Pupil Task Cards: Running

**RUN**

**JUMP**

**THROW**

**Running: Running for Speed**

**Running: Standing Start**

**Running: Full Flight Running**
**Pupil Task Cards: Introduction**

**Introduction to the Pupil Task Cards**

An important part of every child’s cognitive development is to encourage them to explore new things and use self-guided learning to problem-solve and overcome challenges. The Pupil Task Cards provide teachers with a useful tool to encourage self-guided learning; peer observation; movement understanding; feedback and communication skills and is a creative way to expand the lesson.

The Pupil Task Cards cover every athletics event and outline the key technical observation points for these events. This section also contains Pupil Task Cards for the key movement principles of running jumping and throwing (i.e. Agility, Jumping for height, Pull throw, etc.). Each card provides pupils with a series of challenges and/or questions designed to help them develop a greater understanding of each athletics events.

*These cards can be used to complement the ‘Pupil Task’ section within each Activity Card.*

**Getting the most from the Pupil Task Cards**

The Pupil Task Cards can be used with any age group, but teachers may wish to adapt how they use the cards based on the age and the ability of the group.

**Teacher Guided:** For some pupils, teachers may wish to read out and explain each of the questions from the Pupil Task Cards and then allow the pupils to practice.

**Self-Guided:** The teacher hands out a copy of the relevant Pupil Task Cards to pairs or small groups and asks them to go and explore the tasks before bringing the whole class back together to discuss what they observed.

*The Pupil Task Cards can either be used to complement a Technical Teaching Card, Activity Card or as a standalone activity.*

Pupil Task Cards can be downloaded or photocopied so as to provide sufficient copies for the whole class.
Pupil Task Cards: Stages of Progression

Introduction

The Pupil Task Cards provided in this resource have been split into four different formats (which are set out on the right). These task cards can be either used in a progressive order, which takes into consideration the pupil’s increased understanding of movement and athletics skills or used to provide a variety of challenges to pupils.

Each card aims to support pupils to develop a greater understanding of the athletics movements and how to improve these.

It is hoped pupils will also develop their teamwork, communication and social skills through the role of both performer and coach.

Stage 1 Pupil Task Card

These pupil task cards replicate those used in primary schools and help reinforce the key learning principles for this age group. The cards focus on the foundation movement skills of running, jumping and throwing and encourage pupils to explore how they use their body to run, jump and throw effectively. These cards are ideal for those pupils new to athletics events and/or in the earlier stages of skill development.

Stage 2 Pupil Task Card

The stage 2 pupil task cards help pupils to develop their observation skills and a basic understanding of the technical points for each athletics event. Each pupil card provides 6 key technical points which pupils can use to observe each other’s competence. The cards encourage pupils to observe their peers (either in pairs or small groups) and provide feedback on whether the pupil achieved the required technical points.

Stage 3 Pupil Task Card

The stage 3 pupil task cards build on the challenges set out in stage 2 by encouraging pupils to observe; analyse; consider potential interventions and provide feedback. Provided within each task card is a series of technical points, which if observed the pupil must tick. They will then record what strengths their partner demonstrated and any suggested areas of development, showing a clear level of understanding of the event.

Stage 4 Pupil Task Card

Stage 4 pupil task cards provide pupils with a group task which encourages them to look at a series of technical images and consider what technical points they would suggest for each image and share these with the rest of the group. Once the pupils have agreed on some key technical points, they practice the event using these points and then reflect on whether they need to be refined. This task activity promotes teamwork, creative thinking and a good understanding of the movement skills and the various athletics events.
Pupil Observation Model

What to look for/what you need to know?
- The Key Technical Principles for the event:
  - explained by teacher or
  - outlined on the Pupil Task Card.
- What your partner(s) wants to work on.
- Previous experience of partner(s).

Evaluation/Diagnosis
Comparing with the Key Technical Principles (explained by the teacher or outlined in the Pupil Task Cards):  
- What did your partner do well?
- What do they need to work on?

Observation (strategy)
- Initially focus on the technique and not the time they have run, height jumped or distance thrown.
- Consider where is the best place to observe, what you want to see.
- Consider how many times you should watch a skill.
  - When observing start broad and then narrow down your focus ('whole body' to 'body segments').

