



Running 3.1: Jogging and sprinting

8 - 12 year olds

Introduction (1 - 2 minutes)

Is there more than one type of running?

How do people run in different sports?

Warm-up: Running with your shadow (5minutes)

- In pairs, one child leads and the other follows as his or her shadow.
- One child jogs around the activity space, shadow follows, keeping a constant distance “not too close” to the lead child.
- The lead child is encouraged to “jog” at different speeds.
- Lead child should make wide turns; no sudden changes of direction.
- Tell children you will be watching to see that their arms pump properly.
- Slow-tempo music can help children to maintain a sustainable pace.
- Switch leaders and shadows.

TIME: 30 minutes

SKILL: Locomotion

EQUIPMENT: Cones to set up a perimeter or lines

ORGANIZATION/PROGRAM:

ACTIVITY LEADER:

GROUP NAME:

DATE:

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Demonstration: Jogging and sprinting (1 - 2 minutes)

- Tell children that there are things they can do to be better runners.
- Demonstrate the difference between jogging (medium speed) and sprinting (running fast).
- Jogging is good for going longer distances.
- Sprinting is good for short distances.
- Arms should be bent approximately 90 degrees at the elbows.
- When jogging, arms should “pump” gently forward and backward by the side of the body (not across the body).
- When sprinting, knees come up higher, hands pump from hip to lip.

Practice: Running on the spot (5 minutes)

- Ask the children to run on the spot with you for 30-60 seconds at a time.
- Ask them to slow down or speed up their arms and legs together.
- Keep the head still, not loose and “flopping” from side to side.
- From time to time, ask the children to stop and balance on one foot. If standing on the right foot, the right hand should point forward and vice versa.
- Repeat a few times so children can grasp the concept of moving the opposite arms and legs.

Activity 1: “Bum” walk (5 minutes)

- Have the children sit on the floor with their legs stretched out in front of them.
- Knees should be slightly bent so that they can keep a straight back.
- They will move forward across the activity space simply by swinging their arms as they shift from one sitting bone to the other.
- Tell the children that moving their hands alternately from “hip to lip” will help them move faster.

TIPS FOR INSTRUCTION

- There are many elements that make up mature running.
- It is beyond the scope of this basic lesson to address all of them.
- Simply watch each child and provide individual feedback based on the practice instructions.

CUES

- *Keep head still.*
- *Arms “pump” gently when jogging.*
- *Arms “pump” vigorously when sprinting.*
- *Arms and legs move opposite.*

CUES

- *“Hip to lip”*
- *Straight back*

Activity 2: Jog-react-sprint (5 minutes)

- Identify a start line that children can spread out along. Use cones to help children spread out.
- On the signal, ask them to start jogging away from the start line.
- On the next signal, they must turn quickly and sprint back to the start.
- As a variation, have the children sprint on your first signal and then turn and jog back to the start on the second signal.

Game: Sprint relays (5 - 10 minutes)

- Identify a start line and arrange children into groups of 3-4 per line.
- Make sure each line has a mix of fast and slow runners.
- On signal to start, first child in each line sprints out around a cone and back to their line.
- Returning sprinter touches hand of next child and next child sprints.
- Each child sits down after they return to their line.
- Run 4-5 races. Consider rebalancing the teams if one or two teams are dominant.

Wrap-up (1 - 2 minutes)

What special movements do we need to remember so we can be good runners?

CUES

- *Keep head still.*
- *Arms “pump” gently forward and backward in jogging.*
- *Arms “pump” vigorously hip to hip in sprinting.*