



Athletics
Australia®

IAAF Kids' Athletics

Teacher and Coach Manual

Bands of Learning: Year 3 & 4



SPORTING
Schools

Acknowledgements

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Disclaimer

This resource been designed for use with students aged 7–10. 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.

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Suggested Program Structure

This IAAF Kids' Athletics years 3 and 4 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 3 & 4

- Practice and refine fundamental movement skills in different movement situations (ACPMP043)
- Practice and apply movement concepts and strategies with and without equipment (ACPMP045)
- Combine the elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)
- Participate in physical activities from their own and other cultures (ACPMP108)

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, 4, 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.	Running, jumping, hopping, throwing, accuracy.	ACPMP043 ACPMP047
2	Fundamental skills of running, jumping and throwing.	Running, dodging, leaping, jumping, throwing, accuracy, rolling, teamwork.	ACPMP043 ACPMP045
3	Consolidating skills of running, jumping in all directions and throwing for accuracy.	Running, jumping, throwing, shot placement, accuracy, teamwork, balancing.	ACPMP043 ACPMP045
4	Consolidating skills of running, jumping and throwing from a jogging start.	Catching, throwing, running, jumping, hopping, accuracy.	ACPMP043
5	Refining skills of running, jumping with two-foot landing and throwing using whole body.	Catching, throwing, running, leaping, jumping.	ACPMP043 ACPMP045
6	Refining skills of running and modifying pace, hopping in different directions and throwing for accuracy.	Running, hopping, throwing, accuracy.	ACPMP043 ACPMP047 ACPMP108 *see notes on Gorri
7	IAAF Kids' Athletics team event.	Running, jumping, throwing.	

Lesson 1

Introduction to running, jumping and throwing.

Learning Intention:

- Participants will be able to hold a baton and control their pace while running.
- Participants will learn how to hop and jump using a stable landing.
- Participants will practice throwing for accuracy using different throwing techniques.

Skill focus: Running, jumping, hopping, throwing, accuracy.

Equipment: Marker cones, stop watch, soft rings, whistle, hoops, dots, chalk to draw hopscotch, targets such as chairs, buckets, poles, variety of implements/objects to throw.

Australian Curriculum Links

Key Learning Area: Health and Physical Education

Strand: Movement and Physical Activity

Sub-Strand: Moving our Body

Curriculum Content Descriptions Year 3 & 4: ACPMP043, ACPMP047

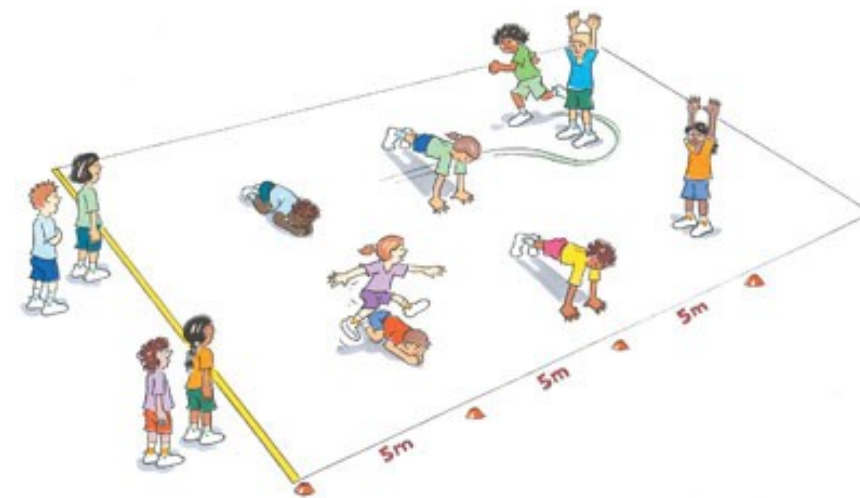
	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Stone, bridge and tree
	5 mins	Running	Baton running
	5 mins	Running	Changing gears
	10 mins	Jumping and hopping	Hopscotch
	10 mins	Throwing (accuracy)	Throlf
	5 mins	Warm down	Squeeze step
	5 mins	Closure and review	What did you learn today?

What to do:

Teams of 6–8 players line up behind their starting cones. When you say 'GO!', the first player runs out to their first cone and forms a stone. The second player jumps over the 'stone', and then runs to the second cone to form a bridge. The third player jumps over the 'stone', crawls under the 'bridge', and then runs to the third cone to form a tree. The fourth player jumps over the 'stone', crawls under the 'bridge', runs around the 'tree' and back to take the place of the 'stone'. The 'stone' takes the place of the 'bridge'. The 'bridge' then takes the place of the 'tree', who then runs to the end of the line. The game finishes when all players have had a turn at each of the positions.

Equipment:

- ⇒ An indoor/outdoor playing area 20 metres in length
- ⇒ A starting cone for each team and three cones spaced 5 metres apart



Teaching Tips

- ⇒ Set up the playing area to facilitate smooth player 'traffic flow'.
- ⇒ Use this activity as a warm-up or transition to a variety of running activities.

Change it!

1. Participants stand upright with their legs wide apart to form the bridge.
2. Participants jump over the stone's legs instead of their lower back.
3. Participants skip to the stone, leap to the bridge and run to the tree.

Safety

- ⇒ Make sure the 'stone' participant has their head securely positioned before others jump over them.

Baton running

Curriculum Content Descriptions

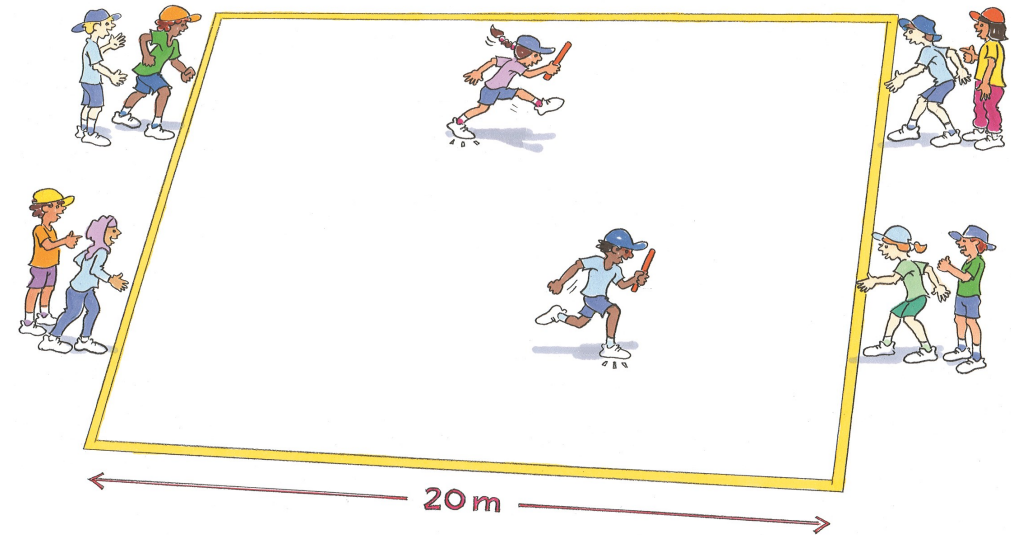
Years 3 & 4: ACPMP043

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. First participant to hold soft ring in right hand. First participant to run 20 metres, exchanging soft ring with second participants. Repeat until all runners have run through twice. All participants to carry soft ring in right hand.

Equipment:

- ⇒ Marker cones
- ⇒ Stop watch
- ⇒ Soft rings



Teaching Tips

- ⇒ Encourage participants to maintain active arm action—arms held at 90 degree angle focusing on punching the elbows back while carrying the baton.
- ⇒ Ensure participants understand correct standing start mechanics—opposite arm to leg forward, eyes focused forward and weight evenly distributed. Feet, hips and shoulders facing the direction you are running.

Change it!

1. Run with soft ring in left hand.
2. Ensure that all group members have an opportunity to be the first runner in the relay.
3. Time the activity and try and increase the speed of movement.

Safety

- ⇒ Ensure that a safe space is maintained between individual participants and between groups.

What to do:

Over a 100 – 200 metre course participants to run at varying speed as directed by the coach.

Coach to direct participants to run in different gears: gear 1 = walk, gear 2 = jog, gear 3 = easy run, gear 4 = sprint and call reverse at any time to do that gear backwards.

Call each pace multiple times and vary the length of time you have participants maintain a given pace.

Equipment:

- ⇒ Marker cones
- ⇒ Whistle
- ⇒ Stop watch



Teaching Tips

- ⇒ Change the running speed gradually to encourage an even change of speed rather than a dramatic change of speed.
- ⇒ Participants to breathe naturally.
- ⇒ Space out sprint intervals to allow for sufficient recovery and spend most of the time on jogging and easy running to allow activity to run for longer.
- ⇒ Don't expect the group to stay together. Individual runners will cover varying distances.

Change it!

1. Run various distances — for example do gear 1 for 40 metres, gear 2 for 30 metres, gear 3 for 20 metres, and gear 4 for 10 metres . Next time add 10m to each phase and incorporate reverse.
2. Run in pairs— this activity can be run around an oval, gym, basketball court etc.
3. Run to time— have a set amount of time for each movement, for example 5 or 10 seconds.

Safety

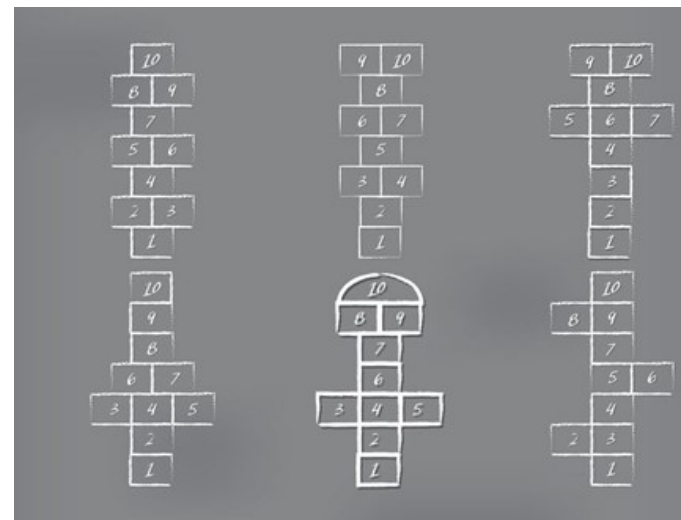
- ⇒ Ensure that the pace of running is appropriate to the group's ability.
- ⇒ Ensure that the length of time spent on this activity is appropriate to the group's ability—watch for signs of fatigue and if present, spend more time in gear 1 and 2. Similarly, if participants are coping well, concentrate more on gears 3 and 4.

What to do:

Participants to participate in hopscotch by creating a simple hopscotch pattern. Mark out a simple hopscotch pattern, hop through the marked area to the end of the pattern and turn around and hop back to the starting position. You cannot have more than one foot on the ground at a time unless there are two marked areas next to each other. In that case you can put down both feet simultaneously.

Equipment:

- ⇒ Marker cones
- ⇒ Hoops
- ⇒ Dots
- ⇒ Chalk to draw hopscotch.



Teaching Tips

- ⇒ Encourage landing with bent hips, knees and ankles to absorb force. Head stable and eyes forward to encourage upright position with flat back.
- ⇒ Encourage a stable landing so the participant is balanced and ready to take off again.
- ⇒ Ensure hopping is practiced off both legs to develop both sides of the body.