How will you your partner improve?
- Make the task Simpler or more Challenging.
- Feedback on one or two observations you made and how these may be improved.
- Ask you partner what they think they did well and what they need to work on. This encourages them to self-reflect.

Feedback on specific observations and provide suggested changes.
- Discuss in groups/pairs what you need to do to improve.
- Use questions to check for partners understanding.

Working with your partner(s):
- Provide instructions and an explanation on the task outlined by either your teacher or within the Pupil Task Card.
- If required ask teacher for clarification.
In pairs or small groups (3 – 4 pupils per group), find a space to practise Running for Speed.
Explore the following activities and questions, and share your answers and ideas with the rest of the class.

**Modelling and Mimicking**

Think of someone who runs fast. This could be a friend, a member of your family or a famous sports person.
- In pairs or small groups show each other how you think you should move your body to run fast.
- Discuss which movements looked the fastest and why.
- Practice using these movements and see if you feel faster when running around.
- Share with your teacher and the rest of the class, which movement you think was the best and why.

**Using Your Arms**

How do you use your arms when running? (You can watch a partner or other class mates to see how they use their arms when running).
- Do your arms move quicker when they are straight or when they are bent? Try both and see.
- Do your arms swing from side to side or front to back? What movement do you think is the best to use when running?
- Should you run with shoulders and arms relaxed or tensed? Try both and see which movement allows your arms to move faster.

**Using Your Body**

How do you use your body when running? (You can watch a partner or other class mates to see how they use their body when running).
- Should your body be high (as though a balloon is lifting you up) or low (sitting down in your hips)? Try both and see.
- Should you lean forwards, backwards or stay tall when running?
- Do you use your body differently to start running (accelerate), to when you are running fast? If yes, how do you use your body differently?

**Using Your Legs**

How do you use your legs when running? (You can watch a partner or other class mates to see how they use their legs when running).
- Should you run with your knees high or knees low? Try both and see.
- Should you move your legs quickly or slowly when running for speed?
- Should your feet make a lot of noise or be nice and quiet when running?
- What part of the foot should you run on, the front (ball of the foot) or the back (heel) when running fast?
Running: Agility (Changing Direction)

In pairs or small groups (3 – 4 pupils per group), find a space to practise Agility (Changing Direction). Explore the following activities and questions, and share your answers and ideas with the rest of the class.

**Modelling and Mimicking**

Think of someone who runs fast and changes direction quickly (like a famous football or rugby player).

- In pairs or small groups show each other how you think you should move your body to change direction quickly.
- Discuss which movements looked the best and why.
- Practice using these movements and see if you feel faster when changing direction.
- Share with your teacher and the rest of the class, which movement you think was the best and why.

**Using Your Arms**

How do you use your arms when changing direction? (You can watch a partner or other class mates to see how they use their arms when changing direction).

- Should you have big or small arm movements just before changing direction?
- Should you have big or small arm movements after changing direction, when accelerating away?

**Using Your Body**

How do you use your body to help change direction? (You can watch a partner or other class mates to see how they use their body when changing direction).

- Should you lean your body in the direction you wish to move or the opposite way? Try both and see.
- Should you stay tall or lower your body when preparing to change direction?

**Using Your Legs**

How do you use your legs to help change direction quickly? (You can watch a partner or other class mates to see how they use their legs when changing direction).

- What direction should you push your feet if you want to go forwards?
- What direction should you push your feet if you want to go sideways?
- Should you take big steps or small steps prior to changing direction?
In pairs or small groups (3 – 4 pupils per group), find a space to practise Running over Obstacles. Explore the following activities and questions, and share your answers and ideas with the rest of the class.

Modelling and Mimicking
Think of someone who is good at running over obstacles. This could be a friend, a member of your family or a famous sports person.
- In pairs or small groups show each other how you think you should move your body to run fast over obstacles.
- Discuss which movements looked the best and why.
- Practice using these movements and see if you feel faster when running over obstacles.
- Share with your teacher and the rest of the class, which movement you think was the best and why.

Using Your Arms
How do you use your arms when running over obstacles? (You can watch a partner or other class mates to see how they use their arms when running).
- Do you change how you use your arms when running between the obstacles and then when running over the obstacle? If so what do you do different?

