

# Relays



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## Relays

Relays are an exciting enjoyable activity for the Daily Exercise Programme. Large numbers of children can be easily organised and kept active in a relatively small space either inside or outside.

There are endless possible combinations of activities for relays either without gear or with simple equipment. Use the ideas in the manual to create your own relay sequences.

### ORGANISATION HINTS

- Keep relay teams small – four should be the maximum.
- Use teams of two wherever possible.
- Have teams working across the area – i.e. use the width.
- Have a marker cone, hoop, peg or line to show the boundary.
- Keep the distance travelled short e.g. one third of a netball court, or the width of a netball court approximately 5-10 metres (use the shorter distance for juniors).
- Give clear directions before you begin a relay e.g. begin on the word 'Go', run to the cone, run around the cone, skip back to the team, run around the back of the team and tag the next runner, everyone in the team has two turns, marching on the spot when finished.
  - 1) How the relay will start.
  - 2) What to do on the way to the boundary e.g. run, hop.
  - 3) What to do at the turn or change over point.
  - 4) What to do travelling back.
  - 5) What to do when runner returns to team.
  - 6) When is the whole team finished.
  - 7) What should the team be doing when finished.

The instructions for beginning and finishing relays could remain the same throughout each lesson with variations in numbers 2-6. The relays chapter is divided into activity sessions. The first four sessions outline the four basic types of relays and give examples of each. They are:

- 1) There and back relays
- 2) There and stay relays
- 3) Half and half relays
- 4) Spread out relays

Most of the relays can be performed in a hall, on grass or on a hard surface – lines marked on a netball or padder tennis court are an advantage when organising relays. If no lines are available use cones, hoops, ropes or pegs to mark the starting line and the boundary line (this is the line the children must run to).

## RELAYS

### There and Back Relays

ALL AGES

#### EQUIPMENT

Cones or hoops for markers one for each pair.

#### AREA

Hall, grass, hard surface – some kind of marking line is useful for starting if not use cones or hoops. Distance from starting line to boundary line 8-10 metres, shorter distance for juniors.



#### FORMATION

Children in 2, 3, or 4's lined up one behind the other at the starting line facing the boundary cone or mark.

#### INSTRUCTIONS

- Number 1 travels to the boundary in the way designated by teacher – around the marker and back to team or partner – tags the next person in line who repeats the sequence.
- Number 1 goes to the back of the line.
- Repeat until all team have had a turn at going There and Back.

#### VARIATION

Select three activities – one from each column – activities can be mixed and matched.

<i>On the way there</i>	<i>At the boundary</i>	<i>On the way back</i>
<ul style="list-style-type: none"> <li>• Run</li> <li>• Skip</li> </ul>	<ul style="list-style-type: none"> <li>• Run around cone</li> <li>• Jump forward &amp; back 3 times</li> </ul>	<ul style="list-style-type: none"> <li>• Run</li> <li>• Run backwards</li> </ul>
<ul style="list-style-type: none"> <li>• Slip step</li> </ul>	<ul style="list-style-type: none"> <li>• Do 5 astride jumps</li> </ul>	<ul style="list-style-type: none"> <li>• Slip step (other leg leads)</li> </ul>
<ul style="list-style-type: none"> <li>• Hop left foot</li> <li>• Gallop</li> </ul>	<ul style="list-style-type: none"> <li>• Jump over the cone</li> <li>• Run around cone 3 times</li> </ul>	<ul style="list-style-type: none"> <li>• Hop right foot</li> <li>• Wooden soldier run</li> </ul>
<ul style="list-style-type: none"> <li>• Long low strides</li> <li>• Run arms above head</li> </ul>	<ul style="list-style-type: none"> <li>• 5 bounces on the spot</li> <li>• 5 hops left foot</li> <li>• 5 hops right foot</li> </ul>	<ul style="list-style-type: none"> <li>• High knee running</li> <li>• Run arms out to side</li> </ul>

#### TEACHING POINTS

- Repeat each relay sequence twice through the team especially if the combinations are complicated.
- Have the children work out some other activities to do “at the boundary” or on the way There and Back.

#### FOCUS ON

- Physical – Cardio-vascular effect. General movement skills depending on the activities selected.
- Other – Following directions.

