



NEW ZEALAND HEALTH AND
PHYSICAL EDUCATION SERIES



Phys Ed

For Years 1-2

By Miranda Mason



Learning Areas:

- moving our body
- understanding movement
- learning through movement

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. This book focuses on three areas in particular:

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

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 2

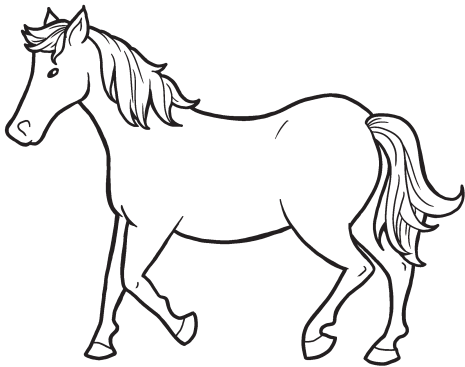
Animals use locomotor skills to travel from one point to another.

- Match the locomotor movements to the animals. Some animals may move in more than one way.

MOVEMENTS

•hop •jump •canter •swim •crawl •gallop •trot •bound

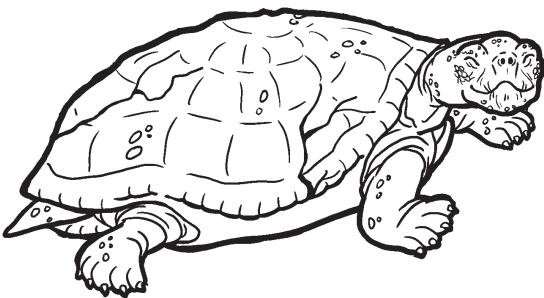
HORSE



FROG



TORTOISE



KANGAROO



- Act it out!** Pretend to be a snake. What locomotor movements do snakes use? _____

- In pairs, cut out these cards and place them in a pile face down on your desk. Take turns turning over the cards and performing the movements.

Rub your tummy and pat your head in opposite directions at the same time.	Do 5 chair push ups.	Do 5 star jumps.
Click your fingers and hum.	Hop on your right leg 10 times.	Do 5 sit ups.
Hold a crazy balance.	Lift each leg and clap your hands.	Do the twist.
Do a robot dance.	Balance on one leg.	Stand as tall as you can on your tip toes.
Touch each finger to your thumb and repeat as fast as you can.	Swing your arms in opposite directions.	Do three tuck jumps.
Sprint on the spot.	Stand still with your eyes closed for 1 minute.	Do your favourite stretch.
Rock back and forth from toes to heels.	Pass your pencil case around your body.	Touch your head, shoulders, knees and toes.
Roll as tight as you can into a ball.	Make yourself as wide as you can.	Do the hokey pokey.



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?

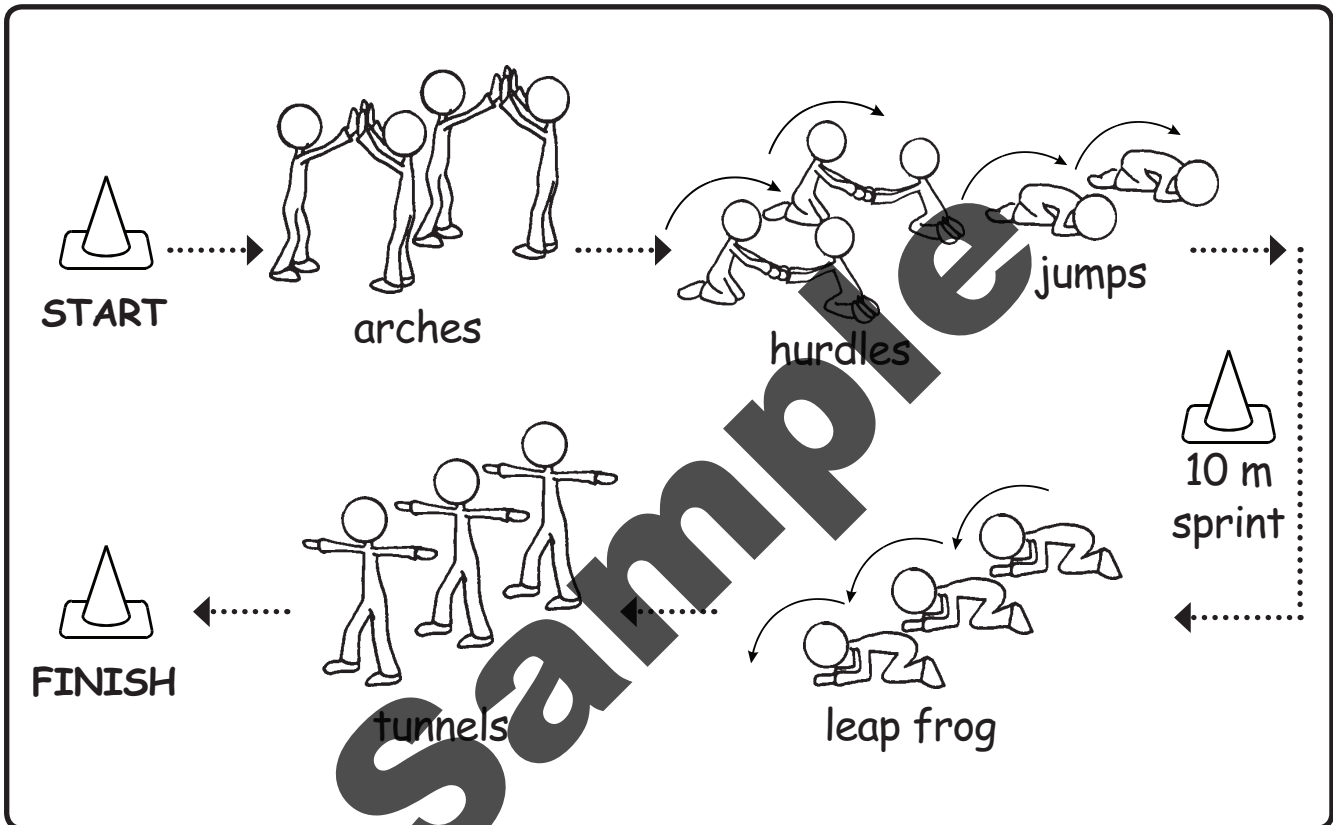
4. Did you notice any similarities between the changes in your heart rate and breathing during exercise?

