

Resources

Stop watch/es; markers; batons (optional); Learning Resource Athletics 26

Lesson 10

Unit 3

Learning Objectives	Suggested Series of Activities - TRAVELLING - LONGER DISTANCE TEAM RELAY	Points to Note
<p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> ■ to refine travelling skills ■ to explore moving takeovers <p>Selecting and Applying</p> <ul style="list-style-type: none"> ■ to decide on and implement a team strategy <p>Improving and Evaluating</p> <ul style="list-style-type: none"> ■ to evaluate the team strategy <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> ■ to lead simple warm up routine ■ the elements of fitness and that fitness affects athletic performance ■ that shoulders and hips are ball and socket joints 	<p>Warm up</p> <p>Group the children in groups of 3-4; with one child leading the others</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To take their group through a simple warm up routine ■ What is fitness? How can fitness help a track athlete? 	<ul style="list-style-type: none"> ■ reinforce the four elements of fitness – strength, speed, suppleness, stamina
	<p>Event</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ In teams of four to prepare for a team relay challenge (see Resource Athletics 26 Relay 2) ■ To take part in the challenge and note their time <p>How did you decide how far each team member would travel?</p> <p>What influenced your decisions regarding the order of competing and the speed of travelling?</p>	<ul style="list-style-type: none"> ■ give the children time to decide on their team strategy ■ get the teams to place markers at take over points ■ use touch takeovers or a baton exchange
	<p>Development</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ In their teams, to evaluate their team strategy and make any adaptations they feel might improve their time <p>Talk with the children about how time could be saved, if the person taking over is actually moving at the take over rather than standing still.</p> <ul style="list-style-type: none"> ■ To experiment with taking over on the move 	<ul style="list-style-type: none"> ■ emphasise that, if the person taking over moves too soon, their team member might not be able to catch them and effect the take-over
	<p>Event</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To complete the challenge again <p>If they improved on their time</p> <p>If so, why? If not, Why was this?</p>	<ul style="list-style-type: none"> ■ the event could be made competitive with the winning team/s being: <ul style="list-style-type: none"> - the fastest team - the team with the most improved time
	<p>Cool down and concluding activity</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To slowly lift and lower each leg in turn several times, to the side, in front and then behind <p>Which joint is being used?</p> <ul style="list-style-type: none"> ■ To slowly lift and lower each arm in turn several times, to the side, in front and then behind <p>Which joint is being used?</p>	<ul style="list-style-type: none"> ■ point out that the shoulder and hip joints are ball and socket joints