## RELAYS

### There and Back Relays with Balls and Hoops

ALL AGES

#### EQUIPMENT

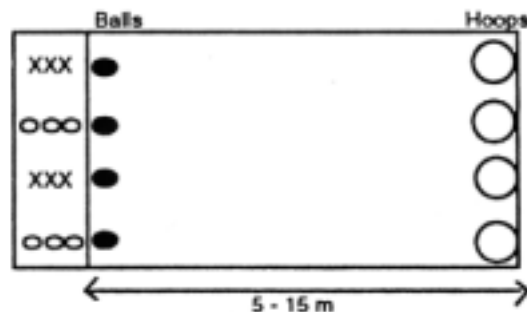
One large ball, one hoop per team.

#### AREA

Hall, grass, hard surface – (an area the size of a netball court) starting line or markers and boundary lines or markers. Width of area 5 – 15 metres – use shorter distance for juniors.

#### FORMATION

Children in 2s 3s or 4s lined up one behind the other at the starting line facing the hoops. Select three activities, one from each column-activities can be mixed and matched.



<i>On the way there</i>	<i>At the hoop</i>	<i>On the way back</i>
<ul style="list-style-type: none"> <li>• Bowl the ball towards hoop</li> <li>• Slip step side ways, bouncing ball</li> <li>• Run-throwing ball upwards and catching it</li> </ul>	<ul style="list-style-type: none"> <li>• Stand in the hoop and throw ball</li> <li>• Pass ball around waist 3 times</li> <li>• Stand in hoop legs apart- pass ball in &amp; around legs in figure 8 shape</li> </ul>	<ul style="list-style-type: none"> <li>• Run back, stop a short distance from team, throw ball to next person</li> <li>• Bowl the ball to team run and scoop up and throw it to next person</li> <li>• Run back – stop a short distance from team and bounce to next person</li> </ul>

#### TEACHING POINT

- Other equipment can be used in a similar way – frisbees, tenniquoits, skipping ropes, padder tennis bats, small balls.

#### FOCUS ON

- Physical – Cardio-vascular effect. General movement skills depending on activities selected.
- Other – Following directions. Team feeling.

<i>On the way there</i>	<i>At the hoop</i>	<i>On the way back</i>
<ul style="list-style-type: none"> <li>• Run holding arms above head</li> <li>• Run or jump ball between legs</li> <li>• Run balancing ball on backs of hands</li> <li>• Run bouncing ball with right hands</li> <li>• Ball on ground foot dribble to hoop</li> <li>• Bat ball along ground with hand</li> </ul>	<ul style="list-style-type: none"> <li>• Bounce ball 5 times in the hoop</li> <li>• Drop ball to land</li> <li>• Throw ball in air and catch it</li> <li>• Walk around hoop bouncing ball in hoop</li> <li>• Put ball into hoop with feet</li> <li>• Foot tap ball around hoop</li> </ul>	<ul style="list-style-type: none"> <li>• Run holding ball behind back</li> <li>• Foot tap the ball in hoop</li> <li>• Run-ball balanced on palms</li> <li>• Run-bounce ball left hand</li> <li>• Run backwards with feet drag ball back</li> <li>• Pick ball up between elbows and run back</li> </ul>

## RELAYS

### There and Stay Relays

ALL AGES

#### EQUIPMENT

None

#### AREA

Hall, grass, hard surface

– lines or marks for 3 starting position and 4 boundary lines.

Hoops, cones, pegs or ropes can be used – lines 5-15 metres apart.



#### FORMATION

Children in teams of 2, 3, or 4 line up one behind the other facing the boundary line.

#### INSTRUCTION

- Number 1 moves to the boundary line and stays there then calls 'Go'.
- On 'Go' Number 2 moves across and calls 'Go'.
- Repeat until all team members have moved.
- The sequence can be repeated until all children are back in their original positions.

#### VARIATIONS

1. Follow the Leader
  - First person decides how the team should move across.
  - All other team members copy the movement as they move.
  - Second person becomes leader.
  - Repeat until everyone has been a leader.
2. Stay and Do
  - First person runs across to boundary and performs an activity specified by teacher e.g. 5 astride jumps then calls 'Go'.
  - Repeat until everyone has a turn.
3. Stay and All Do
  - As above but when the runner is performing his 'on the spot' activity the remainder of the teams also perform the same activity but on other side of the area.

