Category of Activity: Athletic Activities

Name of Activity: Running

Races over short distances are called sprints. They are among the oldest running competitions in the world. Sprinting requires athletes to begin from a stationary position and reach and sustain their quickest possible running speed. Sprint races take place over distances of 100, 200 and 400 metres. Indoor sprints take place over 60 metres. The man and woman who run the fastest time over 100m is often named 'the fastest man/woman in the world'.

At competency level students should learn and practice to improve their running technique so that they are able to run efficiently over short distances. They should be able to start a race correctly and be able to run at their maximum speed over short and longer distances.

At proficiency level students should be able to run over different distances with high levels of proficiency, be able to start races appropriately and take part in relay events. They should be committed to training and regular practice to help them increase cardio vascular efficiency, muscle strength and endurance.

Rules of Running

- Any runner found guilty of obstructing the path of another runner is disqualified.
- Sprinters are not permitted to run inside the inner curve of the track.
- Any sprinter with a false start even once is disqualified.
- Competitors are allowed to run with spiked shoes.
- No points are awarded if the sprinter fails to finish the race.
- The time is recorded to 1/100th of a second in photo finish.
- Time is recorded to 1/10th of a second . (Hand time watch)

History of Running

The original Ancient Olympic Games held in Olympia, Greece had just one event - the 'stadion' race. This was a simple race from one end of the stadium to the other. It was a race over a distance of about 200 meters. Sprint races have been included in all Olympic Games from 1896. Woman took part in sprinting events from 1928. Now sprinting events for men and woman include individual and relay events and sprints over hurdles.

Facts about Sprints

- It is only possible to maintain near maximum speed for not more than 30 seconds.
- The winner of a sprinting event is the athlete whose torso reaches the closest edge of the finish line first.
- Usain Bolt is currently the world's fastest man, setting a world record for the 100m of 9.58 seconds.
- Abdul Najeeb Qureshi, an Indian sprinter from Hyderabad, ran the 100m at the Commonwealth Games in 2010 in 10.30 seconds.

Basic Requirements/ Equipment

- An area that has a safe surface for running.
- Students should be appropriately dressed to participate safely in running events.
- A starting line and a finishing line.
- Cones or markers.
- Stop watches/measuring tapes.

Including all Students

Space • Task • Equipment • People

Use STEP to modify running activities so that all students are included. Try these modifications or devise your own.

Space

- Increase or decrease the distances over which students run. Keep the finishing line in the same position but change the position of the start.
- Visual impaired students can run with a sighted runner guiding them.

Task

- Students should explore different ways of moving. For example can they cover the distance by walking, pushing themselves, using sticks?
- Allow students to use standing starts, or 'rolling starts' if using a wheelchair.
- Use visual signals (e.g. a flag) to start races with students who have hearing impairments.

Relay races

- Use a touch changeover.
- Experiment with different ways of carrying the baton. Carry it in two hands or let wheelchair users carry it in their lap.
- Use adjacent lanes for takeovers.
- Use verbal guidance for outgoing runners.

Equipment

- Participating in running activities is easier if the surface is flat and even.
- Running on grass makes the activity more difficult, particularly for wheelchair users and those who use other mobility aids.

People

- Find a way of ensure that all students play an active role in the running activities. All students can improve their own ability to perform at their maximum level through moving in their own ways regardless of the distances or ways in which they might move.

Links to continuous and comprehensive assessment frame work for classes IX and X

Physical & Health Education /Games

- An appreciation and understanding of the physical fitness requirements of athletic activities
- An involvement in sports/physical education programmes
- Team work
- A knowledge of different athletic events and their rules
- Skills of agility, balance and coordination
- Motivation and commitment to take part in athletics
- Ability to lead others as a team captain, coach, timekeeper or judge
- An awareness of rules of safety
- An evidence of being self disciplined

Life Skills

- Raise questions, identify and analyse problems
- Get along well with others
- Communicate using appropriate words, intonation and body language
- Identifies one's own strengths and weaknesses

STEP

Atheletic Activities Running

Class VI-VIII

COMPETENCY LEVEL

Purpose of the activity

To participate in events that require students to go further, higher and faster.

