



## Activity Plan

**TITLE:** Partner Drills

**KEY SKILLS(S) and CONCEPTS:** Progressive warm-up, agility, speed, coordination

**SUGGESTED GRADE LEVEL(S):** 4-8

### OBJECTIVES(S):

- Demonstrate teamwork while working to improve speed and agility.
- Demonstrate knowledge and understanding of warm-up activities and agility.
- Recognize individual similarities and differences and participate cooperatively in group activities.

### SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 - Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 - Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6 - Values physical activity for health, enjoyment, self-expression, and/or social interaction.

**MATERIALS NEEDED:** Running shoes, cones

**DESCRIPTION:** Students work with a partner, facing each other about 20 meters (21 yards and 32 inches; 65 feet and 6 inches) apart or another designated distance. Use cones to mark each participant's starting position. Students should number themselves one and two, form two parallel lines and listen for their number to be called. When you have called their number, students should jog towards their partners, go around them and return to their original start position. Instead of just jogging, change the action they carry out each time their number is called. Some examples:

- Sidestepping
- Heel flicking (flicking heels off backside while running)
- Jogging to their partner, high five then jogging back
- Hopping on right foot to partner, running around them twice then hopping back on the opposite foot

### TEACHING SUGGESTIONS/TIPS:

- If used as part of a warm-up, ensure movements are progressive. Begin with less intense movements such as jogging and include more vigorous movements towards the end of the warm-up.
- Use your imagination when designing movements for the participants. Make them fun and appropriate to the age of the participants. You can also ask them for their own ideas!

### VARIATIONS AND/OR SUGGESTIONS:

- To make the activity more difficult, this activity can be changed to become a race when a student's number is called out. At a designated point or distance on the first student's return, the second student should begin running and try to tag/pass the first student on their side before they return to their cone. To ensure safety measure 5 feet around the cone for the student's turn around distance.
- Shuttle relay race alternative: Place blocks or cones at various places between the start and finish line. The first runner brings all of the blocks in, one at a time, in any order desired. That runner then tags off the second runner who returns the blocks, one at a time to their respective spots. The game continues as such until time is up, or they have completed the necessary number of circuits.
- Please consider the age and ability level of the students before selecting certain activities.

### REFERENCES:

- Dowson, A. & Morris, K.E.J. (2005). Fun and games: 100 sport-related activities for ages 5-16. Champaign, IL: Human Kinetics.
- Pangrazi, R. (2001). Dynamic physical education for elementary school children (13th edition). Needham, MA: Pearson Publishers.