

# Running and Walking



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Most running activities can have a walking or jogging option for either the whole activity or parts of it, depending on the children's ability e.g. walk for half the course, then jog for half the course OR walk 20 metres, jog 20 metres, walk 20 metres.

## Running and Walking Activities

Running/walking activities are an important part of the daily physical activity programme.

Running in some form pervades most of the other activities in the manual and is a requirement in many physical activities.

Running and walking have many benefits. They improve cardiovascular efficiency and endurance, enhance muscle tone and motor efficiency and contribute to weight control.

An objective for this section of the manual is to have children run, jog or walk continuously for 10-15 minutes.

**Enjoyment** and **Variety** are the keys to any successful running/walking programme.

### Teaching Points

1. Encourage self-motivation by providing interesting courses and challenges.
2. Help children set realistic goals.
3. Encourage children to keep moving – either running, jogging or walking.
4. Before beginning running/walking activities set and measure courses around the school. Suggested courses:
  - a. **Long Course** – a circuit around the school grounds using boundary lines, trees, slopes, fences, adventure playground etc.
  - b. **Short Course** – a circuit possibly around the school field.
  - c. **Wet Weather Course** – the perimeter of the netball court or 2 adjacent courts.

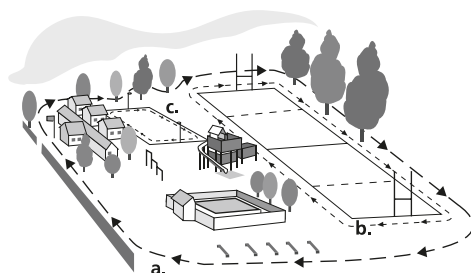
Display the distances in the classroom on a map to enable children to calculate their own and group running distances on a daily or weekly basis. Provide a recording card.

## Motivational Ideas

1. Run/walk laps or circuits both ways to add variety.
2. Run/walk in groups, teams or pairs.
3. Run/walk with spells of skipping, hopping or striding.
4. Run/walk with occasional stops to perform an activity on the spot such as shoulder rolls, overhead stretching, arm circles or knee bends.
5. Use a “buddy system” where children work in pairs to help and encourage each other.
6. Make certificates and incentive awards e.g. to mark the completion of 25 or 50km of running/walking, or for jogging non-stop for 15 minutes.
7. Work out how far it is to a nearby city or town. Children can work either individually or as a group to accumulate the required number of kilometres.
8. Allow children to determine which course (i.e. long, short or medium) they want to complete each day.

Each running/walking activity is designed to take up the whole activity session in a lesson.

Initially some children may be unable to move continuously at a brisk pace for the full session and the running/walking activity may last only 10 minutes. Children need to be taught how to pace themselves and value walking as much as running. Select a game from the Games chapter or some partner activities for the remaining time.



## Move like a...

### Equipment

None.

### Area

Grass or hard surface.

### Formation

Free spacing – define the boundaries.



### Instructions

- Say to Children “Can you?”
  1. move like seagulls flying to the fence
  2. move like a scared kiwi
  3. move like a prancing horse
  4. move like a scared cat
  5. move to the goal post with tiny steps
  6. move to the fence with long strides
  7. move holding a friend’s hand
  8. move 20 steps then bounce on the spot 10 times.

### Variations

#### 1. Follow the Leader Run/Walk

Children in groups of 4-6 all run/walk in a line following the leader. Leader can vary the speed, style of run/walk and may lead the line anywhere within the boundaries specified by the teacher.

#### 2. Change the Leader

Same as above but on the teacher’s whistle the person at the back of the line moves to the front and takes over as leader.

### Teaching Point

- For the “Can you” activities keep the distances short to begin with.

