



Athletics
Australia®

IAAF Kids' Athletics

Teacher and Coach Manual

Bands of Learning: Year 5 & 6



Acknowledgements

Athletics Australia wishes to acknowledge the contribution of the Australian Sports Commission, the Australian Government body that develops, supports and invests in sport at all levels in Australia. The Commission plays a central leadership role in the development and operation of the Australian sports system, administering and funding innovative sport programs and providing leadership coordination and support for the sports sector.

Some of the activities included in this resource have been adapted from the Australian Sports Commission's Playing for Life resources. Acknowledgment also goes to Janice Atkin (Education Consultant - janiceatkin.com) for the mapping of the Playing for Life activities to the Australian Curriculum and to Glenn Robey Design for the Playing for Life resource images.

Disclaimer

This resource been designed for use with students aged 10–12. It assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicate that they are not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student's parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of this resource, the publisher and authors do not accept any liability arising from the use of this resource, including, without limitation, from any activities described in the resource.

© Athletic Australia 2015. This work is copyright. Apart from any use as permitted under the Copyright Act 1968, no part may be reproduced by any process without prior written permission from the Athletics Australia. Requests and enquiries concerning reproduction should be addressed to:

Athletics Australia

Level 2, 31 Aughtie Drive, Albert Park 3206.

Phone: 03 8646 4550

IAAF Kid's Athletics Coordinator

sportingschools@athletics.org.au

Suggested Program Structure

This IAAF Kids' Athletics years 5 and 6 teacher and coach manual has been mapped to the Australian Curriculum. Activities are aligned to the Movement and Physical Activity strand of the Health and Physical Education Learning Area. Curriculum content description codes are listed on each activity page and outlined in the table on the following page.

Curriculum content descriptions covered within this resource:

Years 5 & 6

- Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMPO61)
- Propose and apply movement concepts and strategies with and without equipment (ACPMPO63)
- Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences (ACPMPO65)

Lesson combinations

The IAAF Kids' Athletics Sporting School program is structured to enable a flexible delivery format that can meet the individual needs within the prescribed time restraints of every school. Teachers can choose to deliver this program in 4, 5, 6 or 7 lessons. For lesson combination options please refer to the table below. Individual lessons are outlined on the following pages.

4 Lesson Program	Lessons 1, 3, 5, 7
5 Lesson Program	Lessons 1, 3, 4, 6, 7
6 Lesson Program	Lessons 1, 2, 3, 5, 6, 7
7 Lesson Program	Lessons 1, 2, 3, 4, 5, 6, 7

Lesson Overview

Lesson	Title	Skill Focus	Australian Curriculum Content Descriptions
1	Introduction to running, jumping and throwing.	Sprinting, acceleration, running, hurdling, jumping, hopping, modified javelin throw for distance and accuracy.	ACPMP061 ACPMP065
2	Fundamental skills of running, jumping and throwing.	Sprinting, running (controlling pace), baton exchange, hop, leap and jump combination, slinging, throwing for accuracy.	ACPMP061 ACPMP063
3	Consolidating skills of running, jumping in all directions and throwing for accuracy.	Sprinting, acceleration, running, hurdling, bounding, throwing for distance using crossover strides.	ACPMP061
4	Consolidating skills of running, jumping and throwing from a jogging start.	Running, hurdling, hop, leap and jump combination and throwing for distance.	ACPMP061
5	Refining skills of running, jumping with two-foot landing and throwing using whole body.	Sprinting, baton exchange, running (maintaining pace), long jump technique, slinging for distance and accuracy.	ACPMP061 ACPMP065
6	Refining skills of running and modifying pace, hopping in different directions and throwing for accuracy.	Running, hurdling, jogging, sprinting, triple jump technique, throwing, shot placement, catching.	ACPMP061
7	IAAF Kids' Athletics team event.	Running, jumping, throwing.	

Lesson 1

Learning Intention:

- Participants will be able to accelerate quickly from a standing start to sprint.
- Participants will be able to hurdle over low obstacles focusing on maintaining rhythm.
- Participants will be able to jump and hop with both feet using a skipping rope.
- Participants will practice throwing for distance and accuracy using a javelin throwing technique.

Skill focus: Sprinting, acceleration, running, hurdling, jumping, hopping and modified javelin throw for distance and accuracy.

Equipment: Marker cones, whistle, mini hurdles, skipping ropes, vortex or mini javelins, small balls, bean bags, targets.

Australian Curriculum Links

Key Learning Area: Health and Physical Education

Strand: Movement and Physical Activity

Sub-Strand: Moving our Body

Curriculum Content Descriptions Year 5 & 6: ACPMP061, ACPMP065

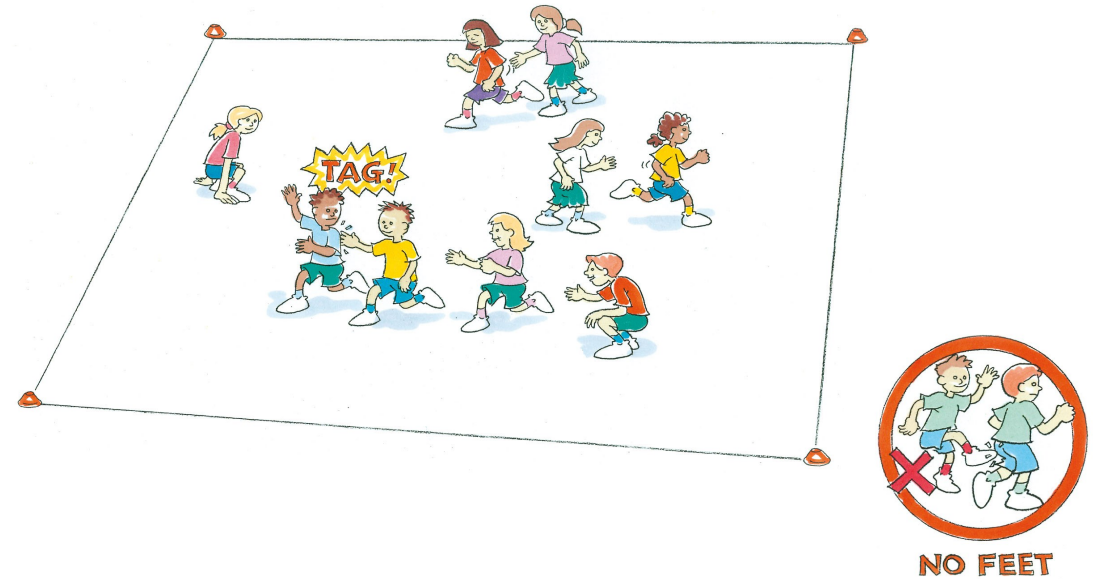
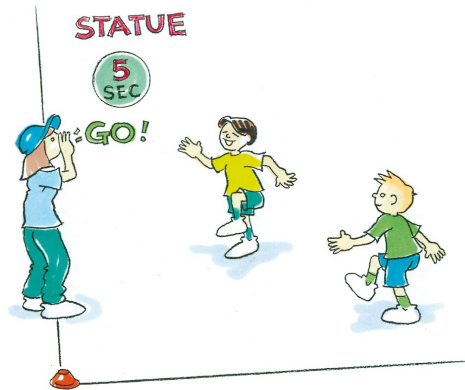
	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	All in tag
	5 mins	Running	Chase your partner
	5 mins	Running	Obstacle racing
	10 mins	Jumping and hopping	Skipping relay
	10 mins	Throwing (accuracy)	Jog and Vortex throw
	5 mins	Warm down	Catching challenge
	5 mins	Closure and review	What did you learn today?

What to do:

Establish a playing area. Everyone tries to tag everyone else! Tagged players crouch and can continue to tag others, but can't change position. (Play with 8–30.)

Equipment:

⇒ Playing area



Teaching Tips

⇒ This activity can be used as a warm-up or transition to a variety of running activities.

Change it!

1. A participant with limited mobility may have to be tagged twice.
2. Vary the locomotion according to the ability of the participants. Walk, shuffle, skip, jump...
3. Statues – the coach signals 'statue' and all the running participants have to freeze in a one-legged statue. Play resumes after 5 seconds on the signal 'go'.
4. Repeat the statue freeze when about half the participants have been tagged. On the signal 'go', all the crouchers become runners and the runners become crouchers.

Safety

- ⇒ When you are playing indoors, boundaries should be away from walls or free-standing objects.
- ⇒ Participants can only tag with their hands, NOT their feet.

What to do:

Pair participants up. Line up one participant from each pair on the start line. Place marker cones 15 – 20 metres away from start line. Place second set of marker cones 5 metres past these cones and line up rest of participants. Place third set of marker cones 15 – 20 metres away from the second set of markers to mark finish line. On a whistle, participants at start line sprint towards their partner, when they reach first set of cones their partner commence to sprint towards third set of cones, the first of the pair attempts to tag their partner before they reach finish line. After a short recovery, partners swap roles.



Equipment:

- ⇒ Marker cones
- ⇒ Whistle

Teaching Tips

- ⇒ Start with a low body position, gradually moving to upright position to assist proper acceleration mechanics.
- ⇒ Encourage back leg to be actively driven forward to initiate sprint start.
- ⇒ Arms are actively engaged – arms held at 90 degree angle focusing on punching the elbows back to improve acceleration.

Change it!

1. Increase or decrease the running distance.
2. Increase or decrease the distance the partner stands in front of the 20 metre cone. E.g. if the participant is catching their partner too quickly have them stand 10 metres in front of the 20 metre cone.

Safety

- ⇒ Ensure that there is sufficient space between groups and individuals.

What to do:

In groups of 3-4, participants to run over 5 – 7 low obstacles. Obstacles to be placed in straight lanes - 2 lanes with obstacles 5 metres apart, 2 lanes with obstacles 6 metres apart and 2 lanes with obstacles set at a variety of distances to encourage participants to sight and adjust strides in order to run effectively over obstacles. Divide participants into groups of 4 and place them at the start of each lane. Encourage all participants to experience running over the obstacles in all lanes.

Equipment:

⇒ Mini hurdles are ideal



Teaching Tips

- ⇒ Head stable, eyes forward - how you hold your head is key to overall posture which determines how efficiently you run.
- ⇒ Arms actively engaged – arms held at 90 degree angle focusing on punching elbows back to improve acceleration.
- ⇒ Encourage running “tall” with full extension of rear leg and flat back to encourage upright position that promotes optimal lung capacity and stride length.
- ⇒ Encourage participants to maintain running rhythm on obstacle approach and after obstacle clearance.

Change it!

1. Encourage movement to an increased pace depending on the ability of the individual.
2. Practise standing start with either leg forward and ensure correct standing start mechanics are practiced.
3. Vary the height of the obstacles to match the ability of individuals but ensure height encourages “running over” the obstacle rather than “jumping over” the obstacle.
4. Ensure that participants are practicing clearing the obstacles with either leg forward to develop both sides of the body.

Safety

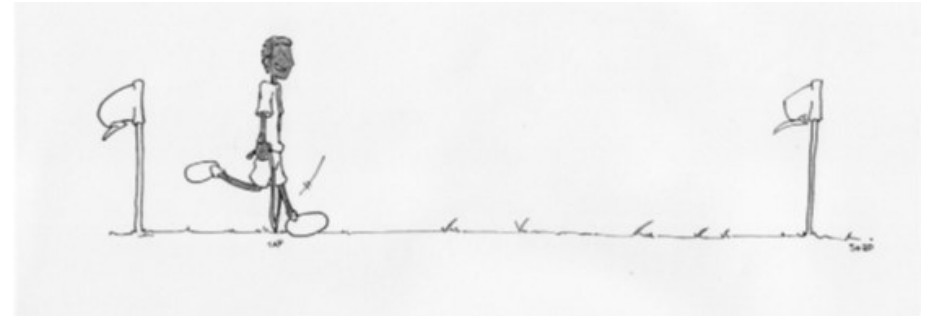
- ⇒ Keep the running distances appropriate to the group’s ability.
- ⇒ Ensure there is sufficient space between groups and individual participants.

What to do:

Divide participants into groups of 4 and place half of each group at either end of 20m to create a relay. First participant in each group holds a skipping rope and moves forward while skipping. When participant reaches the end of the course, pass the rope to the next participant. Continue until all members have completed the relay.

Equipment:

- ⇒ Skipping ropes, 1 per person.
Preferred rope length is distance from the hand to the ground when arm is horizontally extended.



Teaching Tips

- ⇒ Focus on head stable and eyes forward – how you hold your head is the key to overall posture.
- ⇒ “Tall” position with flat back to encourage upright position.
- ⇒ Land on the ball of the foot with knees slightly bent to help absorb force.

Change it!

1. Partner up: have participants pair up, with one player turning the rope while they both jump it.
2. Participants to perform two-foot jumps or one foot hops.

