

Organization

Course 1 Free Running Track – Supported Jumping
Course 2 Touch the markers!

Course 3 Changing Places
Course 4 Aiming

Set up and map



Set up picture 1



Set up picture 2

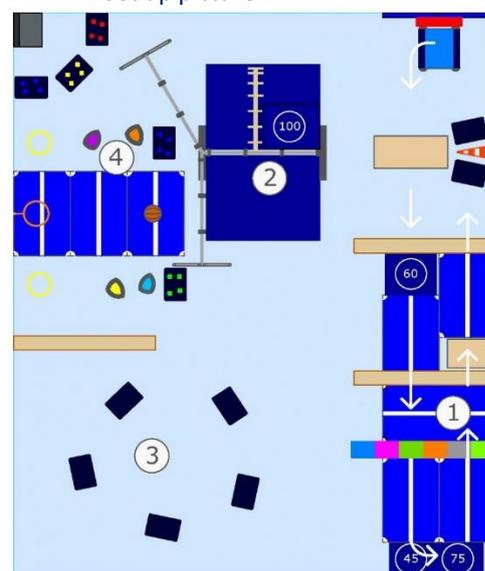
Setting up the room

1. Free Running Track – Supported Jumping

- Obstacles should be between children's knee and hip height, so they can jump while holding onto the obstacles
- The possibilities depend upon the available equipment
- Create a course that is as long as possible.
- Ensure logical and safe turning points.

2. Climbing Island – Touch the Markers!

- Secure the markers in such a way that the children are not able to get caught; with their hand, foot or head
- Create markers with ribbons or tape or paper etc.



Map

Grouping

Consider the varying abilities of the children during the Obstacle Course and Changing Places. For example, divide the children by skill ability in order to create a homogenous skills group. Particularly a division based upon speed and maneuverability.

Many children in a small space

There are various suggestions concerning the provision of responsible (good) physical education to a (too) large group in a (too) small space. There are a couple of variations possible within this lesson:

- Work in 4 groups, omitting activity 3 'Changing Places'; this game can be played outside. Instead, choose an activity for small spaces: Find your Marbles, Aim games, trampoline, building blocks. read more for extra activities for a small space.
- 3 activities can also be offered to classes with less than 24 children. If there are more than 7 or 8 children in one group, the intensity will lower and other measures will be necessary.

Safety Issues

- Use all available mats
- Children participate in bare feet or in fitted shoes with good grip
- Keep the 'places' in Changing Places away from the wall (min. 1 m.)
- Rules for jumping on the (children's) trampolines
- Do not use hoops with 'Changing Places'!
- Ensure that the benches are securely attached: see 'Considerations for setting up activities'

Course 1 – Free running Track – Supported Jumping

Obstacles should be between children's knee and hip height, so they feel encouraged to jump while holding onto the obstacles.

Materials

- 3 freerunning blocks
- 2 benches
- 1 box
- 1 mat 1 x 2 m.
- 4 - 6 mats 1 x 1,5 m.
- 1 combiframe
- 2 small mats
- 1 pylon

Explanation

'Start at one end and walk to the other end. Passing is permitted as long as you do not disrupt (touch) someone else. If you are tired, stop for a rest. Try to use your hands when you jump.' (supported jump). Mimicking animals can encourage supported jumping, particularly hopping like rabbits and hares.



Everyone will move in their own way

Rules

- Indicate the direction of travel
- Everyone will move in their own way. No racing or chasing.
- Walk/run without touching anyone else

Less able children

Make every challenge attainable for each child.

- Use a raised surface (bench, horse etc.) to mount an obstacle
- Avoid congestion of traffic by offering 'bypasses'
- Offer (a little) assistance with the squat jump
- Create the route together with the children
- Climb instead of supported jumping

Able children

- Mount the box with a single jump
- Use one hand for support
- Cartwheel/Handstand
- Squat jump when dismounting
- Back roll over the box
- Pair the children with others with same skill level: show and copy actions for each other



Difficult: handstand

Safety

Avoid a competitive element. Rushing and tiredness are the most important focus points. A pylon may be placed as a sign when the next child may begin. Nevertheless: the intensity will drop tremendously (often halving) and the children will not learn either their limitations or to be considerate of others effectively.

Enrichment/Variation

- Walk/jump/run in the other direction on the obstacle course!
- Copy each other in partners or with the whole group. If you do not dare to try something, you do not need to do so.

Animal moves

- Wiggle like a snake
- Jump like a frog
- Run and jump like a hare
- Hop like a rabbit
- Slink along like a panther/cat
- Scuff along like a turtle

Icons (move like a ...)

- Robot
- Rider on a horse
- As light as a feather

Course 2 – Touch the markers!

Materials

The children climb along a route marked with ribbons. The route will take them through a climbing window and or tower. The children can choose between a green, yellow, blue or red route.

