

# Fast starts

## Baton relay

Stages: Early stage 1 upwards

Category: Small group

### Activity set-up

- Divide students into groups of 3-4.
- Teacher places two markers 15m apart for each group.

### How to play

- Half of the group lines up behind one marker and the other half behind the other marker.
- Each group has a relay baton. On the teacher's signal, the first student in each team leaps with the baton to the other end. The baton may be a bean bag, cone or other small object.
- When they reach the other end, they pass the baton to the next student who leaps back, then passes the baton on, until each student is back to their starting position.
- Students who are waiting for a turn perform various movements (e.g. jog on the spot with high knees, squats or tuck jumps).



### Equipment

- 2 markers per group.
- 1 relay baton per pair of groups.

### Increase/decrease challenge

- Introduce a marker or other soft object for students to leap over before handing off the baton.

### Additional variations

- Vary the locomotor movement used.

### Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

# Activity considerations

## Qualities of a Fast Start activity

A fast start activity provides an opportunity to:

- engage in moderate to vigorous physical activity (huff 'n' puff) with minimal rules within 2 minutes
- explore and practise movement skills (fundamental and specialised movement skills and concepts, tactical and creative movement, health and fitness enhancing movement)
- reinforce an inclusive learning environment that supports positive interactions and ongoing collaboration
- become familiar with equipment and space
- use age and stage appropriate language and concepts that act as a hook to engage students
- make planning adjustments based on observations of the physical preparedness of students and the group dynamic.



## Inclusion

All students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Considerations for teaching students from diverse backgrounds and sample adjustments can be accessed on the [Aboriginal education and communities](#), [High Potential and Gifted Education](#), [Multicultural education](#), [Disability, learning and support](#) and NESA's [Adjustments](#) pages.

## Linking to other learning areas

Skills, concepts and topics from other learning areas may be embedded into activities to reinforce student learning. Examples include, counting while passing the ball, labelling movements or objects with nouns / verbs, The 'Thinking while moving' programs available on the [NSW School Sport Unit](#) website provide additional guidance of how to link physical activity with other key learning areas.

## Safety considerations

Prior to the commencement of any physical activities, teachers must ensure that the following has been addressed.

**Activity:** ensure that the activity being undertaken is suitable for the age, maturity and experience of the students.

**Student safety:** ensure that students have:

- personal safety (see [sport safety guidelines](#))
- adequate protection from the sun (eg. hats and shaded areas where possible)
- regular opportunities to hydrate
- access to necessary medications such as asthma puffers.

**Equipment:** all playing equipment must be inspected and in good working order.

**Playing area / surface:** choose a playing area suitable for the activity and weather conditions on the day. Playing area boundaries must be clearly marked using field markers or similar and be free from any dangerous objects or obstructions (such as slippery surfaces, rocks, trees, benches / seats, student bags).