IAAF Kids' Athletics

Teacher and Coach Manual

Bands of Learning: Foundation—Year 2

Acknowledgements

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Disclaimer

This resource been designed for use with students aged 4–8. 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 Foundation – Year 2 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:

Foundation

- Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMP008)

- Participate in games with and without equipment (ACPMP009)

Years 1 & 2

- Perform fundamental movement skills in different movement situations (ACPMP025)

- Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)

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, throwing, accuracy, locomotor movement.	ACPMP008 ACPMP009 ACPMP025
2	Fundamental skills of running, jumping and throwing.	Running, leaping, jogging, jumping, throwing, locomotor movement.	ACPMP008 ACPMP025
3	Consolidating skills of running, one and two foot jumping and throwing for accuracy.	Running, dodging, hopping, jumping, throwing, accuracy, locomotor movement, balancing.	ACPMP008 ACPMP025
4	Consolidating skills of running, jumping from moving and stationary start and two-handed throwing.	Running, jumping, dodging, throwing, shot placement, fielding.	ACPMP008 ACPMP025
5	Refining skills of running, jumping and throwing overarm and underarm.	Running, jumping, throwing, accuracy.	ACPMP008 ACPMP009 ACPMP025 ACPMP029
6	Refining skills of running and modifying pace, jumping in different directions and throwing for distance.	Running, dodging, jumping, throwing.	ACPMP008 ACPMP025
7	IAAF Kids' Athletics team event.	Running, jumping, throwing.	

Lesson 1
Introduction to running, jumping and throwing.

Learning Intention:

- Participants will be able to perform fundamental movement skills such as running, rolling, throwing and jumping.
- Participants will learn how to jump using a stable two-foot take-off and two-foot landing.
- Participants will practice throwing for accuracy.

Skill focus: Running, jumping, throwing, accuracy, locomotor movement.

Equipment: Cones, speed ladders, tumble mat, wedge, hoops, buckets, chalk, bean bags and small balls.

Australian Curriculum Links

Key Learning Area: Health and Physical Education
Strand: Movement and Physical Activity
Sub-Strand: Moving our Body
Curriculum Content Descriptions: Foundation -   ACPMP008
                                                        Years 1 & 2 -   ACPMP025

	Time	Skill Description	Activity/Game
45 minutes	**5 mins**	Warm up	Form a group
	5 mins	Running (speed, acceleration and agility)	Ladder running
	5 mins	Rolling and running	Side Roll
	10 mins	Jumping (take-off and landing)	Frogs and Lily Pads
	10 mins	Throwing (accuracy)	Bulls Eye
	5 mins	Cool down and stretch	Hoop Stretch
	5 mins	Lesson review and closure	What did you learn today?

Form a group

What to do:

Mark an area free of obstructions. Participants run around in random directions avoiding body contact with other players. The coach calls a number and players form groups of that size. Start with slow jogging. Try several group sizes before you get to the number you would like for a subsequent activity, e.g. start by calling 2s, then 6s, and finally the group size you want, such as 4s – you may wish to add a 'new people in the group' rule for the second and third calls.

Equipment:

⇒   Marker cones

⇒   Hoops
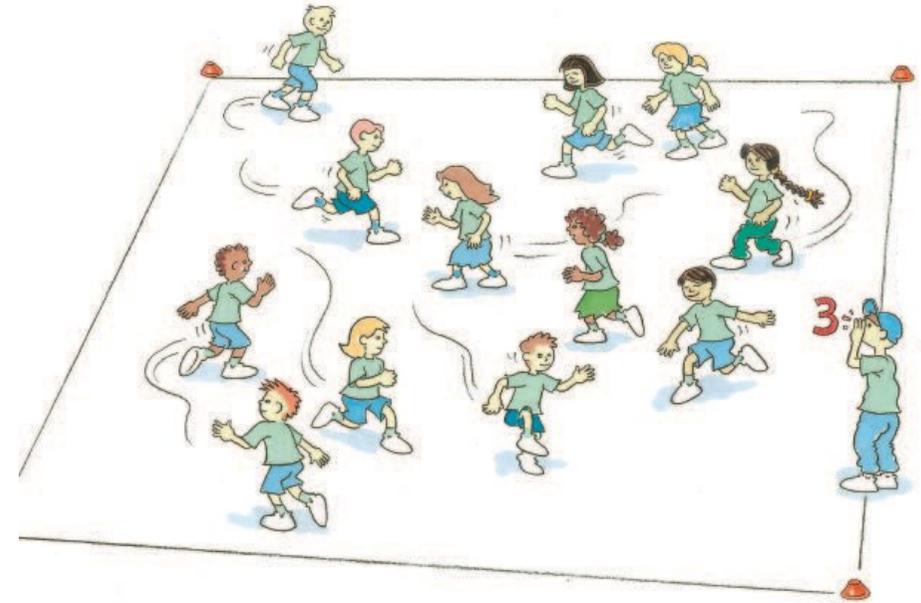
Teaching Tips

⇒   Form a group combines running with cooperative throwing and catching.