Change it!

1. Introduce a more complicated sequence of jumping and hopping.
2. Time the activity and try and increase the speed of movement.

Safety

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

Throlf (throwing golf)

Curriculum Content Descriptions

Years 3 & 4: ACPMP043

What to do:

Set up a range of targets at different heights over a designated course. The course is to include underarm throwing, overarm throwing, slinging, and overhead throwing. 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.

Equipment:

- ⇒ Targets such as chairs, hoops, buckets, poles.
- ⇒ Variety of implements to throw



Teaching Tips

- ⇒ Non throwing side of body remains braced during throw to allow implement to be released with maximum force.
- ⇒ Keep looking at the target to assist with accuracy.
- ⇒ Remain balanced after the delivery.
- ⇒ For maximum distance participants should start in a low position and finish in a tall position.

Change it!

1. Vary the implements being thrown.
2. Vary the position of the implement being thrown: underarm, overarm, overhead, push from chest level, sling, all throws from right and left sides (dominant and non dominant).
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.
- ⇒ Be aware of safety considerations when setting up 'Throlf' course—ensure all throwing areas are dry and clear of foreign objects. Throwers should always be placed a minimum of 5m apart when performing slinging throws and a minimum of 2m apart for all other throws.

What to do:

Squeeze Step is a movement-based non-verbal game of Chinese Whispers. Divide participants into groups of 3 standing side-by-side, holding hands. One player is the leader, who can be in any position in the line. Using hand squeezes and forward/backward/sideways movements of joined hands, the leader shows how many steps and in what direction the group should move (e.g. moving hands forward and squeezing 3 times means 'move forward 3 steps'). The message is passed from the leader along the line, using the hands only. Once all players in the group have the message, they move in unison. Change leaders regularly.

Equipment:

⇒ Indoor/outdoor playing area



Teaching Tips

- ⇒ Change leaders regularly.
- ⇒ Encourage participants to work together and move in unison to build trust and teamwork.

Change it!

1. Work in pairs.
2. Increase the number of players in each team.

Safety

- ⇒ Check there is enough space between participants/groups and that the area is clear of obstacles.

Lesson 1 Closure and Review

Group Discussion Questions:

What should your arms be doing when you are running?

- ⇒ If you are holding a baton does it effect your active arm action?
How can you make sure you keep you arms moving while holding a baton?

When you change pace from gear 3 (easy run) to gear 4 (sprint) what do you need to do with your arms and legs?

When you land from a hop or jump, how should you have your hips and knees?

- ⇒ Why should your hips and knees be bent?

What difference do you notice when you throw underarm compared to overarm?

- ⇒ Which type of throw is easier to throw further? Why?

Teaching Notes:

- Arms held at 90 degrees with a punch back action at all times.
- Sprinting requires a higher knee action, drive the thigh to be parallel to the ground.
- When landing, absorb the impact of a jump or a hop by bending at the hips and knees.
- When throwing, start from a low position and finish in a high position. This allows for greater momentum and force to be applied to the 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 2

Fundamental skills of running, jumping and throwing.

Learning Intention:

- Participants will be able to dodge around and leap over objects while running.
- Participants will learn how to jump using a skipping rope using the balls of their feet.
- Participants will practice throwing for distance and accuracy and devise strategies to work effectively as a team.

Skill focus: Running, dodging, leaping, jumping, throwing, accuracy, rolling, teamwork.

Equipment: Marker cones, slalom poles or cones, hoops, mini hurdles, foam wedges, cardboard boxes, skipping ropes, bean bags.

Australian Curriculum Links

Key Learning Area: Health and Physical Education

Strand: Movement and Physical Activity

Sub-Strand: Moving our Body

Curriculum Content Descriptions Year 3 & 4: ACPMP043, ACPMP045

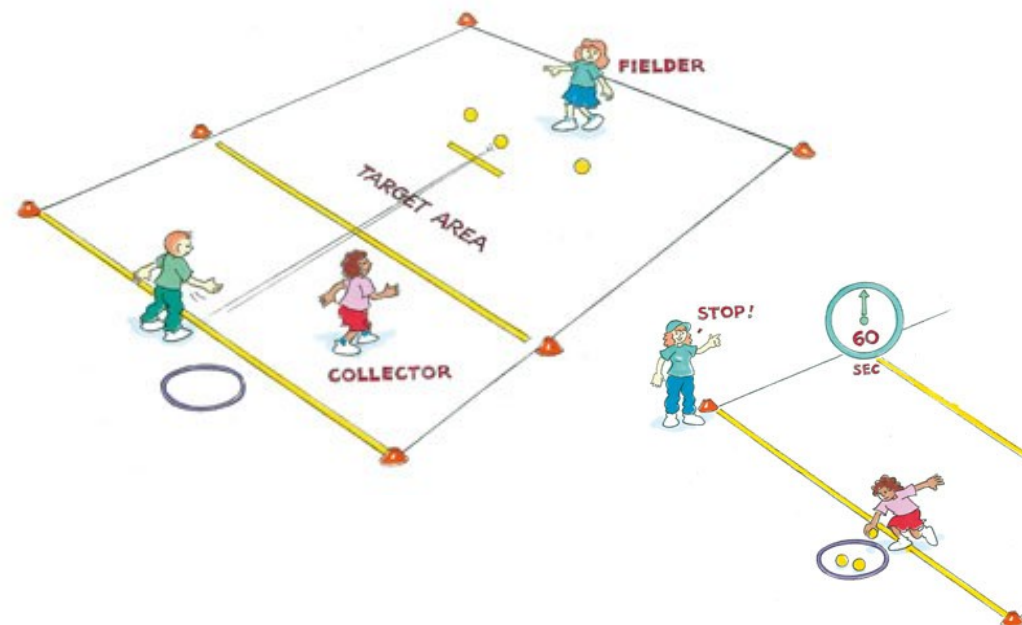
	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Collect 3
	5 mins	Running	Slalom running
	5 mins	Running	Racing obstacles
	10 mins	Jumping and hopping	Skipping
	10 mins	Throwing (accuracy)	Throw, throw, throw
	5 mins	Warm down	Follow the line
	5 mins	Closure and review	What did you learn today?

What to do:

3 Participants – a feeder, a collector and a fielder work cooperatively. The feeder rolls 3 balls in quick succession into the target area. The collector has to gather the balls with the assistance of the fielder, running against the clock, and return them to a hoop. Allow the collector a set period to collect balls, e.g. 60 seconds. Rotate roles. Balls out of the target area are not collected for scoring – the fielder returns them to the hoop. If all balls roll out, the feeder has a second attempt.

Equipment:

- ⇒ Cones to mark a starting line and target area
- ⇒ 3 tennis balls per group
- ⇒ One hoop or container for returned balls
- ⇒ Stopwatch



Teaching Tips

- ⇒ Talk to participants about the cooperative aspect of accurate feeding (target rolling) and efficient fielding and how they interrelate for a good result.
- ⇒ Use this activity as a warm-up or transition to a variety of running activities or target games.

Change it!

1. Cooperative team challenge – add each participant's score together to give a team total.
2. Number of balls – use 2 balls (easier), 4 balls (harder).
3. Balls – use different rolling balls (slow v fast rolling).
4. Target area – vary the size and shape. Mark a zone within the target area for bonus points if the feeder rolls balls into the zone.

Safety

- ⇒ Ensure there is sufficient space between groups.
- ⇒ If a ball enters another group's area, play must stop before the ball is retrieved.
- ⇒ The fielder does not enter the playing area.

Slalom running

Curriculum Content Descriptions

Years 3 & 4: ACPMP043

What to do:

Participants should be organised into groups of about 8. Each group is divided so that half the group is at either end of the slalom course. First participant in each group runs slalom style through an established slalom course. When participant reaches the end of slalom course, high five the next runner to “Go” .

Equipment:

- ⇒ Marker cones
- ⇒ Slalom poles



Teaching Tips

- ⇒ Encourage participants to focus on moving forward and moving around the markers by lowering body and bending knees, use arms for balance and push hard off the outside leg to change direction.
- ⇒ Practise starting with either leg forward to keep body balanced and see which side is more comfortable.
- ⇒ Emphasising that in a standing start position, opposite arm forward to leg is maintained.

Change it!

1. Encourage movement from a slow pace to a faster pace appropriate to the ability of the individuals within the group.
2. Vary the distance and angles between the markers to create different curves.
3. Add soft rings to practice baton carrying and baton exchange.

Safety

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

What to do:

Participants are organised in to groups - no more than 3 - 4 in a line. Set up numerous straight courses with obstacles to run over. Have a variety of courses established, some with obstacles at fixed distance apart, suggested 5 or 6 metres and some courses with obstacles placed at random distances apart.

Encourage all participants to attempt all courses.

Equipment:

- ⇒ Mini hurdles
- ⇒ Hoops
- ⇒ Marker cones
- ⇒ Foam wedges
- ⇒ Cardboard boxes



Teaching Tips

- ⇒ Focus on keeping the head stable and eyes forward to assist in running in a straight line.
- ⇒ Encourage an active arm action - arms held at 90 degree angle focusing on punching the elbows back during running phase.
- ⇒ Encourage participants to maintain running rhythm on obstacle approach and after obstacle clearance to ensure consistent speed is sustained.
- ⇒ Practice clearing the obstacles with either leg leading to develop both sides of the body.

Change it!

1. Encourage a move from a slow pace to a faster pace, depending on the ability of the individual.
2. Practise starting with either leg forward and encourage correct starting mechanics—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 participating individuals.
4. Time the activity.

Safety

- ⇒ Keep the obstacle heights appropriate to the individual's ability.
- ⇒ Ensure there is sufficient space between groups and individual participants.

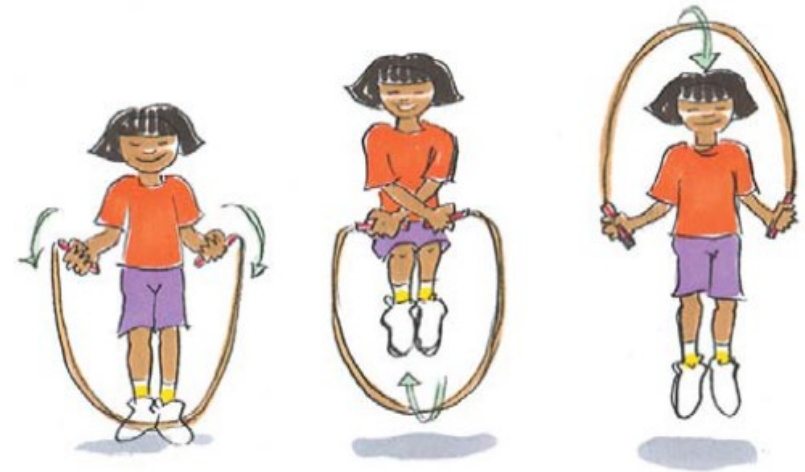
What to do:

Divide the group into pairs. One of the pair holds the skipping rope behind the heels, participants challenge themselves to skip as many two-foot jumps within a time limit. Partner counts how many contacts in 15 seconds and then changes over

Equipment:

⇒ Skipping Ropes (appropriate length for participants)

Note: 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 to keep body tall with a flat back.
- ⇒ Jump from the balls of the feet, with feet together and knees slightly bent.