#### TEACHING POINTS

- There and stay relays can also be performed with equipment.
- Vary the type of movement to include skipping, hopping etc.

#### FOCUS ON

- Physical – Cardio-vascular effect. General movement skills depending on activities selected.
- Other – Following directions. Team feeling.

### Carry then Throw

ALL AGES

#### EQUIPMENT

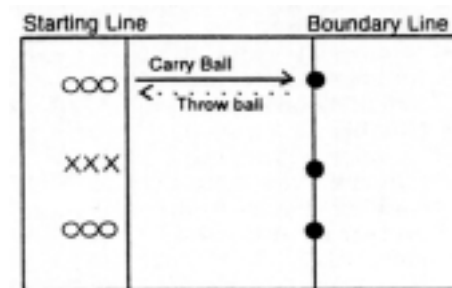
One ball per team – (large or small size)

#### AREA

Hall, grass, hard surface – approximately the size of a netball court- a starting line and boundary line 3-5 metres apart. (This is a short distance as the ball is to be thrown from one line to the other).

#### FORMATION

Children in teams of 2, 3, or 4 lined up one behind the other at the starting line – facing the boundary line or mark. First person has the ball.



#### INSTRUCTIONS

- First child runs, with the ball to the boundary line turns and throws to Number 2 then returns to the starting line.
- Number 2 catches the ball and runs with it to the boundary line – turns and throws to Number 3.
- Number 3 repeats.
- Repeat this sequence several times.

#### VARIATIONS

1. Bounce dribble to line, turn and throw.
2. Foot dribble to line, turn and throw.
3. Run with ball between the knees – turn and throw.
4. Return the ball by bowling it along ground.

#### TEACHING POINT

- For juniors keep distances short – encourage accuracy with throwing and catching.

#### FOCUS ON

- Physical – Cardio-vascular effect. General movement skills depending on activities selected.
- Other – Following directions.

## RELAYS

### Half and Half Relay

ALL AGES

#### EQUIPMENT

Marker cones or pegs if there are no lines on surface.

#### AREA

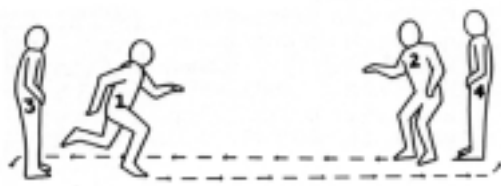
Hall, grass, hard surface – (area size of netball court) – a starting line and a boundary line 3-8 metres apart.

#### FORMATION

Children in 4's – 2 children at the starting line and 2 children at the boundary line opposite – facing each other.

#### INSTRUCTIONS

- Number 1 runs to Number 2 and tags him and stays there.
- Number 2 runs to Number 3 and tags him and stays there.
- Number 3 runs to 4 and tags him and stays there.
- Repeat until all children are back where they started.



#### VARIATIONS

1. **ROUND THE BACK** – Formation as above.
  - Number 1 runs across the area and around the back of Number 2 and 4 then tags Number 2 who runs across and around the back of Number 3 and tags him. Repeat several times.
2. **RUN AND COPY** – Formation as above.
  - Number 1 runs across and stops in front of Number 2 and begins doing an activity on the spot – either of his own choice or specified by teacher. Number 2 copies the activity e.g. double hops and together they do 10-15 repetitions. Number 1 stays there and Number 2 runs across to Number 3 and performs an 'on the spot' activity which Number 3 copies.
  - Repeat until everyone is back in their starting positions.

#### TEACHING POINTS

- Change the type of movement to skipping, slipping etc.
- Encourage original activities on the spot.

#### FOCUS ON

Physical – Cardio-vascular effect. General movement skills depending on the activities selected.

### Spread Out Relays (Zig Zag)

ALL AGES

#### EQUIPMENT

Cones to mark the start and finish of the relay course.

#### AREA

Hall, grass, hard surface – total length of relay course depends on how far apart the children stand.

#### FORMATION

Width of a netball court works well, teams of 4-5 children, the team members are evenly spaced along the whole length of the relay circuit.



