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| Strand: Athletics | Strand Unit: Running |
| Fundamental Movement Skill: | Locomotor - Running |
| Resources: | Large space, cones, body-part cards, beanbags, scarves, beachballs, balloons, balls, hoops |
| Optional resources: | |
| Learning outcomes: | <p>The child should be enabled to:</p> <ul style="list-style-type: none"> ● jog or run in a non-competitive setting for periods extending from 30 seconds to 5 minutes ● practise baton change-over technique while moving in teams of four ● participate in a relay in a straight line using a baton, with four children per team ● participate in a standard relay (i.e. four children per team, using a baton) on an oval track, each child running a distance of 50 m approximately ● participate in team relays in small groups ● sprint distances of 50-70 m, developing good acceleration and finishing technique ● practise reaction sprints ● practise the standing start ● practise shuttle sprints (repeat sprints) over a distance of 30 m |

| Activity # | Activities that include running for the Athletics Strand | Teaching Points |
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| 1 | <p><u>Running for distance: Trains</u></p> <ul style="list-style-type: none"> ● In groups of eight, the children jog round track/field in single file. ● On a signal, the last child in each group sprints to the front and slows to a jog. ● The activity is repeated until all the children have been leaders. ● Run for three or four minutes. | <p>Vary the running time depending on the ability of the children.</p> <p>There should be a definite change in pace between sprinting to the top and then slowing to a jog.</p> |
| 2 | <p><u>Sprinting – Reaction sprints</u></p> <p>In turn, each group gets into position on the starting line.</p> <p>The children should suggest a fun starting position.</p> <p>On a signal each group rises and sprints to a designated area 10 metres away.</p> <p>Return to the starting line formation by walking up the perimeter of the yard.</p> | <p>This is about getting to the finish line first. Remind the children how we sprint as fast as we can:</p> <ul style="list-style-type: none"> ● High knees ● Running arms ● Head up ● Running on the balls of the feet |
| 3 | <p><u>70 metre sprints – formal standing start</u></p> <p>The teacher calls out:</p> <ul style="list-style-type: none"> ● <i>On your marks</i> – walk up to starting line. ● <i>Set</i> – front toe to the line, back foot one small step behind. Opposite arm forward, i.e. if left foot is forward, right arm is forward. Relax arms. Lean forward slightly. Look straight ahead towards finishing line. ● <i>Go</i> – sprint as fast as possible. <p>Increase pace at 50 metres to encourage a strong finish</p> <p>Run through at finish before slowing down to stop.</p> <p>Return to the starting line formation by walking back along the perimeter of the yard.</p> <p>Repeat three times.</p> | <p>Remember when starting a sprint at this level, it is not necessary for the children to crouch in a racing position where their hands are on the ground.</p> |
| 4 | <p><u>Relay</u></p> <p>Revise the baton passing sequence. If necessary demonstrate each step with one group.</p> | <p>Running the relay in oval formation can be done as a class activity if your</p> |

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| | <ul style="list-style-type: none"> ● <i>Step 1:</i> <p>Revise the downsweep baton changeover while jogging. The baton is passed from Number 1 to Number 2 to Number 3 to Number 4. Now Number 4 becomes Number 1 and all turn to face the new direction. Ensure that all the children now know their new position/number and which hand they are using.</p> <ul style="list-style-type: none"> ● <i>Step 2:</i> <p>Change the position of all team members so that all experience the changeover in different positions. If the changeover style of the children is well established, proceed to Step 3.</p> <ul style="list-style-type: none"> ● <i>Step 3:</i> <p>Changeover while the receiver is moving. Keep the groups in a straight line.</p> | <p>school has sufficient space to allow a track to be marked. Place the children 20 metres apart. Downsweep baton changeover. Receiver is moving as the baton is passed.</p> |
| 5 | <p><u>Running for distance: The bus run</u></p> <ul style="list-style-type: none"> ● Number 1 runs to Number 2 who joins the run. ● They continue to Number 3 and collect him/her. ● The group continues on collecting until all group members are running together. ● They continue to run for four to five minutes. ● On a signal from the teacher, the team begins to drop each team member at his or her original cone | |
| 6 | <p><u>Relay</u></p> <p>Revise the changeover with the receiver moving. Practise the relay in the usual line formation or, if there is sufficient space available, introduce:</p> <ul style="list-style-type: none"> ● <i>Circular relay</i> <p>Running the relay in an oval formation can be done as a class activity if a school has sufficient space to allow a track to be marked. Place the children approximately 20 metres apart.</p> | <p>Circular relay The children run a circular relay. The teams take up position at the appropriate cone as in Activity 4. Two teams run at any one time.</p> |

