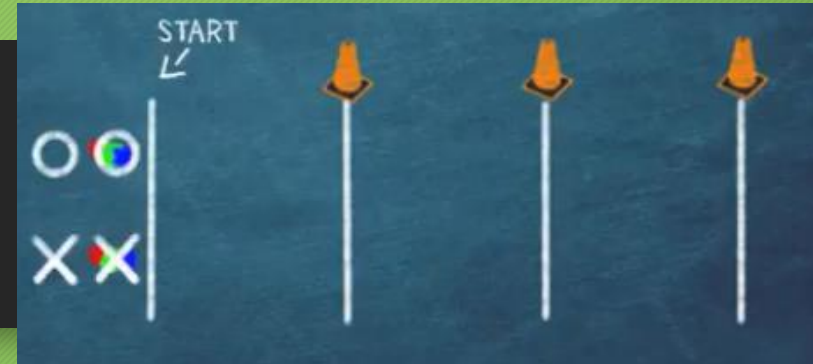


Cross Country Activities

For Junior School

Beanbag Relay



- Set up a course. You'll need a straightaway of about 15 meters that is wide enough for multiple teams to run on at once. At each 5-meter mark or thereabouts, set one cone in each team's lane.
- Set three beanbags at the start for each team.
- Split students into groups and line them up at the start of the course.
- Explain that the first runners on each team will pick up a beanbag and run to the first cone, bend down and place the beanbag at that cone, race back to get another beanbag, then race to the second marker and bend down and place the bag there. They will repeat the same pattern for the third beanbag before racing back to the start and tagging the hand of the next teammate in line.
- The second runner for each team will then race to pick up each beanbag in the same manner: Grab the beanbag at the first marker, race back and bend down to place it at the start, and do the same for the final two beanbags.
- The rest of the runners for each team will repeat the process, with Runner 3 placing the beanbags one at a time at each marker (as Runner 1 did), and Runner 4 picking them up (as Runner 2 did), etc.
- Demonstrate what Runner 1 and Runner 2 will do. Make sure you bend down and place the bag at the markers, rather than tossing or dropping them. Emphasize that you want them to work on their ability to bend and move quickly in different directions.
- https://www.youtube.com/watch?time_continue=3&v=xSAfpnP51Cw

Hares and Hounds

- Equipment you need is 4 Bands (bibs), long course (circuit around the school)
- Four students with bands to be hares; other students are the hounds. The hares (with the bands) are started on the course 15-20 secs before the remaining students. Hounds try to pass the hares as they run/walk around the course. Hounds count the number of hares they pass. Repeat with different children as the hares.
- Teacher can delay the start time so there is some chance for the hounds to catch the hares.



Springy Feet

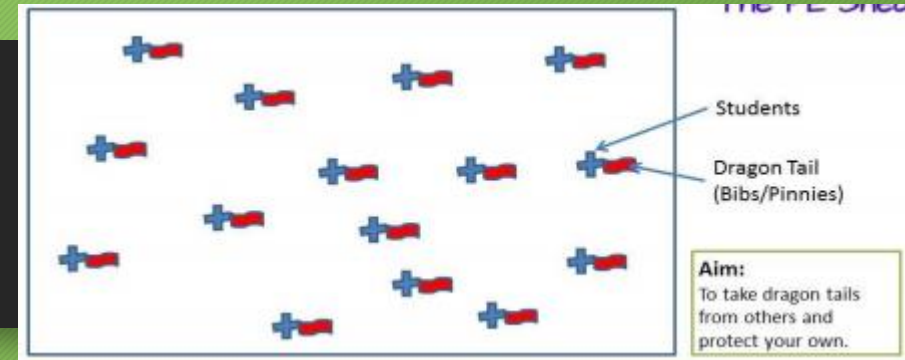
- Have your students spread out to make good use of the space you have and to ensure safety.
- First demonstrate running on your heels. Then your toes. Finally, point out where the ball of your foot is. Demonstrate midfoot running while jogging in place.
- Tell students that running on their toes can be very tiring and running on the heels is almost like putting on the breaks. Then tell them to touch the ball of their foot and imagine there is a spring in there that will push them forward. Landing on the middle of their foot is the most powerful and least tiring.
- Have students try out all three types: Tippy Toes, Heavy Heels, and Springy Feet.
- Once they have tried all three ways of landing, play a quick game where you call out the types and have them switching back and forth every 10-15 seconds.
- Have students run for 15 to 30 meters on a straightaway, using “springy feet” by landing on their midfoot. Observe them and comment on their technique as they run. Have students complete this run two or three times, time permitting.