Safety

- ⇒ Safe landing area.
- ⇒ Ensure there is sufficient space between groups and individual participants.

Jog and Vortex throw

Curriculum Content Descriptions

Years 5 & 6: ACPMP061, ACPMP065

What to do:

Set up a throwing area with multiple targets such as containers or hoops, 5 metres apart. 1st target at 5m, 2nd at 10m, 3rd at 15m, 4th at 20m. Participants to work in pairs with one participant at the throwing end and one at the opposite end ready to retrieve. The first participant throws at first target, then jogs to retrieving end, while the second participant jogs to the throwing end retrieving the Vortex along the way. Repeat this process with both participants progressively throwing at each target.

Equipment:

- ⇒ Vortex
- ⇒ Marker cones
- ⇒ Containers or hoops for targets
- ⇒ Bean bags or small balls



Teaching Tips

- ⇒ Remain balanced after the delivery.
- ⇒ Emphasise opposite foot forward to throwing arm to maintain balance.
- ⇒ Focus on the rhythm – don't stop before throwing.
- ⇒ Keep the implement high above the head and finish throw with a long arm to generate force.
- ⇒ Keep facing the direction of the throw to assist with accuracy.

Change it!

1. Vary the implements being thrown – i.e. to make it easier, students can throw bean bags or small balls.
2. Throw from the non dominant side.

Safety

- ⇒ Ensure there is sufficient space between groups and individual participants.
- ⇒ Don't collect objects until everyone has finished throwing.

Catching challenge

Curriculum Content Descriptions

Years 5 & 6: ACPMP061

What to do:

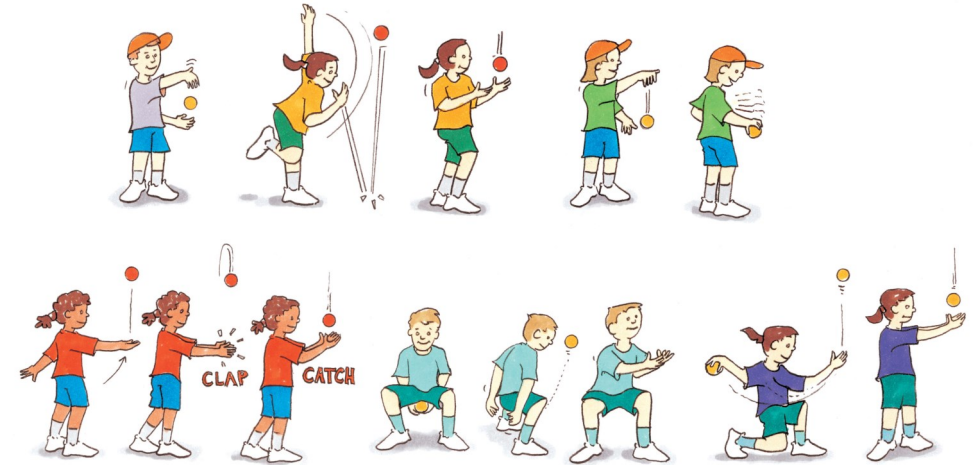
Participants spread around the playing area with their ball. On your call, issue different catching challenges such as:

- how many times can you clap your hands while the ball is in the air?
- throw the ball between your legs and catch it.
- bowl the ball over arm into the ground and catch it after it bounces.

Ask participants to come up with their own challenges. Form pairs or groups of 3 and create new challenges.

Equipment:

⇒ One ball per player



Teaching Tips

⇒ This is a fun activity to support development of the fundamental movement skills of throwing and catching.

Change it!

1. Vary the size and weight of the ball according to players' ability.
2. Act as a judge and give scores out of 10 for each trick.
3. Provide discrete coaching on the side.
4. Introduce different skills like hopping, jumping or clapping while players are throwing their balls.

Safety

⇒ Check there is enough space between players and away from walls or other obstacles.

Lesson 1 Closure and Review

Group Discussion Questions:

What should you do with your arms when you are taking off for a sprint?

What did you do to maintain your rhythm (i.e. not slow down) as you were approaching the hurdles?

When you jump with a skipping rope should you jump off the balls or heels of your feet?

⇒ Why is it important to jump off the balls of your feet?

What did you have to do differently when you were throwing the vortex as far as you could as opposed to throwing at a target?

⇒ How did you change the force and speed of your throw?

Teaching Notes

- Arms should be held at 90 degrees with a focus on punching the elbows back.
- As the participants approach the hurdles encourage them to keep an even rhythm before and after each hurdle.
- Jump on the balls of your feet to absorb force and rebound quickly.
- To throw further students need to ensure they finish throwing with a long arm and increase the speed of release.

Assessment:

- Practical Observation
- Questioning

Evaluation:

Was the lesson successful?

What aspects of the lesson worked most effectively?

What aspects of the lesson could be improved and how?

What do you need to do in preparation for the next lesson?

Lesson 2

Learning Intention:

- Participants will be able to exchange a baton with a partner while running and sprinting.
- Participants will be able to monitor and control their running pace.
- Participants will be able to demonstrate triple jump technique.
- Participants will practice throwing for accuracy using a slinging technique.

Skill focus: Sprinting, running, baton exchange, controlling pace, hop, leap and jump combination, slinging, throwing for accuracy.

Equipment: Marker cones, whistle, stop watch, balls, batons or soft rings, small balls, bean bags, targets, hoops.

Australian Curriculum Links

Key Learning Area: Health and Physical Education

Strand: Movement and Physical Activity

Sub-Strand: Moving our Body

Curriculum Content Descriptions Year 5 & 6: ACPMP061, ACPMP063

	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Target and intercept
	5 mins	Running	Supersonic baton passing
	5 mins	Running	Out and back
	10 mins	Jumping	Frogs and lily pads
	10 mins	Throwing (accuracy)	Throlf
	5 mins	Warm down	Catching challenge
	5 mins	Closure and review	What did you learn today?

Target and intercept

Curriculum Content Descriptions

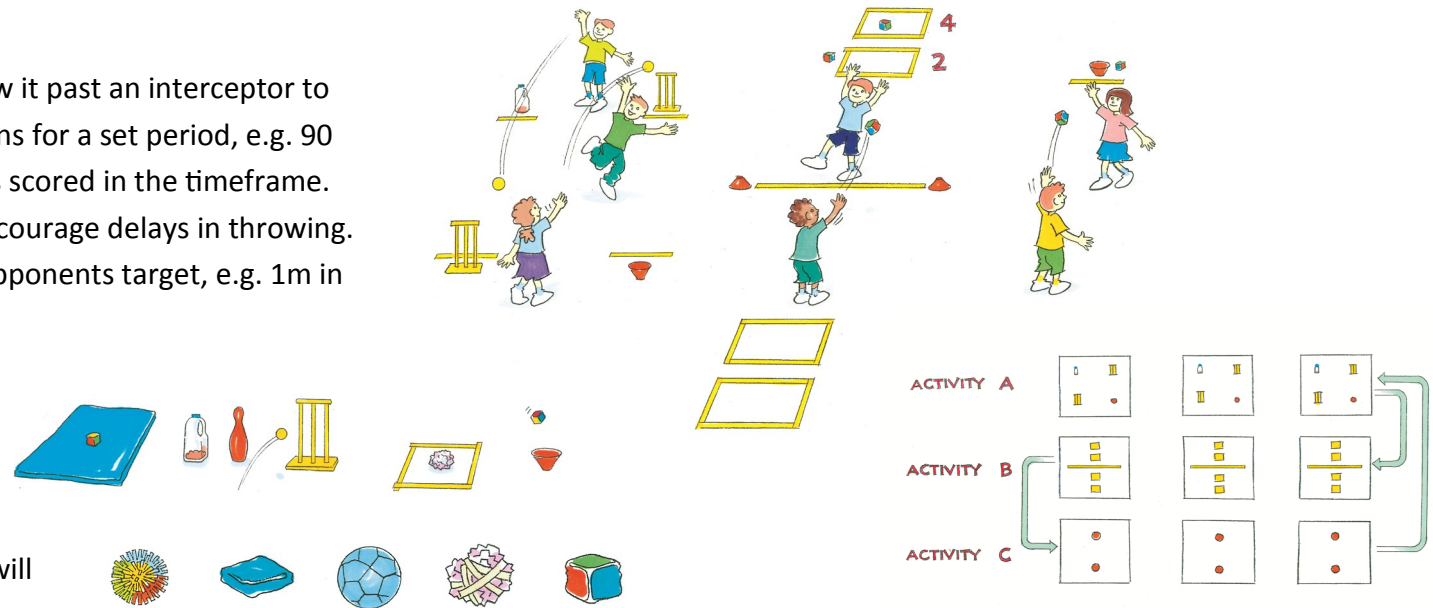
Years 5 & 6: ACPMP061, ACPMP063

What to do:

One participant with a bean bag attempts to throw it past an interceptor to hit or land on a target. Play in pairs or combinations for a set period, e.g. 90 seconds. Participants count the number of targets scored in the timeframe. Allocate more points for more distant targets. Discourage delays in throwing. Restrict the distance between a player's and an opponent's target, e.g. 1m in front.

Equipment:

- ⇒ Indoor or outdoor playing area—marked as shown.
- ⇒ Targets as shown.
- ⇒ One throwing object for each pair—choice will depend on targets chosen.



Teaching Tips

- ⇒ Set up the playing area to facilitate smooth player 'traffic flow' from one activity to the next.
- ⇒ Use this activity as a warm-up or transition to a variety of target or invasion games.

Change it!

1. Play 2 v 1.
2. Allow the thrower to move to any position.
3. 2 balls – provide a throwing object for each participant who will simultaneously attack and defend. The round stops when the first target is hit. Resume with each participant having a throwing object.
4. Vary the distance between targets.
5. Vary the size of targets.
6. Use more targets.

Safety

- Allow sufficient distance between pairs.
- If a participant needs to go into other players' areas, the participant should wait for the game to stop.

What to do:

Set up the area to have two lines of cones 15 – 30 metres apart. Pair participants and stand one participant on one line and the other on the opposite line. Give one participant in each pair a soft ring or relay baton. On a starting command from the coach/teacher, both partners jog towards each other, exchanging the soft ring or baton midway while in motion. Continue to jog to end of the area and then repeat. Move to a relay race by putting two pairs together.

Equipment:

- ⇒ Marker cones
- ⇒ Relay batons or soft rings



Teaching Tips

- ⇒ Focus on keeping head stable and eyes forward - contributes to overall posture which determines how efficiently you run.
- ⇒ Arms actively engaged – held at 90 degree angle focusing on punching the elbows back to improve acceleration.
- ⇒ Shoulders and hips are square and legs and feet move in a straight line to encourage the efficient running technique.
- ⇒ Participants to focus on maintaining speed through the baton exchange – work towards both runners sprinting at the point of exchange.

Change it!

1. Encourage movement from a slower pace to a faster pace depending on the ability of the individuals.
2. Practise starting with either leg forward and ensure that correct starting mechanics – opposite arm to leg forward, eyes focused ahead. Feet, hips and shoulders facing the direction you are running.
3. Explore carrying the baton in both hands.
4. Move the cones closer or further away.

Safety

- ⇒ Ensure the playing area is clear of any obstructions.
- ⇒ Ensure there is sufficient space between relay teams and between individual participants.
- ⇒ Ensure participants stand either side of the lane to avoid collision.

What to do:

Participants run out for a set amount of time, then stop. On the whistle the participants then run back attempting to get back to the starting line in the same amount of time. Determine an appropriate time for the duration of the activity eg 15-30 seconds. Start your watch and whistle for participants to begin running; encourage all participants to run at their own pace. Blow whistle a second time for participants to stop and stop the stopwatch noting the time that has elapsed. Instruct the children to turn around and on the whistle continue their run at the same pace but now back to the starting point. When the same amount of time has elapsed, stop your runners again. Discuss that the goal was for runners to run at the same pace going out and coming back, if they were on pace they should have ended up at the point where they started. Repeat the activity one or more times with runners now aware of the goal and aiming for the same pace both out and back.

Equipment:

⇒ Marker cones, stop watch and whistle.

Teaching Tips

- ⇒ Encourage participants to breathe naturally to stay relaxed.
- ⇒ Space out the runs to allow for sufficient recovery.
- ⇒ Don't expect the group to stay together. Some runners will end up covering more distance than others.
- ⇒ Change the running speed gradually to encourage an even change of speed rather than a dramatic change of speed.

Change it!

1. Run various distances.
2. Vary the area.
3. Run continuous laps.

Safety

- ⇒ Ensure that the length of time spent on this activity is appropriate to the group's ability.

What to do:

A 20 x 20 metre square is marked out by cones to create a pond. Hoops or dots to be used as lily pads. Randomly distribute the hoops/dots inside the pond, ensuring that they are at an appropriate distance for the participants to jump from lily pad to lily pad. Encourage participants to stand on one foot and follow a hop, step, jump sequence between lily pads.