#### INSTRUCTIONS

- The back person, Number 1, begins and runs forward zig zagging around other children – around front marker then – round the back marker and back to their place – calls Go – or tags Number 2.
- Number 2 zig zags forward – to front marker – alongside the team to back marker then zig zags back to place and calls Go to Number 3.

#### VARIATIONS

1. Vary the movement e.g. skipping, galloping.
2. Vary the distance between children.

#### TEACHING POINT

- Encourage good control when zig zagging.

#### FOCUS ON

Physical – Cardio-vascular effect. Agility. Speed.  
Other – Team feeling.

## RELAYS

### Meet in the Middle

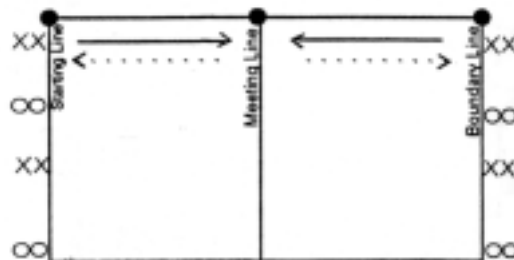
ALL AGES

#### EQUIPMENT

Marker cones or pegs if there are no lines on surface.

#### AREA

Hall, grass, hard surface – area about size of netball court – a starting line, a meeting line and a boundary line as shown.



#### FORMATION

Children in 4s – (must be an even number). Begin with half the children on the boundary line and half on the starting line – 1 and 2 are partners, 3 and 4 are partners, children face in towards the meeting line.

#### INSTRUCTION

- On 'Go' Numbers 1 and 2 run in to the meeting line and hold both hands high and clap partners hands with a 'High 10'.
  - They both turn and return to their places and give the waiting team members a High 10.
  - Numbers 3 and 4 run in to meeting line – give each other High 10 and run back and give 1 and 2 a High 10.
- Numbers 1 and 2 run in to meeting line – give each other a High 10 and a 'Low 10' i.e. (clap partners hands at low level and run back to team and give 3 and 4 a High 10 and a Low 10). Numbers 3 and 4 repeat.
- Numbers 1 and 2 run to meeting line – High 10/Low 10 then turn back to back and "bottom bump" each other off back to team line where they give 3 and 4 High 10/Low 10 and "bottom bump". Numbers 3 and 4 repeat.

#### VARIATIONS

- Change the type of movement.
- Change the activity at the meeting line e.g. – skipping in a circle with arms linked – hands joined and sawing movement.

#### TEACHING POINT

- This activity can be adapted for indoors.

#### FOCUS ON

Physical – Cardio-vascular effect. Co-ordination. General movement skills depending on the activities selected.

### Over the Legs Relay

ALL AGES

#### EQUIPMENT

Two marker cones – for start and finish of relay course.

#### AREA

Hall, grass, hard surface – total length of course 8-20 metres – shorter distance for juniors.



#### FORMATION

Teams of 4-6 children – team members evenly spaced along the course, length of the relay from 1 to 3 metres apart – all children sit down side on to the direction of travel.

#### INSTRUCTION

- Back person begins on 'Go', she stands and runs forward jumping over the legs of all team members, and she runs around the cone at front of team – alongside team and around marker and back to her place.
- Once seated Number 1 calls 'Go' to Number 2 who jumps over legs on the way forward etc.
- Repeat the sequence until everyone has had a turn.

#### VARIATIONS – LEAP FROG RELAY

- Formation as above – but team members crouch down with heads tucked under.
- Back person begins and leap frogs over or steps over team members as they make their way to the front.
- Repeat sequence as above.

#### TEACHING POINT

- Care is needed when working on hard ground.

#### FOCUS ON

Physical – Cardio-vascular effect. General movement skills.  
Other – Understanding safety factors. Judging distances.

## RELAYS

### Chase the Tail

ALL AGES

#### EQUIPMENT

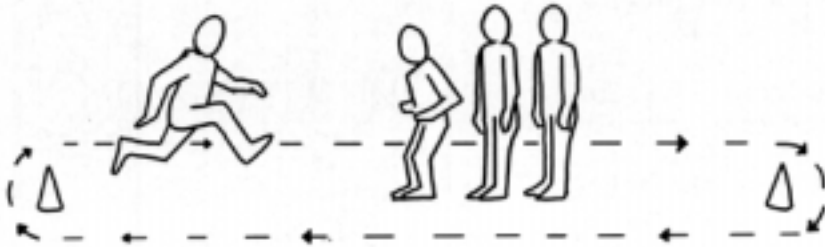
Marker cones to show front and back boundaries.