⇒   It also requires players to be aware of others and emphasises 'space finding'.

⇒   As an option, use some bright music as a backdrop.

⇒   Stop the music and call the number for the group size.

Change it!

1.   Vary the locomotion – e.g. short bursts of running, hopping and fast walking before calling a group size.

2.   Participants have to run to the nearest boundary and touch it with their feet before forming the group.

3.   Walk or skip rather than run.

4.   Use at least 2 large zones – this will channel players into a zone. Call 'freeze' – players freeze on the spot. Now call the group size – players closest to a player whose mobility may be restricted form a group.

Safety

⇒   Choose an area away from walls and other obstructions.

⇒   Players should be familiar with space and other player awareness activities.

⇒   Start with slow running.

Ladder running

What to do:

Set up "ladders" for participants to run over of approximately 10 – 20 metres length. Ensure sufficient ladders are set up to keep all participants actively engaged. Participants to run putting one foot in each space of ladder or one foot between cones.

Equipment:

⇒ Ladders
⇒ Cones to create ladders

Teaching Tips

⇒ Head stable.

⇒ Eyes forward.

⇒ Encourage active use of arms.

⇒ Ensure that participants have numerous opportunities to practice the skill.

Change it!

1. Increase or slow the pace of running to suit skill level of participants.

2. Practice starting from either leg.

3. If using cones, vary the distance between the cones to vary stride length.

4. Make it a relay! As a participant reaches the end of the ladder they call the name of the next participant in their group to start running. Repeat until everyone has had a go.

Safety

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

⇒ Ensure area is clear of obstructions.

What to do:

Participants to complete a side roll that ends with them on their feet ready to run off from the rolling action. To perform a side roll participants will lie on their back with body outstretched. Participants roll onto their side and do a full rotation.

Equipment:

⇒ Tumble mat

⇒ Wedge (to encourage rolling action)
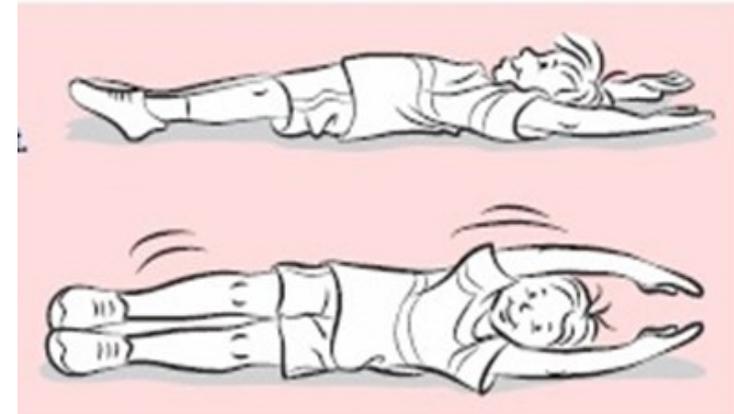
Teaching Tips

⇒ Start by lying down on back with body outstretched. Start in a stationary position so the movement is controlled.

⇒ Roll onto side and do a complete rotation of the body, body remains parallel to the ground. The roll will give them momentum to accelerate.

Change it!

1. After completing roll, run 10—15 metres around a designated cone.

2. After completing roll, jump 10—15 metres around a designated cone.

3. Make it a relay! As a participant reaches the designated cone they call the name of the next participant in their group to start rolling. Repeat until everyone has had a go.

Safety

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

⇒ Ensure area is clear of obstructions.

⇒ Ensure all participants are closely supervised.

⇒ Consider the skill level of the individual participant before introducing or progressing skill.

What to do:

A 10 x 10m 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 jump from lily pad to lily pad using a two-foot take-off to two foot landing technique.

