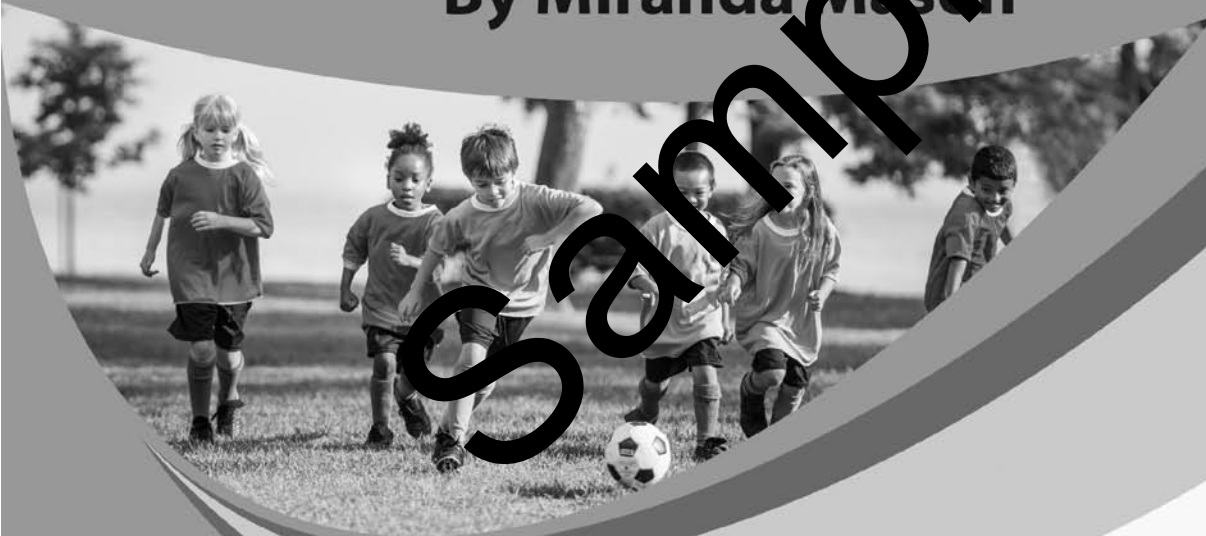


Phys Ed

For Years 1-2

By Miranda Mason



**Linked to three areas of the
Australian National Curriculum:**

- moving our body
- understanding movement
- learning through movement

Contents

Teachers' Notes	4-5
Australian National Curriculum Links	6

Section 1: Moving Our Bodies

Teachers' Notes	8
Locomotor Movements 1	9
Locomotor Movements 2	10
Locomotor Movements 3	11
Locomotor Movements 4	12
Locomotor Movements 5	13
Balance 1	14
Balance 2	15
Tempo 1	16
Tempo 2	17
For The Teacher - Outdoor Games 1	18
For The Teacher - Outdoor Games 2	19
For The Teacher - Classroom Activities 1	20
For The Teacher - Classroom Activities 2	21
Movement Cards	22
Design Your Own Game	23

Section 2: Beginning To Understand Movement

Teachers' Notes	25-26
My Body Reacts 1	27
My Body Reacts 2	28
Positive Feelings	29
Too Easy Or Too Difficult?	30
Partner Balance	31
Under And Over	32
Through And Between	33
Under, Over, Through, Between	34

Section 3: More About Movement

Teachers' Notes	36-37
Cooperative Team Work	38
Include Me!	39
Reflection	40
Rules Rock	41
Taking Turns	42
Choosing Fairly	43
For The Teacher - Creating Groups 1	44
For The Teacher - Creating Groups 2	45
For The Teacher - Creating Groups 3	46

Teachers' Notes

Being healthy is an important factor for our quality of life. *Phys Ed For Years 1 - 2* is written to help students enjoy participating in physical activities at school. It is also designed to help students become more aware of how physical activities affect the body as they work their way through the book. Linked to the current Australian curriculum, this book focuses on three areas of the Health And Physical Education curriculum in particular:

- moving our body;
- understanding movement; and
- learning through movement.

