

# Cross Country Activities

## Senior School

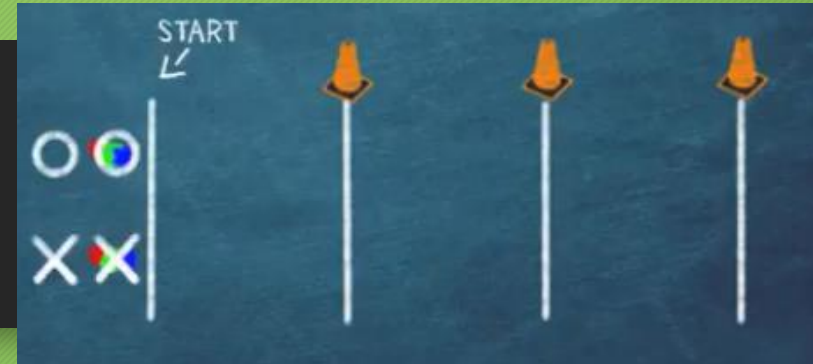
# What is my pace??

- Divide class into teams of four, each with a different coloured beanbag
- Discuss relaxed running and pace judgement
- On the command 'go', pupil one runs forward holding a beanbag. On the whistle (blown after 5 seconds) the pupil drops the beanbag and returns to the start.
- Reinforce that this is not a race
- Repeat for other 3 runners
- Explain that the aim of the activity is to run and reach the beanbag at exactly 5 seconds
- Repeat several times for all runners (giving sufficient recovery time)
- Allow pupils to alter the beanbag position if they want
- Repeat the activity, but for 20, 30 or 40 seconds, running to and from the beanbag. Again the target is to finish at the correct place (whistle every 5 seconds to assist the pacing, turning on each whistle)



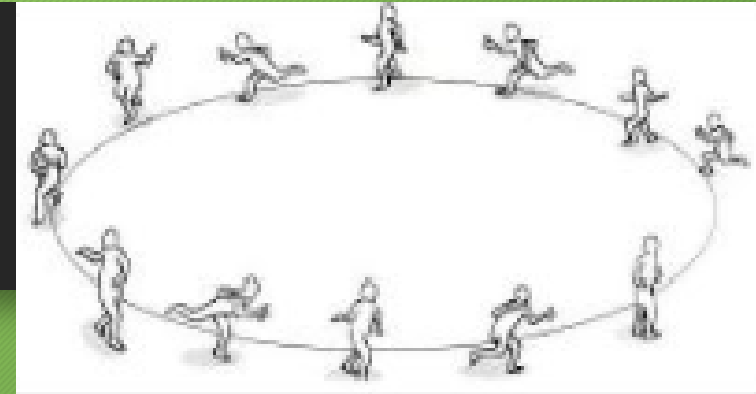
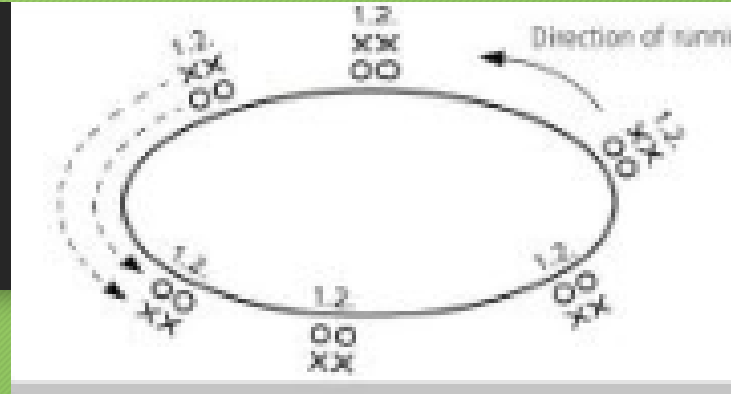


# Bean Bag Relay



- 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](https://www.youtube.com/watch?time_continue=3&v=xSAfpnP51Cw)