#### AREA

Hall, grass, hard surface.

#### FORMATION

Teams of 4-6 lined up in single file all facing the same way – marker cones or lines as shown.



#### INSTRUCTION

- Number 4 starts and runs forwards and around front marker alongside the team and around the back cone and back to the front cone again.
- As Number 4 passes 1 for the second time the whole team follows around the front cone down and around the back cone and back to their places.
- Number 3 is now the back person and becomes the new runner.
- Repeat until everyone has had a turn.

#### VARIATION

Change the activity to skipping, galloping etc.

#### TEACHING POINTS

- Demonstrate this relay with one team under close direction from teacher.
- Each runner does two circuits – one on his own and one with the team chasing him.

#### FOCUS ON

- Physical – Cardio-vascular effect. Speed.  
Other – Full team co-operation.

### Paired Relay

ALL AGES

#### EQUIPMENT

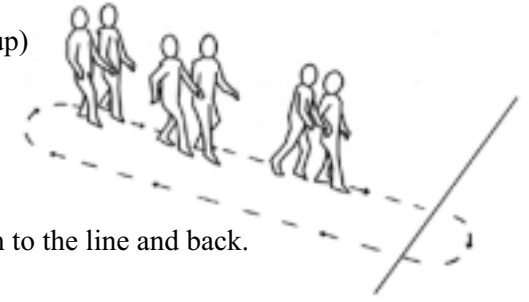
Cones, lines markers to show starting line and boundary line.

#### AREA

Hall, grass, hard surface – 5-8 metres between start and boundary.

#### FORMATION

Children in 4s = (two pairs per group) pairs stand one behind the other behind the starting boundary line hands joined.



#### INSTRUCTION

- First pair with hands joined run to the line and back.
- Second pair repeat.
- First pair run backwards there and back, second pair repeat.
- Continue – with teacher calling a different type of movement for each lap.
- Hands remain linked throughout.

#### VARIATIONS

1. Skipping, hopping, galloping, sideways slip step – both hands joined. Back to back – elbows linked – one moves forward one backwards. Back to back – elbows linked – side on – both move sideways.
2. Ask each pair to find a new way of moving – with one hand linked.

#### TEACHING POINT

- Stress safety when the children are creating their own moves, especially with carrying activities.

#### FOCUS ON

- Physical – Cardio-vascular effect. General movement skills depending on the activities selected.  
Other – Co-operating in pairs.

## RELAYS

### Non-Stop Relay

ALL AGES

#### EQUIPMENT

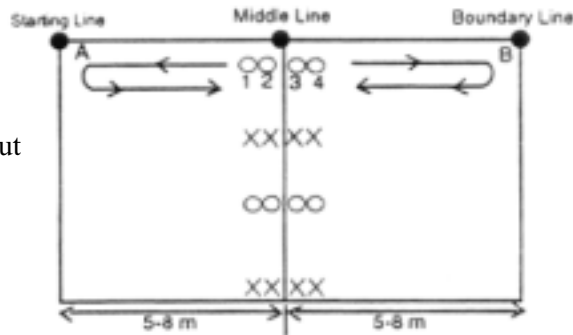
Marker cones, pegs or lines.

#### AREA

Hall, grass, hard surface, set out as in diagram.

#### FORMATION

Children in 4's lined up at a central point.



#### INSTRUCTION

- On 'Go' Numbers 1 and 4 start together, 1 runs to line A and back to team, 4 runs to line B and back to team.
- When 1 and 4 return to team they "touch off" Numbers 2 and 3.
- 2 runs to line A, 3 runs to line B.
- When 2 and 3 return they both "touch off" 1 and 4 again.
- Repeat several times.

#### VARIATIONS

1. Change the activity to the boundary lines e.g. hop, skip etc.
2. Vary the distance to the boundary lines.
3. As Numbers 1 and 4 return to the team have them skip a circle with Numbers 2 and 3 before they begin their run.
4. An activity can be added at the boundary line e.g. astride jumps, side to side jumps.

