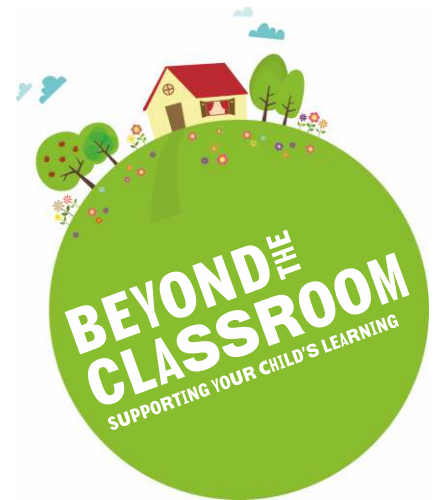



### Introduction

**Running** is a similar action to walking except there is a moment when both feet are off the ground at the same time. The skill of running includes jogging, sprinting and dodging. The ability to run is essential in both everyday life and sporting contexts.



Each activity A, B and C below is accompanied by a video clip. Click on the  links below, scan the QR code using your mobile device, or visit [www.scoilnet.ie/pdst/physlit](http://www.scoilnet.ie/pdst/physlit) to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

#### Home Activity A

Land on the ball of your foot

 [Click here for video](#)


#### Home Activity B

Run with high knees and eyes looking forward

 [Click here for video](#)

#### Home Activity C

Elbows bent at 90 degrees

 [Click here for video](#)



### Running

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill



 [Scan here for video](#)

## Move Well, Move Often:

Developing the physically literate child through the lens of fundamental movement skills

## Home Activity A

<b>Warm Up</b>	Children respond to the following remote control actions: <b>Play</b> - walk around <b>Rewind</b> -walk or run backwards <b>Fast forward</b> - run quickly <b>Pause</b> - jog on the spot <b>Volume up</b> - Jump up <b>Volume down</b> - crouch down change <b>Change the channel</b> - new type of movement (hop, skip, side step, etc)	
<b>FMS Focus</b>	Today when running focus on...	
<b>FMS Focus</b>	<b>Landing on the balls of their feet</b>	
<b>Running Practise</b>	<b>Stamina Run</b>	
<b>Running Practise</b>	<b>Description of Activity</b> Set up a defined running area with two clear end lines. Explain to pupils that they are going to run non-stop for five minutes (a recommended objective of the PE curriculum) up and down the playing area. Explain that they should run at a sensible pace or a 'chatty pace', so that their breathing does not get too heavy and they have to stop. Alternatively, allow pupils to run in pairs, and encourage them to chat as they run. Set the pupils off running, providing constant encouragement and feedback on running technique. Provide regular time checks or display a visual timer.	
<b>Running Practise</b>	<div style="text-align: center;"> </div> <b>Variations</b> <ul style="list-style-type: none"> <li>• Vary the pace of the run to suit the pupil's ability</li> <li>• Vary the amount of time the pupil is required to run</li> <li>• Record the number of times you ran to a certain point or the length of time you ran for in total</li> </ul>	
<b>Home Challenge</b>	Investigate how many seconds it takes you to run around the outside of your house. Invite a family member to time you. Record when completed.	
<b>PE Journal</b>	<ul style="list-style-type: none"> <li>• Look at your scores recorded in practise activity and/or home challenge</li> <li>• Make a note of how much you feel you could improve by the end of the week</li> <li>• Write down what you can do every day to improve your score</li> <li>• Share with friends and family</li> </ul>	



### Home Activity B

<b>Warm Up</b>	<p>Get a sheet of newspaper, a small scarf or plastic bag. While standing, place the item on your chest/belly. Without using your hands, attempt to run as far as you can without letting it fall to the ground! Try to run further each time. Which item can you run the furthest distance with, without the item falling?</p>			
<b>FMS Focus</b>	<b>Today when running focus on...</b>			
	<b>Run with high knees</b>		<b>Run with high knees</b>	
<b>Running Practise</b>	<b>Go Grab it</b>			
	<p><b>Description of Activity</b></p> <p>Arrange pupils in groups of four. Each group lines up behind a hoop at one end of the hall. Place a large variety of equipment (beanbags, balls, etc) at the other side of the playing area. On a signal, the first pupil in each group must run out, select any piece of equipment from the opposite end of the playing area, and return to their group. Only when they have placed their piece of equipment softly into their hoop can the next pupil run to retrieve another piece. The team with the most items at the end of the activity wins.</p> <p><b>Variations</b></p> <ul style="list-style-type: none"> <li>• Gather lots of different pieces of equipment from around the house</li> <li>• Try to make a happy face with the equipment; socks = eyes, tinfoil = mouth, nose = egg cup, ears = bananas, draw a face with chalk/hoop = face. How long does it take? Can you beat your own score? You could play this on your own or with a family member</li> <li>• Increase the distance from the equipment to your starting point</li> </ul>			
<b>Home Challenge</b>	<p>Ask a grown-up at home to make a small scavenger hunt for you using toys under tea-towels.</p>			
<b>PE Journal</b>	<p>Describe how you feel before, during (heart beating) and after running (happier). Draw a picture of the happy face you made during the practise activity. Design another face e.g. scary face, laughing face that you could make the next time you play the home practise activity</p>			





▶ [Scan here for video](#)



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### Home Activity C

<p><b>Warm Up</b></p>	<p><b>Throw and Run:</b> Throw an object in the air (beanbag, ball, teddy). Run as fast as you can until the object hits the ground. Mark how far you run. Can you beat your first attempt? If working in pairs, partner A will throw while partner B runs. Switch roles and repeat.</p>	
<p><b>FMS Focus</b></p>	<p><b>Today when running focus on...</b></p> <p><b>Bending elbows at 90 degrees</b></p> 	
<p><b>Running Practise</b></p>	<p><b>Shifting Gears and Change Speeds</b></p> <p><b>Description of Activity</b> Before starting the activity, practise changing speed by inviting pupils to move freely around the area. When 'sprint' is called, pupils run as fast as possible. When 'jog' is called, they slow down to a medium pace. When 'slow' is called, pupils slow down to almost walking pace (but still jogging on the balls of their feet).</p> <p>Invite pupils to line up in groups of five. Place six cones in a line approximately twenty steps apart, with a set of cones for each group. Explain that between each pair of cones pupils must adhere to a different speed, e.g. slow, medium or fast. It is useful to colour code the cones, e.g. green for fast, yellow for medium and blue for slow. On a signal the first pupil in each group moves through the cones, speeding up and slowing down where appropriate. Once the first pupil finishes, they line up at the other end behind a cone and the next pupil starts. Repeat going back to the starting point.</p>  <p><b>Variations</b></p> <ul style="list-style-type: none"> <li>• Use a variety of commands (Slow, medium, fast)</li> <li>• Add a different movement (Skipping, hopping, side stepping) when switching gears</li> </ul>	
<p><b>Home Challenge</b></p>	<p>Randomly place a variety of household items and toys around the playing area. In pairs, partner A calls an object for partner B to reach and touch with a body part. When partner B reaches the object partner A will call another object. Repeat until all objects have been called. If playing individually, run around reaching all the objects once. Can you remember the order in which you ran to each object? Can you repeat this sequence?</p>	
<p><b>PE Journal</b></p>	<p>Repeat running practice A/home challenge A. Record the number of times you ran to a certain point or the length of time you ran for in total. Compare today's score with your original score. Go online and watch an athlete sprinting. What do you notice about how he/she runs (arms, legs, head)?</p>	



▶ [Scan here for video](#)



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