Solve the Puzzle

- Students get into teams of 2-4
- The teacher takes some puzzle (a large floor puzzle works well) and separates the pieces into several envelopes, placing the envelopes various distances away from home base.
- Teacher give each team a clue of what puzzle they will be solving
eg team 1 car puzzle, team 2 flower puzzle
- On go the team runs together to find and retrieve the first envelop with their puzzle piece, then brings it back to home base before heading back out to retrieve another envelop. The team returns to base each time an envelope is found.
- Once all the envelops have been retrieved the kids open them and work together to complete the puzzle.



Dragons Tails



- Give every student a bib (dragon tail). Students must tuck their dragon tail into their shorts/trousers. It must be clearly visible.
- Students work individually to protect their dragon tails from others and at the same time take other students tails. If a student loses their tail, they are out of the game. Students are not allowed to touch their own tails after the start of the game.
- Variations:

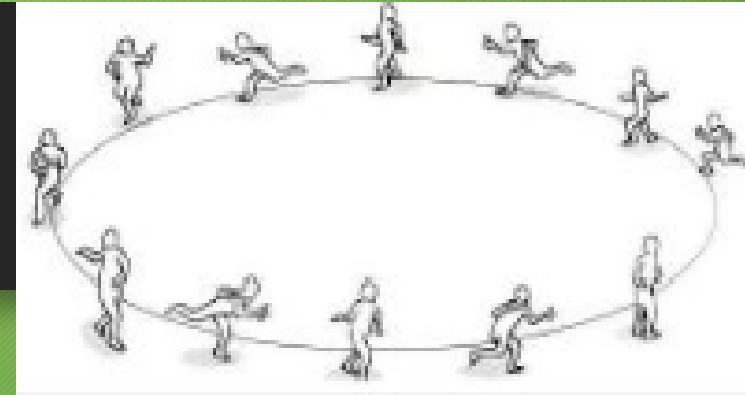
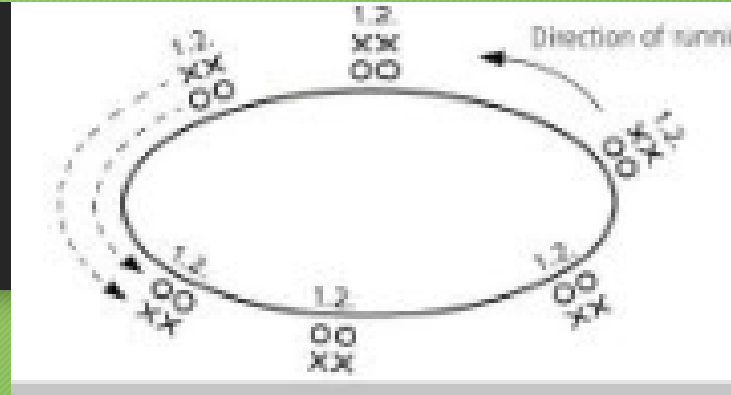
Extra lives: If students take tails, they can keep them as extra lives.
Team Dragon Tails: Teams work together to protect each other and be the last team left in the game. Teams have different colours.

Doctors v Germs



- Two teams face each other lying down on their stomachs in the middle of the floor. One team will be the Doctors and the other will be the Germs. The leader will call either "DOCTORS!" or "GERMS!". The team that is called out must chase and try to tag the other team before they get to the sideline. Once tagged the person will switch team and become a Germ if they were a Doctor, and a Doctor if they were a Germ. The game continues for several rounds, with players constantly switching teams.
- <https://youtu.be/6SmZq83NDtY>

Circular Relay



- The class is divided into 2 teams. Within each team students pair up
- One team of pairs (xx) spread out around the inside of the track about 5m apart.
- The second team of pairs (oo) line up alongside the inside team.
- The front person of each pair has a baton to carry and pass on.
- On 'GO' all number 1s run in a clockwise direction and hand their batons onto the next runner in their team.
- Number 1s stay in new position until the next runner runs up behind them and hands them a baton.

Animal Tag



- Have all the kids step inside the marked boundaries.
- One person is “it.” You will call out an animal, and everyone has to move like that animal. (Try to think of animals that will encourage the kids to move in different ways: e.g., crab, kangaroo, dog, bird, bunny, orangutan, etc.)
- Players are “out” if they are tagged by the player who is “it,” if they go out of bounds, or if they forget to move like the animal. Once players are “out,” they step out of bounds until a new “it” and animal are named.
- If students are tagged, travel out of bounds, or forget to move like the animal, have them step out of bounds until a new round begins. If students have trouble moving like the animal, demonstrate the movement for them.
- Tell students to listen for a new “it” and animal to be called every 20 seconds or so.
- Let the kids play for 20 seconds or so, then call out a new “it” and animal. The idea is to keep the game going at a fast and fun pace and to avoid any student being out for long.
- Kids who are “out” reenter for the next round as soon as a new “it” and animal are called.
- Make sure every child gets a chance to be “it.”

