

Running

Description

Running is like walking except there is a period of suspension when both feet are off the ground at the same time. The skill of running includes jogging, sprinting, chasing, dodging and evading. All of these are important to many games (e.g. tag), sports (e.g. athletics) and everyday activities (e.g. running to get to school on time).



Applying movement principles

Momentum: In running, the greater the force produced from the drive off the back leg, the greater the forward acceleration. That is, the more you push off the ground with your legs, the faster you will go.

Direction of force: In running, the direction of force is achieved through a forwards lean of the body. Knees move forwards, and arms move forwards and back, to minimise any lateral movements of the body. That is, you lean your body in the direction of the run.

Levers: If you shorten your lever arm, the movement will be faster. That is, bending your knees and elbows shortens the lever to increase running speed.

Learning cues

- hold head up, look ahead
- lean body slightly forward
- lift knees
- bend arms at the elbows, swing arms backwards and forwards from shoulders
- move arms in opposition to leg action
- land on heels
- push off with the balls of the feet
- as running speed is increased, body lean and arm action increases
- in a fast run, the balls of the feet contact the ground first

Learning phases

Discovering phase

Activities in this phase involve children discovering different ways of running: in space, through different pathways and levels, and at varying speeds. The following are some characteristics of running for this phase:

- leg swing is limited, with a stiff, uneven stride
- no obvious flight phase
- arms are stiff and swing out from the body
- legs and feet swing out from the body
- running pattern features a wide base of support.

Developing phase

Practising running efficiently, at different speeds and in varying directions is a focus for learning in this phase. Children in the developing phase of the running skill exhibit the following characteristics:

- running stride is more even
- a limited flight phase is evident
- back leg extends to push off and give more momentum
- arm swing increases and occurs closer to the body.

Consolidating phase

Children at this level apply the skill of running in different contexts, including sustained running and sprint activities, evading opponents (e.g. in tag games) and running with others. A mature running pattern includes the following characteristics:

- stride is a good length, has an even rhythm and includes a definite flight phase
- supporting leg extends fully
- arms are bent and swing backwards and forwards in opposition to legs.

Overview

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Discovering	Running Free	Running, space awareness (directions and levels) and body awareness (time and energy).	1	Hard or grass area	29
	Korero Kiri	Running, space awareness (pathways, body parts), body awareness (time and energy) and relationships (with objects and others).	1	Hard or grass area	30
	Running Journey	Running, space awareness (direction, levels), relationships (with objects).	2-4	Hard or grass area	31
	Changing Speed	Running efficiently at various speeds and relationships (with others).	6-8	Hard or grass area	32
Developing	Half-and-Half Relays	Sustained running and relationships (with others).	4	Hard or grass area	33
	Firefighter's Bucket	Sustained running and relationships (with others).	3-4	Hard or grass area	34
	City Gates	Running efficiently, fast running around a circuit and running in a pack.	4-6	Hard or grass area	35
	Fast Cars	Fast running and running in a circle.	4-6	Hard or grass area	36
	Three Person Tag	Running fast, evading and dodging, and relationships (with others).	3	Hard or grass area	37
Consolidating	Radishes and Raisins	Quick starting, fast running and evading.	8+	Hard or grass area	38
	Quick Starts	Standing and sitting starts, and running for speed.	5	Hard or grass area	39
	Rob the Nest	Quick starts, running for speed and quick turning.	3-4	Hard or grass area	40
	Bump	Fast running and evading a chaser.	6-8	Hard or grass area	41
	Destinations	Sustained running, map reading and calculating distance.	2	Hard or grass area	42
	Colour or Number Run	Sustained running and relationships (with others).	8+	Hard or grass area	43
	Leader of the Pack	Sustained running, running as a group (pack) and changing pace.	4-6	Hard or grass area	44

Discovering Running

Running Free

Movement skills/concepts

Running, space awareness (directions and levels) and body awareness (time and energy).

Set-up

Playground, field or large inside area (hall or gym).

Children spread out in a defined area.

Activity

Who can run ...? (or Can you run ...?)

- like a pixie/an elephant
- very tall/very small
- on/across the line
- on your tiptoes/flat-footed
- at a high/low level
- under the bars/behind the chair
- as fast/slowly/smoothly as you can
- with jerky movements
- forwards/backwards
- all by yourself
- in your own space
- as far as you can
- in front of/behind a partner
- holding hands with a partner

Be creative

Can you see ...?