# 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.



# Star Wars

- Students could have a partner or participate on their own. The student need to have a checklist of the heroes and writing utensil. Scatter the spots around the gym with a hero card under each one (see link for cards)
- Students will look under the spot and choose one of the tasks from the cards. After performing the task they 'check off' the heroes from their checklist. If the student have already checked off the hero, they still need to perform one of the task from the cards. Students are trying to see if they can check off all the heroes from the list.
- <https://drive.google.com/file/d/1Iva3hVrLK2QZAAl2y0JUXDk0rrg3bNDe/view?usp=sharing>





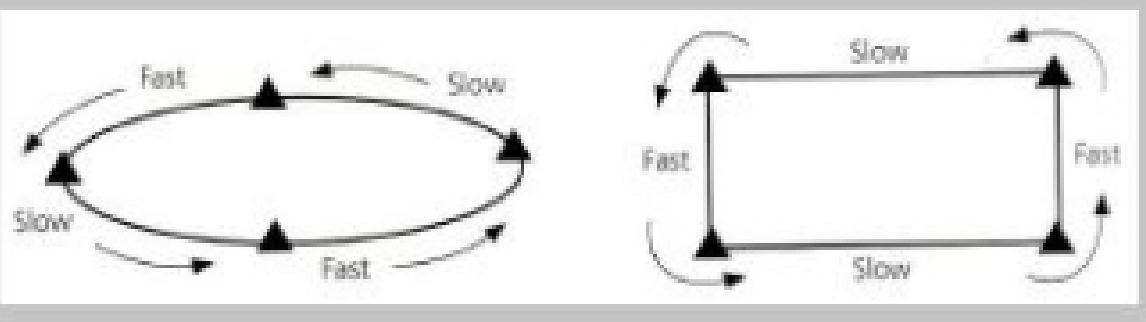
# Uno



- Students can play solo, with a partner or in a group of 3. They will form a line in front of you (the dealer). I use a small student desk to deal cards. Have cones, signs and any equipment you want to use setup before starting.
- When the music starts, students will approach the dealer and take the card dealt. If it is a numbered/color card, they go to the corner matching their card color and perform the exercise for the number of reps indicated on the card. If it is not a numbered/color card (a Skip, Reverse, or Wild), we call these "lap cards" and students must complete 1 lap around the gym (volleyball court lines) by either skipping, traveling backwards, or running wild. A Draw +2 or Draw +4 card means they must take either 2 or 4 more cards and do ALL the activities on the cards before coming back to the dealer, turning in their cards and taking a new one.
- <https://drive.google.com/file/d/1G1XUiwxLkcd7e7vlQFANljfj-L2NOC4A/view?usp=sharing>



# Intervals



- Set areas- a short course e.g. running track or rugby field
- Divide into 4 equal sections with cones at each.
- Explain to students that intervals involve moving a short distance at a fast pace, during which time they can get their breath back, ready to speed up again.
- Students begin with slow section then when they reach the cone they speed up.
- Repeat the cycle for as long as desire.

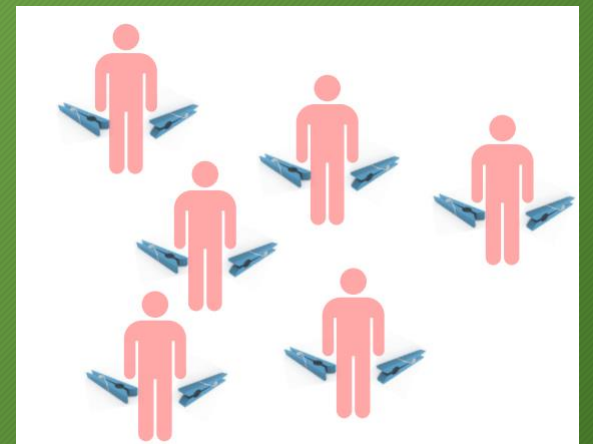
# Leader of the pack

- Team of 4-6 students run/walk together as a pack.
- A pack leader is chosen. Their role is to
  - Set the pace so the slowest can keep up
  - Keep the pack together
  - Support and encourage others to keep going
- Packs can be organised in mixed ability groups or ability groups
- Each pack sets out together and stays together
- All groups should aim to keep moving non-stop for 10-15mins
- Have 1 member of each group note how long they can all move without stopping