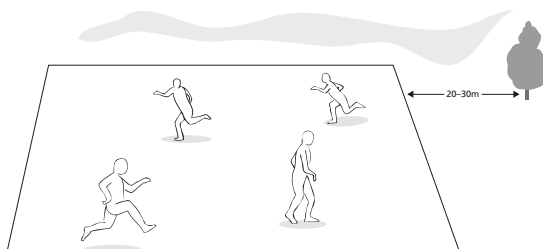
## Jog and Go

### Equipment

None.

### Area

Grass, hard surface  
– area the size of a netball court or half a rugby field AND a boundary mark 20-30 metres away.



### Formation

Free spacing within area.

### Instructions

- Children jog/walk around inside the area or around the perimeter of the area.
- On “Go” children run/walk to the boundary mark and back.
- On return children move about inside the area to recover.
- Repeat several times.

### Variations

1. Run hard and fast to the boundary.
2. Run/walk with long strides to the boundary.
3. Walk briskly to the boundary.

### Teaching Points

- Allow at least 2 minutes to recover in between boundary trips.
- Emphasise that children may combine running and walking on their trips to the boundary or marker.

## Point to Point

### Equipment

Marker cones if no convenient landmarks are available.

### Area

Outside area; a starting area from which a widespread grassed area is visible.

### Formation

Children in pairs – teacher to have identified 3 points or landmarks visible from the starting area and up to 300 metres apart e.g. 1) the rugby goal post, 2) the pine tree in the corner, 3) the caretaker's shed, 4) HOME.

### Instructions

- Teacher tells children the points or has them written on a card or chart.
- On "Go" the first child of each pair runs/walks to the first point e.g. rugby goal post. When she gets there she raises 1 arm – which is the signal for her partner to join her. First child begins an "on-the-spot" activity.
- When second person arrives she starts doing the "on-the-spot" activity while the first person runs/walks to the next point e.g. the pine tree. She raises her arm to signal partner to join her and then begins an "on-the-spot" activity.
- This sequence continues until both partners have been to each of the specified points and have returned to the starting point.
- Second person has a turn at being leader.

### Variations

1. Children make up their own "on-the-spot" activities.
2. Children make up their own "point-to-point" sequence.

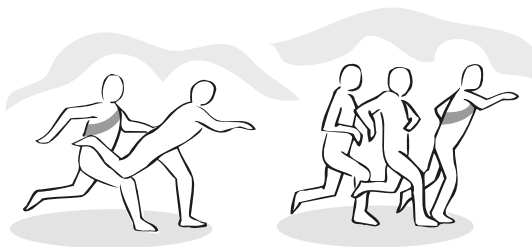
## Hares and Hounds

### Equipment

4 bands.

### Area

Long course (see introduction to chapter).



### Formation

Four children with bands to be “hares”; other children are the “hounds”.

### Instructions

- The hares (with bands) are started on the course 15-20 seconds before the remaining children.
- 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.

### Variation

1. Children in pairs of similar ability. One partner sets off 15-30 seconds before the other; second partner tries to catch up to and pass the first. Once passed, the first partner can attempt to catch up to his partner and pass him before the end of the course.

### Teaching Point

- The delayed starting time may need to be adjusted so there is some chance for hounds to catch the hares.

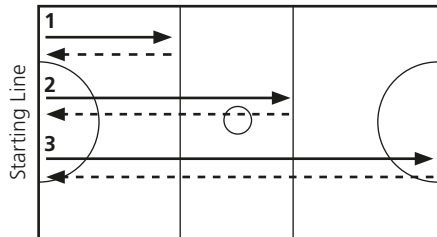
## Line Runs

### Equipment

None.

### Area

An area with ground markings such as a netball court, a hall with court lines or a rugby/soccer field. Use cones or marker pegs if no lines are available.



### Formation

Spread the class out along the width or length of the area.

#### Instructions

- Children run from the base line to the first marked line and back to the base line then to the 2nd line and back.
- Repeat until all lines have been run to.
- When children reach the end line they continue running the lines but from the other end.
- The course will be finished when they are back to their starting line.

### Variation

1. Change the activity e.g. run on the way to the line, skip on the way back.

### Teaching Point

- Advise children to take care when turning around or changing direction.