Traffic Lights

- This can be played in any indoor or outdoor area.
- Set a limit on the size of the area.
- Teacher or injured/sick student to hold a red, orange and green cone.
- Students are told that the playing area has now changed into the city/town. They are allowed to drive their cars around in any directions, but they must look out for the traffic lights! Red = Stop/freeze Orange = Hopping/Jumping/Get ready Green = Go/move As soon as they see a traffic light being held up by the teacher they must follow that action. See variations for progressions.

- Variations: -

Change the instructions (For example Orange = Star Jumps and Green = Jumping moves)

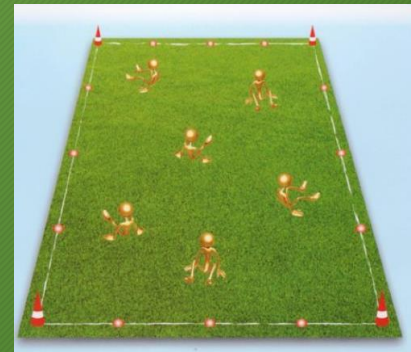
Add further instructions: Handbrake = Sit down, pointy toes & feet Reverse = Move backwards Bridge = Crawl

Add Police to catch cars.



Body Parts

- Students are moving around the playing areas and must not bump into each other.
- Teacher can ask students to move in specific ways: running, hopping, jumping, skipping, sidestepping etc.
- When the teacher calls out a body part (for example knee), the students have to freeze and balance using that body part on the floor.

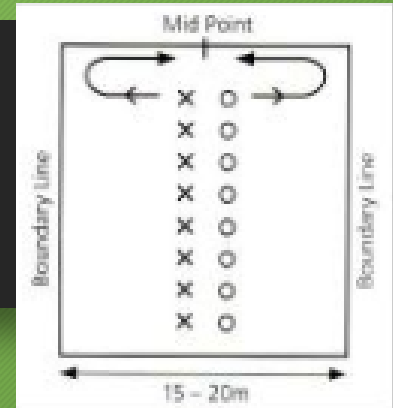


Animal Run

- Explain that you'll be naming different animals that represent different speeds: some animals will call for walking; some for jogging; some for running; and some for sprinting.
- Demonstrate what you mean. Call out "Turtle!" and walk. Then, call out "Pig!" and slowly jog. Then, call out "Horse!" and run, and finally call out "Cheetah!" and sprint. Return to your students and make sure they understand how to respond when you call out the different animals.
- Have your runners spread out so they have some room to run and then call out the first animal. As they run, if some are having trouble with the speed (going too slow or too fast), help them to adjust their speed.
- Call out a new animal every 10-30 seconds.
- For sprinting, limit their time to a maximum of 15 seconds.
- Be mindful of allowing them to recover from their sprints or runs, mixing in plenty of jogs and walks.
- Use four main animals for the different speeds (e.g., turtle, pig, horse, cheetah) as your primary examples, but occasionally mix in a different animal, as long as it's clear what speed that animal denotes.
- <https://youtu.be/7r4AhO8jAOs>

Partner Touch

- Students in pairs standing facing their partner at the halfway line of the area being used
- Partners touch hands then turn and jog to their own boundary line and back again to touch hands at the centre line
- Partners should try to coordinate their running speeds so they reach the middle line at the same time.
- After 5-6 laps, teacher calls change and partners swap sides and repeat 5-6 laps.
- Have students pair up with someone of similar ability



Cone Flip

- Split the class into two teams.
- Assign one team to flip all the cones upside down.
- Assign the other team to flip the cones right side up.
- Play fast rounds to see which team can flip all the cones their way first!
- <https://youtu.be/wx6cMlbiSxo>

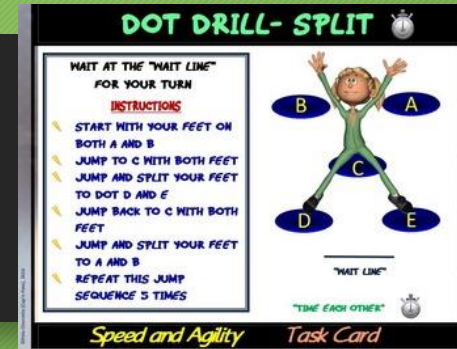


Banana Tag



- Pick a tagger and the rest of the students are runners.
- The tagger will attempt to tag the runners.
- If tagged the runner will turn into a Banana by holding both arms above their head, hands together (in the shape of a Banana).
- The Bananas will have to stay still with their arms up until they have been peeled by two runners.
- Each runner will peel one arm, once peeled the Banana becomes a runner again.
- <https://youtu.be/qTh5ULns0JY>