Outcome of the activities

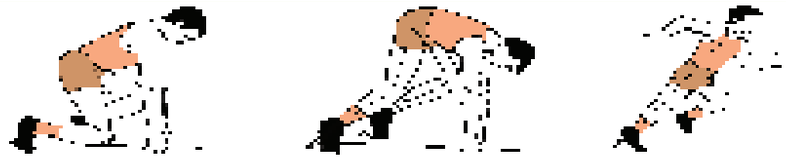
The outcomes of participating in these activities will be

- a commitment to training
- willing to concentrate and practise to improve
- an ability to set and meet personal targets

Sprinting

Crouch starting technique : Types (Medium, bunch and elongated)

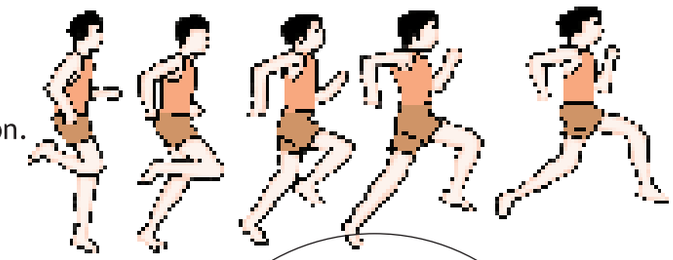
- Improve 'pick up' and acceleration speed focusing on short to longer strides.
- Drive away as quickly as possible.
- Practice using the correct commands:



'on your marks' 'set' 'go'.

Sprinting technique

- Body Posture : Keep shoulders low. Slight lean forward slightly but do not bend from waist as it will adversely affect center of gravity. Body straight and head still.
- Arm Acts on : Swing the arms from the shoulders in a straight line at approximate 90° of flexion.
- Ground contact : Run on the balls of the feet not toes.
- Keep shoulders low and relaxed, body straight and head still.
- Run tall with high hips and high knees.
- Students should understand that sprinting is about reaching and maintaining near maximum speed over short distances



Finishing Styles:

- **Run through :** Without keeping into consideration the finish point or tape, the athlete touches the finishing tape at full speed.
- **Lunging or Torso :** The athlete bends his/her torso towards the finishing line in the last stride.
- **Shoulder Shrug :** The runner bends one shoulder so that his torso would make and angle of 90° near the finishing line in his last stride.

Three Pictures One each of every styles

Here are some practices

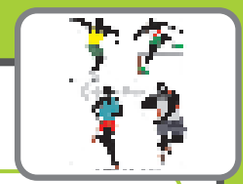
Overtake if you can

In teams of 10 run one behind the other at a steady running speed. When the whistle is blown students try to overtake as many runners as possible before reaching the finish line. Overtaking may only occur on the outside of a runner.

Atheletic Activities Running

Class VI-VIII

COMPETENCY LEVEL



10 second runs

Place markers at 50, 55, 60, 65, 70 metres from the start line. Students sprint towards the markers until the whistle is blown. They score points according to the markers they have passed: one marker, one point; two markers, two points to a maximum of 5 points. Repeat this three times with suitable recover time. What is the total score of each student?

Out and back relays

- In teams runners take it in turns to sprint a short distance, touch a marker and return to touch the next player in the team. Keep going until all team members have had a go.

Short sprinting

- Encourage good technique while sprinting over different distances between 20-60 metres.
- Set up races against others over different times from 3 - 8 seconds.

Try these challenges

The 100 metre world records are 9.58 seconds (men), 10.49 seconds (woman). How long does it take you to run 100 metres?

Students work in groups taking on the different roles of: performer, starter, time keeper and recorder. Each student takes it in turns to run 100 metres. Times for each student should be recorded. These times should be kept so they can be used to compare the results of the first attempt at the 100m sprint and later attempts.

Towards the end of this work (15 lessons) students should undertake the same activity. The challenge is for students to run 100 metres in the fastest time possible and to compare their time with their first attempt.

Make up your own challenges and have some fun

Race your classmates over different times between 5 - 20 seconds. How far do you run?