Equipment:

⇒   Marker cones

⇒   Hoops
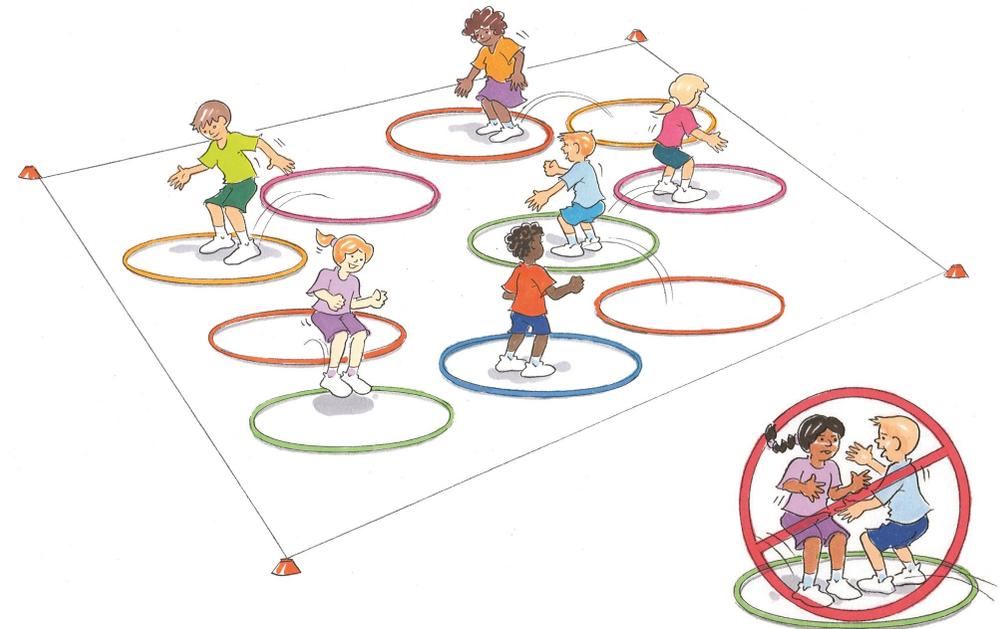
Teaching Tips

⇒   Focus on keeping head stable.

⇒   Eyes forward to keep head up and watching for other players.

⇒   Encourage landing on two-feet, with bent hips, knees and ankles. This will absorb the landing and prevent jarring.

⇒   Encourage swinging arms back at take-off.

Change it!

1.   Participants may jump into the pond as well as onto the lily pads.

2.   Count how many lily pads a frog can jump on in a set time designated by the coach.

3.   Encourage participants to jump forwards and sideways.

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

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.

⇒   Keep eyes forward.

⇒   One frog per lily pad only.

Bulls eye

What to do:

In small groups each player throws ball or bean bag to the target area from various positions – sitting or kneeling (kneeling position recommended to be on one knee). One throw per participant before balls are retrieved. Repeat for a given number of rounds, e.g. 5 throws for each player. Points are scored depending on where the ball stops in the target area.

Equipment:

⇒ Chalk to draw bulls eyes target.

⇒ Hoops and buckets to use as targets.

⇒ Bean bags and small balls.

3m
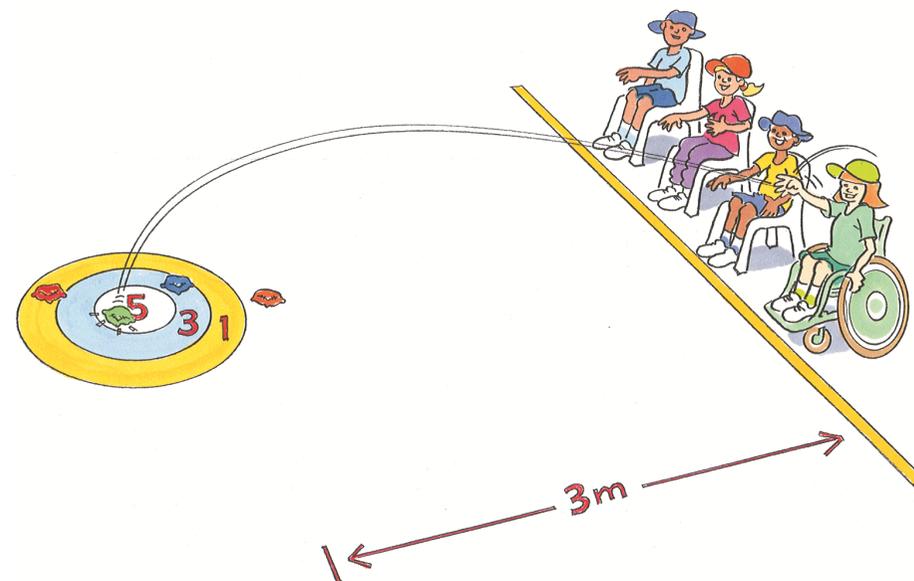
Teaching Tips

⇒ Throwing involves a low to high action. As the participants are sitting or kneeling the lowest body part is the trunk so movement will start here and them move to the arms.