- 1 climbing island
- 1 zigzag ladder
- 2 big mats
- 1 free Running block
- 4 x 6 -10 ribbons/markers (in 4 colors)

Explanation

For example:

'Abraham starts at the beginning (pylon) and climbs towards the first green ribbon. He touches the ribbon with one hand and climbs towards the next green ribbon. Once he finishes the green route successfully, he is ready for the next level, the blue route, then the yellow and ending with the red one.'

Rules

- Help each other during climbing The children provide room and time for each other. No rushing, no competition
- Follow the route along the ribbons, and only touch those. Don't hold on to the ribbons!
- Passing is permitted as long as you do not disrupt (touch) someone else

Less Able Child

- Climb freely instead of along a route
- Set up a low/easy route which enables all to succeed

Able Child

- Ribbons further apart
- Higher route
- Increase challenge by asking to touch ribbons with foot, knee, elbow or ear

Touch the ribbon

Touch the ribbon with your hand or ear.

Safety Issues

Secure the Markers in such a way that the children are not able to get caught; with their hand, foot or head.

If there are extra mats: lay these in the most logical position near the climbing window where children may fall.

Enrichment/Variation

'Through the Hoop': Attach hoops where children can climb through them. The hoops need to be color coded; a green ribbon attached to a green hoop or a green hoop for the green route.

Prevent touching the hoop. Attach the hoops securely with rope or ribbons. They should be so secure that a child who slips and grabs a hoop will be able to hold on without fear that the hoop will slip.



Touch the ribbon and climb towards the next one



With your hand

With your ear



Avoid long markers, so the children are not able to get caught



Course 3 – Tree swap

The gnomes switch trees. One gnome without a tree tries to come into a tree. If he succeeds, there will be another gnome without a tree.

Materials

Use chalk, rubbers marks or Ikea mats to mark 'trees' on the floor.

Explanation (1)

Choose five children. *'You are gnomes with each your own tree (point to the trees) Gnomes are curious and love to swap trees. Look at another gnome and swap trees.'*



Young children

For young children this explanation might be enough to play the game with just swapping trees.

Explanation (2)

After swapping trees a few times, say: *'I am going to participate, but I am a gnome without a tree. I am going to look for an empty tree. Wait till two children swap trees and then stand on an empty tree. Then say: Now I found a tree and Fatima is now the gnome looking for a tree.'* Keep on playing till the children understand the game.

Start and End of the Game

The gnomes stand on their tree. The searching gnome stands in the middle. The gnomes swap trees. The game keeps going, because there will continue to be new gnomes looking for a tree.

Rules

- Only one gnome is allowed on one tree.
- The tree belongs to the gnome who stands there first
- A tree can only get a new owner after someone voluntarily left. No pushing!

Less able child

- Decrease the distance between the trees
- Play with an equal amount of trees as gnomes (no seekers)
- Offer help by holding a child's hand when swapping trees
- For some children, the game element does not contain meaning. They can play somewhere else instead.

Able child

- Increase the distance between the trees
- Tell how often children can swap trees

Safety Issues

Use Ikea mats, no hoops (to prevent sliding), or draw the trees on the floor with chalk. The 'trees' should be a minimum of 1 meter from the wall.

Enrichment/Variation with Winter Food

If played with big trees, the gnomes can collect food for winter. The bags with nuts (bean bags) may be taken one by one from the tree last visited. On each tree or next to it there will be some bags of nuts. Discuss with the children if they will keep holding the collected bags or put them down on the next tree.

Winter food (bean bags) behind each tree and a cabinet (pylon).



Course 4 – Aiming

**Materials**

- Create targets of baskets with or without a bottom and boxes.
- Use small mats, hoops or pylons to indicate the aiming distance
- Aiming materials: beanbags, (soft) balls, rings, crumbled up paper
- Preferably no tennis balls, to prevent rolling away

Explanation

Use an example to explain the activity:

'Tim, Abdul and Miriam, stand on a mat please and pick up the bean bags, rings or a ball.

Aim at the closest basket. You will return the materials to the start when you have used all of them.

Stand on a mat yourself and say: Look, Abdul picks up all 4 beanbags and hands them over to me. Now it is my turn to throw them and Abdul may either choose another spot or wait until I am done. Throw 4 times yourself and say: Now, I am out of bean bags. So, I will need to pick them up before I can aim at another basket.'



Alternative: each child has only one object to toss. There will be more structure, but less throwing.

Rules

- Throw only one thing at a time
- Pick up the beanbags, rings or balls that you threw. Put them back where you found them or give them to the next child before you go to another spot
- You may play again if nobody is waiting behind you.

Less Able Child

- Enlarge the targets
- lower or raise the targets
- Roll the soft balls instead of throwing them

Able child

- Shrink or heighten the targets
- Increase the distance to the target
- Use materials that are harder to aim, like rings

Safety Issues

- Only throw when nobody is near or in front of the target
- Always aim towards the wall, to prevent balls rolling through other activities.



Difficult: aiming with rings