Equipment:

- ⇒ Marker cones
- ⇒ Hoops



Teaching Tips

- ⇒ Focus on keeping the head stable and eyes forward - how you hold your head is the key to overall posture which determines how efficiently you run.
- ⇒ Encourage stable landing with bent hips, knees and ankles to absorb landing.
- ⇒ Arms are actively engaged – arms held at 90 degree angle focusing on punching the elbows back to improve acceleration.

Change it!

1. Change the foot that the participants start hopping with.
2. Move some lily pads further apart to provide a challenge and increase jumping distance.
3. Allow a run up into the pond.

Safety

- ⇒ Distance of the hoops appropriate to the group's ability.
- ⇒ Encourage participants to look before they jump so they don't collide with other participants.
- ⇒ Keep eyes forward.
- ⇒ One frog per lily pad only.

Throlf (throwing golf)

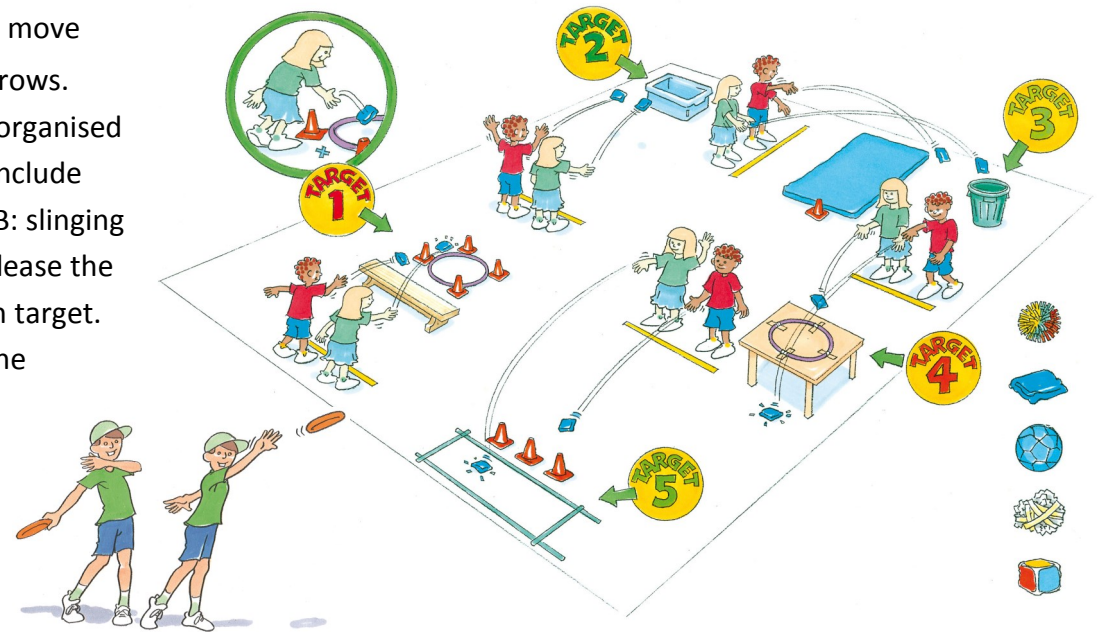
Curriculum Content Descriptions

Years 5 & 6: ACPMP061

What to do: As in golf, a course with 'holes' is established. Participants move around the course attempting to reach the target in the least number of throws. Establish the course and spread the participants out on it. Participants are organised into groups - don't have more than 3-4 students in a line. The course is to include underarm throwing, overarm throwing, overhead throwing and slinging. NB: slinging – participants stand side on, with eyes looking at the target on delivery. Release the object in front of the body. Participants throw from a start line next to each target. The next shot is taken from where the implements lands. To score, count the number of throws to each target. The lower the score the better.

Equipment:

- ⇒ Targets such as chairs, hoops, buckets, poles.
- ⇒ Variety of implements to throw such as balls, soft rings, bean bags, hoops.



Teaching Tips

- ⇒ For right-handed throwers the left shoulder remains stable as the right arm comes through so that at the point of release, both shoulders face the target – the left side of the body should remain braced during the throw to generate power.
- ⇒ Keep looking at the target to assist with accuracy.
- ⇒ Remain balanced after the delivery.

Change it!

1. Vary the implements being thrown.
2. Vary the means by which the implements are being thrown – underarm, overarm, slinging movement.
3. Vary the distance of the targets.
4. Increase or decrease the size of the targets.

Safety

- ⇒ Ensure there is sufficient space between groups and individual participants.
- ⇒ Have all participants throw in the same direction.
- ⇒ Be aware of safety considerations when setting up 'Throlf' course.

Catching challenge

Curriculum Content Descriptions

Years 5 & 6: ACPMP061

What to do:

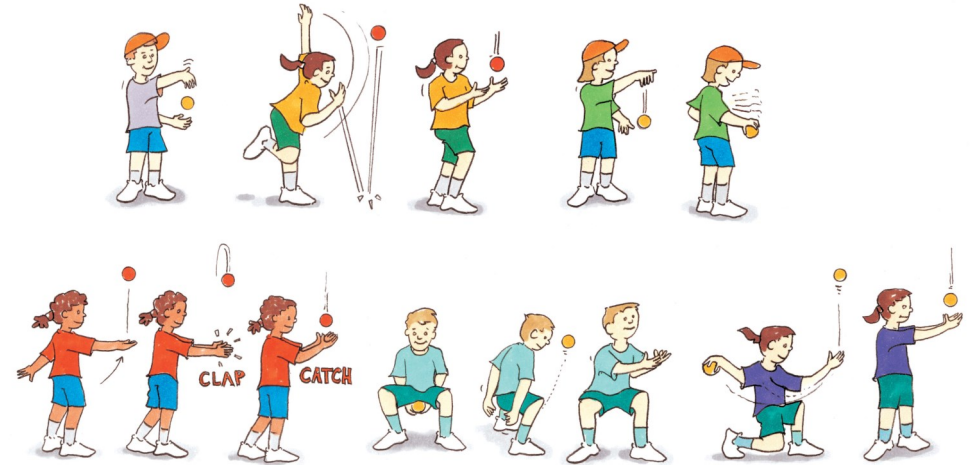
Participants spread around the playing area with their ball. On your call, issue different catching challenges such as:

- how many times can you clap your hands while the ball is in the air?
- throw the ball between your legs and catch it.
- bowl the ball overarm into the ground and catch it after it bounces.

Ask participants to come up with their own challenges. Form pairs or groups of 3 and create new challenges.

Equipment:

⇒ One ball per player



Teaching Tips

Ask the participants:

- ⇒ How high can you throw the ball into the air and then catch it?
- ⇒ Where is the best place to aim to throw the ball to your partner so they can catch it?
- ⇒ How do you need to position your hands ready to catch the ball?
- ⇒ What is the best technique to use to throw the ball as high as possible?

Change it!

1. Vary the size and weight of the ball according to participants' ability.
2. Act as a judge and give scores out of 10 for each trick.
3. Provide discrete coaching on the side.
4. Introduce different skills like hopping, jumping or clapping while participants are throwing their balls.

Safety

- ⇒ Check there is enough space between participants and away from walls or other obstacles.

Lesson 2 Closure and Review

Group Discussion Questions:

Where should you be looking while you're running?

How should you breathe while you are running?

How should you land when jumping?

What do you do with your body when you are slinging?

Teaching Notes:

- Participants should focus on keeping their head still and eyes focused straight ahead while running.
- Breathing should be kept as even as possible whilst running. Focusing on keeping to a rhythm.
- To encourage a stable landing get the participants to bend their hips, knees and ankles to absorb the landing.
- When slinging start low and finish high, keeping a long arm.

Assessment:

- Practical Observation
- Questioning

Evaluation:

Was the lesson successful?

What aspects of the lesson worked most effectively?

What aspects of the lesson could be improved and how?

What do you need to do in preparation for the next lesson?

Lesson 3

Learning Intention:

- Participants will be able to accelerate quickly from a standing start to sprint in response to a signal.
- Participants will be able to hurdle over low obstacles focusing on maintaining rhythm.
- Participants will be able to bound over objects using increasingly larger steps.
- Participants will practice throwing for distance practising crossover strides.

Skill focus: Sprinting, acceleration, running, hurdling, bounding, throwing for distance using crossover strides.

Equipment: Marker cones, bean bags, whistle, mini hurdles, hoops, small balls, mini javelins, coloured dots.

Australian Curriculum Links

Key Learning Area: Health and Physical Education

Strand: Movement and Physical Activity

Sub-Strand: Moving our Body

Curriculum Content Descriptions Year 5 & 6: ACPMP061

	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Here, there, nowhere
	5 mins	Running	Sally and Steve
	5 mins	Running	Count your strides
	10 mins	Bounding	Sticks
	10 mins	Throwing	Cross and throw
	5 mins	Warm down	Untie the knot
	5 mins	Closure and review	What did you learn today?

What to do:

Establish a playing area – larger for children learning space-player awareness skills. Explain the calls. 'Here' – players run toward the teacher.

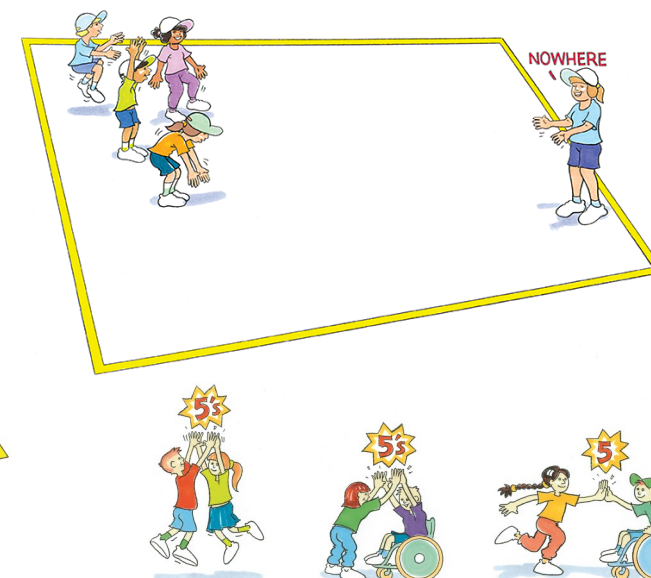
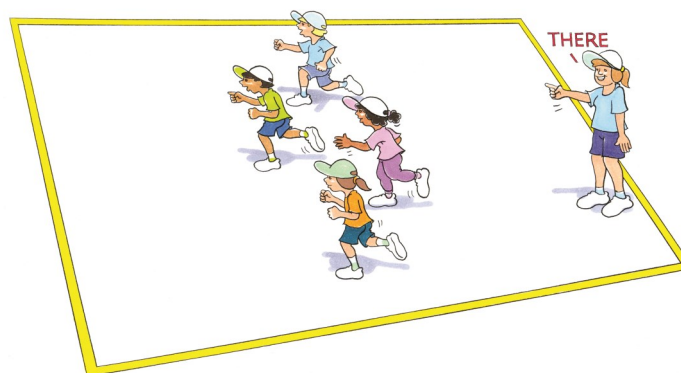
'There' – players run away from the teacher.

'Nowhere' – players bounce on the spot.

Start slowly, e.g. shuffling, crazy walks, tip-toes.

Equipment:

⇒ Playing area.



Teaching Tips

- ⇒ Here, there, nowhere builds on introductory awareness activities.
- ⇒ Depending on the calls that you make participants can practise locomotor skills and static and dynamic balances.

Change it!

1. Add extra calls, e.g. 'high-5s' – participants 'high-5' three other participants. Feet must be off the ground when hands touch.
2. Call a 'balance' – on one leg, or one leg and one hand, or two hands and one leg.
3. Use different travelling skills – hop, skip, long steps, jumps, high steps.

Safety

- ⇒ If indoors, boundaries should be away from walls or freestanding objects.
- ⇒ Participants should be familiar with space and player awareness activities.

What to do:

Pair up participants. Participants line up back to back opposite their partner in a starting position determined by the coach/teacher – standing, sitting, lying prone, flags position. Nominate one half of the group “Sally” and the other half “Steve”. Coach to call “Sally” or “Steve” and group called is to sprint towards cones placed 20 - 25 metres away. Partner turns and chases attempting to tag partner before they reach cones.

Alternative race options are:

Plank start: Start in a press up position. Bend your elbows and rest your weight on to your forearms and not on your hands. Your body should form a straight line from shoulders to ankles. Engage your core by sucking your belly button into your spine.

Beach flags start: participants lie facing away from the direction they are running with arms bent and chin resting on hands. On start command participants sprint away from their partner, pick up a bean bag 20 - 25metres away and sprint back to the starting position.