Using Your Body
How do you use your body when running over obstacles? (You can watch a partner or other class mates to see how they use their body when running).
- Do you keep your body upright or lean towards the obstacle when running over it? Try both and see which one feels better.

Using Your Legs
How do you use your legs when running over obstacles? (You can watch a partner or other class mates to see how they use their legs when running).
- Do you speed up or slow down before the obstacle?
- Do you use the same running action between and over the obstacles with your legs?
- Do you run or jump over the obstacles?
The Task

- In pairs or small groups observe each other’s running technique.
- After a few practices, discuss what you each observed, providing feedback on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your feedback with the teacher on if and how the running technique improved throughout the lesson.

- Relaxed shoulders, no visual tension
- Relaxed sockets to pockets arm action
- Bring heel up and under the buttock
- Lift the hips tall
- Knee up, toe up action
- Quick, ‘down and back’ motion with the feet
Running: Standing Start

The Task

- In pairs or small groups observe each other’s standing start technique.
- After a few practices, discuss what you each observed, providing feedback on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your feedback with the teacher on if and how the standing start technique improved throughout the lesson.

Key Points:
- Front arm opposite to front foot (left & right)
- Lean body forwards
- Keep body straight – no bending at the waist
- Lowered centre of mass
- Push down and back off both feet
- Step over the other ankle

Pupil Task Card

STAGE 2
Running: Sprint Start

The Task

- In pairs or small groups observe each other’s sprint start technique.
- After a few practices, discuss what you each observed, providing feedback on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your feedback with the teacher on if and how the sprint start technique improved throughout the lesson.

- Hands slightly wider than shoulder width apart
- 90° angle at the front knee
- ‘Hammer a nail’ into the wall behind
- Front foot should be 2 feet length from line; back foot 3 feet length
- 120°-140° angle at the rear knee
- Push down and back when accelerating
In pairs or small groups observe each other’s hurdles technique.

After a few practices, discuss what you each observed, providing feedback on the key points shown opposite.

If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).

Later, share your feedback with the teacher on if and how the hurdles technique improved throughout the lesson.
The Task

- In pairs or small groups **observe** each other's **relay changeover**.
- After a few **practices**, discuss what you each observed, providing **feedback** on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your **feedback** with the teacher on if and how the **relay changeover** improved throughout the lesson.

**Running: Relay Changeover**

- **Call the command ‘Hand’ to partner**
- **Keep palm open with thumb down**
- **Push the top of the baton in partner’s hand**
- **Change over baton in designated area**
- **Keep changeover arm still**
- **Change baton to opposite hand**
In pairs or small groups observe each other’s running technique.

After a few practices, discuss what you each observed, providing feedback on the key points shown opposite.

If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).

Later, share your feedback with the teacher on if and how the running technique improved throughout the lesson.
The Task

- In pairs or small groups observe each other's walking technique.
- After a few practices, discuss what you each observed, providing feedback on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your feedback with the teacher on if and how the walking technique improved throughout the lesson.

- Straighten knee before leg touches the ground
- Shoulders square to the front
- Use a 'chest to pockets' arm action
- Front foot planted on heel with toes up
- Keep the foot low to the ground
- Push fully off the ball of the rear foot
Running: Full Flight Running

**Stage 3**

**Swing**
- Drives the foot down to the ground and pick it up fast
- Lands on the ball of the foot with a credit card gap under the heel

**Support**
- Brings the heel up and under the buttock (and not behind)
- Keeps the shoulders relaxed
- Keeps a good upright posture

**Drive**
- Uses a knee up, toe up action
- Ankle at 90˚ (toes towards shin)
- Runs tall with high hips & knees
- Relaxed ‘socket (eye level) to pocket (hip level) arm action

**Recovery**
- Uses a fast foot contact with the foot leaving the ground as quickly as possible
- Brings the heel up and under the buttock (and not behind)

**Common Technical Faults**
1. Heels flick up behind the body in recovery
2. Over strides (reaches too much for the next stride)

**Potential Corrections**
- Get the feet off the ground as quick as possible and bring the heel under the buttocks.
- Focus on a down and back action of the foot on contact.