⇒ Extend arm fully through the throw and finish with a long arm.

⇒ When throwing for accuracy, ensure that the targets are at an appropriate distance to cater for varying skill levels within the group. The majority of targets should be placed to encourage successful outcomes.

Change it!

1. Vary the implements being thrown.

2. Vary the method that the implement is thrown: underarm, overarm and always throw using both right and left sides (dominant and non-dominant).

3. Vary the throwing position – kneeling on one knee, sitting.

4. Throw for distance.

Safety

⇒ If throwing from seats ensure they are stable.

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

⇒ Ensure that all participants understand when thrown implements are to be collected and how they are to be returned to the throwing position.

Hoop stretch

What to do:

Participants stand in a hoop or a marked circle. Players make a body position with both feet inside the hoop and both arms outside of the hoop. They hold the position for a set time, then stand up and repeat using a different position where feet are inside and hands outside the hoop.

Equipment:

⇒   1 piece of chalk, skipping rope or hoop per player.

Teaching Tips

Ask the participants:

⇒   How many different balances can you make from inside the hoop?

⇒   Which body parts are you stretching with each balance?

⇒   Does one limb feel more flexible than the other?

Change it!

1.   Have 1 foot off the floor.

2.   Have 1 hand off the floor.

3.   Have 1 hand and 1 foot off the floor.

4.   Move a raised foot or hand.

Safety

⇒   Check there is enough space between players.

⇒   Start with a short duration for balances and increase the holding time as the activity proceeds.

⇒   Do not bounce in any stretch position.

Lesson 1 Closure and Review

Group Discussion Questions:

How did you have your feet when you took off and landed during Frogs and Lily Pads?

⇒ Why did you have to have your feet together?

What did you do with your arms while you were taking off and running?

⇒ Why did you swing your arms while you were running?

When you were throwing, what did you have to do with your arm?

⇒ Why do you have to extend your arm through the throw and finish with a long arm?

Was it easier to hit the target when you were throwing overarm or underarm?

Teaching notes:

- It is important for participants to have their feet together when they take off and land so they are balanced and absorb the impact of landing by bending at the hips and knees.
- Participants should swing their arms while they are running because it determines the length of stride and keeps them balanced.
- When throwing the arm should be fully extended to get maximum distance.

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 modify their speed and acceleration when running in response to stimuli.
- Participants will be able to jump side to side over obstacles using two-foot take-off and two-foot landing.
- Participants will practice throwing for distance and accuracy.

Skill focus: Running, leaping, jogging, jumping, throwing, locomotor movement.

Equipment: Cones, mini hurdles, foam wedges, hoops, cardboard boxes, whistle, stopwatch, rope, 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: Foundation -   ACPMP008
                                          Years 1 & 2 -   ACPMP025

	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Flip it
	5 mins	Running	Obstacle clearance
	5 mins	Running (varying pace)	Animal run
	10 mins	Jumping (side to side)	Speed bounce
	10 mins	Throwing	Throw, throw, throw
	5 mins	Warm down	Shadow sparring
	5 mins	Lesson review and closure	What did you learn today?

Flip it

What to do:

2 groups. Each participant has a marker. Half the participants place their markers round side up and the other half with the round side down (dish up). On a signal, participants run around trying to flip over the other group's markers to match their own. Play for a set time, e.g. 45 seconds. Group with most domes or dishes standing at the end wins.

Equipment:

⇒ A marked playing area.

