**Activity Theme:** Individual and Dual Activities

Sprinting **–** Level 2

*As adapted from “Run, Jump, Throw”, Athletics Canada*

**Duration:** 30 minutes **Instructors**: Megan Severide, Jen Thompson, Michelle Parker, Devon Edmonson

**Grade Level:** 4/5

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**Objective:** *to introduce the developmental movement patterns of sprinting focusing on limbs in opposition*

 **Prescribed Learning Outcomes (PLO’s)**

* Participate in activities that help develop students cardiovascular endurance
* Participate daily in endurance activities

**Safety Considerations**

* Make sure the surface area is free of debris
* Make sure all shoe laces are tied and proper footwear is worn
* Review rules for moving in open spaces (especially if near walls) – Eyes up, Head up!

**Equipment Required**

* Pylons
* Batons
* Large space (gym, outdoor field, track if available)

**LESSON SEQUENCE**

**WARM UP: “Dynamic Stretching”** (5 Minutes - *Michelle*)

Dynamic Stretching to music

* Shoulder circles
* Arm swings
* Side bends
* Hip circles and twists
* Half squat
* Leg swings
* Lunges

**SKILL DEVELOPMENT: *“Rabbits and Roosters”*** (12 minutes - *Megan*)

Within a playing area approx (40m x 20m). Two teams face each other 4 meters apart with a 3m safety zone in from of their home line. One team are the “Rabbits” and one team are the “Roosters”. The instructor calls one name, which uses the below movement to chase the other team to their safety zone. If someone is tagged, they join the other team. The instructor rolls the “rrrr” to heighten anticipation.

1. Walking with stress free swing of arms
2. Repeat procedure this time marching, first low knee lift, then high knee lift (roughly 20m)
3. Repeat procedure skipping
4. Repeat procedure running
5. Repeat procedure but students run on the spot with high knees for 10 seconds then accelerate on
6. Sprint Race

**Teaching Cues*:***

Why is it important to walk with opposite arm/opposite leg (limbs in opposition)?

What knee lift (low or high) do you think would assist you in running faster?

*Skills to Look For:*

* *Knee up, toe up, tall body*
* *Limbs in opposition*
* *Actions in straight alignment*

**CULMINATING ACTIVITY: “Pursuit Relay”** (8 minutes - *Devon*)

Four teams spread out around a 200-400m track or field. Runners travel counter-clockwise handing off and receiving baton. Two of the teams, located opposite to each other have batons. The first runner hands off the baton to the first runner of the next group. After the exchange each just arrived runner joins that group at the end of the line. Relay ends when one baton catches up to another group or a designated time limit.

**COOL DOWN: “Walk of Life”** (5 minutes - *Jen*)

Lead the students through a walking activity using various modes of locomotion (i.e. speed-walk, robots, walking through mud, steep hill etc.) Ask students to add to the list and take over leading the activity.

**Meeting the Need of Students**

* *Physical Development:* endurance, basic movement skills for lifelong activity and endurance
* *Cognitive Development:* spatial awareness, listening to instruction
* *Affective development*: sportsmanship, inclusion, teamwork

**Adaptations for Diverse Learners:**

* All activities can be modified based on the level of the student. Students can learn at their own pace. Each player has equal number of “turns” and participation in the activity.
* Have a guide to for vision impaired students – one student to be tethered by hand to vision impaired student remembering to mirror their movements (no synchronize)
* Wheelchair accessible playing surface
* Cerebral Palsy – adapt to shorter races because slower recovery time

**Resources:**

Athletics Canada “Run, Jump, Throw”: http://homepage.usask.ca/~cah241/rjt.PDF

BC New Curriculum Draft Grade 5: https://curriculum.gov.bc.ca/curriculum/physical-health-education/5

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* **Warm Up:** (5 Minutes - *Michelle*)

Dynamic Stretching to music

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**Skill Development:** “Rabbits and Rooster” (12 minutes - *Megan*)

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\*Adaptations for diverse learners:

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**Culminating Activity:** “Pursuit Relay” (8 minutes - *Devon*)

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**Cool Down: “**Walk of Life” (5 minutes)

Lead the students through a walking activity using various modes of locomotion (i.e. speed-walk, robots, walking through mud, steep hill etc.) Ask students to add to the list and take over leading the activity.

**Assessment Tools**

Self Assessment:

Do you think your sprinting improved today?

Not really 1 2 3 4 5 A lot

Formative Assessment: ✔ or ✔+

Does the student run with limbs in opposition?

Does the runner use, knees up, toes up, and straight body alignment when they run?

Is the student participating in a safe appropriate manner?