



RELAY - ADVANCED



Equipment

Track, or approximately 20 cones to create a track, 1 baton per team of 2, an additional 9 - 18 cones, checklist, and pen/pencil. If you are working with younger kids, you may substitute the baton for a larger object (e.g., a ball).

Safety Issues

To prevent collision, warn the kids to be aware of other kids running around them and to stay in their lane.



Objectives

At the end of the lesson plan, kids will:

1. Understand exchange zones
2. Understand the roles of incoming and outgoing runners
3. Demonstrate exchange zone techniques

Standards

To view the physical education standards that may apply to this lesson plan, you can directly access the state board of education websites by clicking on each of the following states: [California](#), [Florida](#), [Georgia](#), [Illinois](#), [Michigan](#), [North Carolina](#), [New Jersey](#), [New York](#), [Pennsylvania](#), [Texas](#), and [Virginia](#).



Introduction

In the last two relay lessons, we focused exchange techniques. Now we are going to take a look at how the IR and OR can control running speed to maximize time and performance.

Q: When we pass the baton, why don't we stop to make the exchange and then start running again?

A: We'd lose time; we'd lose the race, etc.

In today's lesson, we are going to learn:

1. The exchange zones
2. The roles of incoming and outgoing runners
3. Exchange zone techniques

Warm Up

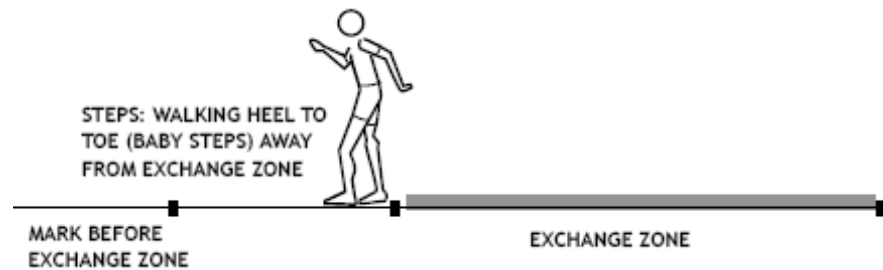
Exchange Slalom

1. Set up a slalom course that includes curves and zigzags with pylons.
2. Divide kids into teams of four, and have them line up in single file at the start of the slalom course.
3. The last person in line should have a baton.
4. On command, the kids should start jogging around the course and pass the baton forward when the instructor says "pass".
5. All passes should be made without looking back.

6. When the baton gets to the front of the line, the first person in line should fall back and assume the last position in line.
7. Continue until the team members are in their original positions.

Skills

1. In relay events, there are specific areas on the track that represent different phases of the relay. Each area is associated with actions that ensure a quick baton pass.
 - a. Exchange zone – The area of the track where the baton exchange must occur between the IR and the OR.
 - b. Mark – The area of the track, that signals the OR to start running. To set your mark, you should walk approximately 10 – 16 baby steps from the beginning of the exchange zone.
 - c. Acceleration zone – The area of the track, between the mark and the exchange zone, where the OR accelerates



2. Incoming and Outgoing Runners:
 - a. Incoming Runner (IR) – sprints as fast as possible to the OR, crosses the mark.
 - b. Outgoing Runner (OR) – when the IR crosses the mark, this signals for the OR to start accelerating in the acceleration zone to match the IR's speed.
 - c. IR and OR – Once both runners pass the acceleration zone, they are in the exchange zone. The baton must be exchanged in this zone. If it's not, then the team can be penalized or disqualified from the race.
3. Zone techniques:
 - a. OR – Watches mark
 - b. OR – Begins running when IR crosses mark
 - c. OR – Accelerates to match speed of IR
 - d. IR – Sprints to OR, shouldn't have to change speed
 - e. IR and OR – exchange baton in exchange zone

Drill

Transition Drill

1. Divide kids into pairs and have one kid line up at the start line and the other at the beginning of the exchange zone.
2. The kid at the start line should have the baton and he or she is the incoming runner.
3. The kid at the exchange zone is the outgoing runner, and is waiting for the

incoming runner to cross the mark.

4. When the incoming runner crosses the mark, the outgoing runner should start running and listen for a verbal cue from the incoming runner for when to receive the baton.
5. The kids must pass the baton within the exchange zone.
6. Once the outgoing runner receives the baton, he or she should jog around the cone and return to the start line.
7. The outgoing runner then becomes the incoming runner, and the incoming runner stays in the exchange zone to become the outgoing runner.
8. To start, the kids should walk through the exchange and work their way up to a run.
9. Repeat until all teams have completed the drill.

FUNdamental

Team Relay

1. Divide the kids into teams.
2. Instruct the teams to line up in their lanes, with one kid at the start line and the other kids at each hand-off point.
3. The first kid must run to the second kid and hand off the baton using the visual exchange.
4. This sequence continues until the last runners have crossed the finish line.
5. The team that completes the relay first wins.