⇒ One dome shaped marker per participant or alternative (e.g. cones or skittles). Skittles are an easier alternative, they only need to be knocked over so start with fewer skittles than participants.
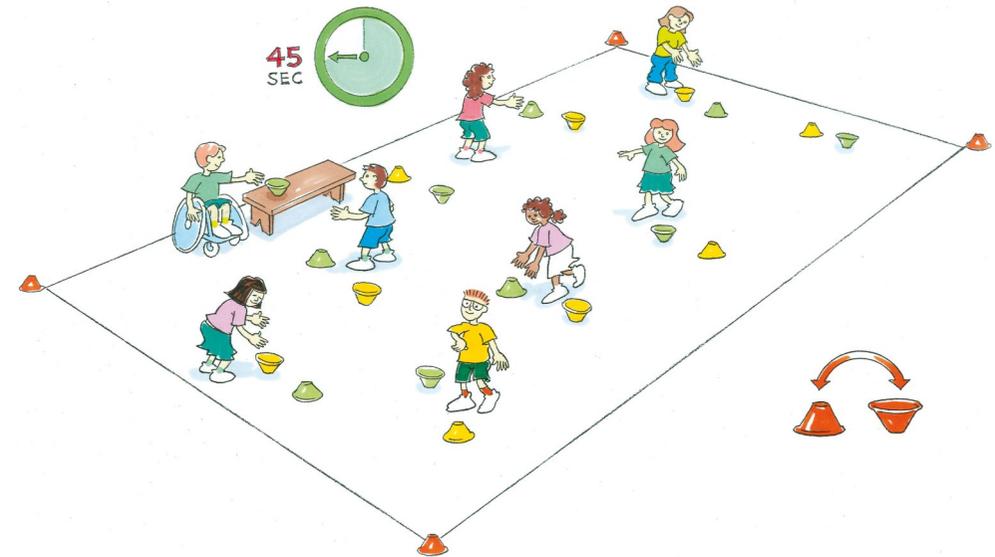
Teaching Tips	**Change it!**	**Safety**
⇒ Flip it is a high-energy warm-up activity that requires agility and the ability to look one step ahead.	1. Playing area – bigger or smaller.	⇒ Participants should adopt actions to avoid bumping heads – look short and look long.
⇒ Encourage participants to be aware of those around them.	2. Separation – vary the separation between markers.	⇒ Use a 'braking' activity – as a participant approaches a marker, they do something to slow down, e.g. jump and clap.
⇒ Encourage participants to use the full playing area.	3. Teams – partition the playing area and have smaller teams, e.g. 4 v 4.	⇒ In a confined area, restrict participant to walking.
	4. Uneven numbers – use the first round as a basis for changing numbers.	
	5. Flip and run – flip the marker and run to a corner.	
	6. Vary the locomotion.	

What to do:

Participants to run over one low obstacle. Vary distance of obstacle from start line – 5, 6 or 6.5 metres are recommended and total running distance to be approximately 20 metres.

Equipment:

⇒ Mini hurdles
⇒ Foam wedges
⇒ Hoops
⇒ Cardboard boxes

Teaching Tips

⇒ Focus on head stable so participant is balanced.
⇒ Eyes forward to keep head and body upright.
⇒ Arms are actively engaged.
⇒ Encourage "running over" the obstacle, rather than "jumping over" the obstacle.

Change it!

1. Encourage progression from a slow pace to a faster pace depending on the individual ability of the participants.
2. Practise starting with either leg forward and encourage all participants to have opposite arm forward in starting position.
3. Vary the height of the obstacles to match the individual ability of the participants – ensure the height encourages running over the obstacle.

Safety

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

Animal run

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 of speed rather than a dramatic change of speed.

⇒ Encourage participants to breathe naturally. Space out the sprint intervals to allow for sufficient recovery.

⇒ Spend most of the total activity time on jogging and easy running pace to enable the activity to continue for a longer duration.

⇒ Don't expect the group to stay together. Accept that individual runners will cover varying distances.

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.

Speed bounce

What to do:

Have the participants line up, about 1 metre apart, standing next to an obstacle. Participants to jump side to side over an obstacle using two-foot take off and two-foot landing. The obstacle may be a line, skipping rope, dot or cone.

Equipment:

⇒   Rope

⇒   Marker cones

⇒   Wedges

⇒   Mini hurdles

⇒   Stop watch

Teaching Tips	Change it!	Safety
⇒ Focus on keeping the head stable, the body will follow the head.	1. Vary the height of the obstacles.	⇒ Ensure a flat, safe space.
⇒ Eyes forward to keep head up.	2. Jump for a set time – set a time challenge, participants to count how many jumps they can do in 1 minute.	⇒ Ensure that the obstacles are an appropriate height for the skill level of the individual participants.
⇒ Keep feet together to maintain balance and generate power.	3. Jump forwards and backwards over obstacle.	
⇒ Encourage swinging arms back at take-off to gain momentum.		
⇒ Stable two-foot landing.		

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.

Equipment:

⇒   Marker cones & bean bags.

30 SEC

PAPER BALL

Teaching Tips

⇒   Emphasise opposite foot forward to throwing arm to maintain balance and generate force.

⇒   Finish throw with a long arm.

Change it!

1.   Vary the position of the implement being thrown: underarm, overarm, right and left sides (dominant and non-dominant).

