

RELAY - BEGINNER

Equipment

1 baton per team, 2 pylons per team, checklist, and pen/pencil. If you are working with younger kids, you may substitute the batons 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. Remind them to keep their heads up and eyes open.

Objectives

At the end of the lesson plan, kids will:

1. Understand why the baton exchange is important in relay events
2. Understand the roles of incoming and outgoing runners
3. Demonstrate the visual exchange technique

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

Q: What is the objective of a relay race?

A: To finish the race as fast as possible, while passing, or exchanging, the baton.

Q: What parts of your body do you think are important to exchanging the baton and why?

A: Hands – release or accept the baton, Arms – extend arm to exchange the baton, Head/Eyes– focus on the exchange, Ears – listen for your partner.

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

1. Why the exchange is important in relay events
2. The roles of incoming and outgoing runners
3. Visual exchange technique

Warm Up

Over and Under Relay

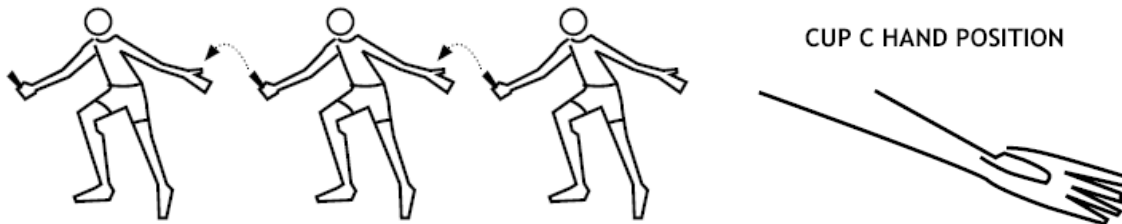
1. Divide kids into teams of four.
2. Instruct teams to line up single file.
3. Provide the first person in each line with a baton.
4. On command, the first person in line reaches over their head and hands the baton to the second person in line.
5. The second person in line bends down and hands off the baton between their legs to the third person in line.
6. Continue the sequence until the baton reaches the last person in line. That person then runs to the front of the line and becomes the new first person in line.



7. Continue until all the team members are back in their original positions.

Skills

1. A team's ability to exchange the baton is important because it impacts how fast or slow the team can finish the race.
2. Think about how much time a team would lose if both runners had to stop to pass the baton, or if the baton was dropped during the exchange. If the baton is dropped, the team members have to stop and pick up the baton while the other teams are running ahead. The exchange is so important to relay events that there are specific exchange techniques that you can do to improve your hand-off.
3. Incoming and Outgoing Runners:
 - a. Incoming Runner (IR) – the runner holding the baton
 - b. Outgoing Runner (OR) – the runner waiting to receive the baton
4. The visual exchange is used for longer relays, because of fatigue. In shorter relays, a different exchange technique, called a blind exchange is used. The visual exchange has several key features:
 - a. IR – Holds baton at bottom, upright in right hand
 - b. IR – Extends arm to reach outgoing runner
 - c. OR – Faces inside of track
 - d. OR – Hand positioned in C-cup
 - e. OR – After exchange, transfers baton to right hand



Drill

Visual Exchange Drill

1. Divide the kids into small teams.
2. Have each team line up side by side next to their pylon.
3. The first kid in each team should hold the baton vertically in their right hand and pass the baton to the next kid in line.
4. The baton should be received in the next kid's left hand.
5. Once the baton is passed, he or she must switch the baton to their right hand and pass it to the next kid in line.
6. When the last person in line receives the baton, they should walk back to the beginning of the line and pass the baton to the first kid in line.
7. Repeat until the kids resume their original positions.

FUNDamental

Visual Exchange Relay

1. Divide the kids into teams.
2. Instruct each team to form a single file line, arms-width apart, behind each cone.

3. Give the last kid in each line a baton.
4. The last kid in line must pass the baton to the next kid in line while standing still.
5. Continue the sequence until the first kid in line receives the baton.
6. He/she must run around the cone and sprint to the back of the line.
7. This process repeats until all members of the team are in their original positions.
8. The first team to get all its members back in their original positions wins.

Cool Down

Visual Switcheroo

1. Divide kids into pairs and provide each pair with a baton or other object.
2. Instruct pairs to jog around the perimeter of the playing area, with one kid in front (OR) and one in back (IR).
3. The IR should hold the passing object.
4. On the instructor's command, the pairs must complete a visual pass.
5. Then the OR must fall back and assume the IR position.
6. Repeat for 10 exchanges.

Conclusion

Q: What other sports do you play that require passing an object?

A: Football, baseball, basketball, soccer, lacrosse, volleyball, etc.

Q: When exchanging the baton, what can the Incoming Runner do to make sure the exchange will be fast?

A: Hold baton at bottom,; upright in right hand and extend arm.

Q: What can the Outgoing Runner do?

A: Face inside of track, hand positioned in C-cup, and transfer baton to right hand.

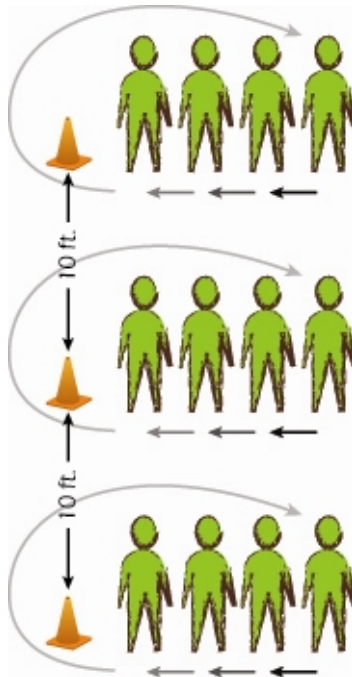
Assessment

Checklist

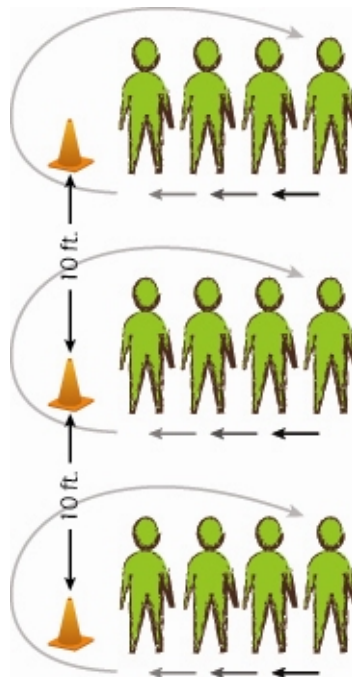
1. IR – Hold baton at bottom, upright in right hand
2. IR – Extend arm
3. OR – Face inside of track
4. OR – Hand positioned in C-cup
5. OR – Transfer baton to right hand



**Set Up Diagrams
Visual Exchange Drill**



Visual Exchange Relay FUNDamental





Relay: Beginner Checklist						
Group _____			Date _____			
Name	IR: Holds baton	IR: Extends arm	OR: Faces inside	OR: C-cup hand	OR: Baton to right hand	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	