Equipment: Marker cones and bean bags.



Teaching Tips

- ⇒ Focus on keeping the head stable and eyes forward - how you hold your head is the key to overall posture which determines how efficiently you run
- ⇒ Arms actively engaged – held at 90 degree angle focusing on punching elbows back to improve acceleration
- ⇒ Encourage running “tall” with full extension of rear leg and flat back to encourage upright position that promotes optimal lung capacity and stride length.

Change it!

1. Time the activity and try to increase the speed of movement.
2. Increase or decrease the running distance.
3. Use a standing start—opposite arm to leg forward, eyes focused forward and weight evenly distributed.

Safety

- ⇒ Keep the running distances appropriate to the group’s ability.
- ⇒ Ensure there is sufficient space between groups and individual participants.

What to do:

Participants are organised into groups of no more than 3-4 students. Set up straight courses of varying obstacles – mini hurdles, low hurdles, hoops and marker cones. Set up obstacles at a consistent distance apart - suggested 5, 6 or 7 metres. Ask each participant to nominate how many strides they are going to run between obstacles – suggested 3, 4 or 5 strides. Participants to count their own strides and attempt to match their nominated stride number.

Equipment:

- ⇒ Mini hurdles
- ⇒ Hoops
- ⇒ Marker cones



Teaching Tips

- ⇒ Focus on keeping the head stable and eyes forward - how you hold your head contributes to overall posture which determines how efficiently you run.
- ⇒ Arms are actively engaged – arms held at 90 degree angle focusing on punching the elbows back to improve acceleration.
- ⇒ Encourage running “tall” with full extension of rear leg and flat back to encourage upright position that promotes optimal stride length.
- ⇒ Encourage participants to maintain running rhythm on obstacle approach and after obstacle clearance – run off from the obstacle.

Change it!

1. Move from a slow pace to a faster pace depending on the ability of the individual.
2. Practise starting with either leg forward and ensure correct standing start mechanics are practiced - opposite arm to leg forward, eyes focused forward and weight evenly distributed. Feet, hips and shoulders facing the direction you are running.
3. Vary the height of the obstacles to match the ability of the individuals but keep heights appropriate to encourage “running over” obstacles.

Safety

- ⇒ Keep the running distances appropriate to the group’s ability.
- ⇒ Ensure there is sufficient space between groups and individual participants.

What to do:

Set up 8 marker cones 1 – 1 1/2 individual foot lengths apart. Participants run over cones placing one foot in each space between cones. Once all participants have run over cones, 1 cone may be moved and placed further down the track at a distance chosen by the participants. All participants run over cones again placing one foot in each space between cones – as the distance between cones increases participants are encouraged to lengthen stride “bounding action”. Repeat until distances between cones become unable to be covered by one foot in each space.

Equipment:

⇒ Marker cones



Teaching Tips

- ⇒ Focus on keeping the head stable and eyes forward - how you hold your head contributes to overall posture which determines how efficiently you run.
- ⇒ Arms are actively engaged – arms held at 90 degree angle focusing on punching the elbows back to improve acceleration.
- ⇒ Encourage participants to maintain running rhythm with emphasis on horizontal thigh in bounding action.

Change it!

1. Divide the group into smaller groups and move to a competition. First group to get all participants over cones to a designated end point wins.

Safety

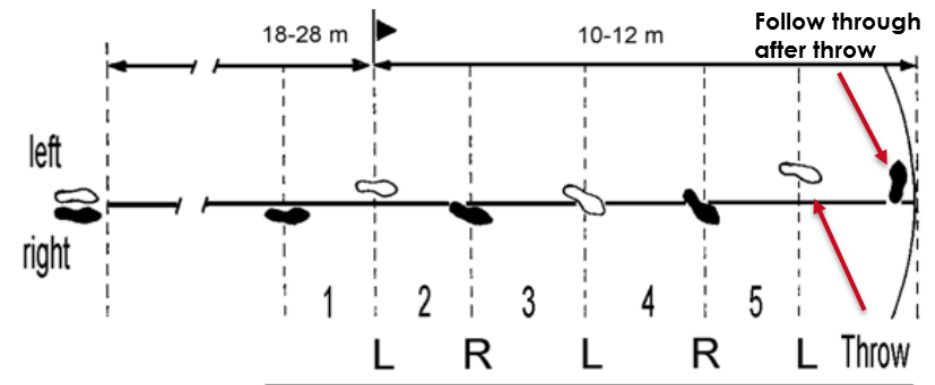
- ⇒ Keep the running distances appropriate to the group’s ability.
- ⇒ Ensure there is sufficient space between groups and individual participants.

What to do:

Participants to work in pairs and experiment with walking crossover strides for a more Javelin specific rhythm approach. Feet together, starting with the left foot for a right handed thrower. Throwing arm back and up, non throwing arm up and forwards in the direction of throw. Place markers on the ground as indicated in the diagram. Use different colour dots to indicate right and left foot placement. Aim to drive the right foot in front of the left - crossing over the planted foot to the next marker. Throw for distance. One throw per participant before objects are retrieved.

Equipment:

- ⇒ Small balls
- ⇒ Bean bags
- ⇒ Coloured dots



Teaching Tips

- ⇒ Focus on rhythm – don't stop before throwing.
- ⇒ Keep the implement high above the head.
- ⇒ Move forward after the delivery.

Change it!

1. Throw from the non dominant side.
2. Vary the implements being thrown.
3. Add targets.

Safety

- ⇒ Ensure there is sufficient space between groups and individual participants.
- ⇒ Don't collect objects until everyone has thrown.

What to do:

Ask participants in groups of 8-10 to stand in a circle and place their hands into the centre of the circle and join hands with two different people. Once the knot is formed participants have to work together to untangle the knot.

Equipment:

- ⇒ Playing area
- ⇒ 60-80 cm lengths of rope (optional)



Teaching Tips

- ⇒ This is a fun activity that supports the development of teamwork and cooperative play.

Change it!

1. Add rope – provide short (60–80 centimetres) pieces of rope for each player. This will spread participants out.

Safety

- ⇒ Disentangle slowly, one at a time if necessary, and communicate.

Lesson 3 Closure and Review

Group Discussion Questions:

Where should you be looking while you are running?

What did you do to maintain your rhythm (i.e. not slow down) as you were approaching the hurdles?

Can you demonstrate what you should do with your legs while you are bounding between cones?

How does a crossover stride help you throw an object a long way?

Teaching Notes:

- Focus on keeping the head stable and looking straight ahead whilst running.
- As you approach the hurdles keep running in an even rhythm, don't change the length or frequency of your strides.
- Focus on keeping your thigh horizontal while bounding.
- Doing a cross over step enables you to develop a good rhythm and get into the right position to preparing to throw.

Assessment:

- Practical Observation
- Questioning

Evaluation:

Was the lesson successful?

What aspects of the lesson worked most effectively?

What aspects of the lesson could be improved and how?

What do you need to do in preparation for the next lesson?

Lesson 4

Learning Intention:

- Participants will be able to run and hurdle over low obstacles focusing on maintaining rhythm.
- Participants will be able to perform the triple jump combination of hop, leap and jump.
- Participants will be able to throw for distance practising crossover strides.

Skill focus: Running, hurdling, hop, leap and jump combination and throwing for distance.

Equipment: Marker cones, numbered or coloured markers, mini hurdles, hoops, coloured dots, small balls, vortex.

Australian Curriculum Links

Key Learning Area: Health and Physical Education

Strand: Movement and Physical Activity

Sub-Strand: Moving our Body

Curriculum Content Descriptions Year 5 & 6: ACPMP061

	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	L-o-n-g throw
	5 mins	Running	Curve racing
	5 mins	Running	Racing hurdles
	10 mins	Jumping and hopping	Hop, leap and jump
	10 mins	Throwing (accuracy)	Speed cross and throw
	5 mins	Warm down	Number change
	5 mins	Closure and review	What did you learn today?

L-o-n-g throw

Curriculum Content Descriptions

Years 5 & 6: ACPMP061

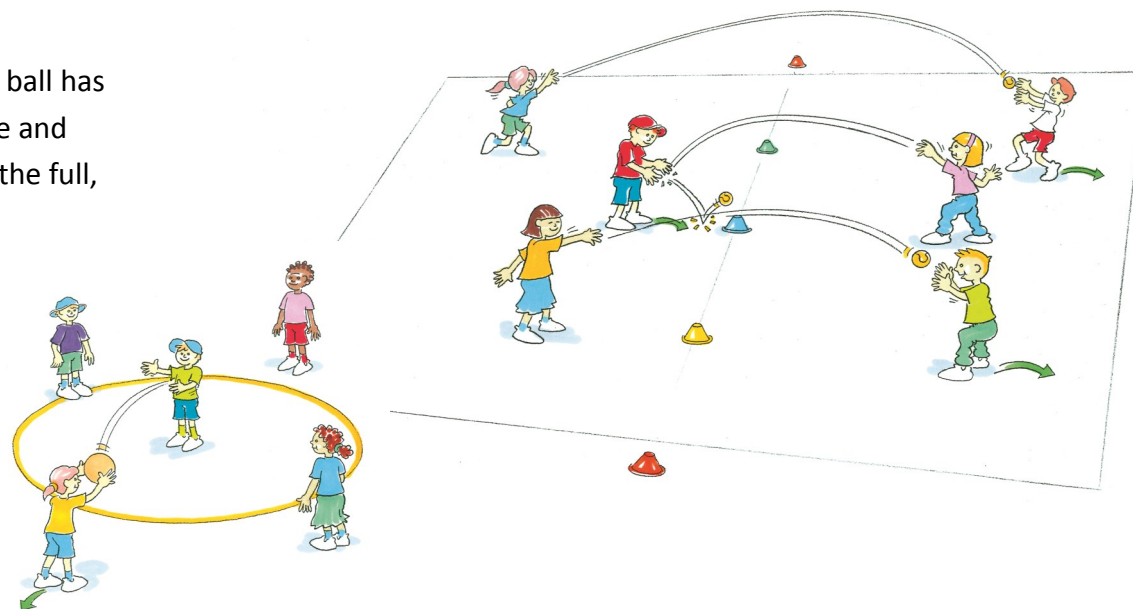
What to do:

Divide your group into pairs. Use 2 markers to establish a 'gate' that the ball has to pass through. Each pair stand an equal distance either side of the gate and begin throwing the ball to each other. If the ball reaches the catcher on the full, both the catcher and the thrower step back. If it is dropped, both take a step forward. The winner is the pair who are the greatest distance from the gate markers when the stop signal is given.

(One or more pairs.)

Equipment:

- ⇒ Marker cones
- ⇒ 1 ball per pair



Teaching Tips

- ⇒ This activity can be used as a warm-up or transition to a variety of throwing activities.

Change it!

1. Cooperative circle challenge – 4 catchers on a circle with a thrower in the centre. Catchers step back if they catch the ball. If the ball is dropped the catcher stays on the circle or makes one step towards the circle if they are further out. After each round, the centre person changes place with the next person in the rotation and goes to that person's position, either on the circle or further out.
2. Other – vary the type of throw, left or right hand, vary the ball, vary the size of the circle.

Safety

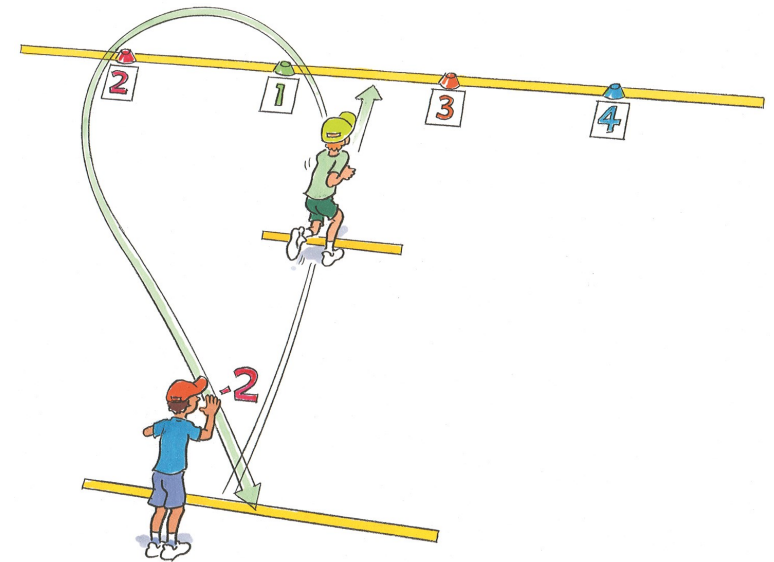
- ⇒ Type of ball and throw should be appropriate to the group.