How far do you think you can run in 5 seconds? Place a marker where you think you will get to? How good was your judgement? Did you reach the marker?

Assessment

Knowledge (4)	• History of the activity • Rules of running events • Facts	
Skills (6)	• The crouch start • Running technique	• Use of arms • Use of legs
Application of skills (10)	• Efficient and effective start • Acceleration from crouch start • Maintaining near maximal speed throughout the race • 100m sprint timing	

Links to NCERT syllabus

Theme: Health and physical fitness and orientation to sports skills

Links to other subjects

Science: Experiences of the process and skills of the activity may be used to explain the concept of friction, how friction depends on the roughness of different surfaces - grass, turf, sand.

Maths: Students may be asked to note the time taken by each runner for reaching the finishing line. The concept of ratio may explained by comparing the times taken by different runners.

Language: Students may pick up technical terms used in this event like sprinter, sprint race, stop watch, markers, relay race, baton and others, and make sentences so that their exact meanings are understood.

Atheletic Activities Running

Class IX - X

PROFICIENCY LEVEL

Purpose of the activity

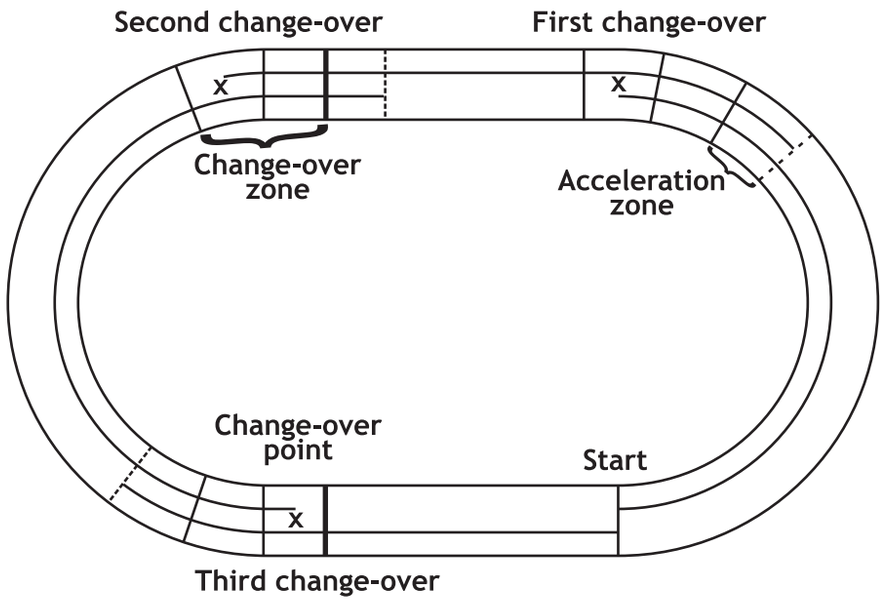
To participate in events that require students to go further, higher and faster.

Outcome of the activities

The outcomes of participating in these activities will be

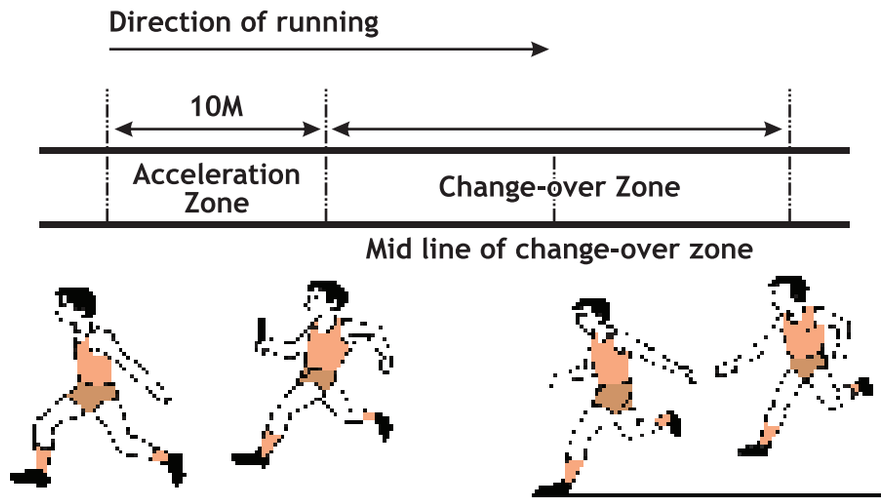
- a commitment to training
- willing to concentrate and practise to improve
- an ability to set and meet personal targets

Relay Races



Who will run when?