2.   Participants remain seated for the activity.

3.   Team 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:

Groups of 4 or 6 players form a circle. One player shows a pattern of 4 or 5 movements/skills. All players in the circle repeat the pattern. Continue until each participant has demonstrated a pattern.

Equipment:

⇒   No equipment required.
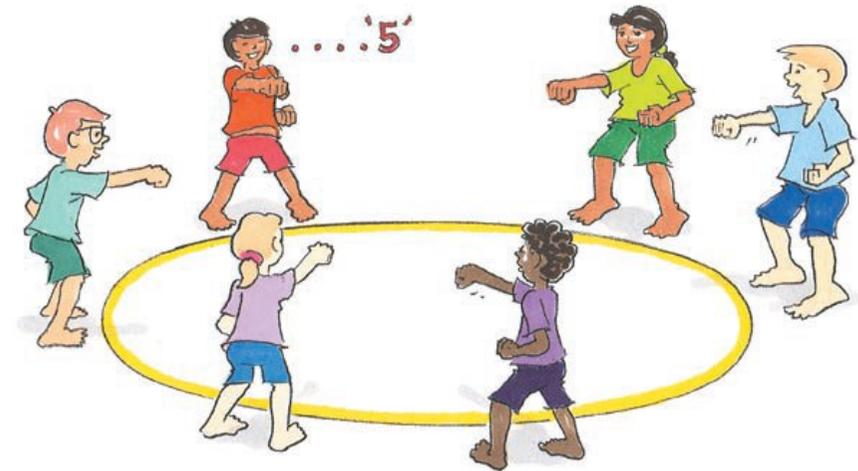
Teaching Tips

⇒   Keep feet together to maintain balance and generate power.

⇒   Eyes forward to keep head up.

⇒   Encourage swinging arms to simulate running and jumping movements.

⇒   Encourage participants to use movements that are related to running, jumping and throwing.

⇒   If the group is large split into multiple circles to complete the activity.

Change it!

1.   Practise starting with either leg forward to replicate start position with opposite arm forward to leg that is back.

2.   Create a competitive environment with each team (circle) racing to finish all participants' actions.

3.

Safety

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

Lesson 2 Closure and Review

Group Discussion Questions:

How should you breath while you are running?

Where should you be looking when you're running?

How did you have your feet when you took off and landed during Speed Bounce?
⇒ Why did you have to have your feet together?

When you were throwing, what did you have to do with your feet?
⇒ Why should you put your opposite foot forward while you're throwing?

Teaching notes:

- It is important for participants to breathe evenly when they are running because it helps them to stay relaxed.
- When running your head should remain still and eyes should be focused forwards.
- When jumping keep your feet together to maintain balance and generate power.
- When throwing put your opposite foot forward to maintain balance and 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, one and two foot jumping and throwing for accuracy.

Learning Intention:

- Participants will be able to dodge around objects as they are running.
- Participants will be able to move using a combination of jumping and hopping off both legs.
- Participants will practice throwing for accuracy using a range of objects.

Skill focus: Running, dodging, hopping, jumping, throwing, accuracy, locomotor movement, balancing.

Equipment: Cones (large cones and field markers,) hoops, dots, chalk, light medicine balls (or similar), soccer balls, basketballs, buckets, rope.

Australian Curriculum Links

Key Learning Area: Health and Physical Education
Strand: Movement and Physical Activity
Sub-Strand: Moving our Body
Curriculum Content Descriptions: Foundation -   ACPMP008
                                        Years 1 & 2 -   ACPMP025

	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Hospital tag
	10 mins	Running	Slalom running
	10 mins	Jumping and hopping	Hopscotch
	10 mins	Throwing	Walking target throw
	5 mins	Warm down	Group balance
	5 mins	Lesson review and closure	What did you learn today?

What to do:

A nominated participant tags any other participant within an established boundary. The tagged participant becomes the new tagger but has to hold the part of the body that was tagged. (Play with 6 or more.)