What to do:

Participants organised into teams of 4. Cones are placed for each team approximately 20 – 30metres away from the team. As first runners run towards numbered/coloured cones, number/colour is called out and this is the marker that is run around creating “curve running”. As first runner returns to team, first runner calls out number/colour for second runner to run around.

Equipment:

⇒ Numbered or coloured marker cones



Teaching Tips

- ⇒ Focus on keeping the head stable and eyes forward - how you hold your head is the key to overall posture which determines how efficiently you run.
- ⇒ Arms are actively engaged – held at 90 degree angle focusing on punching elbows back to improve acceleration.
- ⇒ Encourage running “tall” with full extension of rear leg and flat back to encourage upright position that promotes optimal lung capacity and stride length.
- ⇒ Keep running technique consistent while running the curve and lean in towards the marker as you go around it.

Change it!

1. Practise starting with either leg forward and ensure correct starting mechanics are practiced - opposite arm to leg forward, eyes focused forward and weight evenly distributed. Feet, hips and shoulders facing the direction you are running.
2. Vary the distance between the cones to vary the angle of the curves. Place cones close together to form tight curves and place cones further apart for wider curves.
3. Introduce relay batons/soft rings and move to a relay competition.

Safety

- ⇒ Keep the running distances appropriate to the group’s ability.
- ⇒ Ensure there is sufficient space between groups and individual participants.

What to do:

Participants are organised into teams of no more than 4. On “Go” the first participants runs over 5 low obstacles to the end of the course. Set up the lane so that the 5 obstacles are 6 metres apart and the distance from start line to first hurdle is 10 metres and the distance from last hurdle to finish line is 9 metres. When they reach the end, they call out “Go” for the next participant to start. This continues until all participants are at the other end of the course.

Equipment:

- ⇒ Marker cones
- ⇒ Mini hurdles



Teaching Tips

- ⇒ Focus on head stable and eyes forward - head position is the key to overall posture which determines how efficiently you run.
- ⇒ Arms actively engaged – arms held at 90 degree angle focusing on punching elbows back to improve acceleration.
- ⇒ Encourage running “tall” with full extension of rear leg and flat back to encourage upright position that promotes optimal lung capacity and stride length.
- ⇒ Encourage participants to maintain running rhythm on obstacle approach and after obstacle clearance.
- ⇒ Encourage clearance to be adjusted according to obstacle height so participants are “running over” obstacles .

Change it!

1. Practise starting with either leg forward and ensure correct starting mechanics used (see teaching tips).
2. Vary the height of the obstacles to match the ability of the group – for primary school students no higher than 60cm.
3. Encourage clearing the obstacle with either leg leading to develop both sides of the body.
4. Control the number of strides taken between obstacles.
5. Time the activity and try and increase the speed of movement.

Safety

- ⇒ Keep the running distances appropriate to the group’s ability.
- ⇒ Ensure there is sufficient space between groups and individual participants.

Hop, leap and jump

Curriculum Content Descriptions

Years 5 & 6: ACPMP061

What to do:

Randomly set up hoops and dots in a flat area. Participants hop, leap and jump from hoops/dots to land on hoops/dots.

Equipment:

- ⇒ Hoops
- ⇒ Dots



Teaching Tips

- ⇒ Focus on keeping the head stable and eyes forward to ensure jumping in a forward and balanced motion.
- ⇒ Encourage being “tall” with full extension of rear leg and flat back to encourage upright position.
- ⇒ Encourage stable landings with bent hips, knees and ankles to absorb landing.

Change it!

1. Practise the movement starting from either leg.
2. Vary the distance between dots/hoops to vary the length of the movements.
3. Time the activity – how many dots/hoops can you land on in 20 seconds?
4. Choose a colour and only perform the movements on that colour of hoops/dots.

Safety

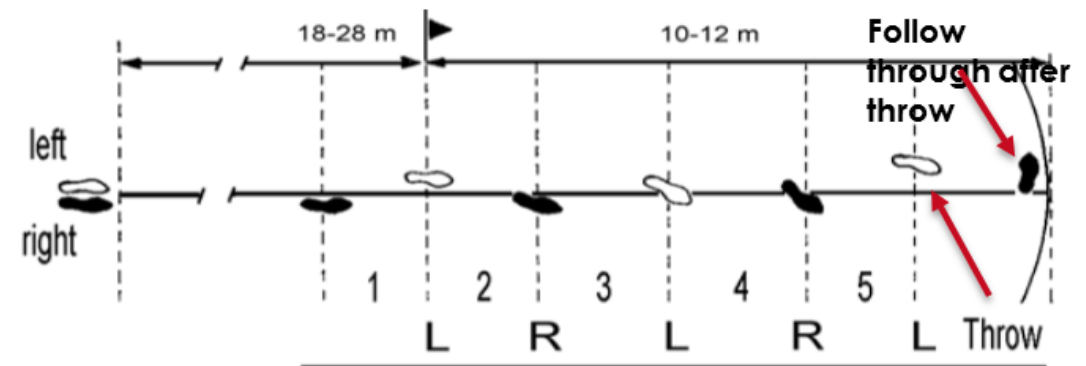
- ⇒ Ensure the playing area is clear of any obstructions.

What to do:

Participants to work in pairs and experiment with increasing speed in the crossover strides for a more Javelin specific rhythm approach. Feet together, starting with the left foot for a right handed thrower. Throwing arm back and up, non throwing arm up and forwards in the direction of throw. Place markers on the ground as indicated in the diagram below. Use different colour dots to indicate right and left foot placement. Aim to drive the right foot in front of the left - crossing over rather than just skipping it to meet the front foot. Throw for distance. One throw per participant before objects are retrieved.

Equipment:

- ⇒ Tennis balls
- ⇒ Baseballs
- ⇒ Vortex



Teaching Tips

- ⇒ Focus on rhythm – maintain rhythm before throwing.
- ⇒ Keep the implement high above the head to keep body tall.
- ⇒ Move forward after the delivery to assist balance.

Change it!

1. Increase the speed of the crossover strides.
2. Walk into the crossover strides.
3. Jog into the crossover strides.

Safety

- ⇒ Ensure there is sufficient space between groups and individual participants.

Number change

Curriculum Content Descriptions

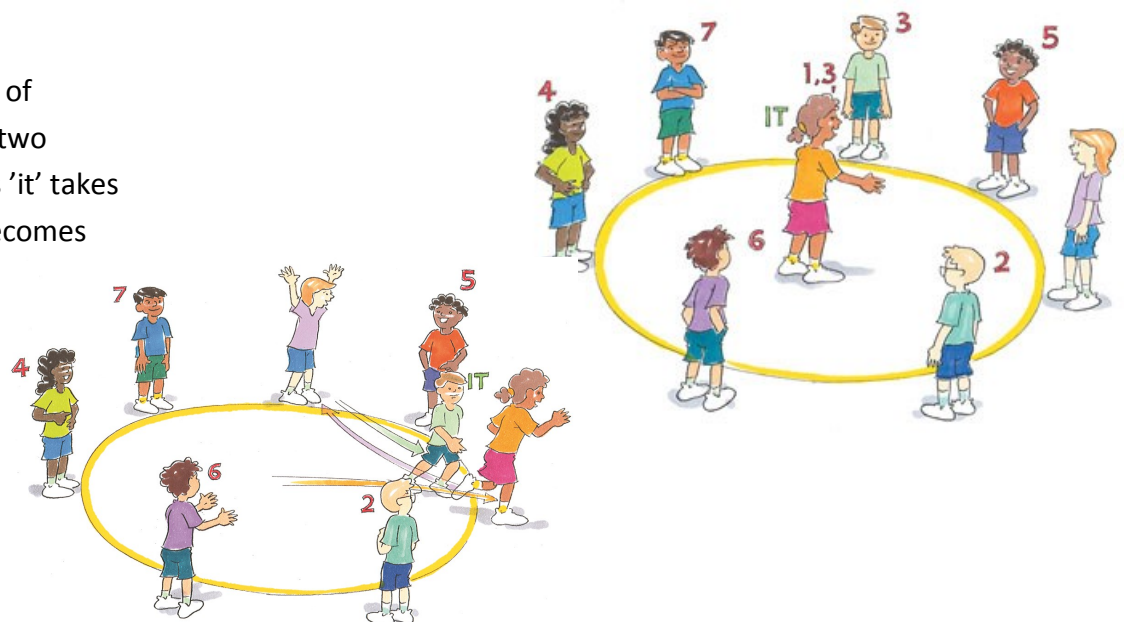
Years 5 & 6: NA

What to do:

Participants are given a number and form a circle in random order. One of the players is 'it' and stands in the centre of the circle and calls out any two numbers. These two players try to swap places before the player who is 'it' takes their place. The player who fails to find a vacant position in the circle becomes 'it'. (Play with 6–10.)

Equipment:

⇒ No equipment required.



Teaching Tips

- ⇒ Use as a warm-up or cool down activity or as a transition to a variety of running activities.
- ⇒ The activity can be used to encourage quick thinking and develop teamwork and cooperative play.

Change it!

1. Two people are 'it' and in the centre of the circle.
2. Vary the locomotion players use when changing positions (e.g. skipping, hopping, jumping).

Safety

- ⇒ Ensure there is sufficient space between groups and individual participants.
- ⇒ Don't let students collect objects until everyone has finished their throw.

Lesson 4 Closure and Review

Group Discussion Questions:

Why is it important to maintain running rhythm when approaching a hurdle and after clearing a hurdle?

Ask a student to demonstrate the triple jump technique i.e. hop, leap and jump?

⇒ Why is it important to have bent hips, knees and ankles when landing?

After you have thrown an object using the crossover step, what should you do with your body?

⇒ Why is it important to move forward after you throw?

Teaching Notes:

- Students need to maintain rhythm as they approach the hurdles to maintain speed.
- Bending hips, knees and ankles on landing absorbs the force.
- Move forward after releasing the object to ensure that you throw all the way through the object propelling it forward.

Assessment:

- Practical Observation
- Questioning

Evaluation:

Was the lesson successful?

What aspects of the lesson worked most effectively?

What aspects of the lesson could be improved and how?

What do you need to do in preparation for the next lesson?

Lesson 5

Learning Intention:

- Participants will be able to exchange a baton with a team member while running.
- Participants will be able to perform a simple long jump technique.
- Participants will be able to throw using slinging action for distance and accuracy.

Skill focus: Sprinting, baton exchange, running – maintaining pace, long jump technique, slinging for distance and accuracy.

Equipment: Marker cones, relay batons or soft rings, whistle, stop watch, take-off mat, hoops, dots, witches hats or slalom poles.

Australian Curriculum Links

Key Learning Area: Health and Physical Education

Strand: Movement and Physical Activity

Sub-Strand: Moving our Body

Curriculum Content Descriptions Year 5 & 6: ACPMP061, ACPMP065

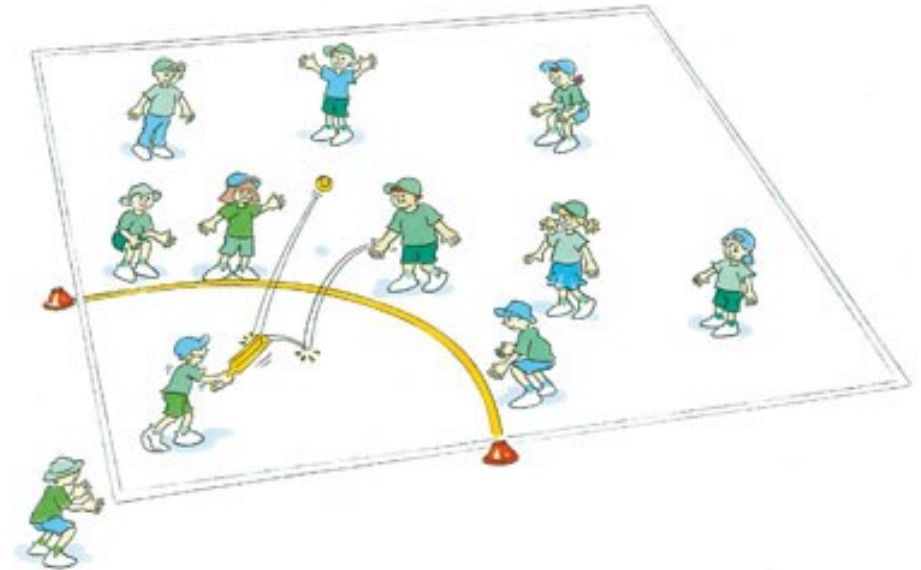
	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Pepper
	5 mins	Running	Racing relay
	5 mins	Running	Pick up run
	10 mins	Jumping	Short run up for long jump
	10 mins	Throwing	Sling target throw
	5 mins	Warm down	Walk right through
	5 mins	Closure and review	What did you learn today?