- The most popular strategy of running a relay race is to run in this order: the second best runner runs first; the fastest runner runs last; the slowest runner third and the other runner second. Is this best for your team?
- What other strategies might you use to win the race? What strategies work best for your team?



Baton Changeover

- Blind exchange technique to be practiced (4x100 mts.) an visual exchange (4x400 mts.) relay.
- The baton must be exchanged when both runners are running at maximum speed.
- Use the downsweep method of passing the baton, passing it from right hand to left hand.
- Outgoing runner holds the hand high and flat to receive the baton.
- Incoming runner uses a downward sweeping movement to place the baton firmly into the receiver's hand.

Here are some practices

Short relays

Try 4 x 25 metre and 4 x 50 metre relay races where changeovers are more important than running speed using straight tracks

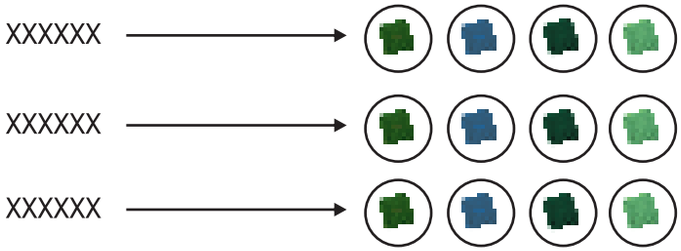
Atheletic Activities Running

Class IX - X

PROFICIENCY LEVEL

Pick up Relay

Set objects like bean bags or cones, inside hoops or chalked circles, at regular intervals from the start line. Runner 1 collects each object, one at a time, returning them to the start line. The next runner takes one object at a time and sets them out again in their original position. Runner 3 collects them and so on until all runners have had their turn.



The Relay Race

Set up a running area with cones like this:

No. 1 starts at cone A; No. 2 starts at cone C. When No. 1 reaches cone B; No. 2 sprints off and attempts to reach cone D before being tagged by No. 1.

Increase distance between B and C so that both athletes reach D at the same time.

Try this challenge

- In teams of 10. Each athlete runs as far as they can in 10 seconds. Combine the 10 individual distances to produce a team score. Which team covered the furthest distance?

Make up your own challenges and have some fun

- Organise individual and relay races over different times and distance against classmates and other schools. Include fun events. For example include a dribbling race. Runners from one school or class dribble a ball as fast as they can over 50 metres. Runners from another school or class begin 3 seconds after the first runners and try to beat the front runner to the finish line.

Assessment

Knowledge (4)	• History of the activity • Rules of running • Facts
Skills (6)	• Acceleration at approach • Change over compete within zone • Position of hand of outgoing runner • Effective downsweep and passing of baton by incoming runner
Application of skills (10)	• Efficient running style • Running at near maximum speed • Efficient relay change over's • 4 x 100m relay race times

Links to NCERT syllabus

Theme: Orientation to physical education and sports education: sports and games

Links to other subjects

Science: The topic of motion may taught, particularly the concepts of distance, displacement, speed and velocity. The time taken by each runner may be recorded and using the data students may calculate distance and displacement, and also speed and velocity.

Maths: By using the recorded time taken by each runner in covering 100m or 200m or 400m, students may be asked to represent these as frequency distribution table and bar graph.

Language: Students may be asked to write a brief biography of sprinters like P. T. Usha. They may also write a piece on rules of relay races.

Social Science: The planning and using strategy in a relay race may be used for explaining the role of a District Magistrate or Chief of Gram Panchayat, especially how to evolve a suitable strategy for successful implementation of policies and programmes.