The specific curriculum links which each activity page addresses are marked at the bottom of every page. You can find these in detail [here](http://www.australiancurriculum.edu.au/healthandphysical_education/content-structure)

► www.australiancurriculum.edu.au/healthandphysical_education/content-structure

Phys Ed For Years 1 - 2 is a flexible resource and you can choose to follow the sections chronologically or use the topic pages of your choice.

The teachers' notes at the beginning of each section offer suggestions for using the materials.

Teachers are masters of adaptation. Please feel free to modify tasks and activities to suit your students as you know them best in a school environment.

On the following page you will find warm up and warm down exercises which you can spend five minutes doing with your students before attempting some of the physical activities found in this book.

Finally...have fun with this topic!

Activity

Locomotor Movements 1

Locomotor skills means moving your body in different ways to get from one point to another. Locomotor movements could include:

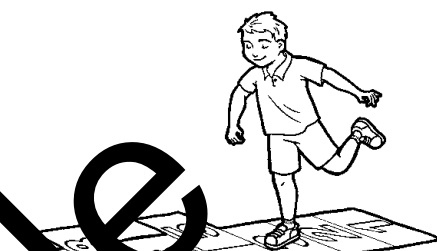
•rolling •sliding •jogging •leaping •hopping •dodging
•skipping •galloping •gliding •running •jumping

☐ What locomotor skills would you use in the following situations?

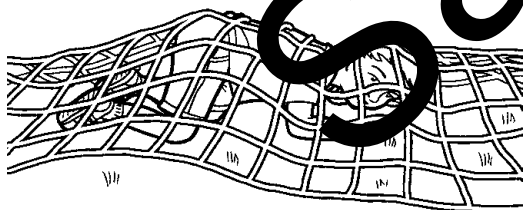
sack race



hopscotch race



**to travel under the net
in an obstacle course**



relay race



☐ Think of two more types of races and write down the locomotor skills used. Then do each race as a class to practise your locomotor skills.

Race 1:

Locomotor skill/s:

Race 2:

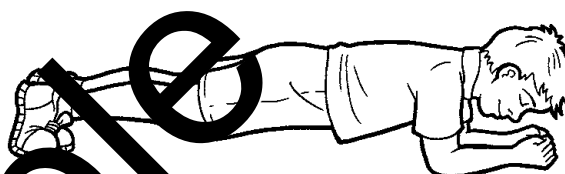
Locomotor skill/s:

When we balance, our gaze, breathing, and mental strength are all important. Challenge yourself in this task - you can do it!

- ☐ Perform the two challenging balances below. Ask a friend to time you to see how long you can hold each one for. Record your times.

Balance 1

My best time: _____

Balance 2

My best time: _____

- ☐ Create your own challenging balance for you and your friend to do. Record how long you and your friend can hold the challenging balance for.

My Challenging Balance

For The Teacher - Classroom Activities 2

<p>Copy Cat</p> <p>Area: Classroom.</p> <p>Equipment: None.</p> <p>Activity: In pairs, ask students to face each other. One person leads doing any chosen action and the other follows. Ask students to switch roles, then swap partners. The teacher can call out instructions to go in slow motion or fast motion at any given time.</p>	<p>Pencil Case Catch</p> <p>Area: Classroom.</p> <p>Equipment: Pencil cases.</p> <p>Activity: Students zip up their pencil cases and see how many times they can throw them over their heads and catch them behind their backs. Vary this by catching in pairs.</p>
<p>Quick Clapping</p> <p>Area: Classroom.</p> <p>Equipment: None.</p> <p>Activity: In pairs ask students to face each other. One student creates a clapping pattern and the other student copies. Students switch roles.</p>	<p>Back Drawing</p> <p>Area: Classroom.</p> <p>Equipment: None.</p> <p>Activity: In pairs, one student draws an imaginary picture on the back of the other student's back. The other student has to guess what the picture is. Students swap roles.</p>
<p>Mini Boot Camp</p> <p>Area: Classroom.</p> <p>Equipment: None.</p> <p>Activity: Ask students to do 3 star jumps, 3 sit ups and 3 push ups, then repeat the cycle as many times as they can manage in 2 minutes.</p>	<p>Dance Off</p> <p>Area: Clear area in classroom.</p> <p>Equipment: Music.</p> <p>Activity: Put on some groovy music and let the students freestyle dance moves. Ask each child to share a bold dance move and the rest of the class have to copy it.</p>

Resting pulses are between 60 and 100 beats per minute. When we participate in physical activity, our pulses beat faster, this is because our heart is working harder.