Change it!

1. Move forward while skipping.
2. Vary the speed of skipping.
3. Time the activity and try and increase the speed of movement.
4. Increase or decrease the time limit.

Safety

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

Throw, throw, throw!

Curriculum Content Descriptions

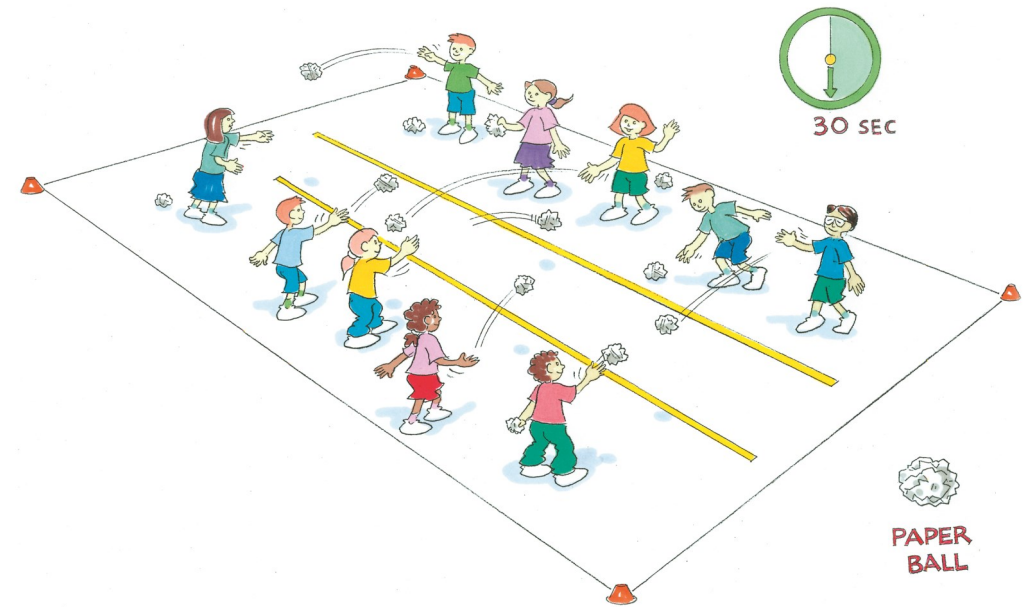
Years 3 & 4: ACPMP043, ACPMP045

What to do:

Form two groups, each group to face the other, spaced at least 10 – 15 metres apart with the space in between the groups designated as a strictly 'no go' zone for participants. Each participant has minimum 2 beanbags. On a signal, participants throw their beanbag underhand over a line in the direction of the opposite group. Bean bags that land over the line may be collected and thrown back. After a set period, beanbags are counted to see which group has the lesser number of bean bags on their side of the line. Encourage groups to discuss team strategy e.g. should some of the team be collectors and some throwers

Equipment:

- ⇒ Marker cones
- ⇒ Bean bags



Teaching Tips

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

Change it!

1. Ensure both right and left arms (dominant and non-dominant) are used.
2. Participants remain seated for the activity to help develop the skill of throwing.
3. Increase or decrease the time limit.
4. Teams can score extra points if they catch bean bags landing on their side.

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 implements are to be collected and how they are to be returned to the throwing position.

What to do:

Designate one participant as the tagger. All other participants are scattered around the court on a line. On your signal, participants begin to move around the court, following the lines. The tagger tries to tag participants by following the lines.

Once a participant is tagged, they must sit down in the spot they were tagged and become a 'force field'. This means they stop any players from getting past, except for the tagger. 'Force fields' cannot move. The game continues until all players have been tagged. (Play with 8–30.)

Equipment:

⇒ An indoor/outdoor playing area marked by lines that intersect with one another, or tape/chalk for line markings.



Teaching Tips

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

Change it!

1. Use cones or bins to be 'force fields' at the start of the game.
2. Introduce a participant who can free 'force fields'.
3. Introduce more than one tagger.
4. Vary the locomotion movement in which participants travel (e.g. hopping, jumping, lunges, side step, grape-vine).

Safety

- ⇒ When participants are 'force fields', make sure their hands are off the ground.
- ⇒ The tagger must tag gently between the shoulders and the waist.

Lesson 2 Closure and Review

Group Discussion Questions:

Should you have your body low or high when you're running around objects?

⇒ Should you push off your inside or outside leg?

Why should you keep the same rhythm while you're approaching an object to leap over?

When jumping with a skipping rope, what part of your foot should you jump off?

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

What strategies did your team use to play Throw Throw Throw?

⇒ Did these strategies help you get a better score and how?

Teaching Notes:

- Lower the body when going around slalom poles.
- Encourage participants to maintain running rhythm on obstacle approach and after obstacle clearance to ensure consistent speed is sustained.
- Land and jump of the ball of the foot when skipping with a rope, this encourages correct technique when taking off in track and field events.
- When throwing, emphasise opposite foot forward to throwing arm to maintain balance.
- Finish throw with a long arm to generate force.

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

Consolidating skills of running, jumping in all directions and throwing for accuracy.

Learning Intention:

- Participants will be able to take off for a sprint from a still starting position practicing acceleration and reaction agility.
- Participants will be able to modify their pace while running.
- Participants will learn how to jump in all directions using a stable two-foot take off and landing.
- Participants will throw for distance using two hands and practice accurate shot placement to avoid fielders.

Skill focus: Running, jumping, throwing, shot placement, accuracy, teamwork, balancing.

Equipment: Marker cones, stop watch, whistle, chalk, hoops, buckets, soccer balls, basketballs, light medicine balls (1kg).

Australian Curriculum Links

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Strand: Movement and Physical Activity

Sub-Strand: Moving our Body

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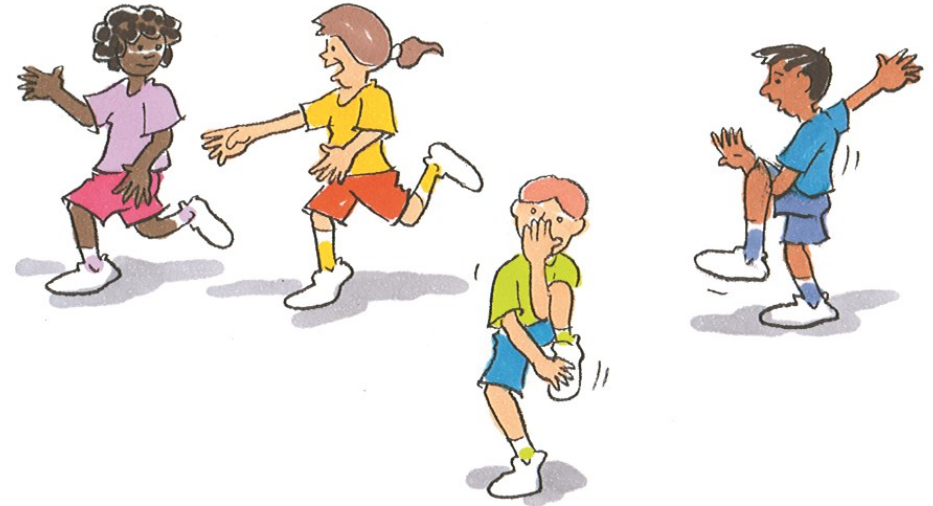
	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Nose and toes tag
	5 mins	Running	Starting position
	5 mins	Running	Animal run
	10 mins	Jumping and hopping	Time warp
	10 mins	Throwing (accuracy)	Beat the bucket
	5 mins	Warm down	Frozen tag
	5 mins	Closure and review	What did you learn today?

What to do:

When you say 'GO!', three taggers try to tag other players. Once tagged, a player must hold the toes of their left foot with their right hand. To become free, they must pass their left arm under their left knee and touch their nose.

Equipment:

⇒ 3 bibs for the taggers



Teaching Tips

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

Change it!

1. Players only hold the toes of their left foot for 3 seconds and are then free.
2. Increase the number of taggers.
3. Players have to balance on their non-preferred leg.

Safety

- ⇒ Players need to get their balance before trying to touch their nose.
- ⇒ Make sure the playing area is free of obstructions.

What to do:

Participants practice varying starting positions focusing on moving from a low position to a sprinting position. Participants are on a start line with a bean bag opposite them approximately 10 meters away. Participants begin in a starting position of your choice, eg. Sitting facing away, lying prone, facing away or sitting with knees up or cross legs. On the coach's call, participants sprint to their end line, approximately 10m away, pick up their bean bag and sprint back to the start line.

Equipment:

- ⇒ Marker cones
- ⇒ Bean bags



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.
- ⇒ Active arms to improve acceleration – arms held at 90 degree angle focusing on punching the elbows back.
- ⇒ Ensure all participants have numerous opportunities

Change it!

1. Vary the starting positions:
 - Sitting facing forwards/facing away
 - Lying prone facing away
 - Knees crossed
 - Plank position - start by getting into a press up position. Bend your elbows and rest your weight on 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.

Safety

- ⇒ Keep the running distances appropriate to the group's ability – recommended 10-20 metres.
- ⇒ Ensure there is sufficient space between groups and individual participants.

What to do:

Discuss with the whole group animals that represent four different speeds of movement: e.g. turtle=walk, pig=jog, horse=easy run and cheetah=sprint. Call out the name of one of the four designated animals and have the group begin moving at that animal's speed. Call new animals periodically to vary the group's pace.

Equipment:

- ⇒ Marker cones
- ⇒ Whistle
- ⇒ Stop watch



Teaching Tips

- ⇒ Change the running speed gradually to encourage an even change or speed rather than a dramatic change.
- ⇒ Participants to breathe naturally to stay relaxed.
- ⇒ Spend most of the total activity time on jogging and easy running pace to enable the activity to continue for a longer duration. Space out the sprint intervals to allow for sufficient recovery .
- ⇒ Don't expect the group to stay together. Accept that

Change it!

1. Run varying distances - for example do the turtle phase for 40m, pig for 30m, horse for 20m and cheetah 10m. Next time add 10m to each phase.
2. Vary the running area - this activity can be run around an oval, gym, basketball court etc.
3. Run to time - have a set amount of time for each movement, for example 5 or 10 seconds.

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.

What to do:

Divide group into groups of 4 and mark out a simple jumping pattern to include jumping sideways, forwards and backwards. First participant in each group jumps through the established course. When participant reaches the end of the course, they call out 'go' to indicate to the next participant to begin.

Equipment:

- ⇒ Marker cones
- ⇒ Chalk to draw course
- ⇒ Hoops



Teaching Tips

- ⇒ Focus on keeping the head stable and eyes forward to encourage upright position with flat back.
- ⇒ Encourage landing with bent hips, knees and ankles to absorb force.
- ⇒ Encourage a stable landing so the participant is balanced and ready to take off again.
- ⇒ Triple extension on take off – hips, knees and ankles to generate force.

Change it!

1. Land on a specific target.
2. Introduce obstacles to jump on and off.
3. Increase the distance to be jumped with grids and lines.

Safety

- ⇒ Safe landing area.
- ⇒ Stable obstacles to jump on and off.