- creativity
- having a go
- enjoyment

You could ask ...

Which activity made you run lightly?

What did you do with your body so that you could run lightly?

In which activity did you run fast? How did you run fast?

Variations

Add pathways: Run in different pathways or make shapes, (e.g. zigzag, circle, 'S' shape, straight line).

Add obstacles: Run over or under obstacles, (e.g. over a bench, under a tree, up a hill or down a hill).

Korero Kiri

Movement skills/concepts

Running, space awareness (pathways, body parts), body awareness (time and energy) and relationships (with objects and others).

Set-up

Children are spread out in a defined grass or hard surface area. One person is chosen as 'Kiri'.



Activity

Kiri calls instructions to the group. If the instructions begin with 'Kiri says', the group performs that activity. If the instructions do not begin with 'Kiri says', the group continues to do the previous activity.

Suggestions for Kiri's instructions include:

- run leaning backwards, leaning forwards, quickly, slowly, heavily or lightly
- run with long bouncy strides, with high fast knees, long arms, fast arms, arms swinging across chest
- run with a partner, follow the leader, run to a point, and run over and under obstacles

Can you see ...?

- opposite arm and leg action
- head up, looking around
- keeping clear of others (no collisions)

You could ask ...

Which ways of running felt strange?

Which ways of running were more comfortable than others? Why was this?

Variations

Partner check: One person runs as fast as they can. Partner checks what they are doing well. Exchange roles and repeat. Repeat with jogging.

Running Journey

Movement skills/concepts

Running, space awareness (direction, levels), relationships (with objects).

Set-up

Playground area with equipment/obstacles.

Groups of approximately two–four: each group stands in single file in a defined area.



Activity

The leader of the group chooses a jogging journey to lead the others on – around the playground, up and down steps, along lines, over low obstacles, etc. On a signal, the person at the back of the line runs up to take the lead.

Can you see ...?

- head up, watching the leader and where they are going
- light, rhythmic running movements
- the group keeping together

You could ask ...

Did your leader vary the speed of your jogging journey? If so, what was different about your running style at the different speeds?

Variations

Provide guidance for the leader: Include examples of a running journey on a card, (e.g. touch something glass/concrete/green/red, touch a tree, go over a seat, go under the bars, monkey run to the lamp post, jump to the rugby posts).

Vary the locomotor skill: Try jumping, hopping or skipping.

Changing Speed

Movement skills/concepts

Running efficiently at various speeds and relationships (with others).

Set-up

Cones or other markers, or existing lines.

Pairs of markers are spaced at 10 metre intervals in a defined grass or hard surface area.

Children line up in waves behind the starting markers.

Activity

On 'Go', the first wave runs fast to the first pair of markers, slow to the second, fast to the third, etc.

The second wave starts when the first wave reaches the first markers.

Can you see ...?

- running tall, with arms bent and relaxed
- driving arms and knees upwards to increase speed

You could ask ...

How is fast running different to jogging?

How do you change your running style when speeding up or slowing down?

Variations

Vary set-up: Run around a circuit/athletics field with marked intervals.

Vary running tempo: Change speed on signal – use the walk, jog, run sequence.

*Children
modify to
increase
challenge*

Developing Running

Half-and-half Relays

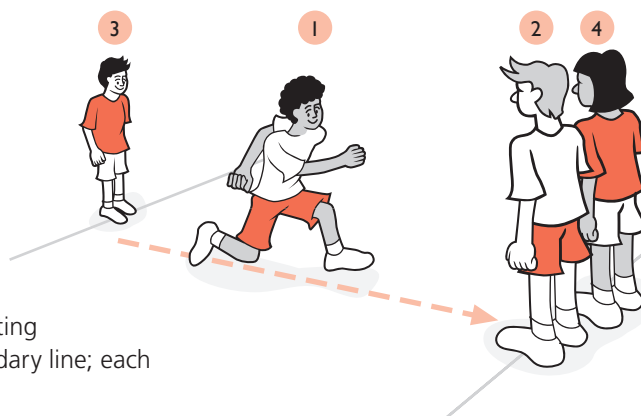
Movement skills/concepts

Sustained running and relationships (with others).

Set-up

Grass or hard surface area has a starting line and a boundary line, 3–8 metres apart. Use cones or markers if there are no lines.

Groups of four: two children stand at the starting line and two at the boundary line; each pair faces the other pair.