Fitness Task Cards



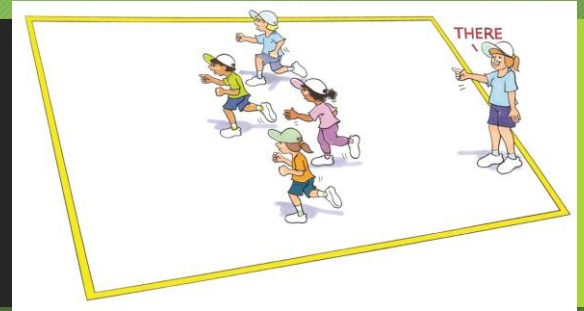
- Photocopy all the sheets in the packet
- Laminate the 20 TASK CARDS and 1 DEFINITION SIGN
- Place the 5 to 20 task cards (making a circuit) around your playing area with as much room in between each exercise card as possible
- Give the Fitness Circuit a number order and rotate the students every 30 to 90 seconds (depending upon your lesson time, purpose, age level/developmental ability and number of cards you plan to use for the activity)
- <https://drive.google.com/file/d/1i6QlqhwIT7ietGQp3THWNFEfnKapna5l/view?usp=sharing>

Single Line



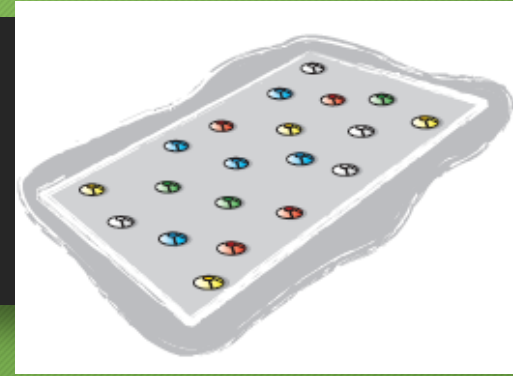
- The game is like follow the leader, but the leader always changes
- Runners run in a single-file line. The person at the end moves to the front to take the lead & set the pace for a while before the next dash from the back and new leader.
- Either at the teacher's command or after a set time (30 seconds) the person at the back changes gears and gets to the front and settles back into a slow jog.
- Teach the runners to maintain a consistent distance from each other (1-5m)
- Lines should only have 5-7 students.

Here, There, Nowhere, Everywhere



- Establish a playing area - larger for participants learning space-player awareness skills.
- Explain the calls.
 - 'Here' - participants run toward the teacher.
 - 'There' - participants run away from the teacher.
 - 'Nowhere' - participants bounce on the spot. Start slowly, e.g. shuffling, crazy walks, tip-toes.
 - 'Everywhere' - participants run around the space anywhere.
- Add extra calls,
e.g. 'high-5s' - children 'high-5' three other children; feet must be off the ground when hands touch.
Call a 'balance' - on one leg, one leg and one hand, two hands and one leg.
Use different travelling skills - hop, skip, long steps, jumps, high steps.

Touch Base



- Place coloured cones or spots around the playing area
- Students jog between them
- On hearing a colour called, pupils run quickly to the nearest available cone/spot and freeze
- Use existing different coloured lines as bases
- Move in different ways between the bases (walking, skipping, etc.)
- Variations:

Limit the number of pupils allowed at each base, encouraging pupils to get to a base as quickly as possible and be aware of others around them

Add topical words, pictures or numbers to cones

Set up some cones with greater distance between them

Instead of freezing at each cones students have to visit as many cones or spots of that that colour before the teacher has stop.

Modified Team Cross Country Model

- **Procedure**

Divide students into teams (recommend teams are around 6-10 students).

Each team has a different start position on the course.

At each start position there are 2x ice cream containers, one full of ice cream sticks.

Each team has to run around a course from their given starting point. Each team member tries to run/walk around the course as often as possible in 8 minutes (Yr0-2), 8mins (Yr3-4) and 10mins (Yr5-6). (as individuals at their own pace)

The start command is set for all teams at the same time (by blowing a whistle or sounding a siren, etc.).

