

LESSON 5: RELAY RACES

Grade-Level Outcomes

Primary Outcomes

Individual-performance activities: Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)

Fitness knowledge: Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)

Embedded Outcome

Personal responsibility: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4. M1.7)

Lesson Objectives

The learner will:

- know the different types of relay races.
- know the rules for the 4×100 and 4×400 .
- pass the baton to a moving teammate.
- demonstrate how to warm up and cool down properly.

Equipment and Materials

- Marked-out distances for each relay race
- 1 baton for each team
- Cues for field events

Introduction

Today, we will learn what relay races are and practice two different types. The first relay race will be the 4×100 meters and the second will be the 4×400 meters. In a relay race, four people on the same team run one at a time with a baton as fast as they can.

Show a video clip of each type of relay race.

When we are done with the relay races, we will review the field events, and then you will spend one day practicing (Lesson 6) your self-selected event before our class track meet. During the practice day, you will be helping each other and providing feedback based on the cues for the events that you choose.

Instructional Task: Warm-Up and Hand-Offs

■ PRACTICE TASK

Perform a dynamic warm-up with the class.

Demonstrate the 4×100 and the hand-off for a 4×100 .

Explain relay rules and passing zones.

Demonstrate the 4×400 and the hand-offs.

In groups of four, students practice hand-offs.

Extensions

- Teach students the blind hand-off.
- Demonstrate and discuss the differences between the hand-offs used in sprint relays and those used in relays of 400 meters and longer.
- Students evaluate one another using a checklist on critical features of hand-offs.

Guiding questions for students:

- Why is it helpful for the person receiving the baton to be moving forward?
- What is an exchange zone, and what is its purpose?
- What does the hand-off look like for a 4×100 and a 4×400 ?

Refinements

- The person receiving the hand-off must be moving forward, not standing still, so that teammates don't run into or over her.

Student Choices/Differentiation

- If you do not have batons, students can use any handheld object or even give high fives.
- Students may run at half speed, three-quarter speed, or full speed during hand-offs.

What to Look For

- Students are performing the proper warm-up that we practiced in previous lessons.
- Students are moving when receiving the hand-off and are not starting off too soon so that their teammate can get to them.
- Students' hands are in the correct position to take the baton.

Instructional Task: Participate in the 4×100 and 4×400

■ PRACTICE TASK

Remind students to apply what they learned from the last class when running these distances. Discuss the importance of the following:

- Pacing themselves during the 400 so they don't take off too fast or don't run hard enough and have a lot of energy left
- Running as fast as they can for the entire race during the 4×100
- When receiving the baton, starting to run or move forward so their teammate does not have to slow down or stop

Extensions

- Divide the students into two groups for both the 4×100 and 4×400 .
- The first group races while the second group evaluates their peers, using a checklist of the critical features of the handoff. They switch after the race.

Guiding questions for students:

After each race:

- If you ran in this race, how did you pace yourself?
- How did the hand-offs go? What did you learn? What would you do differently?

EMBEDDED OUTCOME: S4.M1.7. Discuss with students proper social behaviors (cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates).

Student Choices/Differentiation

- Students can change the running order.
- Modify the distance for students and space.
- Use different styles of hand-offs.

What to Look For

- Are students pacing themselves well?
- Are students running or moving forward during the hand-offs?

- Are teams able to complete the hand-offs within the correct area?
- Are students encouraging each other?

Instructional Task: Cool Down and Review Procedures for the Field Event Practice

■ **PRACTICE TASK**

To cool down, each student will jog for 5 minutes and then stretch the major muscle groups used during the relay races.

Extension

During the static stretching part of the cool-down, review the cues of the field events, and explain how students will be helping others as they practice their self-selected field events next class.

Guiding questions for students:

- What is the importance of cooling down properly?
- What muscle groups should you stretch after running the 4 × 100 and 4 × 400?
- What are the cues for each field event?

Student Choices/Differentiation

Students may modify the stretches, if needed.

What to Look For

- Students are performing the proper cool-down that we practiced in previous lessons.
- Students know how to stretch each muscle group.
- Do students have questions about the field events, and do they know the cues for performing each event?

Formal and Informal Assessments

- Peer evaluation: checklist on critical features of hand-offs
- Exit slip: Explain the rules for relay races in track and field.

Closure

- Review the relay races and how to pass the baton.
- Discuss pacing and how the speed changes for different distances.
- During the stretches, explain how students will be practicing a self-selected field event during the next class to perform during the class track meet.

Reflection

- Were students able to hand off using the hand-offs learned?
- Did students work well together during the relay?
- Do students understand how and why to warm up and cool down?

Homework

- Watch videos of relay races to see how they are done and the types of hand-offs used in high school or beyond.
- Look over the rules and cues of how to perform the field event you will be practicing tomorrow.

Resources

American Sport Education Program. (2008). *Coaching youth track and field*. Champaign, IL: Human Kinetics.

Internet keyword search: "hand-offs," "4 × 100 hand-offs in track"