Activity 1: Straight ahead

On 'Go':

- Player 1 runs to tag Player 2 at the boundary line and stays there, then
- Player 2 runs to tag Player 3 at the starting line and stays there, then
- Player 3 runs to tag Player 4 at the boundary line and stays there

Repeat until all children are back where they started.

Activity 2: Round the back

On 'Go', from the same starting positions:

- Player 1 runs across the area and around the back of Players 2 and 4, then tags Player 2, then
- Player 2 runs across and around the back of Player 3 and tags player 3

Repeat several times.

Can you see ...?

- head up
- opposite arm and leg action
- bent arms swinging forwards and backwards
- landing on heels, pushing off on the balls of the feet
- smooth, rhythmical running

You could ask ...

To run without getting puffed, what do you need to do?

How would this relay be different if you were running fast, aiming to be the first team finished?

Variations

Vary speed: Try running fast: the winner is the first team back that finishes with the coolest pose.

Firefighter's Bucket

Movement skills/concepts

Sustained running and relationships (with others).

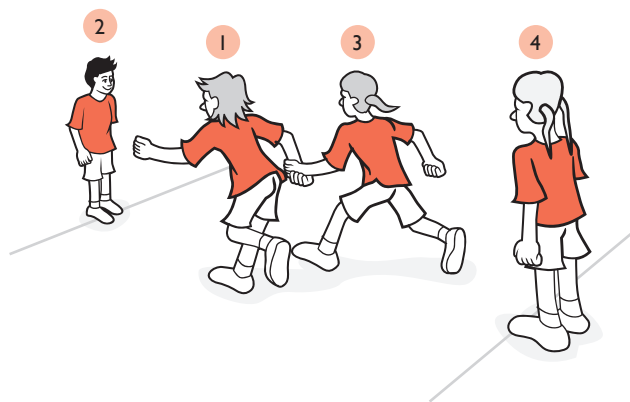
Set-up

Cones, hoops, or lines to use as markers.

Hall, grass or hard surface, marked out with a running distance of 5–6 metres.

Groups of three–four: children in each group are lined up one behind the other and facing the boundary line. Player 1 begins as the firefighter.

Support
others



Activity

Player 1 takes Player 2's hand, runs with this player to the boundary line and leaves them there, then runs back to Player 3.

Player 1 now takes Player 3 over to the other side, and then Player 4, so that all team members are now on the opposite side to where they started.

Player 2 now takes each other player in turn back to the other side.

Repeat this sequence until all members have had a turn at being a firefighter.

Can you see ...?

- matching speed in pair
- light, continuous running

You could ask ...

As the 'firefighter' how will you have enough energy to save the last person?

How will you look after the runners you are saving?

Variations

Vary distance: Increase the running distance.

Vary equipment: Use a short rope instead of grasping hands.

City Gates

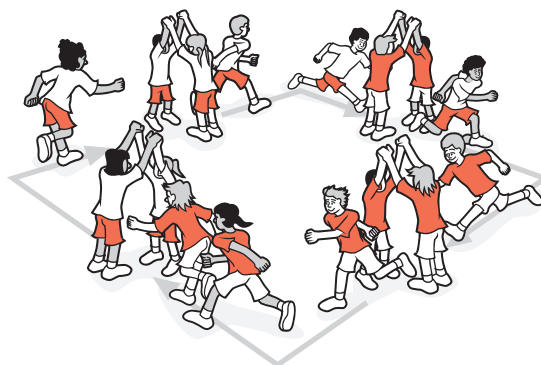
Movement skills/concepts

Running efficiently, fast running around a circuit and running in a pack.

Set-up

Hard or grass area.

Teams of four–six players each, spaced around the area.



Teamwork

Activity

Two children in each team make an arch (city gate). On a signal, the others in each team have to run in single file through their own gate and through the other teams' gates. The first team back (lined up) to its starting point is the winner.

Can you see ...?

- light running
- opposite arm and leg action
- keeping in order within teams

You could ask ...

How will you run together as a team?

How do you run fast?

Variations

Modify rules: When the runners arrive back, the first two in each team make a new gate. The others continue on round the circuit, with the ones who made the original gate joining on the back. Continue until all have made a gate.

Vary locomotor skill: Try walking or skipping only.