Beat the bucket

Curriculum Content Descriptions

Years 3 & 4: ACPMP043, ACPM0045

What to do:

In groups of 10, set up diamond shape batting area with three bases, a home plate and a bucket in the middle of the diamond. **Base Runners**— one 'base runner' in each group and the rest of the group is fielders. The base runner walks to the home plate and throws three balls into the field. The base runner runs to first base after all three balls have been thrown and keeps running around bases until a fielder calls 'STOP!'. The base runner changes places with someone in the field when 'STOP!' is called. The new runner starts at home base. **Fielders**—can't gather balls until all 3 are thrown, fielders gather and throw balls to base fielder. Fielders on the bases run balls to the bucket and call 'STOP!' when all balls are returned.

Equipment:

- ⇒ Balls—light medicine balls, soccer balls or basketballs
- ⇒ Hoops and buckets



Teaching Tips

- ⇒ Don't stop before throwing to maintain rhythm.
- ⇒ Keep hips facing the target and remain tall throughout the throw in overhead throw.
- ⇒ Keep the implement high above the head to keep body tall.
- ⇒ Remain balanced after the delivery.
- ⇒ Keep facing the direction of the throw to assist with accuracy.

Change it!

1. Vary the implements being thrown.
2. Practise starting steps from either leg.
3. Vary the position of the implement being thrown: overhead, push from chest level, sling from the right and left sides (dominant and non dominant), overhead backwards throw.
4. Slings - 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.
5. Keep score as to which participant has gained the most bases.

Safety

- ⇒ Ensure there is sufficient space between groups and individual participants.
- ⇒ Base runner needs to look ahead when running to avoid collision with fielders.
- ⇒ Fielders need to be aware of other fielders and the base runner to avoid collisions.

What to do:

When you say 'GO!', one or two taggers try to tag other players. Once tagged, a participant must hold the particular static pose that you call out. To become free, they must hold this position for 5 seconds. Static holds could include front support, rear support, stork stand, crab support, straddle stand.

Equipment:

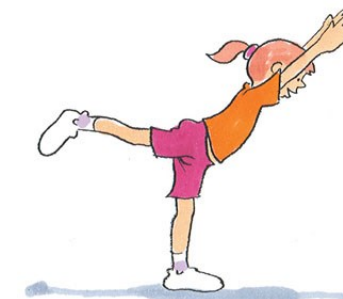
⇒ Playing area.



FRONT SUPPORT



ANGRY CAT



ARABESQUE

Teaching Tips

- ⇒ Set up the playing area to allow plenty of space for static poses.
- ⇒ This activity can be used as a warm-up or transition to a variety of running activities.

Change it!

1. Vary the way in which participants can be freed e.g. other participants could touch them, crawl underneath them, or step over the top of them.

Safety

- ⇒ Participants need to maintain core stability in the static position.

Lesson 3 Closure and Review

Group Discussion Questions:

What do you need to do with your arms in order to take off quickly from a still starting position?

⇒ How does active arm movement help you accelerate quickly?

Should your hips, knees and ankles be straight or bent when you land from a two-foot jump?

⇒ Why should you have bent hips, knees and ankles when you land?

What should you do with your feet when you throw a ball?

⇒ Why should you step forward as you throw?

How did you decide where to aim the ball when you were playing beat the bucket?

How did you work as a team to get the balls into the bucket as quickly as possible?

Teaching notes:

- Active Arms drives the body forward
- Absorb the impact of landing by bending at the hips, knees and ankles
- Push all the way through the throw, step forward into the throw to propel the implement 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 4

Consolidating skills of running, jumping and throwing from a jogging start.

Learning Intention:

- Participants will be able to carry, pick up and put down an object while maintaining running pace.
- Participants will be able to jump, hop and move forward using a skipping rope.
- Participants will be able to throw for distance and accuracy from a jogging start.

Skill focus: Catching, throwing, running, jumping, hopping, accuracy.

Equipment: Marker cones, baton or soft ring, box or rubbish bin (approximately hip height of participants), stop watch, whistle, skipping ropes, small balls, bean bags, vortex, 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 3 & 4: ACPMP043

	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Cone Grab
	5 mins	Running	Baton running
	5 mins	Running	Pickup run
	10 mins	Jumping and hopping	Skip to my lou
	10 mins	Throwing (accuracy)	Jog and throw
	5 mins	Warm down	Number change
	5 mins	Closure and review	What did you learn today?

What to do:

1. Split the group into pairs. Each pair faces each other one metre apart on a line.
2. Each pair has a marker cone upside down placed between them.
3. The facilitator or a participant calls out a variety of body parts and then calls cone. (e.g. knees, shoulders, nose, elbows, head, cone!)
4. The first one to grab the cone is the winner of that round.
5. Repeat a number of times.

Equipment:

- ⇒ Two lines for participants to stand opposite each other.
- ⇒ One marker cone per pair.



Teaching Tips

- ⇒ Keep in a squat position so to be able to reach for the cone
- ⇒ Remain alert, listen carefully

Change it!

1. Continually change the body parts called and the length of time between calling cone.
2. Change the pairings.
3. Add a short jog at the end of each round before re-turning to repeat the activity.

Safety

- ⇒ Players should remain 1 metre apart to avoid bumping heads.

What to do:

Participants are placed into teams and into shuttle relay formation. Each team has a box or similar (approximately hip height of participants) placed in the middle of their running area. First participant runs holding the relay baton and places relay baton on box, then runs on to high five next participant. This participant runs towards box, picks up relay baton and runs on to pass to next participant. Continue on until all participants have participated.

Equipment:

- ⇒ Marker cones
- ⇒ Relay baton or soft rings
- ⇒ Box or rubbish bin to be of approximately hip height of participants



Teaching Tips

- ⇒ Encourage participants to maintain active arm action - arms held at 90 degree angle focusing on punching the elbows back while carrying the baton.
- ⇒ Ensure all participants understand correct standing start mechanics - opposite arm opposite leg forward, eyes focused forward.
- ⇒ Feet, hips and shoulders facing the direction you are running.

Change it!

1. Encourage movement from a slow pace to a faster pace depending on the ability of the individuals.
2. Practise starting with either leg forward and ensure correct standing start mechanics – opposite arm to leg forward, eyes focused forward and weight evenly distributed. Feet, hips and shoulders facing the direction you are running.
3. Use both right and left hands to carry the baton.
4. Move to a relay.
5. Time the activity and try and increase the speed of movement.

Safety

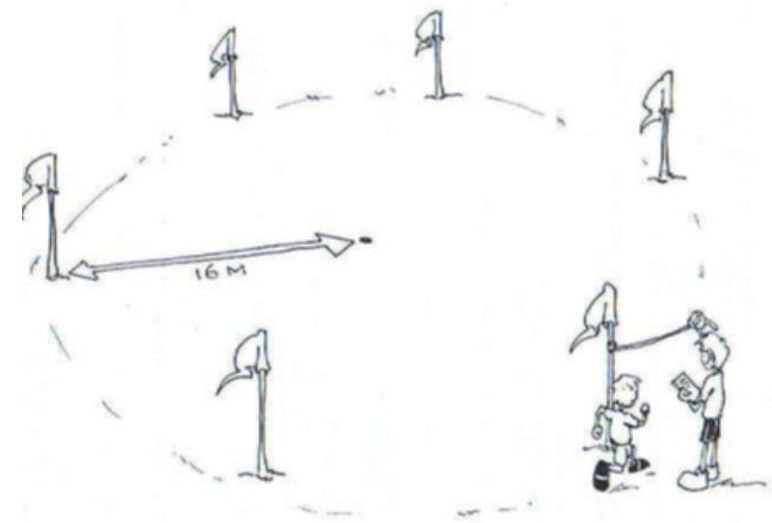
- ⇒ Ensure the playing area is clear of any obstructions.
- ⇒ Ensure there is sufficient space between relay teams and between individual participants.

What to do:

Set up a 100 – 200metres 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 and stay relaxed.

Change it!

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

Safety

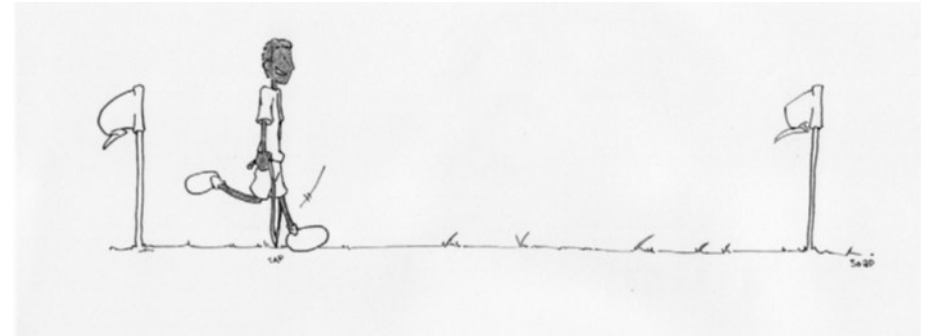
- ⇒ Ensure that the pace of running is appropriate to the group's ability.
- ⇒ Ensure that the length of time spent on this activity is appropriate to the group's ability.

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 to keep body in upright position with a flat back.
- ⇒ Jump from the balls of the feet, with feet together and knees slightly bent to absorb impact.

Change it!

1. Vary the speed of skipping.
2. Time the activity and try and increase the speed of movement.
3. Participants to hop with a skipping rope.
4. Partner up: have players pair up, with one player turning the rope while they both jump it.

Safety

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

What to do:

Mark out four throwing lines 5, 6, 7 and 8 metres away from the target. Set up a line 5 metres behind the throwing line. This is where participants start their jog in to throw. In groups of about 4 participants take turns jogging 3 – 5 steps and throwing an implement over arm at one of the targets. One throw per participant before objects are retrieved. Repeat for a given number of rounds eg. 5 throws for each participant. Participants use a different hand when throwing in each round.

Equipment:

- ⇒ Small balls
- ⇒ Bean bags
- ⇒ Vortex
- ⇒ Targets



Teaching Tips

- ⇒ Don't stop before throwing to maintain rhythm.
- ⇒ Keep hips facing the target and remain tall throughout the throw in overhead throw.
- ⇒ Remain balanced after the delivery.
- ⇒ Keep the implement high above the head to keep body tall.
- ⇒ Keep facing the direction of the throw to assist with accuracy.
- ⇒ Ensure opposite leg to throwing arm is forward to maintain balance and generate force.

Change it!

1. Vary the implements being thrown.
2. Throw from the non dominant side.
3. Throw for distance.
4. If using small balls or bean bags set up a "catcher" placed at a safe distance.

