

SAFETY

- Ensure children are working in sufficient space.
- Ensure children have enough space at the end of the run and slow down gradually.

THINK INCLUSIVE

Visually impaired runners could use their partner as a guide and run fast together. See the Including Young Disabled People card for ideas on how to do this.



EQUIPMENT

- Markers.
- Cones.
- Stopwatches.

ABCLINKS

Agility

Encourage the children to practise:

- responding to a signal to explore sudden change of pace
- deliberately accelerating once a good running position has been established
- practicing change of pace in the longer runs
- different starting positions, e.g. on back, on tummy, on knees etc.

Balance

Encourage the children to practise:

- balanced positions to start
- running round curves while maintaining balance
- exploring the idea of losing and regaining balance while running.

Co-ordination

Encourage the children to practise:

- appropriate co-ordination exercises of arms and legs to music or rhythm
- experimenting with changing stride length while still running rhythmically.



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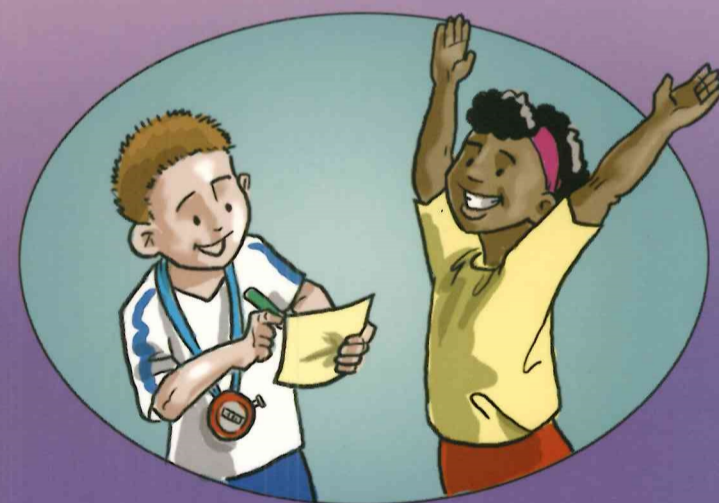
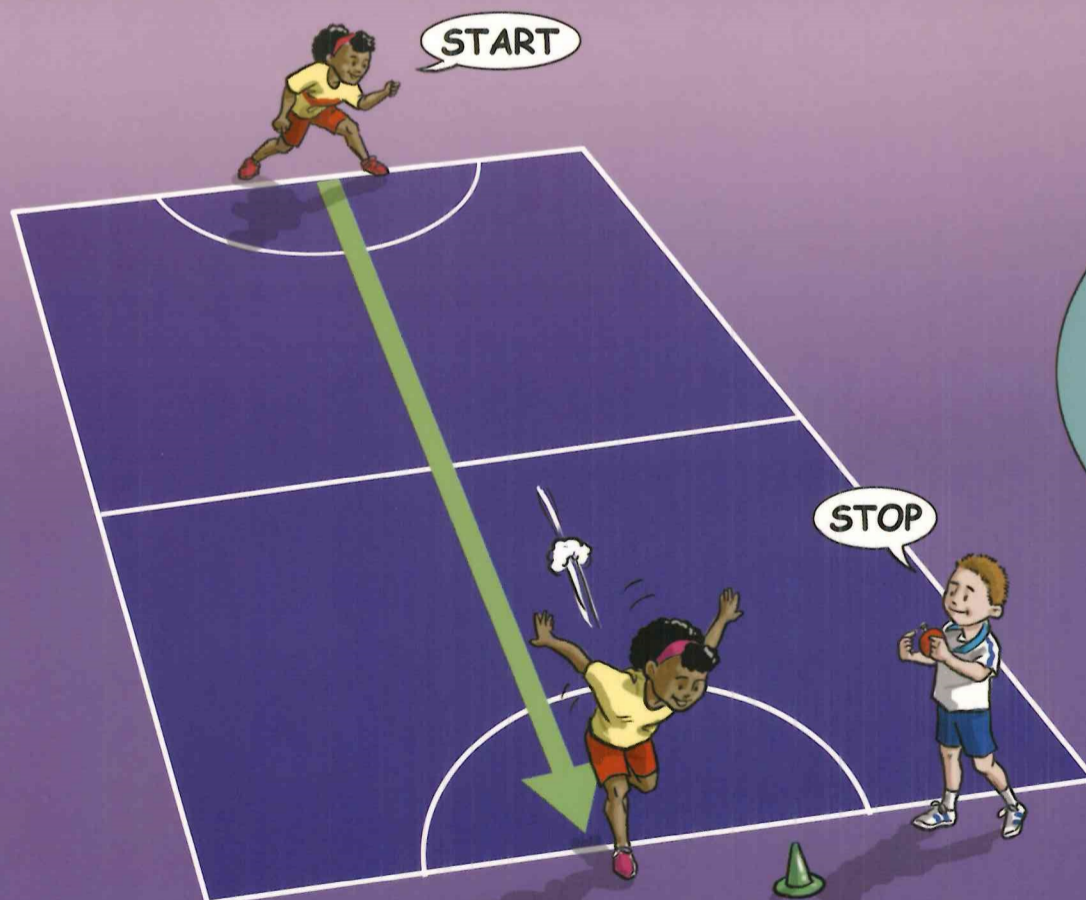
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GREAT!
YOU WERE 20cm
CLOSER TO THE
CONE THAN
LAST TIME!

DEVELOPING FAST RUNNING

- Working in pairs, stand on a line together.
- One person moves away and places a cone at where the other says they can run to in 5 seconds.
- One person runs as fast as they can towards the cone with the other timing.
- The person timing shouts 'STOP' after 5 seconds and marks where the runner reached.
- Re-position the cone and try again to run past it.
- Swap roles and repeat.
- Have a race first to one cone, then go back to the start and race to the other.
- Once all the cones are in position, pairs can race each other over the various distances.
- Repeat running for 10 and then 20 seconds.



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