a small ball or beanbag to each other. If one partner misses a catch, then that partner goes down on one knee. If partner catches next throw they can return to starting position. If they continue to miss, they go to two knees down then onto bottom to make catches. Every time a successful catch is made, the partner can get into the former position until back in starting position. If partners can throw and catch successfully at this distance apart, they could increase the distance.  Cut the cake. Students stand in a well-spaced circle in groups of five or six. Student one stands in the middle of the circle and the others on the outside. A selected student on the outside runs around the circle catching and returning the ball to student one, through the space in between the other students. Student one can bounce or pass the ball to the student on the outside of the circle. Rotate students who are moving and throwing.. | Catching is an object control skill that involves being able to absorb and control the force of an object with a part of the body, preferably the hands. The ability to catch proficiently is important to most sports and games that involve an object.  It is recommended that, when introducing the catch, small objects are used.  Students in Early Stage 1 are ready to demonstrate proficiency of the introductory components of the catch.   * Eyes focused on the object throughout the catch. * Hands move to meet the object.   Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for specific information about the catch.  Pair students with “like skilled” students to maximise skill development.  Bean bags are a useful resource for teaching the catch as they don’t roll away if dropped.  Assessment strategy  The teacher:   * observes students demonstrating the catch in different situations   Assessment criteria  The student:   * focuses their eyes on the object being caught * moves their hands to meet the object * demonstrates the ability to absorb and control the force of an object * catches an object with two hands   These criteria relate to outcome GSES1.8, MOES1.4 and ALES1.6 |
| Week 9 and 10  Equipment: Marker cones, various containers e.g. bucket, basket, small plastic container, upside down cone, scoop ball scoop.5 small balls or bean bags, red, yellow and green bibs or braids  Focus: Static balance, sprint run, vertical jump, catch   * Non Locomotor Skills - balance * Locomotor skills - walking, running * Object control skills- catching: small objects * Games - spatial awareness: directions, pathways, boundaries, levels; minor games: imaginative games, cooperation games, miming, imitating, simple ball games * Athletics - running: in a straight line * Playing the Game – signals; safety; cooperation; formations: lines, circles, pairs, groups | Getting started – Huff and Puff activities  Balance tag. Two or three players are ‘taggers’ who wear a braid for identification. The other students scatter within a designated area and are “safe” by performing a balance designated by the teacher or a student at the beginning of the game. The “caught” students attempt to tag others before they become safe. Students can only hold the balance for three seconds before they have to move again.  Partner tag. Students find a partner, hold hands with their partner and then spread out in the playing area. Choose one pair to be ‘It’. On the signal ‘Go’ the ‘It’ pair must try to tag as many other pairs as possible. A tagged pair must jog on the spot while facing each other with arms raised to form an arch. Students can only be freed by another pair running through their arch.  Stop, go, slow. Mark out a designated area. Two students wear a red bib, two students a green bib and two students a yellow bib. All students move around in the designated area. If students are tagged by a student wearing a red bib, they must stop and run on the spot holding their hands in the air, a yellow bib, they must skip, a green bib, they are allowed to run again.  Skill development - Practising the skills  The class works in four groups. Each group will rotate through four different stations. Signal for change. Explain each station to students prior to beginning the activity. Allow five minutes to be spent at each station.  Station 1 – Walk the line  Have students begin by practising the static balance (refer to week 1).  Mark a line on the ground. A playground marking, chalk or a skipping rope can be used.  Line the group up behind the line.  Students walk along the line:   * with both feet on the line; one foot in front of the other with arms out sideways for balance looking straight ahead with good posture * forward, placing the toe then the heel on the line * forward on tip-toes * forward so that the heel touches the toe on each step * backwards so that the toe touches the heel on each step * sideways, with arms raised in front for balance * sideways, crossing one foot in front of the other.   Station 2 – Blast off  Set out marker cones to create two lines 15 – 20m apart.  Students begin behind one line. The teacher or helper gives the following instructions.   * “Engine is starting” – (on the spot slow jog). * “Engine is warming” – (on the spot fast jog). * “Engine is revving loudly” – (on the spot high knee lift sprint). * Count down “5,4,3,2,1” – (on the spot high speed running on tip toes). * “Blast off” – (students sprint to other line).   Station 3 – Experiment  Students stand in line and move towards the opposite line in the following ways.   * run with high knee lift and matching opposite arm movement with elbows bent at right angles * sprint lightly without making a noise with their feet * jog slowly.   Students finish by practising the sprint run (refer to week 2)  Station 4 – Jumping Jo  Students begin by practising the vertical jump (refer to week 3)  Select one student in the group to be Jumping Jo. This person has to perform a number of actions that the other students imitate e.g. frog jumping, jumping forwards, backwards, sideways. This continues until Jumping Jo stands still and claps hands. Students then jump away as Jumping Jo tries to tag one. The person who is tagged becomes Jumping Jo for the next turn.  Station 4 – Novelty catch  Provide the group with small balls or bean bags to catch and a variety of small containers in which to catch them e.g. bucket, basket, small plastic container, upside down dome, scoop ball scoop. Students work in pairs. Student A throws the ball or beanbag to student B who attempts to catch it in one of the various containers. After a set number of turns students swap.  Finishing off  Catch up ball. As a class students stand in a circle close to each other. Three different balls are given to three students. Students receive and pass the balls around the circle in the same direction. Select one ball to be the ‘leader’. The aim is for students to pass the balls as quickly as they can to try and catch the ball in front.  Sink the ship. Mark out two squares that represent each ship with a five metre space between them. The class is divided into two teams and allocated a ship each. Each team starts with ten balls. On ‘Go’ each team throws their balls onto the other team’s ship. Students also focus on catching or trapping the balls and throwing them back as quickly as possible. Any balls that are thrown overboard cannot be retrieved. The aim of the game is to have the lowest number of balls left.  Chase your number. Four teams are selected and each team is arranged along the side of a square. Each team member is given a number and when their number is called out, that student chases the other team members in an anti-clockwise direction around the square. The running direction may be reversed on a signal. New numbers should be called frequently to ensure high levels of activity.. | 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. |