What to do:

Establish a fielder-free area in front of the batter. A fielder throws the ball to the batter and the batter tries to hit to fielders. Start with a one-bounce delivery and advance to a no-bounce delivery. Whoever fields the ball pitches, throws or bowls the ball immediately to the batter. After a pre-determined number of hits, the batter changes place with one of the fielders. One batter and dispersed players. The game can be set up quickly. (Groups of 5 or more.)

Equipment:

- ⇒ Suitable striking instrument – modified bat, paddle bat, racket
- ⇒ Suitable ball – sponge ball (slow), tennis ball (faster)



Teaching Tips

- ⇒ This activity can be used as a warm-up or transition to a variety of throwing activities.

Change it!

1. Modify the game by having the fielder pass the ball to a nominated bowler.
2. The nominated bowler stands in a position that will allow a delivery appropriate to the ability of the batter.
3. Receive, bounce and return – what else can you do with the ball before returning it?
4. Other – type of ball; type of throw; speed of throw; size of fielder-free area.

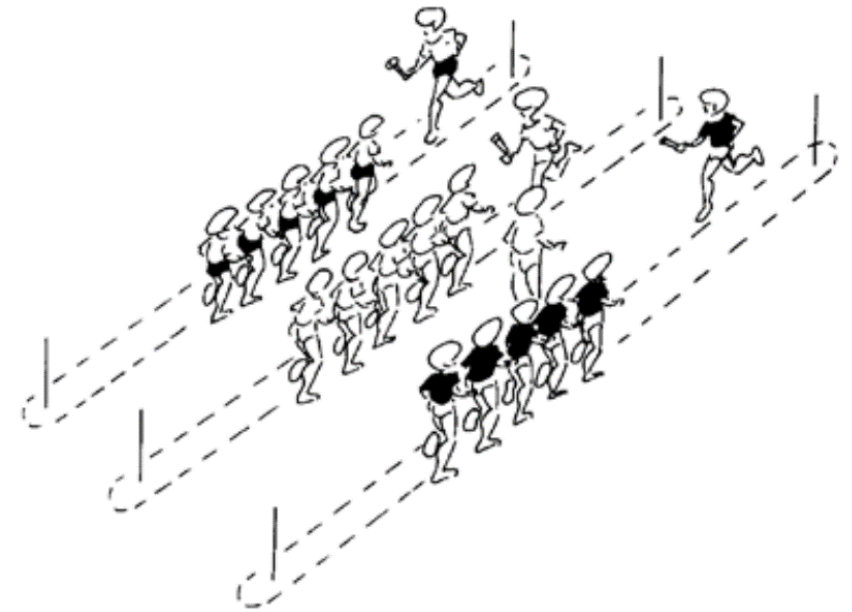
Safety

- ⇒ Choose a ball to suit the ability of the participants.

What to do:

Place cones approximately 15 – 20 metres apart. Arrange teams of 4 into correct relay formation (right hand, left hand, right hand, left hand changes) in a straight line. They should be an arms length apart. Teams jog/run easily in single file around the two cones continuously in a circular pattern. First participant of each team carries a baton (in right hand). On coach's/teacher's whistle first participant sprints away from the rest of the team until they reach the last participant of their team. The first participant passes the baton to the last participant (left hand). The baton is passed through the team, right to left with calls of "hand" until baton reaches front participant. On an audible call from the person with the baton, a hand comes back behind at shoulder height with palm up, ready to receive the baton. Repeat.

Equipment: Marker cones, relay batons or soft rings.



Teaching Tips

- ⇒ Focus on calling "hand" to initiate hand coming back to receive baton.
- ⇒ Emphasise that this is a non visual exchange – hand comes back to receive baton and head remains still with eyes focused forward to provide a stable target.

Change it!

1. Vary the distance.
2. Time the activity and try and increase the speed of movement.

Safety

- ⇒ Ensure that the pace of running is appropriate to the group's ability.
- ⇒ Ensure that the length of time spent on this activity is appropriate to the group's ability.

Pick up run

Curriculum Content Descriptions

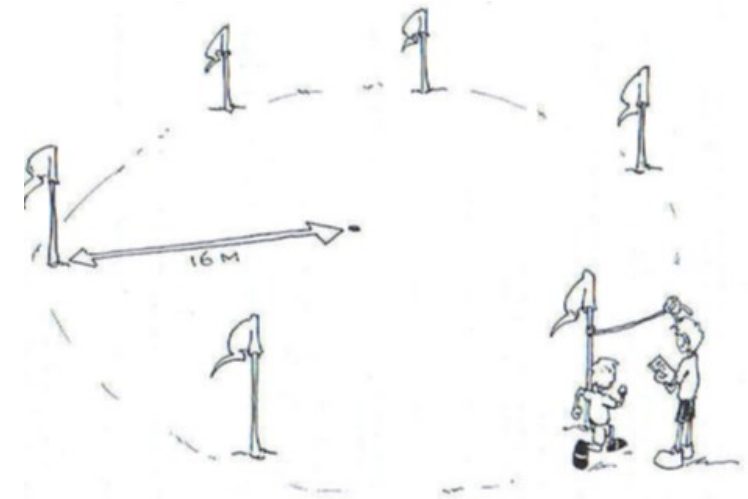
Years 5 & 6: ACPMP061

What to do:

Set up a 200 – 300 metres circular course with six marker cones placed at equal distances around the course. Each participant begins at a different marker cone. On the command “Go”, the first participant runs to the second marker cone and “picks up” this participant who joins them in running to the third participant and so on, until all the participants are running as a group. Each participant then progressively drops off as they reach their marker cone again and rests there until they are picked up again by the group as it continues around the course. Play for a designated time or number of circuits.

Equipment:

- ⇒ Marker cones
- ⇒ Whistle
- ⇒ Stop watch



Teaching Tips

- ⇒ Encourage participants to breathe naturally.
- ⇒ Encourage participants to run relaxed.

Change it!

1. Vary the distances and pace of the run.
2. Run in pairs.

Safety

- ⇒ Ensure that the pace of running is appropriate to the group's ability.
- ⇒ Ensure that the length of time spent on this activity is appropriate to the group's ability.

Short run up to long jump

Curriculum Content Descriptions

Years 5 & 6: ACPMP061

What to do:

Participants are organised into groups - don't have more than 3-4 students in a line. After a short run up (10 metres) the participant aims to take off from one foot landing on two feet on a target. Hoops are set up at the end of the 10 metre run up and participants are encouraged to take off from one foot landing on two feet and land in another hoop. Targets can be set out 1 metre from take off hoop. Line up hoops next to each other to give participants every chance of success.

Equipment:

- ⇒ Marker cones
- ⇒ Hoops
- ⇒ Dots



Teaching Tips

- ⇒ Focus on keeping the head stable and eyes forward - how you hold your head is the key to overall posture which determines how efficiently you run.
- ⇒ Encourage acceleration moving towards the take off mat to develop rhythm.
- ⇒ Encourage running consistently which will help participants to be more accurate.

Change it!

1. Vary the distance of the landing targets.
2. Move to a competition, each landing target has a point value.

Safety

- ⇒ Ensure the playing area is clear of any obstructions.

Sling target throw

Curriculum Content Descriptions

Years 5 & 6: ACPMP061, ACPMP065

What to do:

Participants to work in pairs. Standing in a side on position, participants sling hoops at a target or sling to land the hoop over a slalom pole. Slinging - participants stand side on and throw the implement over the right or left shoulders to practise rotations on both sides of the body. Keep throwing hand as far away from the body as possible as the arm swings forward. Release the implement towards the target in an upward motion. Four targets need to be marked out 5, 6, 7 and 8 metres away from the throw line. One throw per participant before objects are retrieved.

Equipment:

- ⇒ Hoops
- ⇒ Marker cones, witches hats and slalom poles for targets



Teaching Tips

- ⇒ When throwing for accuracy ensure that the targets are at an appropriate distance for the group's ability to encourage success.
- ⇒ Look toward the direction of the throw.
- ⇒ Extend arm fully through the throw and finish with a long arm.
- ⇒ Throw from the legs – big muscles before small muscles.

Change it!

1. Throw from the non dominant side.
2. Move to a competition – each target has a point value.

Safety

- ⇒ Ensure there is sufficient space between groups and individual participants.

Walk right through

Curriculum Content Descriptions

Years 5 & 6: ACPMP061

What to do:

Two players (the rope turners) hold an end of the rope each. The rest of group stand in a line, facing the rope. The rope is turned towards the group. One by one the group walks through the turning rope. One of the rope turners calls 'NOW!' to signal to each player when to walk through. The aim is to walk through without being tapped by the rope. (Play with 4–6.)

Equipment:

- ⇒ 1 long (5 metre) rope per group
- ⇒ Optional: 1 medium length (3.5 metre) rope per group of 3



Teaching Tips

- ⇒ This is a fun activity that supports the development of teamwork and cooperative play.

Change it!

1. Scoring challenge: how many participants can pass through the rope in 60 seconds?

Safety

- ⇒ Check there is enough space between participants/groups and that the skipping area is clear of any walls or other obstacles, including overhead lighting.
- ⇒ Adjust the activity and the speed of rope turning according to ability.
- ⇒ Participants should walk through the middle of the rope. No running or skipping to start with.

Lesson 5 Closure and Review

Group Discussion Questions:

Why is it important to keep looking ahead when you are receiving a baton from your team mate behind you?

Why should you breathe naturally when you are running longer distances?

What should you be doing with your legs when you're taking off for a long jump?

What did you have to do differently when you were slinging the hoop as far as you could as opposed to slinging at a target?

⇒ How did you change the force and speed of your sling?

Teaching Notes:

- Students must keep looking straight ahead so they can maintain their running speed and keep their hand stable so their partner can easily pass the baton into it.
- Breathing should be in an even rhythm when running to maintain efficiency.
- At take off the free knee should be driven high to 90 degree angle, so the thigh is parallel to the ground.
- To change the force and speed of your sling you need to throw from the legs.

Assessment:

- Practical Observation
- Questioning

Evaluation :

Was the lesson successful?

What aspects of the lesson worked most effectively?

What aspects of the lesson could be improved and how?

What do you need to do in preparation for the next lesson?

Lesson 6

Learning Intention:

- Participants will be able to maintain running rhythm while hurdling over and running around objects.
- Participants will be able to change their running speed from jog to sprint in response to a signal.
- Participants will be able to perform a simple triple jump technique.

Skill focus: Running, hurdling, jogging, sprinting, triple jump technique, throwing, shot placement, catching

Equipment: Marker cones, whistle, stop watch, slalom poles, mini hurdles, hoops, dots, balls, tennis balls.

Australian Curriculum Links

Key Learning Area: Health and Physical Education

Strand: Movement and Physical Activity

Sub-Strand: Moving our Body

Curriculum Content Descriptions Year 5 & 6: ACPMP061

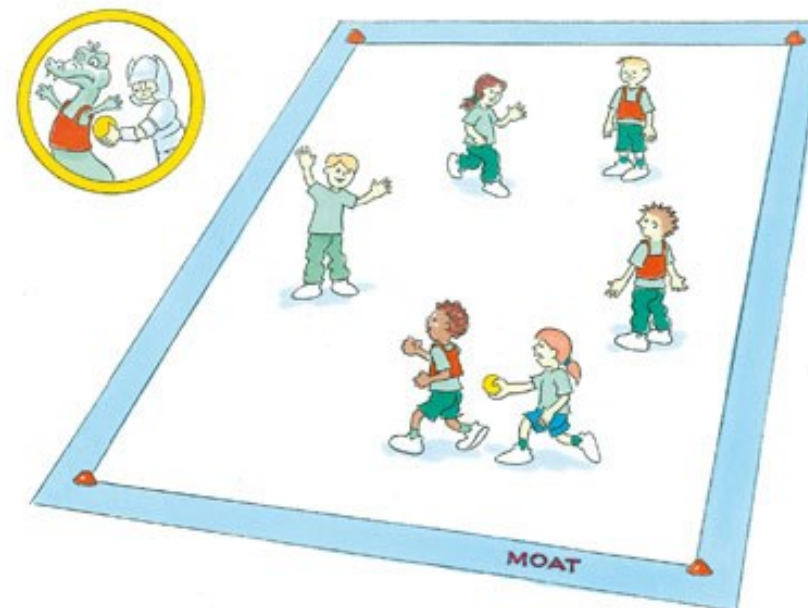
	Time	Skill Description	Activity/Game
45 minutes	10 mins	Warm up	Warriors and dragons
	5 mins	Running	Sprint hurdles/Slalom relay
	5 mins	Running	Double line pursuit
	10 mins	Jumping	Short run up for triple jump
	10 mins	Throwing	Throw, throw, throw
	5 mins	Closure and review	What did you learn today?