Equipment:

⇒   No equipment required
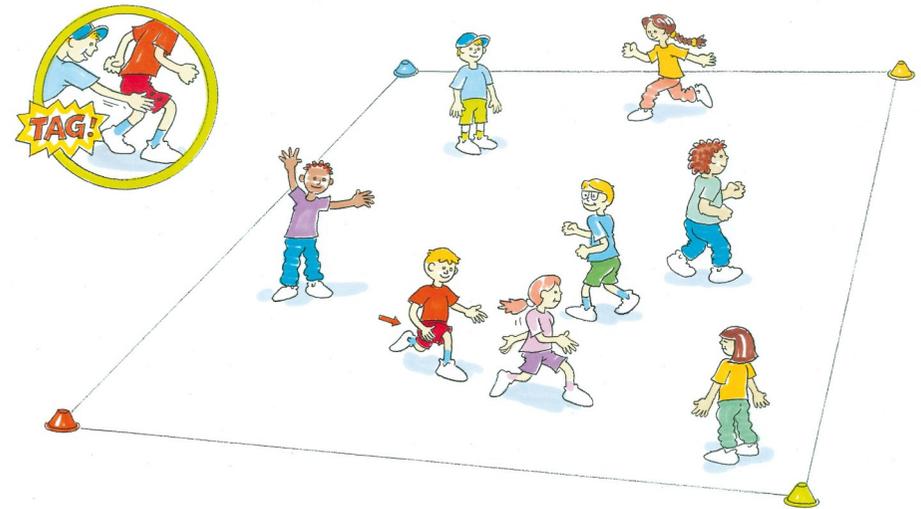
Teaching Tips

⇒   Establish boundaries.

⇒   Nominate a participant to be the tagger – disperse the other players over the playing area.

⇒   Start the activity with jogging.

Change it!

1. Vary the locomotion.
2. Every participant has to copy the tagger who is holding a body part (i.e. hold the same body part as the tagger). Participants will have to be extra alert because everyone else looks like a tagger!

Safety

⇒   If indoors, boundaries should be away from walls or freestanding objects.

⇒   Encourage players holding a body part to be on the lookout for other players.

⇒   Participants should be familiar with space and player awareness activities such as Frost and thaw or Fun on the spot!

Slalom running

What to do:

Participants should be organised into groups, with each group 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.

⇒ Practise starting with either leg forward emphasising that in a standing start position opposite arm forward to leg is maintained.

⇒ Don't have more than 3 to 4 students in a line.

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.

Safety

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

Hopscotch

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
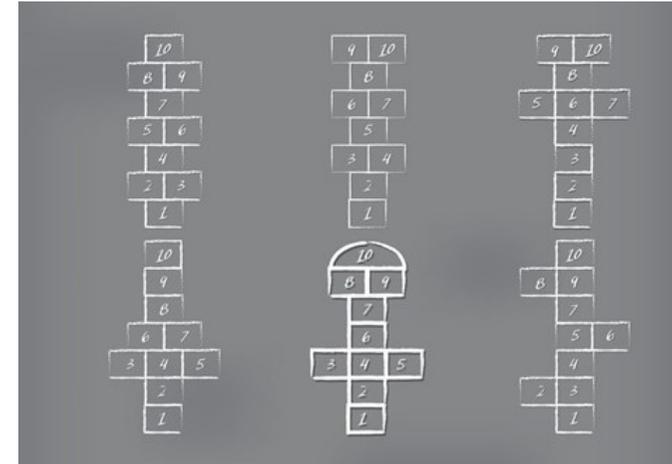
Teaching Tips

⇒   Focus on head stable and eyes forward to keep body tall with a flat back.

⇒   Encourage stable landing with bent hips, knees and ankles to absorb force and 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.

⇒   Ensure there are sufficient hopscotch areas to engage the entire group.

Change it!

1.   Introduce a more complicated sequence of jumping and hopping.

2.   Time the activity—see how many times you can complete the course in a set period of time. For example 20-30 seconds.

Safety

⇒   Safe landing area.

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

Walking target throw

What to do:

⇒ Line participants up facing the throwing area. After walking three steps throw an object at various targets using overarm action.

Equipment:

⇒ Light medicine balls

⇒ Soccer balls

⇒ Basketballs

⇒ Chalk to draw bulls eyes

⇒ Hoops and buckets

⇒ Large cones to knock down

Teaching Tips

⇒ Focus on rhythm – don't stop before throwing, keep the body moving.

⇒ Keep the ball high above the head to keep the body tall.

⇒ Move forward 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 and sling from the right and left sides (dominant and non dominant).

4. Throw for distance.

Safety

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

⇒ Ensure that all participants understand when implements are to be collected and how implements are to be returned to the throwing position.

Group balance

What to do:

Using a long rope which is joined as a circle, participants stand evenly spread on the outside of the rope. Players pick up the rope and hold it at waist height. All players lean back while holding onto it using it as a counterbalance.
(Play in groups of 6–12.)

