

# I CAN Run, Jump, Throw, Wheel - Lesson # 1 of 10

## Learn to Train Running

### Introduction

Before the activity, introduce the unit by telling the class that they will be starting a new unit where they will be participating in many activities that improve their ability to run/wheel, jump, and throw. At the end of the unit, we will be celebrating our successes by having a Run, Jump, Throw Games! This lesson will focus on learning the proper form of running.

### Warm Up

#### **Activity: Castle Building Relay**

**Equipment:** Music player and music (music is optional, but recommended), hoops or poly-spot markers (one per group of 3-4), Lego or foam blocks (or other objects that stack)

**Organization:** Divide the class into groups of 3-4 and invite each group to stand one behind the other on the sideline. Place one hoop or poly-spot marker in front of each team. Scatter Lego or foam blocks on the other side of the playing area across from the groups. On the signal to go, the first person in line runs to the other end, picks up a block, brings it back, then places it into their team's hoop. Once back, he or she high fives the next teammate in line, who then runs to retrieve a block. This continues until all of the blocks are collected. Next, invite groups to take their hoop and blocks and place them somewhere in the playing area away from other groups. Each group has 2 minutes to build a castle inside their hoop using the blocks they have collected.

\*A platform or table can be used to make it easier for individuals in wheelchairs to stack the items.

### Learning Activities/Skill Development:

#### **Activity: Running Basics**

**Equipment:** Music & music player (optional, but recommended)

**Organization:** Invite students to sit down beside their castle. Explain that they will be moving around the space around the castles performing two types of running movements that will help them improve their running form. The first movement is called: Marching A's.

1. Keep upper body tall
2. Opposite legs and arms move
3. All actions are to be performed in a straight line
4. Knees lift high

Consider playing music while students show the Marching A's. After 2-3 minutes, explain and demonstrate the next movement: Running C's.

1. Keep upper body tall
2. Opposite legs and arms move
3. All actions are to be performed in a straight line
4. Kick seat with heels while moving in the space

\*Individuals in Wheelchairs can practice chair control such as rotating on the spot moving forward several pushes and rotating the other way.

### Outcomes/Objectives:

A 1 & 2: I can perform locomotor skills, such as running with control and effort.

D 3: I can follow rules and participate safely.

### Safety:

- Remind students to move in a controlled manner in the space and to avoid collisions.
- Students must keep their eyes looking in the direction they are traveling.

### **Learning Activities/Skill Development Cont'd...**

#### **Activity: Catch Me If You Can Tag**

**Equipment:** 3-4 objects to tag with (shortened pool noodles, etc.), 2 pylons

**Organization:** Set up two pylons on either the sideline (length of the space) or the endline (width of the space). Choose 3-4 students to be "its" and provide each with a tagging implement. On the signal to go, students move around the space using Marching A's. If tagged, he or she moves to the side and performs Running C's from one pylon to the other and then can return to the tag game. After 2 minutes, switch the "its".

\*Individuals in wheelchairs can practice rotating on the spot

### **Closure/Cool Down**

#### **Activity: On Your Mark...Set...Slow**

**Equipment:** None

**Organization:** Invite students to find an open space and lie flat on their backs. When the signal, "On Your Mark...Set...Slow!" is called out, students slowly get up and lunge a foot forward holding a stretch on that leg. Repeat the activity by having students lie flat again, but this time, they lunge forward and stretch the other leg. Repeat a few more times with other stretches.