Safety

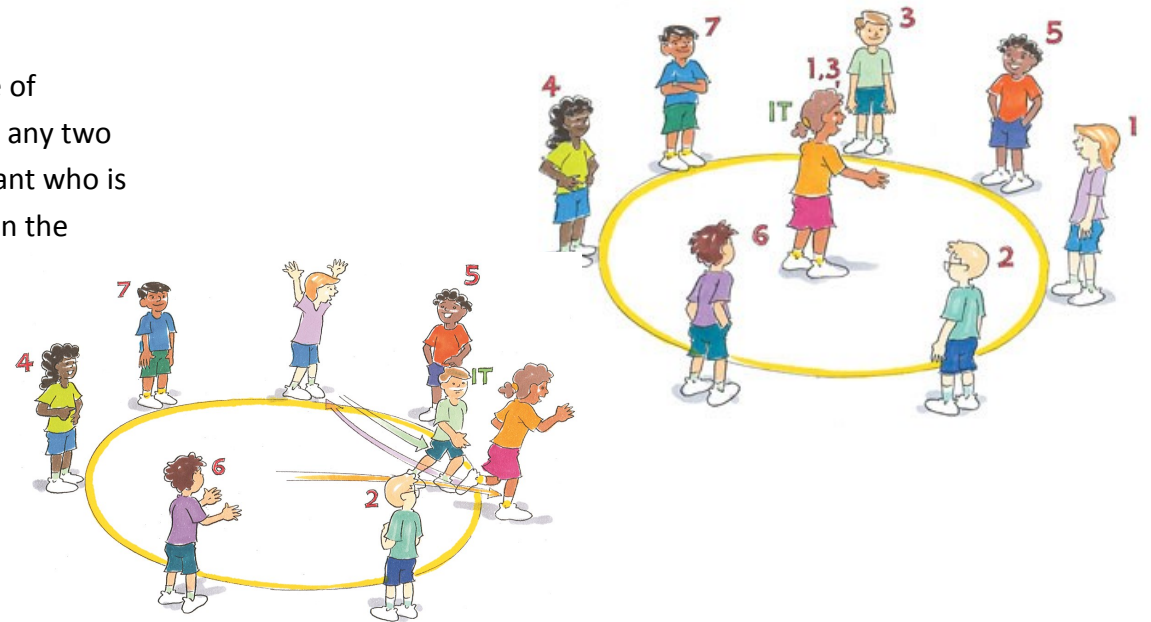
- ⇒ Ensure there is sufficient space between groups and individual participants.
- ⇒ Don't let students collect objects until everyone has finished their throw.

What to do:

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

Equipment:

⇒ Playing area.



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 participants use when changing positions (e.g. skipping, hopping, jumping).

Safety

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

Lesson 4 Closure and Review

Group Discussion Questions:

What is the best way to stand when you are starting a running activity?

- ⇒ Students to demonstrate opposite arm forward to opposite leg
- ⇒ Why is it best to start with opposite arm forward to opposite leg?

Why is it important to breathe naturally and stay relaxed when running longer distances?

When jumping with a skipping rope, what part of your foot should you jump off?

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

Why do you face the direction of the throw when aiming at the targets?

Teaching Notes:

- Ensure all participants understand correct standing start mechanics – opposite arm opposite leg forward in order to propel yourself into a running action most efficiently.
- Breathing should be kept as even as possible whilst running as this helps to keep running at an even pace.
- Jump off the balls of the feet to assist in propelling upward.
- Keep facing the direction of the throw to assist with accuracy

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

Refining skills of running, jumping with two-foot landing and throwing using whole body.

Learning Intention:

- Participants will be able to exchange a baton with another participant and leap over objects while running.
- Participants will be able to jump between targets using one-foot take off and two-foot landing.
- Participants will be able to throw using their whole body.

Australian Curriculum Links

Key Learning Area: Health and Physical Education

Strand: Movement and Physical Activity

Sub-Strand: Moving our Body

Curriculum Content Descriptions Year 3 & 4: ACPMP043, ACPMP045.

Skill focus: Catching, throwing, running, leaping, jumping.

Equipment: Marker cones, baton or soft ring, mini hurdles, hoops, light medicine balls, soccer balls, basketballs.

	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Kai
	5 mins	Running	Supersonic baton passing
	5 mins	Running	Count your strides
	10 mins	Jumping and hopping	Frogs and lily pads
	10 mins	Throwing (accuracy)	Throwing around the world
	5 mins	Warm down	Keep the ball up
	5 mins	Closure and review	What did you learn today?

What to do:

In small groups, participants stand in a circle about 1 metre apart and hit a ball up in the air with the palm of the hand. The aim is to try to make the most number of successive hits without the ball hitting the ground. Alternatively, with beginners, allow participants to pass and catch, reducing the time the ball is held ('hot potato' action). **Cooperative variation - Letters of the alphabet** – each team attempts to make as many hits as they can without dropping the ball, calling out a consecutive letter of the alphabet or number on each hit. **Rules** – the team starts from the letter 'A' again if participants: miss the ball and it hits the ground, hit the ball twice in succession, hit the ball back to the player who previously hit it to them, do not keep their hands open and flat when contacting the ball.

Equipment: Open playing area, small beach ball or soft sponge ball per team.

Aboriginal and Torres Strait Islanders histories and

cultures: In this game from the Torres Strait, a number of participants stood in a circle and sang the 'kai wed' (ball song) as they hit the ball up in the air with the palm of their hands. The game was played using the thick, oval, deep red fruit of the kai tree, which is quite light when



dry.

Teaching Tips

- ⇒ Play for 2–3 minutes. The winning team is the one that has worked furthest through the alphabet.
- ⇒ Alternatively, teams start at the same time and work for a set period of time noting the highest letter they reached without dropping the ball.

Change it!

1. Vary the distance between participants.
2. Vary the size and type of ball.
3. A buddy system with two participants working in tandem will ensure everyone is included.
4. For beginners, allow players to start again at the last letter of the alphabet they reached rather than returning to 'A'. Or allow multiple touches.
5. An alternative is for participants to call out their name on each hit – a good ice-breaker where participants are unfamiliar with each other.

Safety

- ⇒ Choose an area away from walls and other obstructions.
- ⇒ Enforce a 'lost ball' strategy. Participants signal their intent to enter another playing area.
- ⇒ Use Change it to accommodate different participants abilities.

Supersonic baton passing

Curriculum Content Descriptions

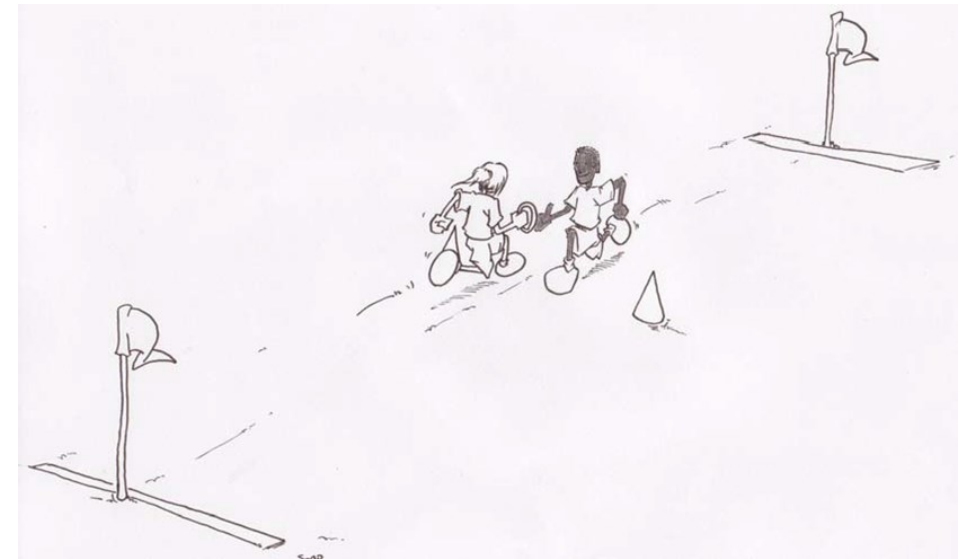
Years 3 & 4: ACPMP043

What to do:

Pair participants and stand each of the pair opposite the other, approximately 10 - 20 metres apart, ensure one of the pair has a soft ring or relay baton. On a starting command from the coach both partners run towards each other, exchanging the baton midway while in motion. Continue to run to end of the area.

Equipment:

- ⇒ Marker cones
- ⇒ Relay batons or soft rings



Teaching Tips

- ⇒ Encourage participants to maintain active arm action - arms held at 90 degree angle focusing on punching the elbows back while carrying the baton.
- ⇒ Ensure all participants understand correct standing start mechanics – opposite arm to leg forward, eyes focused forward and weight evenly distributed. Feet, hips and shoulders facing the direction you are running.
- ⇒ Focus on keeping the head stable and eyes forward to keep body upright.
- ⇒ Shoulders and hips are square and moving in the direction you are running.
- ⇒ Participants maintain speed through the baton exchange.

Change it!

1. Move from a slow pace to a faster pace depending on the ability of the individuals.
2. Practise starting with either leg forward and ensure correct starting mechanics (see teaching tips).
3. Ensure that both right and left hands carry the baton.
4. Time the activity and try and increase the speed of movement.

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:

Set up straight courses of varying obstacles – mini hurdles, hoops and marker cones. Set up obstacles at consistent distance apart - suggested 5 or 6 metres. Ask participants to run nominated number of strides between obstacles – suggested 3, 4 or 5 strides. Participants to count their own strides between obstacles.

Equipment:

- ⇒ Mini hurdles
- ⇒ Hoops
- ⇒ Marker cones



Teaching Tips

- ⇒ Focus on keeping the head stable and eyes forward to assist in running in a straight line.
- ⇒ Encourage participants to maintain active arm action - arms held at 90 degree angle focusing on punching the elbows back.
- ⇒ Encourage running tall with full extension of rear leg.
- ⇒ Encourage participants to maintain running rhythm on obstacle approach and after obstacle clearance.
- ⇒ Practice clearing the obstacles with either leg leading to develop both sides of the body.

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 (see teaching tips).
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.

Frogs and lily pads

Curriculum Content Descriptions

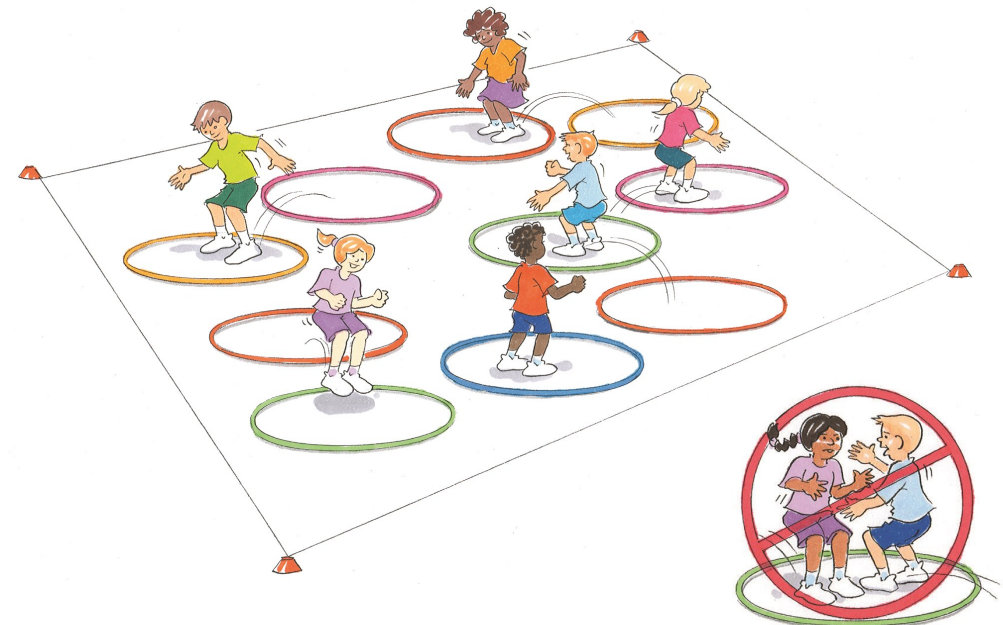
Years 3 & 4: ACPMP043

What to do:

A 15 x 15m square is marked out by cones (creating a “pond”). Hoops to be used as lily pads. Randomly distribute the hoops inside the pond, making sure that hoops are placed at an appropriate distance apart so that participants can jump from hoop to hoop. Participants (frogs) to stand on one foot and jump to another lily pad landing on two feet.