Activity

Under And Over

We can set up courses using all class members to practise moving under and over people.

- Look at the course set up below. Colour green the stations which require you to move **under** people. Colour red the stations which require you to move **over** people. Set this up in class and take turns completing the course.



- Now draw your own under and over course - indicate with arrows whether participants are to move **under** or **over** at each station.



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?

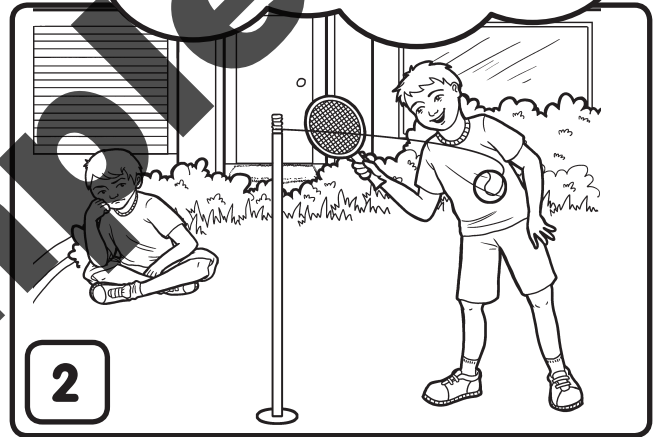
What I would do:

.....
.....
.....



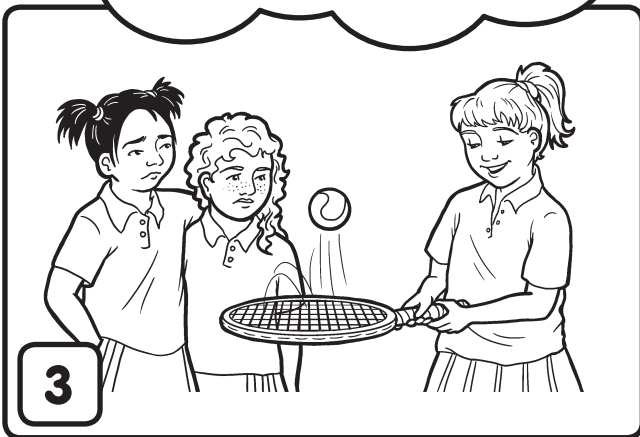
What I would do:

.....
.....
.....



What I would do:

.....
.....
.....



What I would do:

.....
.....
.....



Activity**Choosing Fairly**

- There are lots of different ways to choose who goes first. Try these out and give them a rating for how fair and effective you think they are. 1=terrible and 5 = excellent. Write your own 5 star idea in the space provided.

Strategy	Rating
Line up in order of height and the third tallest goes first.	☆☆☆☆☆
Play a game of paper, scissors, rock.	☆☆☆☆☆
Stand on one leg on your toes. The first person to fall is up.	☆☆☆☆☆
Roll a die, the highest number wins.	☆☆☆☆☆
Draw names out of a hat.	☆☆☆☆☆
	☆☆☆☆☆

- Draw a picture showing a situation when teams have obviously not been selected fairly, e.g. a basketball game with all the tall people on one team.

Sample

Wise Words

"Sports do not build character, they reveal it." Heywood Broun