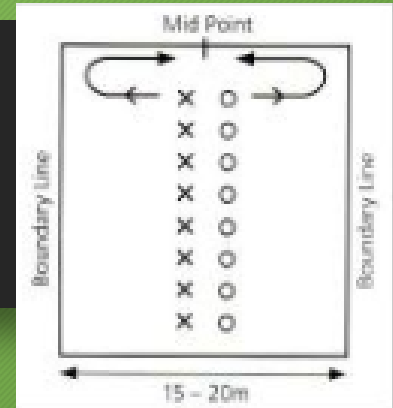
# Peg invasion

- Everyone starts with 2 pegs each on their body.
- The aim is to try and steal as many pegs as possible.
- Students are not allowed to touch other people.
- If you steal a peg you add it to your body. When you have no pegs left you continue trying to steal.
- The student with the most pegs at the end wins.



# Partner Touch

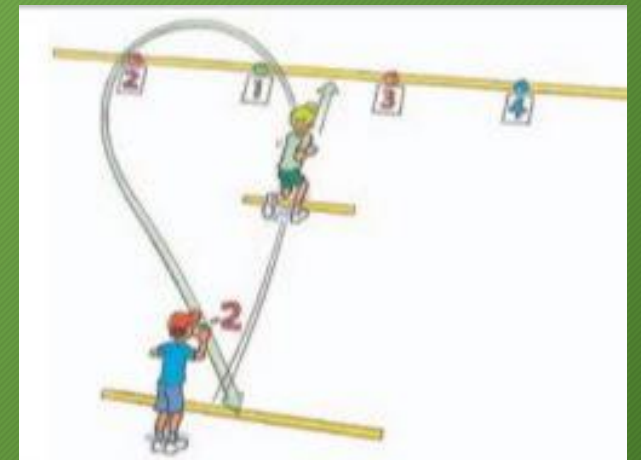
- Students in pairs standing facing their partner at the halfway line of the area being used
- Partners touch hands then turn and jog to their own boundary line and back again to touch hands at the centre line
- Partners should try to coordinate their running speeds so they reach the middle line at the 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





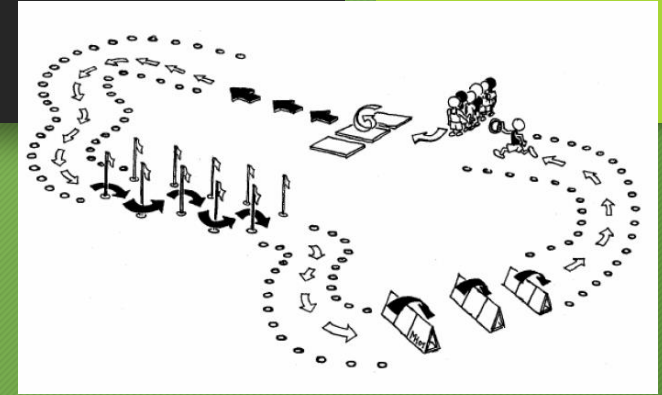
# Running a curve

- Play in pairs
- The first player runs straight towards the markers and as they do their partner calls out a number, eg 1,2,3,4
- The running player turns to round the marker that is called, and runs back to the start line.
- Swap over.



# Formula One

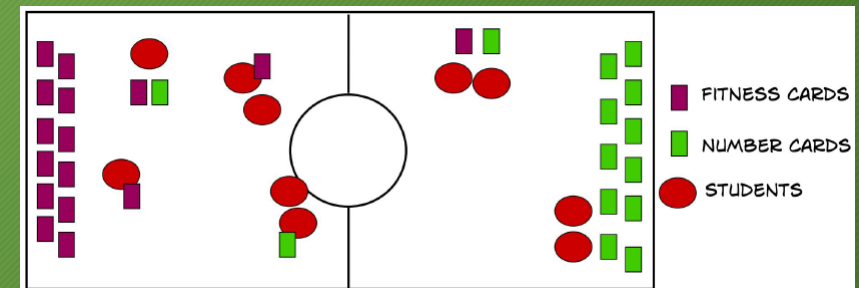
- Divide students into even teams (up to 6 players per team)
- Set up the course, about 60-80m long
- Set up obstacles around the course
- One teachers call the first team member from each team runs, holding a baton around the course.
- The next team member in line sits facing the incoming runner
- As the runner approaches, they jump up and stand with their back to their partner on the start line waiting to receive the baton
- They then run to complete the course
- Time the event. Each team is to try and beat their own time at each attempt at the course