Fast Cars

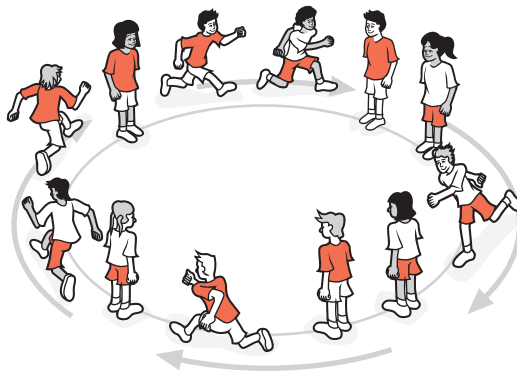
Movement skills/concepts

Fast running and running in a circle.

Set-up

Defined grass or hard area.

Children sit in a circle.



Activity

Coach/teacher gives each child in the circle a name of a type of car and a number, (e.g. Holden 1, Honda 1, Subaru 1, Holden 2, Honda 2). The coach/teacher then calls out a type of car and those children with that name race around the circle in a clockwise direction, back to their 'garages'. They are considered parked if they are standing facing into the circle.

Now have a race between the different types of car, by calling out a number.

Can you see ...?

- head up
- body leaning in slightly towards circle
- short arm action
- smooth, fast running

You could ask ...

Who has the most powerful car?

Why do you think this car is powerful?

What about your engine? What makes a fast runner?

Variations

Midnight: Call out a birthday month or numbers in Maori; the children with that birthday/number sprint around the circle, return to their start positions and then try to reach the centre of the circle first. On the call of 'Midnight', all runners race off.

Three Person Tag

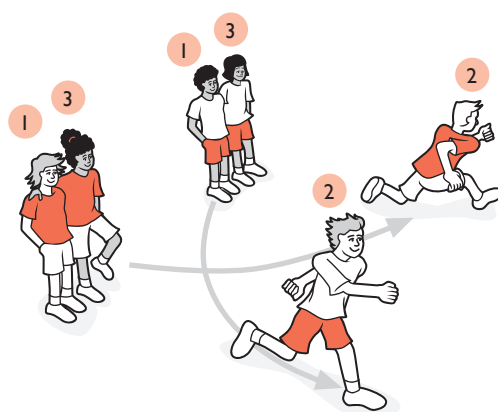
Movement skills/concepts

Running fast, evading and dodging, and relationships (with others).

Set-up

Suitable surface with marked lines in a defined area.

Groups of three: each player is numbered 1, 2 or 3 and all begin standing side by side on a line within the area.



Activity

When a number is called, that player runs away. After a count of three, the other two chase and tag the runner. Walk back and rest. Each player has a turn at being the runner.

Can you see ...?

- head up, looking around
- chasers working as a team
- children appropriately matched

You could ask ...

Chasers: How will you work together to catch the runner?

Runners: What can you do to avoid being caught?

Variations

Modify rules: Two players are runners and one is the tagger. When one runner is caught, they join the tagger in trying to tag the last runner.

Consolidating/Applying Running

Radishes and Raisins

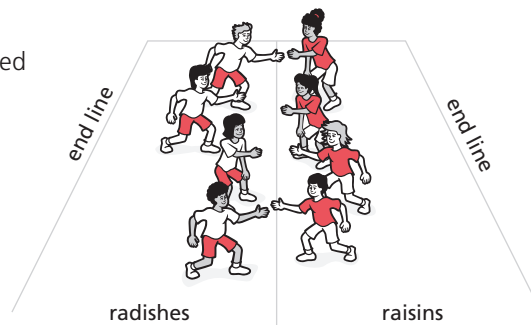
Movement skills/concepts

Quick starting, fast running and evading.

Set-up

A grass or hard surface area is marked out with two end lines 15 metres apart and a centre area 2 metres wide.

Two even teams, one 'Radishes' and the other 'Raisins', stand on opposite end lines with the coach/teacher in the middle.



Activity

On a signal, each team moves towards the centre of the playing area until the two teams are about 2 metres apart.

On the call of 'Radishes' or 'Raisins', the players on that team run to their end line and the other team chases them. Those tagged before they reach their end line must join the other team.

The coach/teacher may roll the 'R' at the beginning of each call, to hold the teams for a few seconds in anticipation.

The winner is the team with the most players at the end of the playing time.

Can you see ...?

- head up looking around
- explosive starts
- fast legs and arms
- high knees
- balls of the feet touching the ground

You could ask

What can you do to make it difficult to be tagged?

What can you do to move quickly?

Variations

Include other locomotor skills: For example, teams walk, hop or do an animal walk (e.g. crab walk).