## Circular Relay

### Equipment

Cones or pegs as markers,  
1 baton or band per pair.

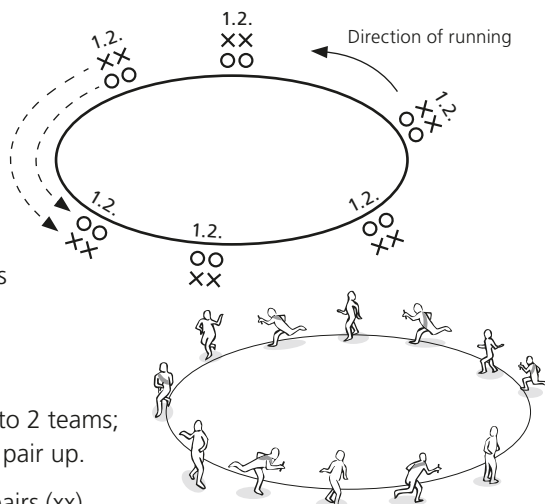
### Area

Grass – hard surface  
adequate – an oval  
running track. Use markers  
to show boundaries.

### Formation

The whole class divided into 2 teams;  
within each team children pair up.

- One team of pairs (xx) spread out around the inside of the track about 50 metres apart.
- The 2nd team of pairs (oo) line up alongside the inside team.
- The front person of each pair has a baton or band to carry and pass on.



### Instruction

- 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.

## Variation

1. Children spread out singly around the track.
  - One team on the inside, a 2nd team alongside them and 3rd team alongside them.
  - Have 4 batons per team, spaced out around the circle.
  - On “Go”, children with the baton run clockwise to the next runner and pass the baton on, the next runner runs etc
  - children stay in new position and wait for another runner to offer them a baton from behind.



*Circular Relay*

## Partner Touch

### Equipment

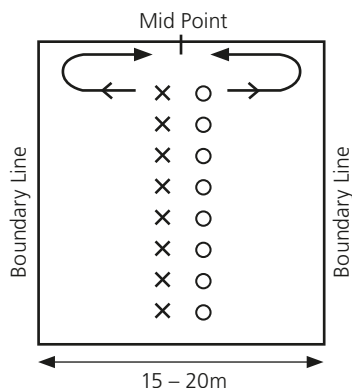
Cones or markers – if no lines are available.

### Area

Netball court, rugby/soccer field (lengthways).

### Formation

Children in pairs standing facing partner at the half-way line of the area being used.



### Instructions

- 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 co-ordinate 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.

### Variations

1. As partners touch hands in centre they take it in turns to specify a different style of running e.g. slow, fast, knees high, long strides, tiny steps.
2. When partners return to centre line they perform an activity together e.g. sawing logs, jump and hand clap, linked arm walking in a circle.

### Teaching Point

- Have children pair up with someone of similar ability and stamina.

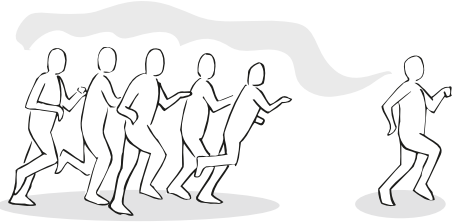
## Speed Up–Slow Down

### Equipment

None.

### Area

Long course (see introductory notes) or boundary line to move to and back from.



### Formation

Children in pairs or groups of 3-4.

### Instructions

- One person in each group is the pace setter; the remainder of the group run along at the same pace.
- Pace setter changes the pace from very slow to slow, to medium, to fast and back again.
- Change the pace setter after 1 circuit of the long course or 1 lap to the boundary and back or according to teacher direction.

### Variation

1. Leaders change the pace but may also vary the type of activity e.g. skipping, zigzag running.

### Teaching Point

- Allow children to select their own groups for this activity – slower children then have the chance to work together.

## Distance Run/Walk

### Equipment

Map (for classroom).