Equipment:

- ⇒ Marker cones
- ⇒ Hoops



Teaching Tips

- ⇒ Look ahead, not at the ground to help maintain balance.
- ⇒ Encourage landing with bent hips, knees and ankles to absorb impact.
- ⇒ Use the arms to stabilise the whole body movement.

Change it!

1. Move some lily pads further apart to provide a challenge and increase jumping distance.
2. Participants (frogs) may jog to a lily pad and perform a one foot take off from one lily pad landing in another lily pad with a two foot stable landing to increase difficulty.
3. Count how many lily pads a frog can jump on in a set time.
4. Introduce a tagger to become the “frog eating crocodile”. Participants must jump around the pond and avoid the tagger. Participants are safe if they are standing on a lily pad but can be tagged if in the air or in the pond. If a participant is tagged, they join the tagger.

Safety

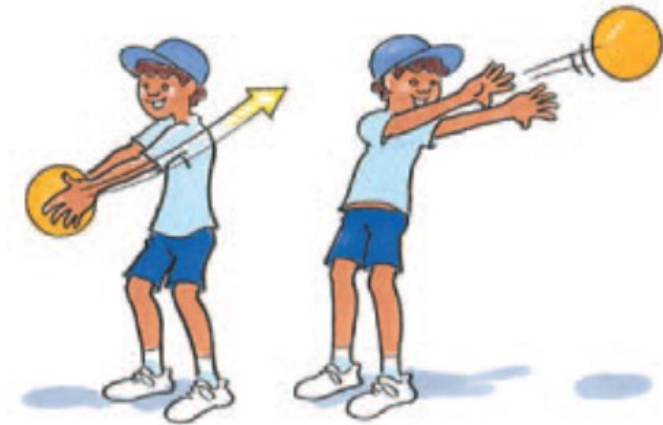
- ⇒ Distance of the hoops appropriate to the group’s ability with a variation of hoop distances to cater for varying skill levels
- ⇒ Encourage participants to look before they jump so they don’t collide with other participants—eyes forward.
- ⇒ One frog per lily pad only.

What to do:

Form small groups eg. 4 per group. Starting with their back facing the direction of the throw, the first participant throws a ball around their body in a slinging action with two hands to practise rotation throws. Four target areas need to be marked out – 5, 10, 15 and 20 metres away from the throw line. One throw per participant before objects are retrieved and passed on to the next participant.

Equipment:

⇒ Basketballs or soccer balls



Teaching Tips

- ⇒ Use whole body to throw to generate power.
- ⇒ Big muscles before small muscles in throwing action to generate power.

Change it!

1. Throw from the non dominant side.
2. Throw for a target.
3. Throw backwards overhead.
4. Throw forwards overhead.

Safety

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

Keep the ball up

Curriculum Content Descriptions

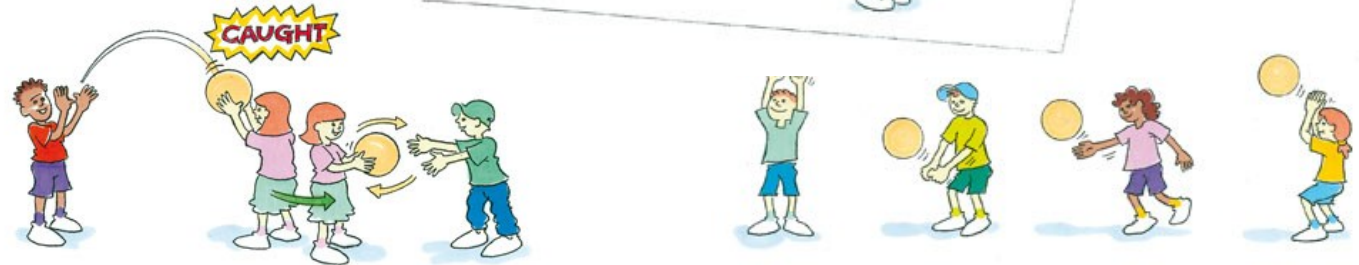
Years 3 & 4: ACPMP043, ACPMP045

What to do:

A group of players try to keep a ball off the ground by passing it to each other. (Groups of 3 or more). Choose a medium sized ball. A beach ball or similar is suitable for beginners. Start with a free-play version – rules can be decided later. Introduce rules as required with Change it. Encourage a variety of passes – ‘hot potato’, where the ball is immediately hit away is a useful variation.

Equipment:

- ⇒ Light medicine balls (1kg)
- ⇒ Basket/Soccer balls



Teaching Tips

- ⇒ Teachers or coaches can modify the game by allowing any suitable pass to and from a player with less developed skills or restricted movement.
- ⇒ E.g. Player 1 passes to Player 2 who catches the ball, makes an appropriate pass to Player 3 who immediately returns the ball to Player 2 and the game continues.

Change it!

1. Play 2 v 2 – decide whether you want the no-go space between pairs to be out of bounds. Decide whether both players must touch the ball before it is returned. Is a 3rd or 4th touch allowed before return?
2. Other combinations – 2 v 3, 2 v 4.
3. Vary the type and size of ball including balloons, type of pass, allowable number of consecutive hits per person. A smaller playing area assists participants with coordination or mobility restrictions.

Safety

- ⇒ Choose a flat, obstacle-free playing surface.
- ⇒ Ensure participants know what to do if a ball strays into another group.
- ⇒ Encourage participants to call ‘mine’.

Lesson 5 Closure and Review

Group Discussion Questions:

What can you do to help you keep running at the same pace when you approach a hurdle or baton exchange?

What did you do with your arms when you were jumping from one hoop to another in Frogs and Lilypads?

⇒ How does having an active arm action help you jump?

When you land from a jump, how should you have your hips and knees?

⇒ Why should your hips and knees be bent?

What does it mean to use big muscles before small muscles in throwing action?

⇒ Choose a student to demonstrate this action.

Teaching Notes:

- It is important to maintain your speed when approaching a hurdle or passing a baton so you don't lose time in a race
- When jumping, drive the arms as you are jumping up to help propel yourself into the jump.
- When throwing, start low and finish high. Use the big leg muscles first to put power behind the object you are throwing.

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

Refining skills of running and modifying pace, hopping in different directions and throwing for accuracy.

Learning Intention:

- Participants will be able to vary their running pace from jog to sprint and sprint from standing start.
- Participants will be able to hop from both legs using a stable landing.
- Participants will practice throwing over arm at a moving target.

Skill focus: Running, hopping throwing, accuracy.

Equipment: Marker cones, whistle, stop watch, hoops, dots, swiss balls, small balls or bean bags.

Australian Curriculum Links

Key Learning Area: Health and Physical Education

Strand: Movement and Physical Activity

Sub-Strand: Moving our Body

Curriculum Content Descriptions Year 3 & 4: ACPMP043, ACPMP045, ACPMP108* (see notes on Gorri activity card)

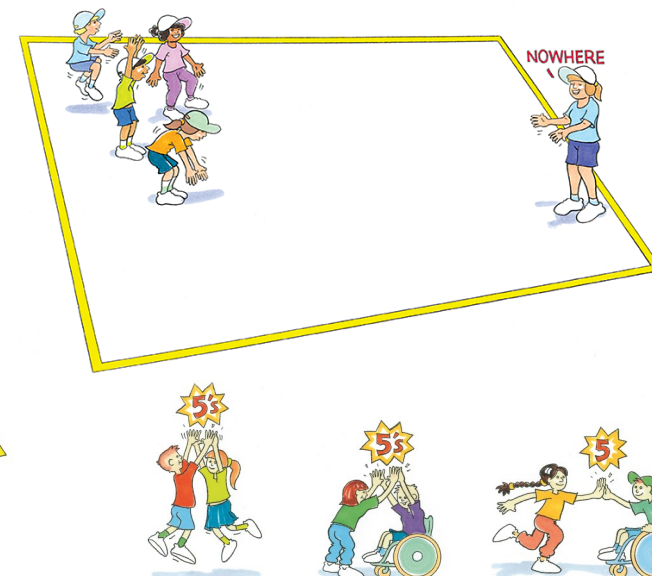
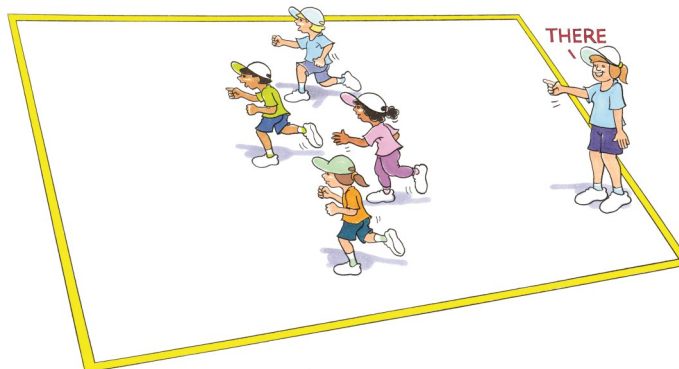
	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Here, there, nowhere
	5 mins	Running	Chase your partner
	5 mins	Running	Double line pursuit
	10 mins	Jumping and hopping	Maze hopping
	10 mins	Throwing (accuracy)	Gorri
	5 mins	Warm down	All in tag
	5 mins	Closure and review	What did you learn today?

What to do:

Establish a playing area – larger for participants learning space-player awareness skills. Explain the calls. 'Here' – participants run toward the teacher. 'There' – participants run away from the teacher. 'Nowhere' – participants 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' – children 'high-5' three other children; feet must be off the ground when hands touch.
2. Call a 'balance' – on one leg, one leg and one hand, 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 participant awareness activities.

What to do:

Pair participants up. Line up one participant from each pair on the start line. Place marker cones 15 – 20metres 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 the first set of cones their partner commences sprinting towards the third set of cones, the first of the pair attempts to tag their partner before they reach finish line.

Equipment:

- ⇒ Marker cones
- ⇒ Whistle



Teaching Tips

- ⇒ Encourage correct sprinting mechanics – body tall, chest open, head relaxed, eyes ahead.

Change it!

1. Increase or decrease the running distance
2. Vary the starting positions:
 - Standing start:** Ensure all participants understand correct standing start mechanics opposite arm to leg forward, eyes focused forward and weight evenly distributed. Feet, hips and shoulders facing the direction you are running.
 - Plank:** Start by getting into 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.

