



DATE:

ORGANIZATION/PROGRAM:

ACTIVITY LEADER:

GROUP NAME:

**CURRICULAR COMPETENCY & OUTCOME:**

Students develop and demonstrate movement skills in a variety of activities.

## Running 2.4: Red light, green light

5 - 8 year olds

**TIME:** 30 minutes

**SKILL:** Locomotion

**EQUIPMENT:** Cones, tape, pinnie

### Introduction (1 - 2 minutes)

Greet the children and ask them to sit in a circle.

Explain any special safety rules for the day.

Remind children to stop, look, and listen when you signal (e.g. blow whistle).

*Can you think of a sport where you would have to run forward, sideways and backwards?*

## Warm-up: Colour tag (5 - 8 minutes)

- Leader divides children into 4 equal groups.
- Each group is wearing a different colour pinnie.
- Leader calls a colour that is “it” and a locomotor movement (walk, run, gallop, skip).
- The team that is “it” tries to tag members of the other teams.
- When a child is tagged they must freeze in a “star” position.
- To rejoin the game, another team member must “high-five” the star and then crawl under the star’s legs.
- Leader changes which colour is “it” every few minutes.

## Demonstration: Running forwards, sideways, backwards (2 - 3 minutes)

- *We can run in three directions: forwards, sideways, backwards.*
- Leader sets up 4 cones to make a large rectangle about 5x10 metres.
- Leader demonstrates running around the rectangle while always facing the same direction.
  - » Run forward along one long side of the rectangle.
  - » Run sideways with knees higher on first short side.
  - » Run backwards on the other long side.
  - » Run sideways in the opposite direction on the second short side.
- Leader should remind children when demonstrating:
  - » *Keep your head still and look ahead.*
  - » *Bend your arms at the elbows and do not cross the front of your body.*
  - » *Lift your knees higher when running sideways (think “high knees”).*

## Practice: Running rectangles (5 - 8 minutes)

- Leader uses cones to make rectangles.
- Leader divides children into groups of 3-5.
- Each group has their own rectangle about 5x10 metres.
- Children run around the rectangle facing one direction as shown in the demonstration:
  - » *Run forwards.*
  - » *Run sideways.*
  - » *Run backwards.*
  - » *Run sideways.*
- When running backwards, the children should point their feet forwards while looking over their shoulder towards the cone they are headed towards.
- Leader can signal a change of speed in which the children are running

- » *Run slowly.*
- » *Run as fast as you can (sprint).*
- » *Run slowly forwards and backwards and run fast sideways.*
- » *Run slowly sideways and run fast forwards and backwards.*
- If children want to pass others, they must pass “on the outside” and not on the inside closest to the rectangle.

### 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 when needed.
- Encourage lots of practice but pause when necessary to avoid over-stress and excessive fatigue.

### CUES

- *Head still*
- *Look forward*
- *Hands pump “hip to lip”*
- *Arms don’t cross front of body*
- *Knees high*
- *On toes*

## Game: Red light, green light (10 - 12 minutes)

- Ask children to spread out along one end of the activity space.
- Explain the game “Red light, green light”.
- *When I call “green light”, run as fast as you can towards the other end.*
- *When I call “red light”, freeze in an interesting shape.*
- *When I call “yellow light”, run slowly towards the other end.*
- In different rounds, change the way you want the children to run (e.g. “*This time I want you to run in zig-zags,*” or “*This time I want you to run backwards.*”)

## Wrap-up (1 - 2 minutes)

Ask children to sit quietly in a circle.

Review what they learned today.

*Which way of running was easiest for you?*

*Which way of running was hardest for you?*

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