Cool Down

Cool Down Drill

1. Kids should jog slowly around the circumference of the playing area.
2. Kids should walk slowly around the circumference of the playing area.
3. As they are moving, they should stop frequently to perform stretches to target specific muscle groups (e.g., legs, arms, neck, and core).

Conclusion

Q: Why is it important for the OR to match the speed of the IR?

A: So the OR doesn't have to slow down; so the OR doesn't have to catch up; so the baton has less of a chance to be dropped, etc.

Q: What other sports require you to match speed with another player?

A: Most defense positions in football, soccer, lacrosse, and basketball.

Assessment

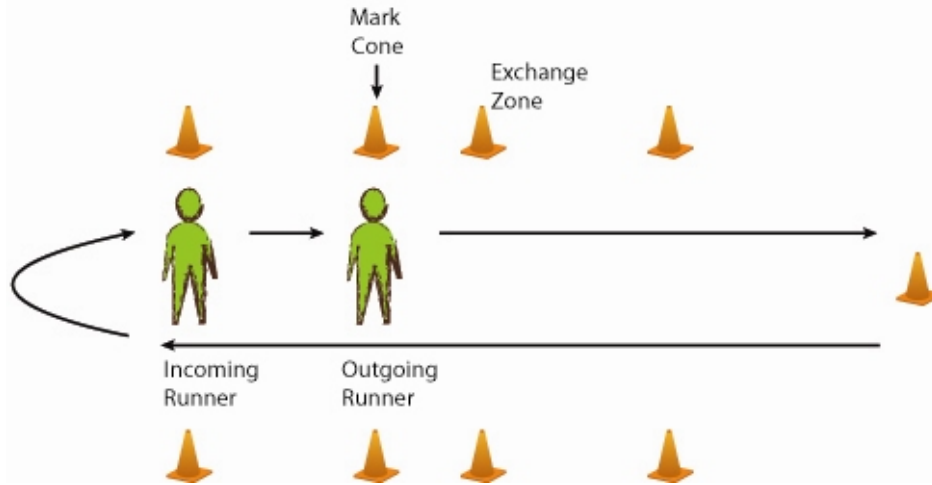
Checklist

1. OR – Watches mark
2. OR – Begins running when IR crosses mark
3. OR – Accelerates to match speed of IR
4. IR – Sprints to OR; shouldn't have to change speed
5. IR and OR – exchange baton in exchange zone

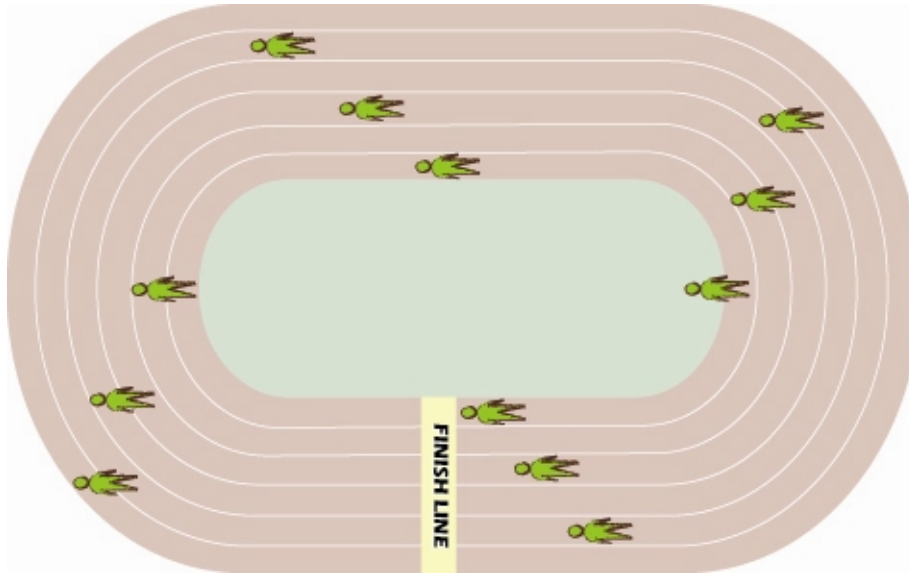


Set Up Diagrams

Transition Drill



Team Relay





Relay – Advanced Lesson Plan						
Group _____			Date _____			
Name	OR: Watch Mark	OR: Begin Running	OR: Match Speed	IR: Sprints to OR	IR and OR: Exchange	Total
1.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
2.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
3.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
4.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
5.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
6.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
7.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
8.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
9.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
10.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
11.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
12.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
13.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
14.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
15.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
16.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
17.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
18.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
19.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
20.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
21.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
22.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
23.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
24.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
25.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
26.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
27.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
28.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
29.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
30.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
Group Average	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	

Score	Behavioral Measure	Group Areas of Improvement
3	Performs cue correctly all of the time	
2	Performs cue correctly most of the time	
1	Performs cue incorrectly most of the time	
0	Performs cue incorrectly all of the time	