**Using the information above and your observations, identify two strengths of the pupil you observed.**
1. 
2. 

**Based on your recorded observations, identify one area of suggested development and how this could improve performance.**

**Development:**

**Impact:**

Encourage pupils to use the Pupil Observation Model
Click here
Running: Standing Start

On Your Marks & Set
- Feet are staggered with the opposite arm to leg forwards
- Front (strongest) foot on the line
- Rear foot is about shoulder width behind
- Knees slightly bent, body lowered
- Leans forwards in the ready active position
- Maintains a straight back
- Weight is on the balls of the feet

Go
- Pushes the feet down and back to start moving
- Drives the front arm back and rear arm forwards

Acceleration
- Progressively raises the trunk as the stride lengthens
- Drives the rear knee forwards
- Keeps low and gradually rises

Common Technical Faults
1. Same arm and same leg are forwards
2. Steps / rocks back at the start

Potential Corrections
- Identify which is the preferred front leg and ensure the opposite arm is forwards.
- Lean the body slight forwards and lower the body weight (bend the knees) in preparation.

Using the information above and your observations, identify two strengths of the pupil you observed.
1. .................................................................
2. .................................................................

Based on your recorded observations, identify one area of suggested development and how this could improve performance.
Development: .................................................................
Impact: .................................................................

Encourage pupils to use the Pupil Observation Model
Click here
Running: Sprint Start

On Your Marks
- Front foot, two foot lengths back from line
- Back knee in front of front foot
- Arms shoulder width apart
- Fingers behind lines

Set
- Hips above shoulder height
- Shoulders above hands
- Knee of front leg at 90°
- Knee of back leg at 120 - 140°

Go
- Push off with both feet
- Drives arms backwards hard
- Drives back knee forwards
- Straight body line from heel to head

Acceleration
- Keeps body low
- Drive arms hard
- Takes progressive strides

Common Technical Faults
1. Stands up too early at the start
2. Head stays down too long

Potential Corrections
- Make sure feet are set back correctly from the line – Two feet lengths for front foot and three feet for the back foot.
- Encourage partner to gradually raise the head over the first 20m or so. Head and neck should stay neutral with the spine.

Using the information above and your observations, identify two strengths of the pupil you observed.
1. ................................................
2. ................................................

Based on your recorded observations, identify one area of suggested development and how this could improve performance.

Development: ................................................
Impact: ................................................

Encourage pupils to use the Pupil Observation Model
Click here
Running: Hurdles

Take Off
- Takes off well in front of the hurdle
- Knee then heel drives straight at hurdle
- Fully extends the hip, knee and ankle at take-off
- Drives forward more than upwards

Clearance
- Keeps the head level throughout the run
- Leans the body forward
- Pulls the trail leg knee through fast
- Keeps the heel close to the buttock

Recovery
- Hips are over or beyond the landing foot
- First stride off the hurdle is aggressive
- Uses a ‘1, 2, 3, over’ rhythm between hurdles

Common Technical Faults
1. Reaches for the hurdle
2. Jumps and does not run over the hurdles

Potential Corrections
- Decrease the distance between the hurdles to encourage focus on technique.
- Take-off earlier and drive forwards more than upwards. Decrease hurdle height.

Using the information above and your observations, identify two strengths of the pupil you observed.
1. 
2. 

Based on your recorded observations, identify one area of suggested development and how this could improve performance.

Development: 
Impact: 

Encourage pupils to use the Pupil Observation Model
Click here
Running: Relays

Passing the Baton
- Extends arm and push the baton into the open hand of partner
- Place the top of the baton into the partner’s hand
- Shouts ‘Hand’ to their partner to encourage partner to extend their hand back to receive the baton

Receiving the Baton
- Extends the receiving arm back with palm presented (open) and thumb pointing towards the ground
- Keeps the arm still until the baton has been received
- Looks forwards and does not turn around
- Hand stays at shoulder height throughout the baton exchange

Common Technical Faults
1. Hand of receiving runner moves around too much
2. Receiving runner starts moving too early.

Potential Corrections
- Receiving runner must face forwards and keep their arm at shoulder height.
- Introduce check markers which the incoming runner must pass before the receiving runner starts moving.