# Fitness Match Cards

- Scatter the fitness cards on one side of the gym or field face up or down on the opposite side of the gym/field scatter the number cards face up or down. The students may have a partner or work on their own.
  - Students, with partners, will jog together to get one fitness card and one numbered card. One they get the card they perform the exercise they picked in the amount of the reps they choose.
  - When complete they will return the cards back to the appropriate sides and draw new cards.
  - Students will repeat the process until the teacher stops the activity.
- [https://drive.google.com/file/d/1DcBmiujrO176b7-zsr4hg2Ku44cOiOK\\_/view?usp=sharing](https://drive.google.com/file/d/1DcBmiujrO176b7-zsr4hg2Ku44cOiOK_/view?usp=sharing)





# Fitness Circuit

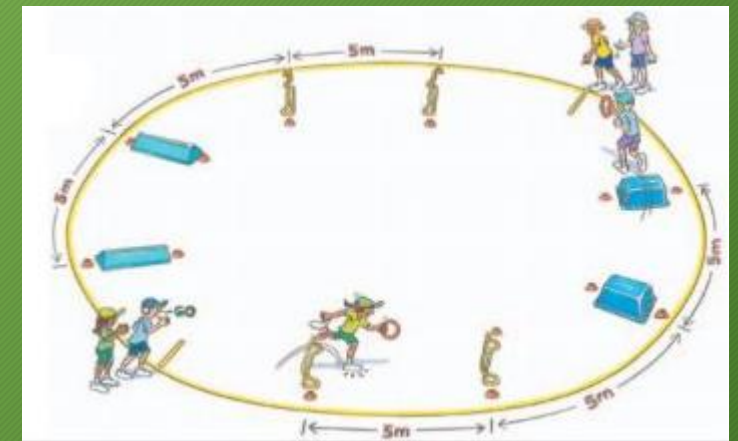
- Photocopy all the sheets in the packet
- Laminate the 20 TASK CARDS and 1 DEFINITION SIGN
- You can laminate 2 task cards back-to-back if you have cones that have a slot in the top and students can rotate to that cone twice and perform one exercise per visit
- Place the 5 to 20 task cards (making a 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>





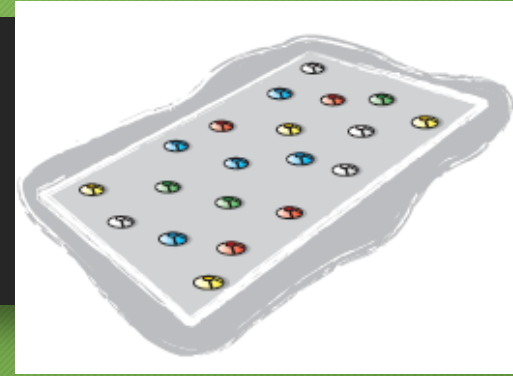
# Target Relay

- Gates are set up over a course with obstacles between them at equal lengths.
- Players in relay teams run the distance and clear the obstacles.
- Start by running around the circuit from a start gate.
- Run the course, clearing the obstacles using different stride lengths.
- Students remain at a constant running speed.
- Allow students to choose their own starting gate.
- The game finishes when time is up eg 30 secs