Vary call: Add a 'neutral' word such as 'creep'; if children move when the neutral word is called, they must make a funny face or perform a special trick.

Vary team names: For example, teams are 'Brooms' and 'Brushes', or 'Crows' and 'Cranes'.

Quick Starts

Movement skills/concepts

Standing and sitting starts, and running for speed.

Set-up

Hard or grass area.

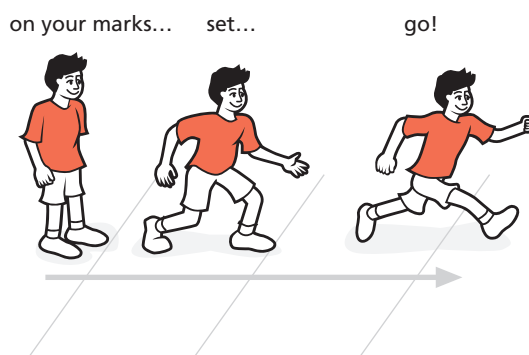
Children spread out along a line.

Activity 1: Individual standing starts

Children stand with one foot forward, knee slightly bent, weight over the front foot, both arms bent and the forward arm opposite to the front foot.

When all are ready, the start is signalled with 'Go' or a clap. All take off and run for about 5 metres.

Now try a paced preparation sequence: 'On your marks', stand with one foot behind the line; 'Set', take up the position above; and 'Go'.



Technique is important

Activity 2: Sprints in pairs/sitting starts

Children are in pairs. One child is sitting 2–5 metres in front of the other, both facing a finishing line 10–15 metres away. On a signal they both jump up and run to the line, with the back runner trying to catch the front runner. Change over positions and repeat several times.

Can you see ...?

- trying each foot forwards at start to find a preferred one
- quickly driving forwards with back leg
- short quick steps
- gradual straightening of the body
- vigorous arm movements
- relaxed running
- matching pairs

You could ask ...

To get a quick start, what do you need to do?

Variations

Vary signal: For example, children start at the sound of two blocks or a starting gun.

Vary starting position: Children begin by lying full length face down or on back.

Vary the distance: Increase or reduce the running distance, according to skill levels.

Having fun

Rob the Nest

Movement skills/concepts

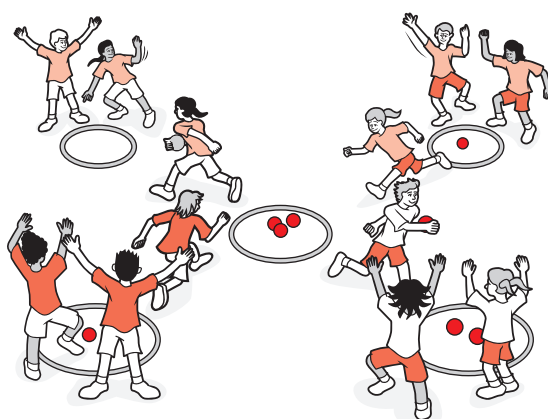
Quick starts, running for speed and quick turning.

Set-up

Balls/beanbags, hoops.

Four teams of approximately three–four players each; each team is identified by a number.

Balls begin in a hoop (nest) in the centre, each team stands by another hoop.



Activity

On the call of a number, the players in the team with that number collect eggs from the centre and place them in their nest, in a given time, (e.g. 30–45 seconds). When the centre is empty, they may take the eggs from any other nest. No interference from other players is allowed; one point is deducted for interference. Only one egg may be carried at a time. The number of eggs in the nest at the end of the allocated time is the score for that team.

Can you see ...?

- steady running
- fair play

You could ask ...

Which group will you take the eggs from once the centre is empty?

What are examples of unfair/fair play?

Variations

Modify rules: To involve more children, decrease the size of the groups, add more balls.

Call a new number at any time to replace the runners. Anyone with a ball in their hand when the call is made may take it back to their nest.

Bump

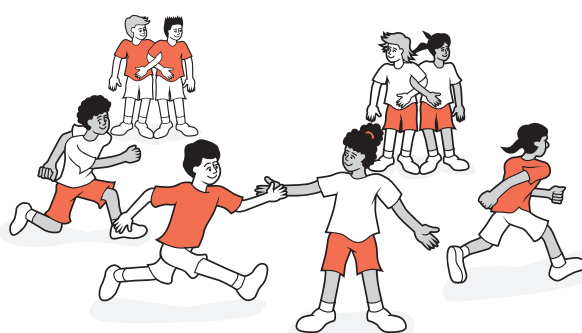
Movement skills/concepts

Fast running and evading a chaser.

