

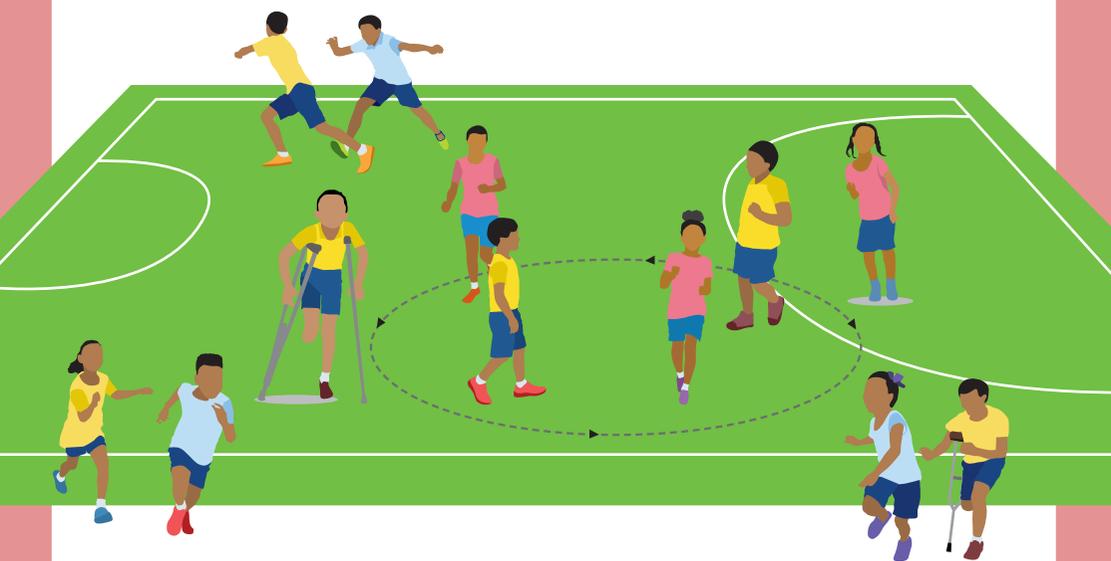
ACTIVITY CARD 2

RUNNING - GRADE 1

OBJECTIVE / LEARNING OUTCOME

By the end of each lesson the learners will be able to perform, practice and appreciate running for strength, coordination, endurance, balance, space awareness, excellence, and self-esteem.

Activities



- Run in lots of different ways
- Run behind a partner, keeping the distance the same as he/she runs around
- Run over obstacles, changes speed, level, and direction
- Do the same in a group of three, changing the leader after 30 seconds
- Measure how far you can run in 4 minutes – laps of a course

Learning Points

- Bend arms at elbow, swing arms backwards and forwards from shoulders move arms in opposition to leg action.
- Head up, look ahead, lean body slightly forward, lift knees.
- Light, rhythmic running movements.
- Land on heels push off with the balls of the feet, when running faster the balls of the feet contact the ground first.

Progress activities and challenge learner's thinking and understanding

How you do it: Force • Time • Flow	Where you do it: Level • Direction • Range	Who or what you do it with Objects • People • Combined
<p>Can you run...? like a bird/an elephant - on your tiptoes/flat-footed -as fast/slowly/smoothly as you can - with jerky movements - like a machine - fast over a short distance - at varying speed.</p>	<p>Can you run...? very tall/small - at a high/low level - as far as you can - changing direction on a signal - uphill/downhill - in small spaces without touching anyone.</p>	<p>Can you run...? all by yourself, making your very own path - in front of/behind/ beside a partner - holding hands with a partner - following a leader - on/across the line - around/under/through/over objects - around a given circuit - making up own patterns and shapes on the floor - leaning forwards – and change to leaning backwards - in many ways - carrying a ball - to music.</p>



Safety tips

- Make sure the practice area is clear of hazards and rubbish
- Ensure there are 2 adults of different genders supervising the activities
- Ask learners to be careful not to run into each other



Assessment Criteria

- Ability to cover a specified distance within the given time



Space

- Sports hall or field
- Modify space for inclusivity



Equipment

- Cones, hoops, ropes, balls, buckets, flags, bean bags and music player
- Adapt equipment to suit learners with special needs in your lesson



Core Competencies

Communication & Collaboration	• Use relay races to encourage learners to work together in teams.
Self-efficacy	• Ask learners to run tall and with confidence. What does this look like? Head held high, chest out. Ask how it feels?
Critical Thinking & Problem Solving	• Ask learners to perform running tasks that require them to think and work out how they can complete the task.
Creativity & Imagination	• Ask learners to draw posters supporting their favourite Kenyan runner.
Citizenship	• Encourage learners to reflect and discuss why the success of our runners makes Kenya's citizens proud.
Digital Literacy	• Ask learners to find & watch videos online of famous Kenyan runners. Give names of Kenyan runners and ask learners to use the internet to see where they won Olympic medals.
Learning to Learn	• Measure the distance around a running track and calculate how many laps of the track would be required to run the distance from Nairobi to Mount Kilimanjaro?



TREE Framework

Easier

Shorten the distance to covered in runs. Make running circles or circuits smaller.

Harder

Ask learners to perform a task whilst running such as carrying or bouncing a ball. Increase distances to run.

Inclusivity

Allow for wheelchair users to take part by ensuring hard surface. Allow learners with limited mobility to move around the sports field in a manner and speed best suited to them. Provide visually impaired learners with a guide. Encourage boys and girls to mix during activities.



Game

Flag relay

Place 2 hoops or buckets per team 5 metres away from a start line. Put several flags or bean bags inside one of the hoops or buckets per team.

In teams the learners take it in turns to run and retrieve a beanbag or flag and place it in the other hoop or bucket. The aim is to be the first team to move all the objects from one hoop or bucket to the second hoop or bucket.

Ask learners to finish sitting in a line with arms folded. First team to do this, wins.



Sport4Development Approach

- Use the Sport4Development approach to teaching life skills

Sample life skill learning outcome

Learners can demonstrate how to communicate verbally and non-verbally.

Facilitator asks learners to identify who were the fastest runners in the class, which learners had the best running action?

Facilitator asks learners to identify how they encouraged other learners during the relay races. Did they shout? Did they use the learner's name? Did they encourage the learner?

Facilitator asks did they do anything to encourage learners that did not involve using their voices. Did they wave? Did they jump up and down? Facilitator explains difference between verbal and non-verbal communication.

Facilitator asks learners to think about when people communicate with them not using their voices. Can they give some examples? Writing, making gestures, using hand signs, using pictures, etc.