# 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.



# 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.



# Giant Steps

- Name the activity and tell your students it will help them discover how to run just right—so they’re not taking steps that are too big or too small. Explain that in running, “a stride” means a step. Tell students when they use the right stride length, it makes running faster, easier, and more fun.
- Tell students they will try three different lengths of strides, and be timed as they run a lap around the gym using those different strides.
- First demonstrate an exaggeratedly long stride—one in which you are reaching your leg way out in front of your body and either landing on your heel or almost leaping. Tell students you want them to run taking the longest steps they can, reaching as far forward with the leg as possible for the first time around the gym. Call these “monster steps.”
- In small groups, have students run one lap with the long stride. Record each child’s time. Do this until you have times for all the students.
- Next, demonstrate running with little baby steps.
- With the students going in the same group order they did before, record times for each as they complete a lap around the gym with baby steps.
- Demonstrate a good running stride—taking a medium-size step with your feet landing directly beneath your hips, or as close to this as possible.
- Maintaining the same groups and order, record students’ times as they run a lap around the gym with “just right” steps.
- Read off the times for a handful of students in each category (e.g., “Amanda ran XX with the giant steps, XX with the baby steps, and XX with the normal stride”). Their “normal stride” times should be fastest.
- Explain that even though we don’t run as exaggeratedly as we did in this activity, some of us run with a little bit of a long or short stride, but a medium stride is best. Discuss the various strides lengths using the question below as a guide.



# Trains

- Groups of 5 pupils stand one behind the other in a space
- Explain that the person at the front of each train will lead the others on a safe route around the space available - initially at walking pace, then jogging slowly
- On the whistle blast, the pupil at the back of the group sprints to the front of the train
- Once at the front of the train the pupil should slow down again to a walking / jogging pace
- The whistle should be blown often so that everyone has several turns at sprinting to the front of the train
- Extension: On the whistle, rear two pupils each run round a different side of the train and try to beat each other to the front. This is best done with trains travelling along a straight track



# Changing Gear

- Organise into teams
- Set out cones every 10m to create four zones
- Explain that each zone represents a different speed of movement
  - Zone 1 - walking
  - Zone 2 - jogging
  - Zone 3 - striding
  - Zone 4 - sprinting
- Set pupils off in teams
- Pupils watch each other to observe the technique as they travel through each zone





# 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.

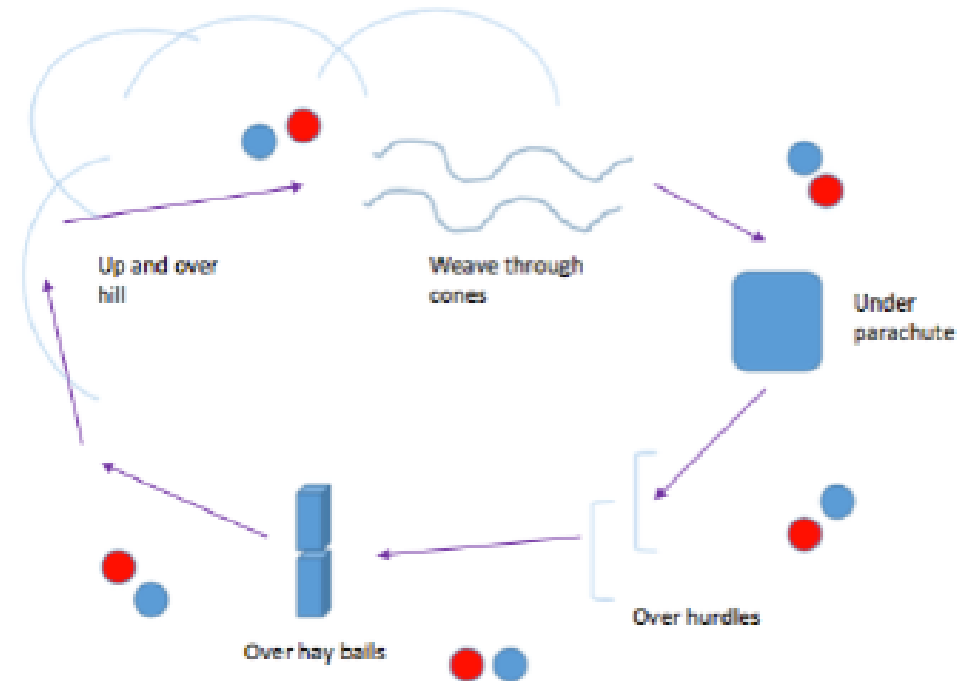
- **Assistants**

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

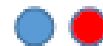


Warm up and assembly area

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>