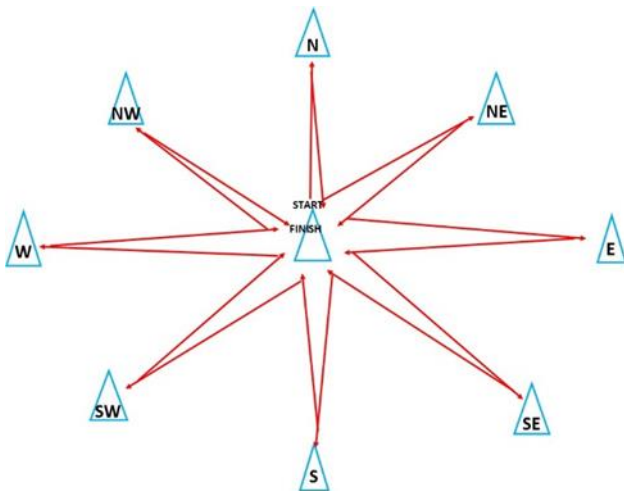


## Islington Personal Challenges

### Week 4: Compass Relay Challenge



[See here for a video demonstration](#)

- You will need 9 markers
- Place one marker in the middle
- From the middle place a marker at North, North East, East, South East, South, South West, West and North West
- These should each be 3 big steps away from the centre spot
- Time yourself how quickly you can run to each of the points and back to the middle. Start by running to the North point and back to the middle, then north east and back to the middle and so on. Stop the clock once you get back to the middle after running to the North West marker.

The Clock Face challenge focuses on speed to run out to each cone, improve agility by getting to each cone and changing direction quickly and develop your body control as you practice moving, changing direction and the way in which you travel to the cones. This will be useful in many everyday activities including simply walking, to sports activities such as rugby or hockey. Below are the key coaching points for the challenge;

- Looking forward to target
- Lean slightly forward to accelerate
- Land on the ball of the foot as you run
- Drive arms opposite to legs
- Elbows bend at 90
- Lean slightly backwards to slow down when reaching a cone
- Keep low to turn
- Plant foot and drive up and out from the turn



To take part in the Islington virtual competition submit your scores to [sports@islington.gov.uk](mailto:sports@islington.gov.uk) (children remain anonymous)

For the full range of resources for the Islington Personal Challenges including the challenge poster for displays, tracking sheet for displays, score sheet for the challenges, current leaderboards across Islington, plus past challenges visit [www.islingtoncs.org/pesspa](http://www.islingtoncs.org/pesspa)

## Islington Personal Challenges

### Examples of how you could use or fit the personal challenge into the school day

#### PE Lessons

The challenge structure provides opportunity to observe physical skills for assessment very easily. Practically using the challenge in a lesson split the pupils into groups of 3-5 children. This way pupils have less time to wait for their turn and can take on other tasks such as timing or providing feedback. All the groups can be doing the same activity or rotating around different activities.

For key stage 1 or 2 you could use the challenge as part of a Fundamental Skills lesson focusing on locomotion or a mix of agility, balance and co-ordination activities. You could start with the challenge as described and allow pupils to attempt the challenge and introducing teaching points around running, changing direction and turning. Build in different ways of travelling between the cones such as side steps, skipping or other fundamental movements. There is opportunity to progress further to include other skills like dribbling or passing with the feet or hands and completing different tasks at each cone or a combination of those. As the lesson and pupils progress, you may move into something more open to challenge the skills in different situations including games or paired/group activities.

At key stage 2 the challenge may be used more as a warm-up to encourage travelling in different directions and build in different movements feeding into the main theme of the lesson. Additionally, as described above, the challenge could be used to practice running skills or fit to a particular sport such as basketball or football to practice different types of travel, tasks or skills between the cones or when reaching the outer cones. Alternatively the challenge could be used during an Orienteering lesson. This could help introducing pupils to a compass, different directions of travel and practicing a star orienteering format (starting at a central point, running to a checkpoint and return to the start every time) which is the format we use for the Islington competitions.

#### Extra-Curricular: Break and Lunchtimes or clubs

The challenge could be used as part of an extra-curricular club such as a games club including a rotation of activities or a sports specific club and used as described for a lesson to practice sport specific skills.

During a break or lunchtime, staff or young leaders could be allocated a space to setup and run the challenge for an activity pupils can attempt and practice during their break times. Making the challenge part of any playground zoning will help keep a safe space for the activity and also show pupils they can take part in the challenge. Seeing other pupils or their friends trying the challenge is a good way to capture other children's interest.

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