- ☐ To take your resting pulse, use your pointer finger and your middle finger and place it on the inside of your wrist or on the side of your neck. Use your fingers to feel for a pulse in the blood vessel just under the skin.



Record your pulse.

My resting pulse is _____ BPM (beats per minute).

- ☐ Let's see what happens to your pulse when you exercise. With your class, jog on the spot or around an open area if you have one available to you. You will need to stop every minute to take your pulse.

Exercising pulse (1 minute) 15 seconds _____ X 4 = _____ BPM.

Exercising pulse (2 minutes) 15 seconds _____ X 4 = _____ BPM.

Exercising pulse (3 minutes) 15 seconds _____ X 4 = _____ BPM.

Questions

1. What was your maximum heart rate?

2. When you were exercising, how did your breathing change?

3. Why do you think your breathing changed during exercise?

4. Did you notice any similarities between the changes in your heart rate and breathing during exercise?

We can change games so that everyone is involved. It's sad to leave others out. Always be an includer.

❑ How could the four games below be modified to include everybody?

What I would do:

.....

.....

.....

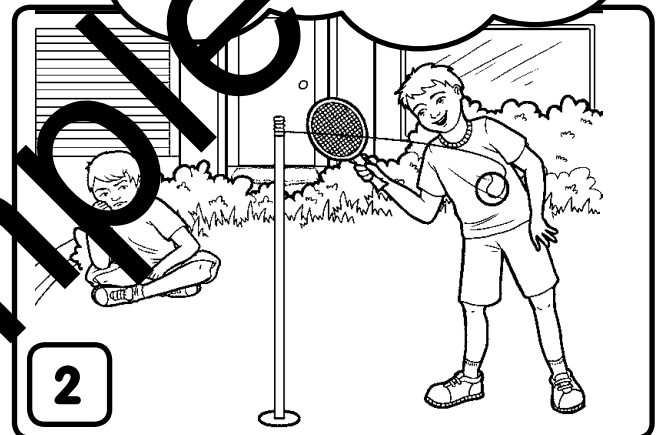


What I would do:

.....

.....

.....

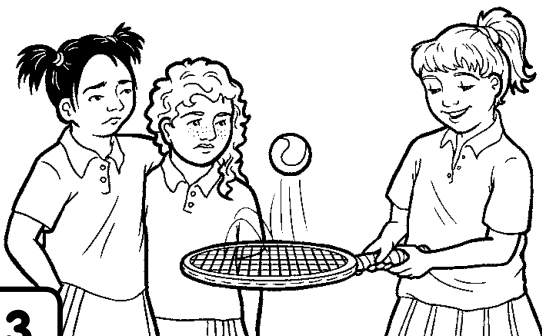


What I would do:

.....

.....

.....



What I would do:

.....

.....

.....

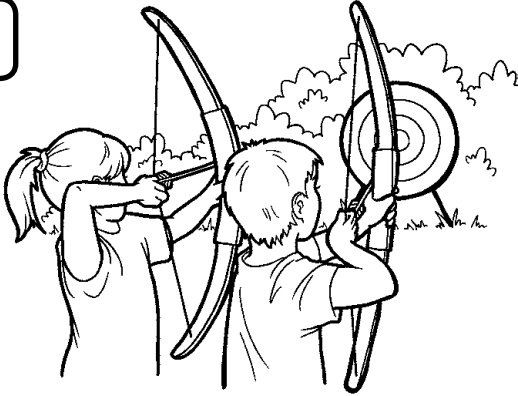


Activity

Taking Turns

- ☐ Many minor games require participants to take turns and share equipment. This makes the activities fair. Look at the pictures below and say what equipment needs to be shared and why.

1



What is the activity:

Equipment to be shared:

What is the best way to take turns:

2



What is the activity:

Equipment to be shared:

What is the best way to take turns:

- ☐ Write down some more games that you play with your friends that requires you to share equipment and/or take turns.

- ☐ **Rate yourself:** Do you play by the rules? Colour your idea.

always

mostly

sometimes