#### TEACHING POINT

- The two children waiting at the mid-line should keep moving on the spot especially on cold days.

#### FOCUS ON

Physical – Cardio-vascular effect. Quick reactions. Speed. Endurance.  
Other – Encouraging others.

### Tunnel Relay

ALL AGES

#### EQUIPMENT

Cones to mark front and back of relay course.

#### AREA

Hall, grass, hard surface.

#### FORMATION

Children in groups of 6-8 within each group children pair up and stand with partners facing each other and arms stretched up to form arches – partners 1-1½ metres apart.



#### INSTRUCTIONS

- On teacher command first pair move to the front marker separate and turn outwards and run down to the back markers.
- Partners meet – join hands and move through the tunnel and back to their places.
- Second pair begin moving as soon as the first pair return to their places – they run under the arch made by first couple around the cones etc.
- Repeat until everyone has had a turn.

#### VARIATIONS – SKIN THE SNAKE RELAY

1. Formation as above – first pair turn inwards and move through the tunnel to the end of the line where they line up second pair does the same – the remainder of the team must keep moving forwards as each pair moves to the back of the team.
2. This tunnel relay can be done with the whole class.

#### TEACHING POINT

- Ensure that the children keep moving forwards in 'Skin the Snake' relay.

#### FOCUS ON

Physical – Cardio-vascular effect.

## RELAYS

### Exchange Relay

ALL AGES

#### EQUIPMENT

Two bean bag bands or batons per team, cones or markers to mark start and boundary.

#### AREA

Hall, grass, hard surface – painted lines are an advantage.

#### FORMATION

Teams of 4 with 2 children on each boundary line standing opposite each other and facing into the middle line.

#### INSTRUCTIONS

- Number 1 and Number 2 have a baton (or similar) each.
- On 'Go' Numbers 1 and 2 run in to meet at C – they exchange batons turn and run back to Numbers 3 and 4 and hand them the batons.
- Numbers 3 and 4 repeat the sequence.
- Repeat several times.

#### VARIATIONS

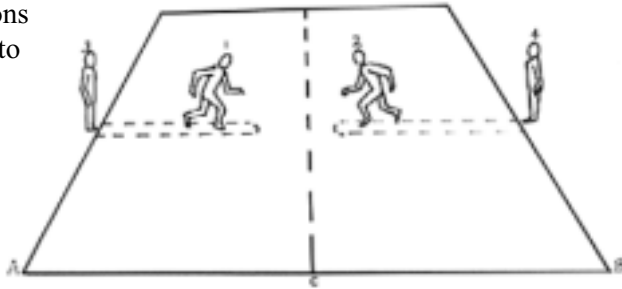
1. Vary the type of activity – galloping, slipping, hopping.
2. When children exchange batons have them simultaneously throw to each other (as in Maori stick games).

#### TEACHING POINT

- Although Daily Exercise is a non competitive activity it sometimes adds interest to an activity to add an element of competition – see which team can complete 10 exchanges first e.g. which team can complete 10 exchanges without dropping the baton.

#### FOCUS ON

Physical – Cardio-vascular effect. General movement skills depending on the activities selected.



### Circle the Bases

ALL AGES

#### EQUIPMENT

4 cones to mark corners – (e.g. use lines).

#### AREA

Hall, grass, hard surface – an area 20-25 metres square.

#### FORMATION

Groups of 4 children set out as shown in diagram. If additional teams are required they can be placed at the \*.

#### INSTRUCTIONS

- On 'Go' first runner for each team runs in a clockwise direction around the perimeter and returns to her team.
- When tagged by Number 1 the 2's repeat the sequence – Number 1 moves to the back until each child has had a turn.
- Waiting team members could jog or bounce on the spot or perform an activity directed by the teacher.