### Area

Long course (see introductory notes) or a circuit around the school or school block measured to the nearest half kilometre.

### Formation

Children in pairs or individually if preferred.

### Instructions

- Children individually or as a class decide on a town or city or place, a challenging distance from school.
- This place should be located on a map and the distance noted.
- Children run/walk laps of the course at their own pace and record the number of laps completed.
- Once a week accumulated distance is calculated and this is plotted on an enlarged map or smaller individual maps.

### Variation

1. For a class activity the total distance for each class could be added together and recorded.

### Teaching Point

- Target distances should be realistic and able to be achieved within 3 weeks or interest may be lost.

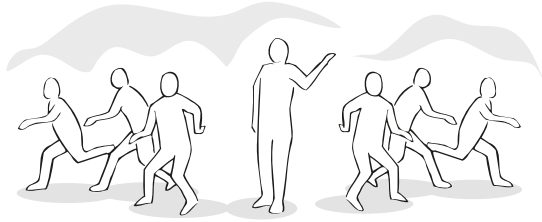
## This Way That Way

### Equipment

None.

### Area

Short or long course around the school grounds.



### Formation

Divide the class randomly into 2 groups.

### Instructions

- This run can be done over 3-4 days in this way:
- **Day 1** – Group 1 jogs the course anti-clockwise, Group 2 jogs the course clockwise. Swap over if time.
- **Day 2** – Group 1 and Group 2 have a competition to see which group has all their team home first. With Group 1 going anti-clockwise and Group 2 going clockwise. Swap over – record which group is home first.
- **Day 3** – Children from Group 1 select a partner from Group 2 of similar ability. Groups run again, with Group 1 going anti-clockwise and Group 2 going clockwise. Partners try to get back home before their partners in the opposite group.

### Teaching Point

- Discuss any patterns that the results suggest e.g. is it harder to run in one direction or the other and why?

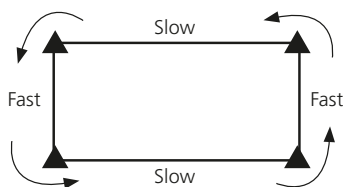
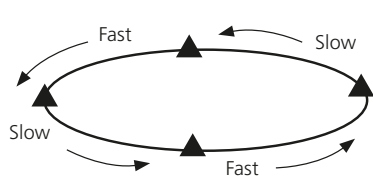
## Intervals

### Equipment

Eight cones or marking pegs.

### Area

A short course e.g. running track or a lengthways course such as a rugby field. If using an oval course divide it into 4 equal sections with a cone at each. If using a rectangular field place a cone or marker at each corner.



### Instructions

- Explain to children that intervals involve moving a short distance at a fast pace, followed by a short distance at a slower pace, during which time they can get their breath back, ready to speed up again.
- Children begin with the slow section then when they reach the cone they speed up.
- Repeat the cycle for as long as desired.

### Variation

1. Combine 2 other movements e.g. skipping/walking, gallop/zigzag run.

### Teaching Points

- This could also be done on a netball court or hard surface.
- Encourage relaxing and deep breathing during the slow section.

## Leader of the Pack

### Equipment

None.

### Area

Best suited to areas where children can move safely outside the school grounds especially “across country” e.g a farm, reserve or park.

### Formation

Teams of 4-6 children who run/walk together as a pack.

A pack leader is chosen. Their role is to:

1. Set the pace so the slowest can keep up.
2. Keep the pack together.
3. Support and encourage others to keep going.

Packs can be organised in:

1. Mixed ability groups.
2. Ability groups.

### Instructions

- Each pack sets out together and stays together.
- All groups should aim to keep moving non-stop for 10-15 minutes.
- Have 1 member of each group note how long they can all move without stopping.

### Variation

1. Make up a pack singing chant to sing as they run (army style).

### Teaching Point

- These runs should be enjoyable and offer opportunities for leadership and co-operation.



*Leader of the Pack*