After each completion of a lap of the course students pick up an ice cream stick from the container that is full and before starting another lap again, they drop the ice cream stick into the empty container and then begin another circuit of the course.

The last minute is announced and then at the completion of the run is indicated by a signal.

Scoring: After having finished the race, teams count up how many sticks they have placed into the hoop that was 'originally' empty at the start of the race.

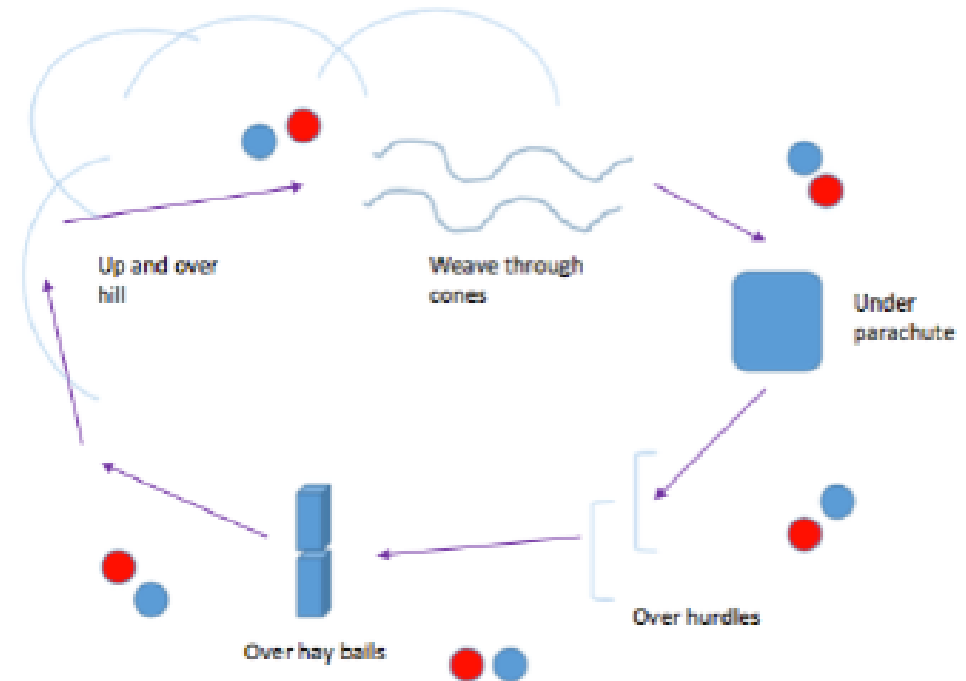
- **Assistants**

For efficient organisation of the event, at least one assistant per team are required for Yr0-2 and Yr3-4, these can be senior students. They are responsible for helping students at the start of the race, as well as for helping the students when they complete a lap pick up a stick from one container and placing it in the other. They also must record the scores on the cards at the end of the race. If there are additional teachers or senior students available they can be used on the course to help juniors complete the obstacles or help with holding some of the obstacles.

<https://www.facebook.com/SelwynSports/videos/1730740083712638/>



Course Layout Example

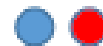


Warm up and assembly area

Teams line up behind cones



Key:



- Each team starts beside their hoops.
- One hoop is filled with pegs, corks or cards etc
- The other hoop is where they will place the peg, corks or cards etc. once they have completed a lap.

Rationale

- Most of the time, children's competitions in athletics are scale models of adults' competitions. This inadequate standardisation often leads to early specialisation which is clearly against children's needs for harmonious development. It also brings about early elitism which is detrimental to the majority of children or burn out.
- After numerous research initiatives and studies on the current situation, we have uniquely tailored this event to the developmental needs of our children.
- The adult understanding of competition is not very meaningful to young children. Between 4 and 6 years of age children try to win prizes, but this is not competition in the sense of being 'better than'. It is a contest for a limited reward that only winners can have. By about the age of 6 or 7 they become able to compare themselves with others and a more mature understanding of competition begins to appear. The point at which children learn to make comparisons is influenced by both their level of understanding and the 'significant others' around them.
- Formally organised athletics competitions with strict rules are not appropriate for most children until about 12 years of age. This is because of their relatively immature understanding of competition and the causes of success and failure. This tough kids event is both a programme of activity, team work and also a stage of athlete development.
- <https://www.rnz.co.nz/national/programmes/ninetoon/audio/2018645784/why-do-so-many-kids-dread-cross-country>
- <http://www.stuff.co.nz/life-style/blogs/3621151/Cross-country-misery>
- <https://www.newshub.co.nz/home/new-zealand/2018/05/kiwi-kids-growing-dislike-of-school-cross-country-revealed.html>