#### VARIATIONS

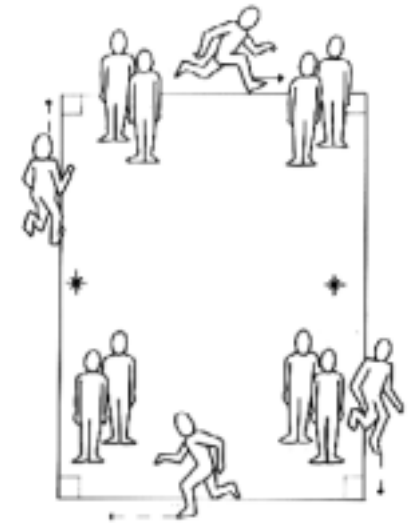
1. Change the activity around the perimeter – marching, skipping, walking.
2. Two children from each team run at once.

#### TEACHING POINT

- This relay can be adapted for ball skills – the runners can bounce dribble or foot dribble a ball around the perimeter.

#### FOCUS ON

Physical – Cardio-vascular effect.  
Other – Team feeling.



## RELAYS

### Wheel Relay

ALL AGES

#### EQUIPMENT

2 cones per team, 1 baton or band per team.

#### AREA

Grass, hard surface.

#### FORMATION

Groups of 3 or 4 children lined up one behind the other like the spokes of a wheel.



#### INSTRUCTIONS

- A cone is placed at each end of the team.
- First runner, nearest the centre has a baton – on 'Go' Number 1 runs around the team and in a clockwise direction around the outside of all other teams.
- When 1 returns to team line they line up at outer end and pass the baton down the line of team members to the next runner who repeats the sequence.
- Repeat several times.

#### VARIATIONS

1. Use a ball instead of baton. Runner carries, dribbles or kick taps it as she runs.
2. First runner zig zags in and out of team as she begins her run.
3. Two children from each team run at the same time.

#### TEACHING POINT

- Keep the teams small – maximum of 4. If classes are large increase the number of teams and make the circle larger.

#### FOCUS ON

Physical – Cardio-vascular effect. Speed.  
Other – Team feeling.

### Fireman's Bucket (Rescue Relay)

ALL AGES

#### EQUIPMENT

Cones, hoops, or lines to use as markers.

#### AREA

Hall, grass, hard surface – running distance 5-6 metres.

#### FORMATION

Children in groups of 3 or 4 lined up one behind the other – all facing the boundary line.

#### INSTRUCTIONS

- Number 1 is the 'Fireman' he takes Number 2's hand and runs with him to the boundary line and leaves him there and runs back to team.
- Number 1 now takes Number 3 over to the other side then Number 4 – all team members are now opposite where they started.
- Number 2 now takes each person in turn back to the other side.
- Repeat this sequence until all members have had a turn at being fireman.



#### VARIATIONS

1. Change the activity to skipping, galloping etc.
2. Increase the running distance.

#### FOCUS ON

Physical – Cardio-vascular effect. Speed.  
Other – Operating within rules.

## RELAYS

### Animal Antics Relay

JUNIOR

#### EQUIPMENT

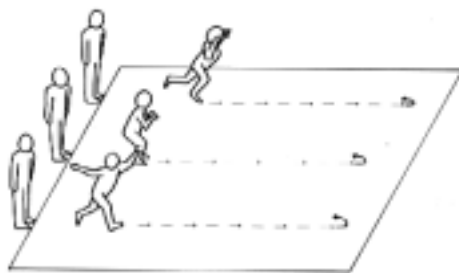
Cones or marking pegs for boundaries.

#### AREA

Hall, grass, hard surface, running distance 3-5 metres.

#### FORMATION

Children in pairs – lined up one behind the other facing a boundary line about 5 metres away.



#### INSTRUCTIONS

- Children take turns to move to the boundary line and back imitating the movements of a well known animal nominated by the teacher e.g.
- Kangaroos – hold hands together at chest height and jump with both feet together.
- Elephants – lean forward with bent knees arms straight and hands clasped – swing arms from side to side
- Suggested animals:

Prancing horses	Hawks or eagles
Stalking cats	Caterpillars
Galloping horses	Crabs

#### VARIATIONS

1. Have children think of their own animals to copy
2. Children could move freely about the area imitating an animal – other children could try to guess what each animal is.

#### TEACHING POINT

- Encourage originality – and allow the children to work together to develop their ideas – children could work in pairs to produce the movement pattern of one animal.

#### FOCUS ON

- Physical – Cardio-vascular effect. General movement skills depending on the activities selected.
- Other – Expression through selected movement.