

Read 'Professional Football: Diet and Training' from Giglets online reading resource or another non-fiction book about the importance of exercise.

Learners are then asked to plan a sports training event for another class.

When planning the event learners will come to realise the importance of time for the smooth running of the event and in turn how important it is in our daily lives.

I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. MNU 2-10b

### Planning the Warm Up

**How long is a minute?** Learners complete an activity such as star jumps and stop when they think 1 minute is up. Repeat several times until learners get a feel for long how long a minute is.

**How many in a minute?** Learners create a set of warm up activities, e.g. star jumps, sit-ups, burpees and push ups. Decide: how long each activity has to be done for and how will time be measured? **Investigate** – if you can do 55 star jumps in 1 minute does that mean you can do 110 in 2 minutes?

I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. MNU 2-10b

Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. MNU 2-10c.

### Developing Stamina

**How fast can you run and how can it be measured?** Learners create a set of running activities and try them out to see if they will work. Consider: distance of the track, how do you know, and how times will be recorded? **Further consideration should be made around appropriate unit of measure, what will it be and why?** (Minutes and seconds, seconds and tenths of seconds etc.) Activities could be repeated over a series of days or weeks and an athletes times recorded. **Order times shortest to longest.** Find the best time for each athlete. Towards the end of Second Level work out the speed of the athletes by using the formula  $\text{speed} = \text{distance} \div \text{time}$ . Athletes run in teams. **What team was the fastest, how will you work it out? What was the average speed per team?**

## Numeracy, Mathematics and Outdoor Learning Second Level

### Context – Planning, Setting up and Participating in a Sports Training Event

We chose to begin our topic by reading the online text 'Professional Football: Diet and Training' from Giglets online reading resource. Although other fitness non-fiction books could be used.



PE with Joe Wicks – inspiration for warm up activities

<https://www.youtube.com/watch?v=sX05HHni9Wk>

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### Sprinting

**How long does it take you to run 20 metres? How can we time this?** Discussion around using fractions of a second, what is this and how could it help us measure the time? **What does this look like on a stop watch?**

Set up a 20 metre track and train learners to use a stop watch and read tenths and hundredths of a second. Record athlete's times on a chart. **What information can we gather from the chart?** Compare times.

Usain Bolt's 100 metre world record <https://www.youtube.com/watch?v=k3PZgbQ8auE>

Nrich website – Olympic Measures <https://nrich.maths.org/8318&part=note>

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### Circuits

**How long at each station?** Create some stations around the outside area to allow athletes to practice ball skills. How much time will they get at each station, how much rest before they move on? Learners create a timetable for this activity.

### Schedule

When the activities have been planned and agreed learners must then consider:

**When will the event start?**  
**How long will each activity take?**  
**How will we know when to move on?**  
**How will we measure time?**  
**How long will the event last?**