What to do:

Establish a playing area. A moat surrounds the playing area. There are two teams, Warriors and Dragons. Warriors pass a ball to other Warriors and try to tag their opposition, the Dragons. Dragons can run but not into the moat because dragons can't swim. If Dragons are tagged they become Warriors. Warriors are not allowed to step with the ball or throw it at a dragon. Warriors are not allowed to hold the ball for any longer than 3 seconds. When all the Dragons are caught the teams swap over.

Equipment:

- ⇒ One medium sized ball
- ⇒ Bibs for the dragons



Teaching Tips

- ⇒ This game can be used to encourage teamwork and can be used as a warm-up or transition to a variety of running activities.

Change it!

1. Team size – uneven team sizes. More Warriors speeds up the game and makes it harder for Dragons.
2. Vary type and size of ball, type of pass, size of playing area, safe zones, immediately pass the ball – 'hot potato', vary the locomotion.
3. If a Warrior or Dragon has limited mobility all players must hop or jump.
4. If necessary establish two adjacent safe zones. A Dragon can't be tagged in a safe zone but must not stay in a

Safety

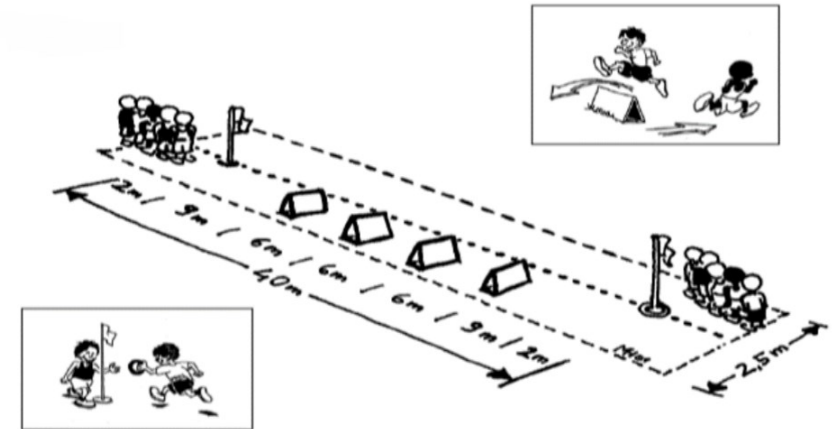
- ⇒ Tagging on the head is not permitted.
- ⇒ Encourage players to call 'mine'.

What to do:

Divide group into groups of 4 and place half of each group at either end of 20 metres to create a relay. Two lanes are required for each group – one lane is set up with 5 obstacles, first obstacle placed 10 metres from the start line, obstacles are placed 6 metres apart and the end of the course is 9 metres from the 4th obstacle – this is the hurdling lane. Second lane is clear of obstacles and set up for slalom running – this is the slalom lane – place 10 cones approx 2 metres apart to establish a slalom course. First participant of each group races up the hurdling lane, returns down the slalom lane, high fiving the next participant for them to “go”.

Equipment:

- ⇒ Marker cones and slalom poles
- ⇒ Obstacles – mini hurdles are ideal – 5 per team
- ⇒ Stop watch – 1 per team



Teaching Tips

- ⇒ Focus on keeping the head stable and eyes forward - how you hold your head is the key to overall posture which determines how efficiently you run.
- ⇒ Arms are actively engaged – arms held at 90 degree angle focusing on punching the elbows back to improve acceleration.
- ⇒ Encourage running “tall” with full extension of rear leg and flat back to encourage upright position that promotes optimal lung capacity and stride length.
- ⇒ Encourage participants to maintain running rhythm on obstacle approach and after obstacle clearance.
- ⇒ Encourage clearance to be adjusted according to obstacle height so that participants “run over” obstacles.

Change it!

1. Time the activity and try and increase the speed of movement.

Safety

- ⇒ Ensure there is sufficient space between groups.
- ⇒ Ensure that the obstacles are at a height that is appropriate for the group’s ability.

Double line pursuit

Curriculum Content Descriptions

Years 5 & 6: ACPMP061

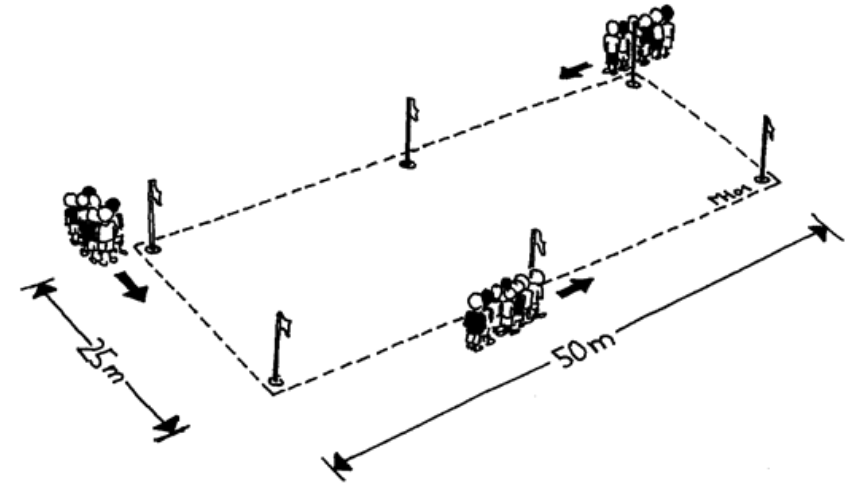
What to do:

Teams run around a circular course of 200 metres. Divide your participants into two groups of equal numbers on opposite sides of the course. The participants should then run at an easy pace in a single file line. At your whistle the front runner in each line should run at sprint pace until they catch the group in front of them. As soon as the chase runner from each group reaches the group in front of them blow your whistle again to send the next front runner on the chase.

Repeat.

Equipment:

- ⇒ Marker cones
- ⇒ Whistle
- ⇒ Stop watch



Teaching Tips

- ⇒ Encourage participants to breathe naturally and stay relaxed.
- ⇒ Space out the sprints to allow for sufficient recovery.
- ⇒ Adjust the recovery according to the ability of the group – watch for signs of fatigue and if present, give participants more recovery time. Similarly, if participants are coping well, give them less recovery time.

Change it!

1. Increase or decrease the running distance.
2. Vary the area to include hills, grass, gravel etc.

Safety

- ⇒ Ensure that the length of time spent on this activity is appropriate to the group's ability.

What to do:

Participants are organised into groups - don't have more than 3-4 students in a line. Set up grids or lines of 1/2/3 metres apart and encourage participants to hop, leap and jump over them. Vary the distance to be hopped, stepped and jumped with grids and lines ensuring that at each grid the distances are the same to encourage consistent 3 phases of triple jump.

Equipment:

- ⇒ Marker cones
- ⇒ Hoops
- ⇒ Dots to use as targets



Teaching Tips

- ⇒ Focus on keeping head stable and eyes forward - how you hold your head is the key to overall posture which determines how efficiently you run.
- ⇒ Encourage running "tall" with full extension of rear leg and flat back to encourage upright position that promotes optimal lung capacity and stride length.
- ⇒ Encourage landing with bent hips, knees and ankles to absorb landing.
- ⇒ Encourage a stable landing.
- ⇒ Ensure that hopping is practiced on both sides of the body.

Change it!

1. Land on a specific target.
2. Alter the rhythm – hop, hop, leap or hop, hop, hop.

Safety

- ⇒ Ensure that the length of time spent on this activity is appropriate to the group's ability.
- ⇒ Ensure a flat, safe area.

Throw, throw, throw!

Curriculum Content Descriptions

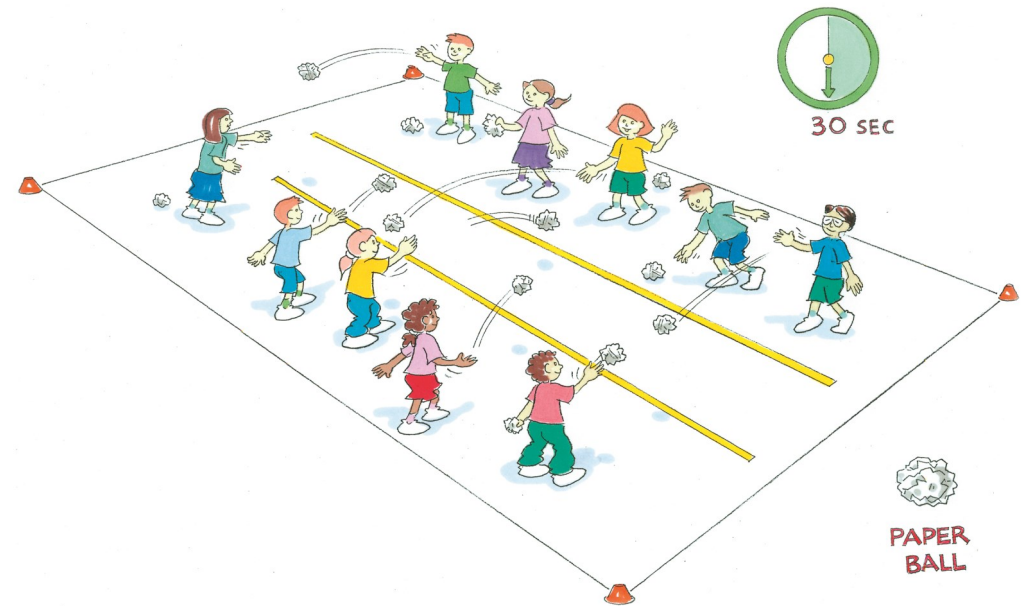
Years 5 & 6: NA

What to do:

Two groups to face each other with an appropriate sized no go zone between the groups to ensure safety of all participants – minimum 15 metres. Each participant has a minimum of 2 tennis balls. On a signal, participants throw their tennis balls overarm from their zone to the opponents zone. Only tennis balls that are caught can be thrown back, all other balls must remain on the side they have landed.

Equipment:

- ⇒ Marker cones
- ⇒ Tennis balls



Teaching Tips

- ⇒ Emphasise opposite foot forward to throwing arm.
- ⇒ Finish throw with a long arm to generate force.

Change it!

1. Throw from the non dominant side.
2. Catch right handed, catch left handed.

Safety

- ⇒ A 'no-go' zone ensures participants are separated.
- ⇒ Participants must not enter the 'no-go' zone until the game is finished.
- ⇒ Ensure all participants are aware of when balls are to be collected and how they are to be returned to the throwing position.

Lesson 6 Closure and Review

Group Discussion Questions:

What can you do to help maintain pace when approaching and after clearing hurdles?

Choose a participant to demonstrate the triple jump action.

- ⇒ Where should your eyes be facing when you're performing a triple jump action? Why should you keep your eyes forward?

How do you help maintain balance when you are throwing?

Teaching Notes:

- Participants should focus on maintaining rhythm as they approach the hurdles to keep the speed consistent.
- When jumping eyes should be focused forward to keep your head up and body tall.
- When throwing emphasise opposite foot forward to throwing arm to maintain balance.

Assessment:

- Practical Observation
- Questioning

Evaluation:

Was the lesson successful?

What aspects of the lesson worked most effectively?

What aspects of the lesson could be improved and how?

What do you need to do in preparation for the next lesson?

Lesson 7

IAAF Kids' Athletics Advanced Team Event

The IAAF Kids' Athletics Intermediate Team event is designed to be run as the final session of your athletics program. The activities included in the event are explained over the next few pages.

Activities
1. Short Run Up - Long Jump
2. Short Run Up - Triple Jump
3. Discus Throw
4. Javelin Throw
5. Hurdles Race
6. Bends Formula Sprint Relay
7. 1000 metre Endurance Race

Having access to the equipment listed here will ensure that the prescribed activities can be facilitated effectively.

If you don't have access to all of the equipment, we encourage you to be imaginative and think outside the box.

Equipment	
Highly recommended	Optional
<ul style="list-style-type: none">• Marker cones x 50• Hoops x 10• Bean bags x 20• Small balls x 12• Vortex x 1• Skipping ropes x 10• Large skipping rope x 1• Mini hurdles x 6• Agility ladder/Speed ladder x 1• Soft rings/relay batons x 4• Slalom poles x 2• 1kg Medicine balls x 1• Spot Markers x 5	<ul style="list-style-type: none">• Whistle• Low box or step• Chalk• Stopwatch• Basketballs/Soccer balls• Discus with handle• Sand mat

Athletics Australia has developed a School Kit (Code 2-800) available to purchase from HART Sport Australia www.hartssport.com.au. This kit will provide you with everything you need to deliver the fun filled program to 20 children in any one session.

Scoring

IAAF Kids' Athletics Advanced Team Event

Event Scoring

The purpose of the team event is to have a fun, team based competition to test the skills learned by the students over the preceding sessions.

Each of the events can be scored by helpers if they are available to assist with the event or by a student team leader who keeps score for their team.