Set-up

Suitable hard or grass surface in a defined area.

Groups of at least six or eight: there is one runner and one tagger, and the others link arms in pairs, spread out and stand still.



Activity

The tagger tries to catch the runner. To escape, the runner can link onto any pair, 'bumping off' the person on the other end, who then becomes the new runner. If the runner is tagged by the chaser, these two change roles.

Can you see ...?

- frequent bumps
- head up, looking around
- balance

You could ask ...

Runners: How could you use the position of the stationary pairs to your advantage?

When will you use the 'bumping off' strategy?

Variations

Increase numbers: Have more runners and taggers.

Modify rules: The partners in each pair stand one in front of the other and the runner jumps in front to escape. The back person then becomes the runner.

Destinations

Movement skills/concepts

Sustained running, map reading and calculating distance.

Set-up

Map (for classroom use).

Long course or circuit around the school or school block, measured to the nearest 100 metres.

Children run individually or in pairs.

Activity

Children, individually or as a class, decide on a town, city or other place as their destination, which they will 'reach' by running the equivalent distance around the course. The destination should be a challenging but realistic distance from the school, and it should be possible to reach it within three weeks or interest may be lost. The children locate this place on a map and note its distance from the school.

Children run laps of the course at their own pace and record the distance completed. Once a week each individual's accumulated distance is calculated and plotted on an enlarged map or smaller individual maps (adding their partner's distance also if they are working in pairs).

Can you see ...?

- comfortable, steady running
- pacing to suit the time available

You could ask ...

How do you know what a comfortable pace is?

What do you need to think about when setting goals?

Variations

Create a class goal: For a class activity, the total distance for the class could be added together and recorded.

Colour or Number Run

Movement skills/concepts

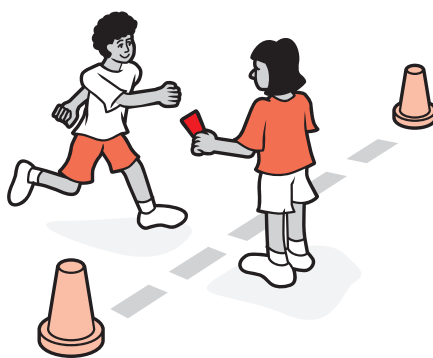
Sustained running and relationships (with objects).

Set-up

Green, yellow and blue cards, playground equipment, trees, variety of sports equipment.

A short marked course that includes a local field or playground with equipment to run on, over and under.

Group is divided into three teams.



Activity

Children set off on the short course. The first one third of the children to arrive home are given a blue card, the second third home get a green card and the final third home get a yellow card. Next day, the third (yellow) group sets off first, then the second (green) group and lastly the first (blue) group.

Children may choose whether to run or walk the course. The aim is to have all the children arrive home at a similar time.

Can you see ...?

- choice of a suitable pace for the distance and ability
- relaxed running

You could ask ...

What is a comfortable pace for you to keep running at?

Variations

Adapt to ability: Change the distance of the course according to the ability of each group.

Orienteering: Children follow a course outlined on a card. At each point reached, their card is clicked with an orienteering clicker.

Leader of the Pack

Movement skills/concepts

Sustained running, running as a group (pack) and changing pace.

Set-up

School grounds, or local area where children can move safely outside the school grounds, especially across country (e.g. a farm, reserve or park).

Teams (packs) of four–six each, with one pack leader per team. Pack membership can be organised in the following ways: members are of mixed ability or similar ability, or as selected by the children themselves.

Is everyone involved?



Activity

Children run/walk as a pack. The pack leader:

- sets the pace so the slowest can keep up
- keeps the pack together
- shows the way
- supports and encourages others to keep going

Each pack sets out together and stays together. All groups should aim to keep moving (walking or running) non-stop for 10–15 minutes. Packs can try to improve on their time each day.

Make up a pack singing chant.

Can you see ...?

- safety factors, group interaction, judging pace
- enjoyment and opportunities for leadership and cooperation
- children chatting and observing their surroundings

You could ask ...

Pack leader: How will you know whether you have set the pace correctly for your group?

Variations

Change pace: The pack leader changes the pace by calling traffic speed zones, (e.g. roadworks, town, open road, racetrack and compulsory stop).