



SPRINTING - ADVANCED

Equipment

Towel or harness, 1 bean bag for each kid, 6 pylons, checklist, pencil/pen

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:

1. Understand why body position and posture is important to sprinting
2. Demonstrate correct head position
3. Demonstrate tall body position
4. Demonstrate proper posture

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 sprinting lessons, we focused on leg and arm action. Now we are going to take a look at how you can carry your body to improve your sprinting speed.

Q: When we run, why don't we run bent at the waist or with our heads looking to the side?

A: These things would slow us down.

Q: When you run, how do you carry your body?

A: Upright, straight, forward.

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

1. Why body position and posture is important to sprinting
2. Correct head position
3. Tall body position
4. Proper posture

Warm Up

4 Sides

1. Have the kids begin by running slowly in the playing area.
2. Kids must change directions and touch all four sides of the playing area.
3. Repeat using different methods of locomotion (e.g., skipping, hopping, crawling, and grapevine).

Skills



1. Why body position and posture is important to sprinting
2. Demonstrate correct head position:
 - a. Head aligned with neck and spine
 - b. Head up - eyes level and looking ahead
 - c. Face is relaxed
3. Demonstrate tall body position:
 - a. Back straight
 - b. Hips carried high, squared with shoulders
4. Demonstrate proper posture:
 - a. Lean forward a little, like you're falling forward

Drill

Harness Drill

1. Have a kid put on the harness or secure a long towel around their upper body.
2. Instruct the kid to start jogging slowly, focus on their form and foot action.
3. Instruct the kid to increase pace and put resistance against the harness.
4. When the kid's form is correct, you can release them into a full sprint.
5. Repeat procedure for all kids.

FUNdamental

Team Sprints

1. Divide the kids into 2 teams.
2. Instruct the teams to line up on opposite ends of the playing area, facing their pile of bean bags.
3. The first kid must race across the playing field, pick up one bean bag, and sit down at the opposite end of the playing area.
4. When he or she sits down, the next player can take off.
5. Repeat until all players are seated.
6. The first team to finish the game 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: In addition to your arm and leg action, what are some things you can do to be a faster sprinter?

A: Keep head aligned with neck and spine, head up with eyes focused straight ahead, hips carried high and squared with shoulders, face relaxed, back straight, lean forward.

Q: How are you going to use your new sprinting abilities in other sports?

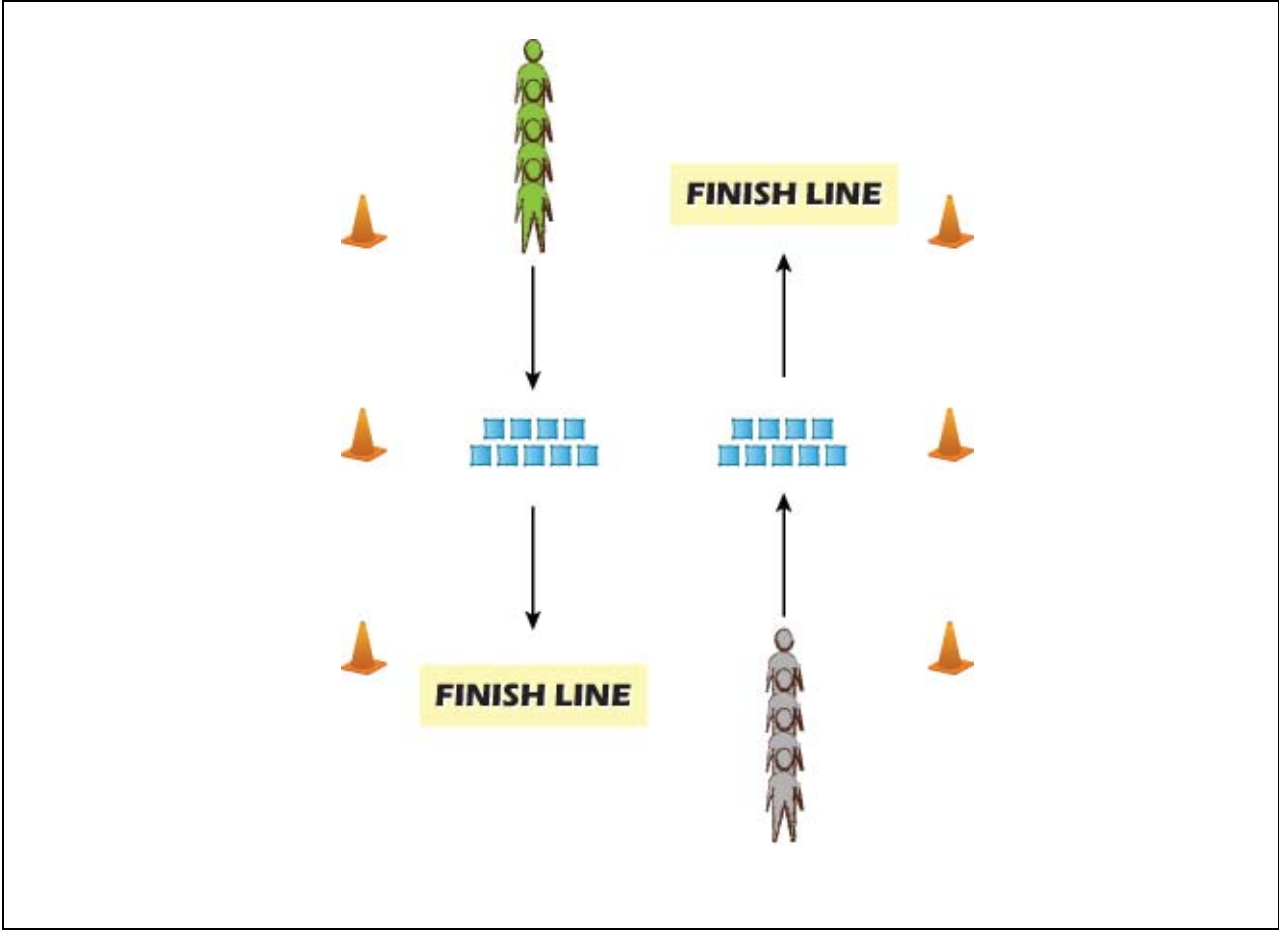
A: Basketball – sprint down the court to score, Football – run into the end zone for a touchdown, Soccer – run downfield to play defense.



Assessment
Cue Checklist <ol style="list-style-type: none">1. Head aligned2. Head up3. Face relaxed4. Back straight5. Hips high and squared with shoulders6. Lean forward



Set-up Diagrams
Team Sprints FUNdamental





Sprinting – Advanced Lesson Plan							
Group _____				Date _____			
Name	Head Aligned	Head Up	Face Relaxed	Back Straight	Hips High	Lean Forward	Total
1.	3 2 1 0	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 2 1 0	
3.	3 2 1 0	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	