



RELAY - INTERMEDIATE	
Equipment	
	1 baton per team, 4 pylons per team, 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.
Objectives	
	At the end of the lesson plan, kids will: <ol style="list-style-type: none">1. Demonstrate the blind exchange technique2. Demonstrate the correct passing sequence
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	
	<p>In the last relay lesson, we learned how important the exchange is to relay events. We also learned how to pass the baton using the visual exchange, which is used in longer relay races. Today we are going to learn another type of exchange that is used during shorter relay races.</p> <p>Q: Who remembers what we learned last week about incoming and outgoing runners? A: The Incoming Runner (IR) is the runner holding the baton and the Outgoing Runner (OR) is the runner waiting to receive the baton.</p> <p>In today's lesson, we are going to learn:</p> <ol style="list-style-type: none">1. The roles of incoming and outgoing runners2. Blind exchange technique3. Passing sequence
Warm Up	
	<p>Shuttle Relay</p> <ol style="list-style-type: none">1. Divide students into teams of 8.2. Half of the team should form a line at one end of the playing area, and the other half form a line at the opposite end facing them.3. Each team has one baton, or other item, to exchange.4. On command, the first runner sprints to their teammates on the other side and exchanges the item.5. That runner now sprints to the original end where the exchange is made again.6. Continue until players resume their original positions.
Skills	

1. Incoming and Outgoing Runners:
 - a. Incoming Runner (IR) – the runner holding the baton, signals when exchange occurs.
 - b. Outgoing Runner (OR) – the runner waiting to receive the baton, receives baton when signaled.
2. The blind exchange differs from the visual exchange by these key features:
 - a. IR – Calls out signal to exchange baton.
 - b. IR – Places baton in the OR's hand, does not release baton.
 - c. OR – Hand positioned high with palm back, thumb down, and hand still.
 - d. OR – Grips baton when placed in hand and takes it from the IR's hand.
3. Passing Sequence – when you receive the baton, you do not switch hands.
 - a. First Runner to Second Runner: right hand to left hand.
 - b. Second Runner to Third Runner: left hand to right hand.
 - c. Third Runner to Fourth Runner: right hand to left hand.

Drill

Blind Exchange Drill

1. Divide kids into teams.
2. Each team should form a single file line, approximately 10 feet apart.
3. The first kid (at the back of the line) should have the baton in their right hand.
4. The first kid should walk up to the second kid.
5. On verbal command, the second kid raises their left hand to receive the baton without looking back.
6. The second kid leaves the baton in their left hand and walks up to the third kid, placing the baton in their right hand on verbal command.
7. 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.
8. Repeat until the kids resume their original positions.

FUNdamental

Continuous Relay

1. Divide the kids into teams of three and count off within the teams.
2. Instruct each kid to line up within their team in numerical order beside the corresponding cone.
3. Instruct the kids on which hand they will be receiving the baton (the 1st and 3rd runners receive it in the right, and the 2nd runner receives it in the left) for the blind exchange.
4. Instruct the first runner to sprint to the second runner and hand off the baton.
5. The second runner sprints to the third runner.
6. The third runner sprints to the final cone, turns around and runs back to the beginning, becoming the new first runner.
7. Teams continue passing the baton until they are in their original formation.
8. The team that completes the relay first wins.

Cool Down

Cool Down Relay



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 blind exchange.
5. Then the OR must fall back and assume the IR position.
6. Repeat for 10 exchanges.

Conclusion

Q: Why do you think the blind exchange is used in shorter relays?

A: It's a faster exchange; it saves time, etc.

Q: Why is it important for the OR to remove the baton from the IR's hand?

A: The baton is less likely to be dropped.

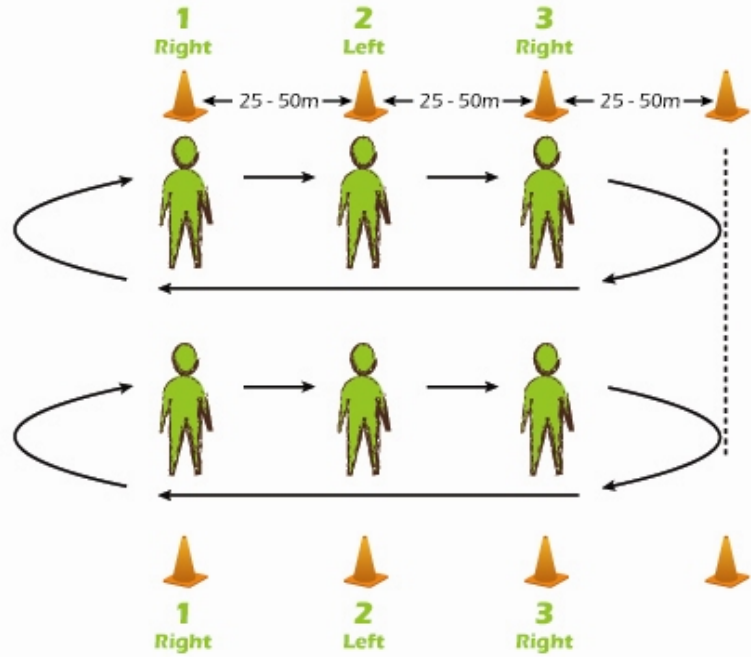
Assessment

Checklist

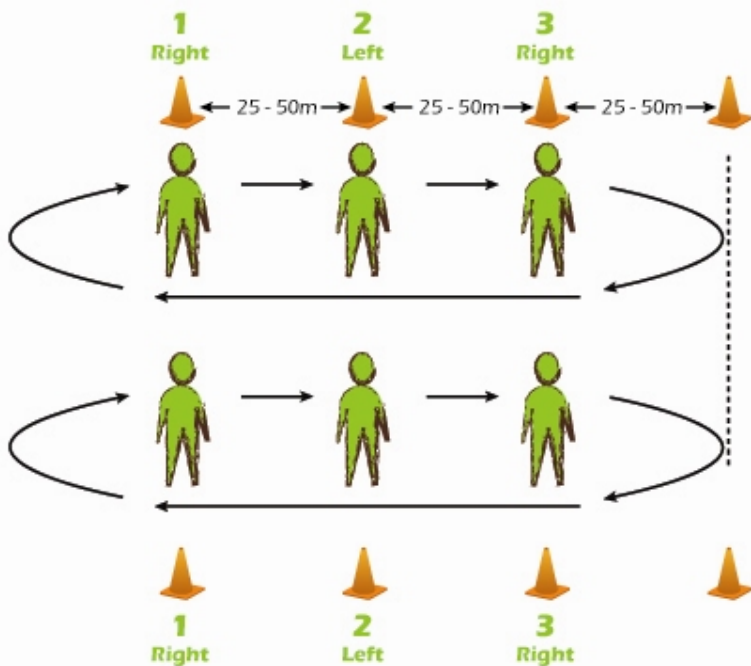
1. IR – Calls out signal
2. IR – Places baton in the OR's hand
3. OR – Hand positioned high
4. OR – Takes baton from IR
5. Passing Sequence – Do not switch hands



Set Up Diagrams
Blind Exchange Drill



Continuous Relay FUNDamental





Relay - Intermediate Checklist						
Group _____			Date _____			
Name	IR –Signal	IR – Places Baton	OR – Hand Position	OR – Takes Baton	Passing Sequence	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	