In summary, the scoring system is based on the following guidelines:

- ⇒ All events in the Team Event session are scored
- ⇒ The maximum score depends on the number of teams competing
- ⇒ **For example:** If 6 teams are competing the highest placed team for each event scores 6 points, the second team gets 5 points, the third team gets 4 points, the fourth team gets 3 points, the fifth team gets 2 points and the sixth team gets 1 point
- ⇒ The winner of the team event is the team that reaches the highest total score at the completion of all events.

Score Sheet A:

Some events are scored by the total team time/distance recorded. The lowest team time recorded gains the maximum points and the highest team distance recorded gains maximum points.

Score Sheet B:

Some events are scored by the total of individual best performances being combined to produce a team result. The highest team distance covered gains the maximum points.

Sample Score Sheet A

IAAF Kids' Athletics Advanced Team Event

This score sheet is used for the following events:

- ⇒ Triple Jump
- ⇒ Long Jump
- ⇒ Discus Throw
- ⇒ Javelin Throw

Team Name:				
	Participant Name	Trial 1	Trial 2	Best
1				
2				
3				
4				
5				
6				
			Team Total	

Sample Score Sheet B

IAAF Kids' Athletics Advanced Team Event

This score sheet is used for the following events:

- ⇒ Hurdles Race
- ⇒ Bends Formula Sprint Relay
- ⇒ 1000m Endurance Race

	Team Name	Trial 1	Trial 2	Best
1				
2				
3				
4				
5				
6				

Sample Score Board

IAAF Kids' Athletics Advanced Team Event

		Bends Formula Sprint Relay	Hurdles Race	Endurance	Long Jump	Javelin Throw	Triple Jump	Discuss Throw
Team Name	Result							
	Points							
Team Name	Result							
	Points							
Team Name	Result							
	Points							
Team Name	Result							
	Points							
Team Name	Result							
	Points							
Team Name	Result							
	Points							

Suggested Rotation

IAAF Kids' Athletics Advanced Team Event

1	Hurdles Race	Triple Jump	Bends Formula Sprint Relay	Javelin Throw	Long Jump	Discus Throw	Endurance
2	Hurdles Race	Long Jump	Bends Formula Sprint Relay	Discus Throw	Triple Jump	Javelin Throw	Endurance
3	Triple Jump	Discus Throw	Long Jump	Bends Formula Sprint Relay	Javelin Throw	Hurdles Race	Endurance
4	Long Jump	Javelin Throw	Triple Jump	Bends Formula Sprint Relay	Discus Throw	Hurdles Race	Endurance
5	Discus Throw	Hurdles Race	Javelin Throw	Triple Jump	Bends Formula Sprint Relay	Long Jump	Endurance
6	Javelin Throw	Hurdles Race	Discus Throw	Long Jump	Bends Formula Sprint Relay	Triple Jump	Endurance

Short run up – long jump

IAAF Kids' Athletics Advanced Team Event

What to do:

1. After a run up limited to 10 metres, the participant completes a jump taking off from one foot and landing on two feet.
2. Take off is from a mat.
3. Hoops can be used as landing areas with 1 point for landing in first hoop, 2 points for second hoop etc. Or a measuring tape can be rolled out along the sand pit to provide more precise results.

Equipment:

- ⇒ Marker cones
- ⇒ Measuring tape
- ⇒ Hoops
- ⇒ Sand pit
- ⇒ Take off mat



Scoring

- ⇒ Best of three trials from each team member is recorded and is included in team total.

Safety

- ⇒ Safe area free of obstructions.
- ⇒ Appropriate footwear.

Short run up – triple jump

IAAF Kids' Athletics Advanced Team Event

What to do:

1. After a run up limited to 5 metres, the participant completes a hop, step and jump with a two foot landing.
2. Take off is from a mat.
3. The measurement is taken from the landing point that is nearest to the take off area with a measuring tape rolled out along the landing area.

Equipment:

- ⇒ Marker cones
- ⇒ Measuring tape
- ⇒ Take off mat



Scoring

- ⇒ Best of three trials from each team member is scored and is included for the team total.

Safety

- ⇒ Safe area free of obstructions.
- ⇒ Appropriate footwear.

Discus throw

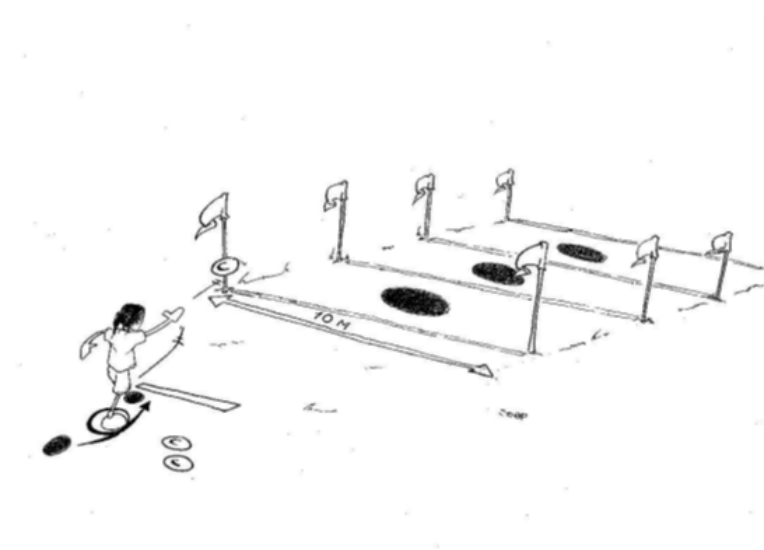
IAAF Kids' Athletics Advanced Team Event

What to do:

1. From a throwing area, the participant throws a flat implement which is easy to handle with a rotational movement into the throwing area.
2. The implement must land in the designated area – 10 metres wide at most in order to score points.
3. Each participant has two trials both being measured and recorded.

Equipment:

- ⇒ Marker cones
- ⇒ Measuring tape
- ⇒ Flat implements to throw



Scoring

- ⇒ Set up markers every 5 metres from the throwing area into the landing area. Points are scored depending on where the implement lands. The area closest to the foul line (0-5m) is worth 1 point, next section (5-10m) is worth 2 points and so on.
- ⇒ The better of the two trials of each participant contributes to the team total.

Safety

- ⇒ Safe area free of obstructions.

Javelin throw

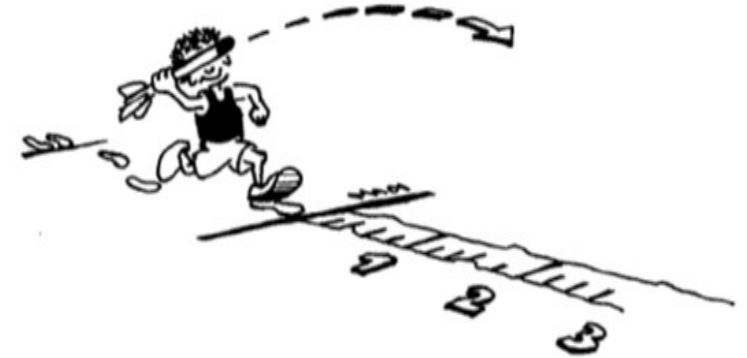
IAAF Kids' Athletics Advanced Team Event

What to do:

1. After a short run up the participant throws the vortex from the throwing line into the throwing area.
2. Each participant has two trials. Encourage participants to use crossover steps.

Equipment:

- ⇒ Marker cones
- ⇒ Measuring tape
- ⇒ Vortex



Scoring

- ⇒ Set up markers every 5 metres from the throwing line into the throwing area.
- ⇒ Points are scored depending on where the vortex lands.
- ⇒ The area closest to the throwing line (0-5 metres) is worth 1 point, next section (5-10 metres) is worth 2 points, next section (10-15 metres) is worth 3 points and so on.
- ⇒ Extra 3 points scored for using crossover steps.
- ⇒ The better of the two trials of each participant contributes to the team total.

Safety

- ⇒ Safe area free of obstructions.

Hurdles race

IAAF Kids' Athletics Advanced Team Event

What to do:

1. Lanes are set up with 4 hurdles placed at 6.5 metres apart.
2. First hurdle is placed 10 metres from the start line.
3. Finish line is placed 9 metres from the last hurdle.
4. Each participants time is recorded.

Equipment:

- ⇒ Hurdles (appropriate height for participants)
- ⇒ Stop watch
- ⇒ Whistle



Scoring

- ⇒ Each individual time is added to create the team result.

Safety

- ⇒ Safe surface clear of hazards

Bends formula sprint relay

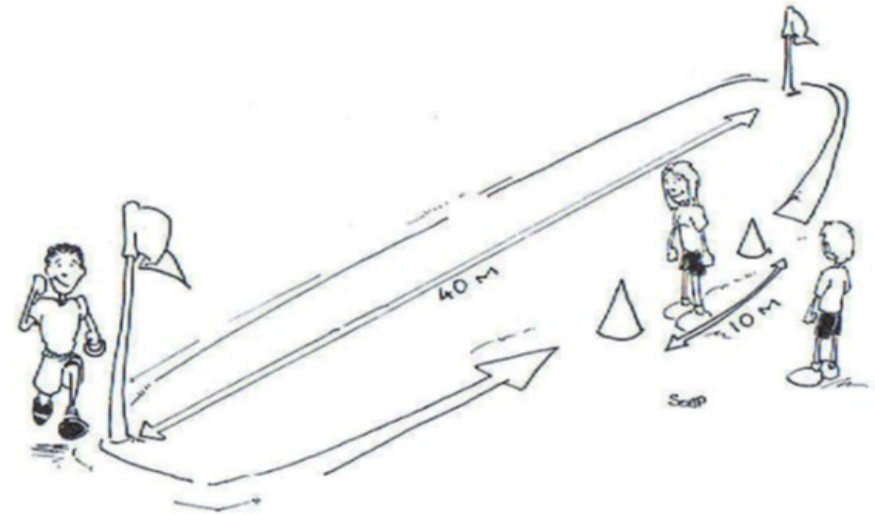
IAAF Kids' Athletics Advanced Team Event

What to do:

1. 40 metre circular area set up for each team – with 10 metre changeover zone.
2. All participants wait at 10 metre changeover zone.
3. First participant runs around the circular area passing the soft ring/baton in the changeover area.
4. Each participant completes one lap of the circular area.
5. Each team is timed to create team result.

Equipment:

- ⇒ Stop watch
- ⇒ Whistle
- ⇒ Marker cones for circular area



Scoring

- ⇒ Team is timed from first runner to last runner to create the team result.

Safety

- ⇒ Safe surface clear of hazards.

1000m endurance race

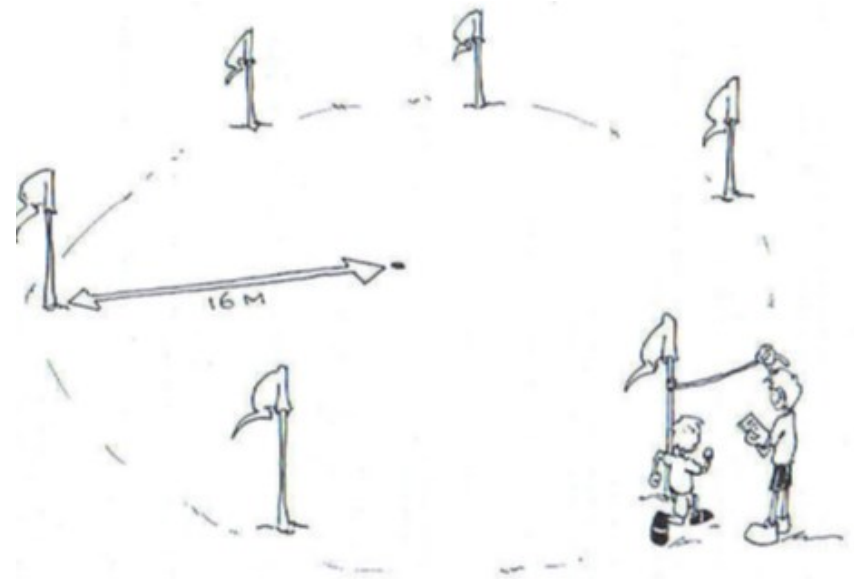
IAAF Kids' Athletics Advanced Team Event

What to do:

1. Participants run 5 times around a circular course of 200 metres.
2. Each participants time is recorded.

Equipment:

- ⇒ Marker cones
- ⇒ Stop watch
- ⇒ Whistle



Scoring

- ⇒ The team result is based on the total of individual results.

Safety

- ⇒ Safe surface clear of hazards.
- ⇒ Number of laps may need to be adjusted to match the ability of the individuals.

Contact Athletics Australia

Contact details:

Sporting Schools Co-ordinator

Email: sportingschools@athletics.org.au

Phone: 03 8646 4550

Athletics Australia

Level 2, 31 Aughtie Drive

Albert Park 3206 VIC