Using the information above and your observations, identify two strengths of the pupil you observed.
1. .................................................................
2. .................................................................

Based on your recorded observations, identify one area of suggested development and how this could improve performance.
Development: .................................................................
Impact: .................................................................

Encourage pupils to use the Pupil Observation Model
Click here
Running: Endurance Running Action

Pupil Task Card
STAGE 3

**Swing**
- Lands mid-foot with a down and back action – only a credit card gap under the heels
- Keeps shoulders and hips level

**Support**
- Keeps head aligned with body
- Keeps shoulders relaxed
- Breathe naturally

**Drive**
- Chest to pockets arm action
- Extends at hip, knee and ankle
- Swings the knee forward easily
- Ankle is at 90° and not dangling

**Recovery**
- Heel is cycled underneath the buttock
- Runs with hips high

### Common Technical Faults
1. Lands with the foot too far in front.
2. Runs too fast at the start and cannot sustain the pace.

### Potential Corrections
- Use a relaxed down and back action landing mid-foot.
- Practice running at a pace you can maintain comfortably for 1-5 minutes, then gradually increase speed and/or distance.

Using the information above and your observations, identify two strengths of the pupil you observed.
1. .................................................................
2. .................................................................

Based on your recorded observations, identify one area of suggested development and how this could improve performance.

**Development:** .................................................................

**Impact:** .................................................................

Encourage pupils to use the Pupil Observation Model
Click here
Running: Race Walking

Front Support
- High hips and body upright
- Straightens knee before touchdown
- Front foot is planted on heel with toes up
- Uses an active clawing back action with the heel on landing

Single Support - Recovery
- Shoulders are square to the front
- Slight forward lean of the body
- Support leg is straight and remains extended as long as possible.

Rear Support
- Uses a relaxed ‘Chest to Pocket’ arm action
- Pushes fully off the ball of the rear foot
- Keeps one foot in contact with the ground at all times

Common Technical Faults
1. Both feet are off the ground at the same time
2. Walks too fast at the start and cannot sustain the pace

Potential Corrections
- Practice the Race Walking technique focusing on the back ‘toe off’ and front foot contact.
- Practice walking at a pace you can maintain comfortably for 1-5 minutes, then gradually increase speed and/or distance.

Using the information above and your observations, identify two strengths of the pupil you observed.
1. .................................................................
2. .................................................................

Based on your recorded observations, identify one area of suggested development and how this could improve performance.

Development: .................................................................
Impact: .................................................................

Encourage pupils to use the Pupil Observation Model
Click here
Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform an efficient running action at speed (sprinting).

a. Look at the pictures below as a group and think individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next share your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now perform a few sprints runs.

d. After a few practices, reflect on whether your group needs to change the suggested Technical Points?
Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform a standing start.

a. Look at the pictures below as a group and think individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next share your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now perform several runs using a standing start.

d. After a few practices, reflect on whether your group needs to change the suggested Technical Points?
Running: Sprint Start

Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform a sprint start.

a. Look at the pictures below as a group and think individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next share your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now perform several runs using a sprint start.

d. After a few practices, reflect on whether your group needs to change the suggested Technical Points?
Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform a run over hurdles.
a. Look at the pictures below as a group and **think** individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).
b. Next **share** your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.
c. Now **perform** a run over hurdles.
d. After a few practices, **reflect** on whether your group needs to change the suggested Technical Points?
Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform a relay changeover.

a. Look at the pictures below as a group and think individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next share your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now perform the relay changeover.

d. After a few practices, reflect on whether your group needs to change the suggested Technical Points?
**Running: Endurance Running Action**

**Group Goal:** To give and receive feedback between members of your group to help each of you in your ability to perform a sustained, efficient running action.

a. Look at the pictures below as a group and **think** individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next **share** your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now **perform** a sustained running action for several minutes.

d. After a few practices, **reflect** on whether your group needs to change the suggested Technical Points?
Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform a sustained, efficient race walking action.

a. Look at the pictures below as a group and think individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).
b. Next share your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.
c. Now perform a sustained race walking action for several minutes.
d. After a few practices, reflect on whether your group needs to change the suggested Technical Points?