Safety

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

Double line pursuit

Curriculum Content Descriptions

Years 3 & 4: ACPMP043, ACPM047

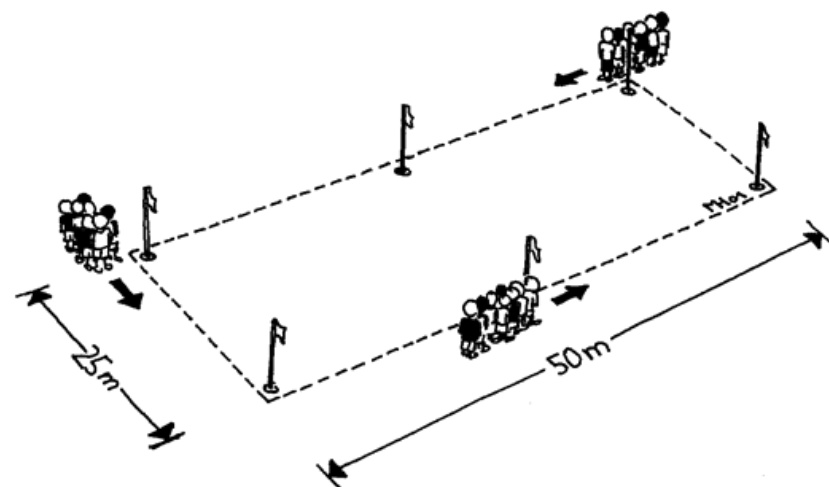
What to do:

Teams run around a circular course of 200metres. Divide your runners into two groups of equal numbers on opposite sides of the course. The participants should then run at easy endurance 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.

Continue this for the duration of the activity.

Equipment:

- ⇒ Marker cones
- ⇒ Whistle
- ⇒ Stop watch



Teaching Tips

- ⇒ Encourage participants to breathe naturally and stay relaxed so to keep good running form and sustain pace.
- ⇒ 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 distance to make it harder or easier.
2. Vary the area.

Safety

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

What to do:

Divide group into groups of 4 and mark out a simple hopping pattern to include hopping sideways, forwards and backwards. The first participant in each group hops through the established course. When the participant reaches the end of the course, they call out “Go!” to indicate to the next participant to begin.

Equipment:

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



Teaching Tips

- ⇒ Focus on head being stable so student is balanced.
- ⇒ Eyes forward to keep body in upright position with flat back.
- ⇒ Encourage landing with bent hips, knees and ankles to absorb force.
- ⇒ Use the arms to stabilise the whole body movement.

Change it!

1. Land on a specific target.
2. Introduce very low obstacles to hop over.
3. Increase the distance to be hopped with grids and lines.
4. Ensure that hopping is practiced on both legs .
5. Move to a relay – explain how.
6. Introduce stable low objects to hop on and off.

Safety

- ⇒ Ensure that the length of time spent on this activity is appropriate for the group, please remember that hopping is tiring.
- ⇒ Ensure that the surface is appropriate for hopping – flat, soft and free of obstacles.

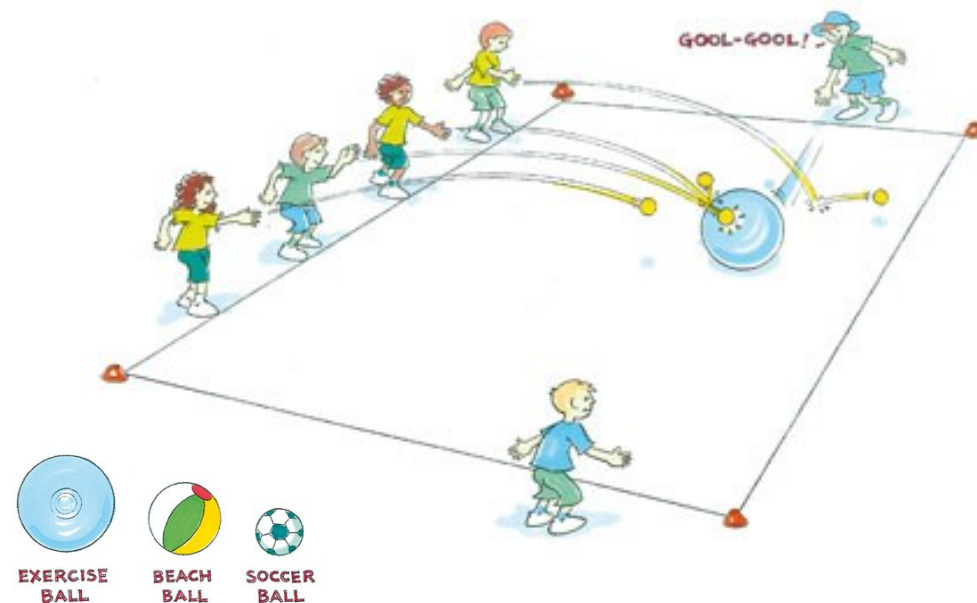
What to do: Set up an area about 15–30 metres long. Markers are placed at each end of the area, and throws may only be made by participants when the target is between these markers. Participants to line up along one side of the area with 2 throwing implements. A player or coach designated as the roller calls out 'gool-gool' (going-going) and rolls the ball (Swiss ball) in front of the other players, who attempt to hit it with their tennis balls.

Equipment:

- ⇒ Marker cones
- ⇒ Swiss balls, beach balls or soccer balls
- ⇒ Small balls or bean bags

Aboriginal and Torres Strait Islanders histories and cultures:

Indigenous people used spears (bean bags) to hunt moving animals (Swiss ball).



Teaching Tips

- ⇒ Focus on keeping the throwing implement above the head.
- ⇒ Emphasise eyes focussed on target.
- ⇒ Encourage weight transference to the support leg.

Change it!

1. Change the speed the Swiss ball is rolled through the area.
2. Roll 2 Swiss balls, one from either end of the area.
3. Change the Swiss ball to a soccer ball.
4. Vary the distance the participants are from the rolling target.
5. Throw using non dominant side.

Safety

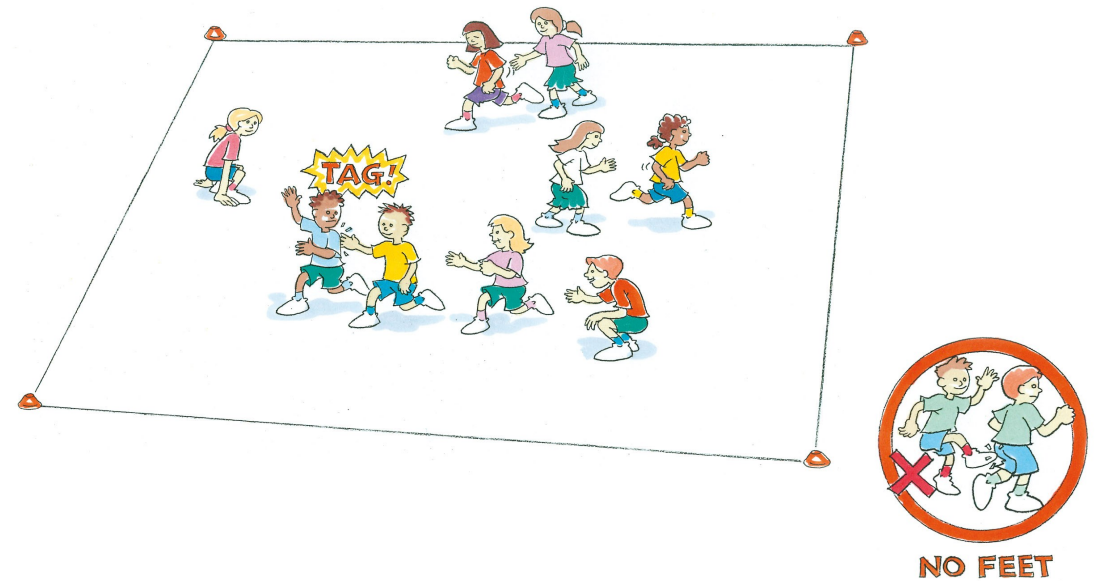
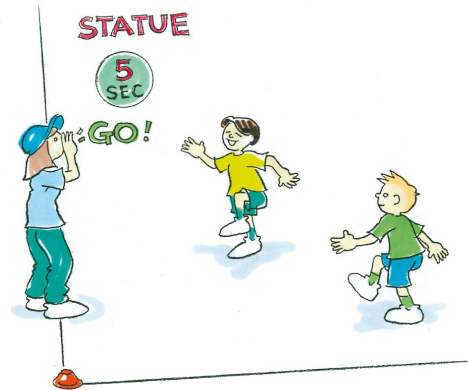
- ⇒ Balls are not retrieved until all the balls have been thrown.
- ⇒ Ensure there is sufficient space between groups and individual participants.
- ⇒ One throw per participant before objects are retrieved.

What to do:

Establish a playing area. Everyone tries to tag everyone else! Tagged participants 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 players. Walk, shuffle, skip, jump...
3. Statues – the coach signals 'statue' and all the running players 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 players 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.

Lesson 6 Closure and Review

Group Discussion Questions:

Why is it important to breathe naturally when you are running?

Where should you be looking when you are hopping between targets?

⇒ Why is it important to have your head stable and eyes forward?

When you are throwing something at a target, where should you be looking as you throw?

⇒ Why is it important to keep your eyes on the target?

What should you do with your feet when you are throwing?

Teaching notes:

- Breathing naturally when you are running to keep good running form and sustain pace.
- Keep your head stable and eyes looking forward so to keep your body tall and balanced when jumping.
- Keep your eyes on the target to throw accurately.
- Move the weight from the back leg to the front leg to generate force behind the 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 7

IAAF Kids' Athletics Intermediate 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. Cross Hop
2. Precision Long Jump
3. Overhead Backward Throw
4. Kids' Javelin Throw
5. Sprint Hurdle Shuttle Relay
6. Formula One
7. Progressive 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">• Gym mats x 2• Whistle• Low box or step• Chalk• Stopwatch• Basketballs/Soccer balls

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 Intermediate 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.

Score Sheet A

IAAF Kids' Athletics Intermediate Team Event

This score sheet is used for the following events:

- ⇒ Cross Hop
- ⇒ Precision Long Jump
- ⇒ Overhead Backward Throw
- ⇒ Kids' Javelin Throw

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

Score Sheet B

IAAF Kids' Athletics Intermediate Team Event

This score sheet is used for the following events:

- ⇒ Sprint/ Hurdle Shuttle Relay
- ⇒ Formula One
- ⇒ Progressive Endurance Race

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

Overall Score Board

IAAF Kids' Athletics Intermediate Team Event

		Cross Hop	Precision Long Jump	Kids' Javelin Throw	Backward Overhead Throw	Formula One	Sprint/Hurdles Relay	Progressive Endurance
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 Intermediate Team Event

1	Sprint/Hurdle Shuttle Relay	Cross Hop	Formula One	Kids' Javelin Throw	Precision Long Jump	Overhead Backward Throw	Endurance
2	Sprint/Hurdle Shuttle Relay	Precision Long Jump	Formula One	Overhead Backward Throw	Cross Hop	Kids' Javelin Throw	Endurance
3	Cross Hop	Overhead Backward Throw	Precision Long Jump	Formula One	Kids' Javelin Throw	Sprint/Hurdle Shuttle Relay	Endurance
4	Precision Long Jump	Kids' Javelin Throw	Cross Hop	Formula One	Overhead Backward Throw	Sprint/Hurdle Shuttle Relay	Endurance
5	Overhead Backward Throw	Sprint/Hurdle Shuttle Relay	Kids' Javelin Throw	Cross Hop	Formula One	Precision Long Jump	Endurance
6	Kids' Javelin Throw	Sprint/Hurdle Shuttle Relay	Overhead Backward Throw	Precision Long Jump	Formula One	Cross Hop	Endurance

Cross hop

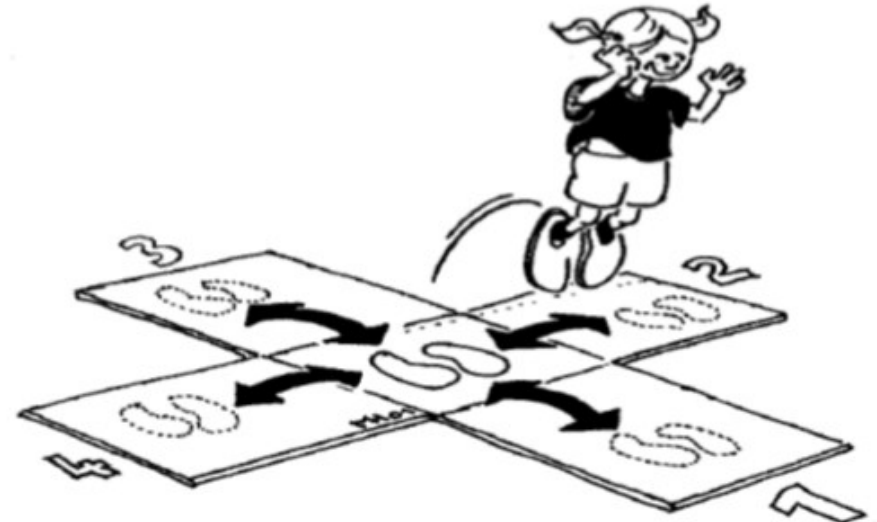
IAAF Kids' Athletics Intermediate Team Event

What to do:

1. Stand in the middle of the mat and jump forward, backward and to the sides returning to the centre after each jump as indicated in the diagram.

Equipment:

- ⇒ Marker cones
- ⇒ Cross hop mat (if available) or dots to set up jumping pattern
- ⇒ Stop watch



Scoring

- ⇒ Each participant has 15 seconds in which they try to carry out as many two feet jumps as possible.
- ⇒ Each square landed on is scored with one point so that in one round a maximum of eight points can be scored.

Safety

- ⇒ Appropriate footwear

Precision long jump

IAAF Kids' Athletics Intermediate Team Event

What to do:

1. Set up a take off area with a hoop or marker cones.
2. Set up 3 landing areas with hoops – recommended that landing areas are 1 metre, 2 metres and 3 metres from take off area.
3. After a short run up, no longer than 10 metres, each participant is to take off from the take off hoop from one foot with the aim to land in one of the landing hoops on two feet.

Equipment:

- ⇒ Marker cones
- ⇒ Hoops
- ⇒ Measuring tape – to measure distance to place landing hoops



Scoring

Points are scored as follows:

- ⇒ 1 point for landing in 1 metre hoop
- ⇒ 2 points for landing in 2 metre hoop
- ⇒ 3 points for landing in 3 metre hoop
- ⇒ 1 point for taking off inside take off hoop
- ⇒ 1 point for taking off from 1 foot
- ⇒ 1 point for landing on 2 feet

Best of two trials from each team member is recorded and is included in team total.

Safety

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

Overhead backward throw

IAAF Kids' Athletics Intermediate Team Event

What to do:

1. Participants stand with legs parallel and heels on the throw line with back to the direction of the throw.
2. Medicine ball held at arms length with both hands.
3. Participants squat down and quickly extend legs to throw medicine ball backwards over head – throwing for distance.
4. Each participant has two trials.

Equipment:

- ⇒ Marker cones
- ⇒ Measuring tape
- ⇒ Light medicine balls (1kg)
- ⇒ Soccer/Basketballs



Scoring

- ⇒ Set up markers every 5 metres from the throwing line into the throwing area.
- ⇒ Points are scored depending on where the medicine ball 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.
- ⇒ The better of the two trials of each participant contributes to the team total.

Safety

- ⇒ Safe area free of obstructions.
- ⇒ Appropriate weight of implement.

Kids' javelin throw

IAAF Kids' Athletics Intermediate 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.

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.
- ⇒ The better of the two trials of each participant contributes to the team total.

Safety

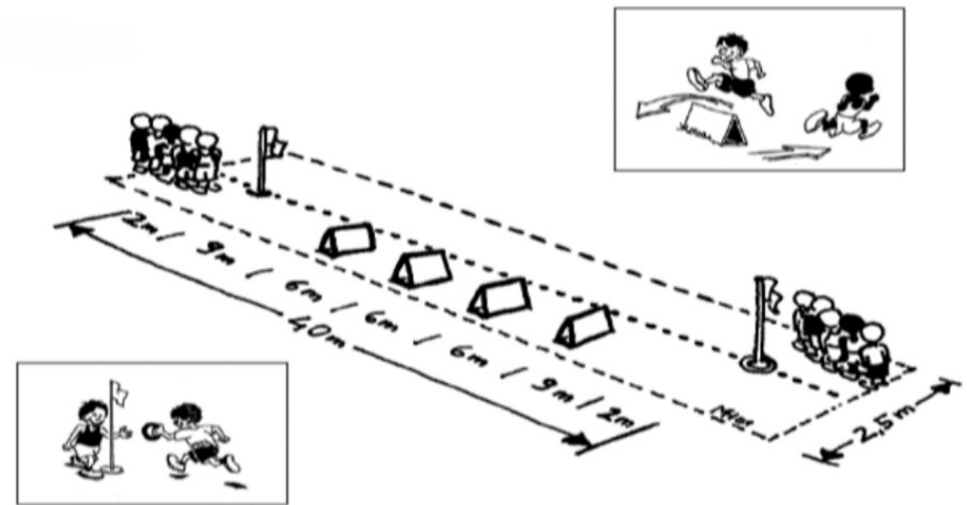
- ⇒ Safe area free of obstructions.

Sprint hurdle/shuttle relay

IAAF Kids' Athletics Intermediate Team Event

What to do:

1. Two teams to race each other in the event on separate but identical courses. Two lanes are required for each team – one lane is set up with 4 obstacles, first obstacle placed 11 metres from the start line, obstacles are placed 6 metres apart and the end of the course is 11 metres from the 4th obstacle – this is the hurdling lane.
2. The second lane is clear of obstacles and set up for sprinting – this is the sprint lane.
3. Each relay team is divided with half the participants at the start of the hurdling lane and the other half at the start of the sprint lane - use marker cones to indicate where the participants are to stand.
4. The first participant of each team clears the obstacles and passes the baton to the next participant who sprints back along the sprint lane. The Sprint/Hurdle Shuttle relay is completed once each team member has completed both the phases.



Equipment:

- ⇒ Marker cones
- ⇒ Obstacles – mini hurdles are ideal – 4 per team
- ⇒ Relay baton or soft ring – 1 per team
- ⇒ Stop watch – 1 per team

Scoring

- ⇒ Total time for each team to complete the relay is recorded.
- ⇒ If time permits, teams to have two attempts and the fastest time is recorded.

Safety

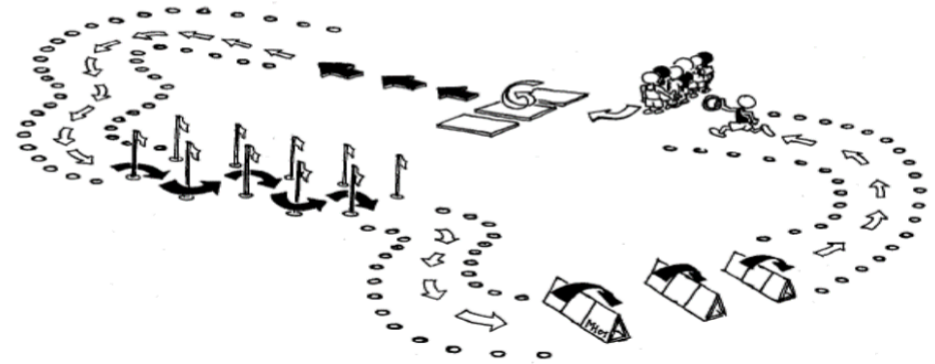
- ⇒ Ensure there is sufficient space between teams.
- ⇒ Ensure that the obstacles are at a height that is appropriate for the group's ability.

Formula One

IAAF Kids' Athletics Intermediate Team Event

What to do:

1. Two teams to race each other in the event on the same course.
2. The course is set up with cones over 60 – 80 metres and divided into the following areas – one area for sprinting, one area for obstacle clearance and one area for slalom.
3. The first participant of each team begins with a forward/side roll on a tumble mat and then completes the course passing the baton on to the next team member.
4. Formula One is completed once each team member has completed the course.



Equipment:

- ⇒ Marker cones
- ⇒ Tumble mats x 2
- ⇒ Obstacles – mini hurdles are ideal – 4 per team
- ⇒ Relay baton or soft ring – 1 per team
- ⇒ Slalom poles – 4 per team
- ⇒ Stop watch – 1 per team

Scoring

- ⇒ Total time for each team to complete the relay is recorded.
- ⇒ If time permits, teams to have two attempts and the fastest time is recorded.

Safety

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

Progressive endurance race

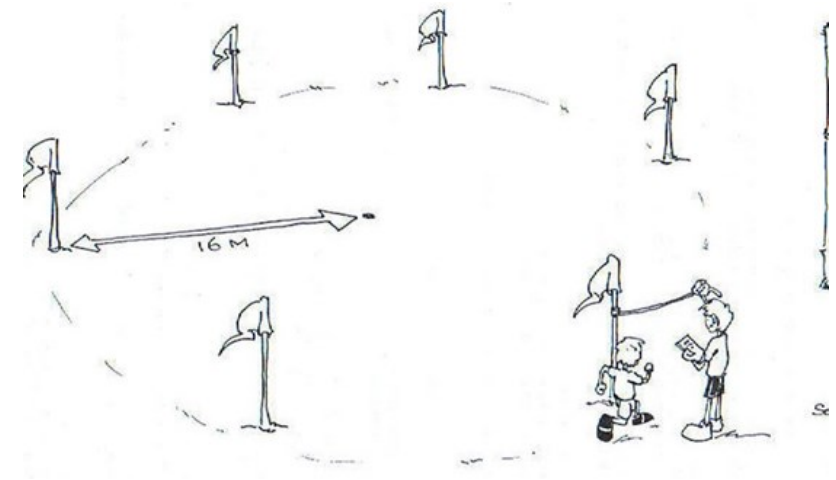
IAAF Kids' Athletics Intermediate Team Event

What to do:

1. Each participant attempts to run around a circular course of 100 metres as often as possible at a progressive pace.
2. Each participant attempts to run around the course in a time specified by the coach.
3. At the specified time a whistle is blown and a point is scored for each participant who has completed a lap.
4. If the participant does not complete the lap before the whistle is blown they re-join the rest of the participants at the start line ready for the next lap. Course to be run 3 – 5 times at a progressive pace.

Equipment:

- ⇒ Marker cones
- ⇒ Stop watch
- ⇒ Whistle



Scoring

- ⇒ The team result is based on the total of individual completions achieved by the team.

Safety

- ⇒ Safe surface clear of hazards.
- ⇒ Time may need to be adjusted to match the ability of the group.

Contact Athletics Australia

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Athletics Australia

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