Equipment:

⇒   1 long rope that is joined in a circle, with ends tied very securely
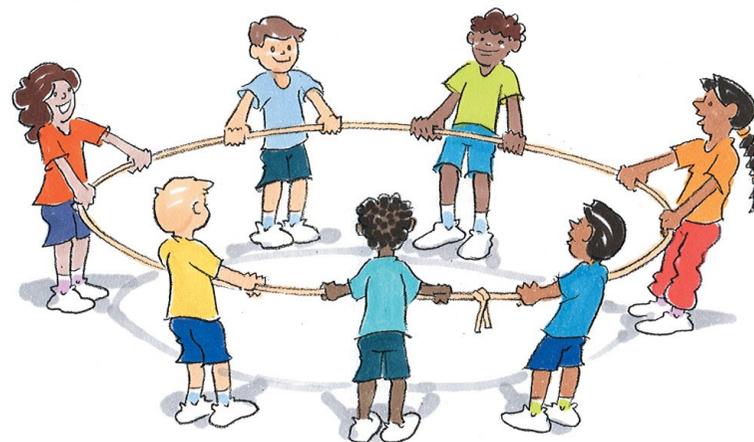
Teaching Tips

⇒   Shuffle backwards until the rope is taut and in a perfect circle.

⇒   Slowly lean back using the weight of everyone in the group and the rope as a counterbalance.

Change it!

1.   While leaning out, ask the group to sit down and stand back up while holding the rope taut.

2.   After leaning out, ask players to take one hand off the rope.

Safety

⇒   Make sure participants communicate with one another.

⇒   Everyone's legs, arms and torsos must be straight and locked out for the circle to be strong.

⇒   Only play if the group is concentrating.

Lesson 3 Closure and Review

Group Discussion Questions:

Should you hold your body high or low when moving around the markers in Slalom Run?

⇒ Why is it easier to lower your body when running around objects?

When you land from hopping or jumping should you have your knees straight or bent?

⇒ Why should you land with your knees bent?

Where should you be looking when you're throwing something?

⇒ Why should you keep your eyes on the target?

Teaching notes:

- It is important for participants to lower their body when they are running around objects because it helps them to maintain balance and change direction quickly.
- Participants should land with their knees bent to absorb the force and prepare for the next take off.
- Eyes should be focused forward on the target when throwing to ensure 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 4
Consolidating running, jumping from moving and stationary start and two-handed throwing skills

Learning Intention:

- Participants will be able to dodge around and jump over objects as they are running and modify their speed in response to stimuli.
- Participants will be able to perform a 2 foot jump from various heights and land in a "squat" position.
- Participants will learn to throw two handed with objects of various sizes practicing shot placement.

Skill focus: Running, jumping, dodging, throwing, shot placement, fielding.

Equipment: Numbered (or coloured) marker cones, mini hurdles, wedges, cardboard boxes, slalom poles, hoops, stable low boxes, gym mats, dots, pole with hanging overhead target, soccer balls, basketballs, buckets, light medicine balls.

Australian Curriculum Links

Key Learning Area: Health and Physical Education
Strand: Movement and Physical Activity
Sub-Strand: Moving our Body
Curriculum Content Descriptions: Foundation -   ACPMP008

	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Fun on the spot
	5 mins	Running	Curve running
	5 mins	Running	Target relay
	10 mins	Jumping	Hi jump
	10 mins	Throwing	Beat the bucket
	5 mins	Warm down	Puppeteer
	5 mins	Lesson review and closure	What did you learn today?

Fun on the spot

What to do:

Participants are dispersed over a marked space. To encourage continued movement, the players can start with easy 'all over the place' jogging before transitioning to running and jumping. When the teacher calls "fun on the spot" they add a   nominated variation of Kids' Athletics for the participants to perform 'on the spot'.

Equipment:

⇒   Unobstructed playing area.

Teaching Tips	Change it!	Safety
⇒ Call the variations – short bursts e.g. 15 seconds each.	1. Fun on the spot can be adapted to an arms only activity if necessary.	⇒ Choose an area away from walls and other obstructions.
⇒ Encourage short bursts of high activity.	2. When participants get to know the variations, have them call the variation.	⇒ Ensure there is sufficient space between individual participants.
		⇒ Players should be familiar with space and player awareness activities such as Hospital Tag or Frost and thaw!

Curve running

What to do:

Participants should be organised into small groups. Place coloured marker cones approximately 20 metres away from start line with a set of marker cones for each small group. As first runners run towards coloured marker cones, a colour is called out and this is the marker cone that is run around by the participants and back to start line.

Equipment:

⇒ Coloured marker cones
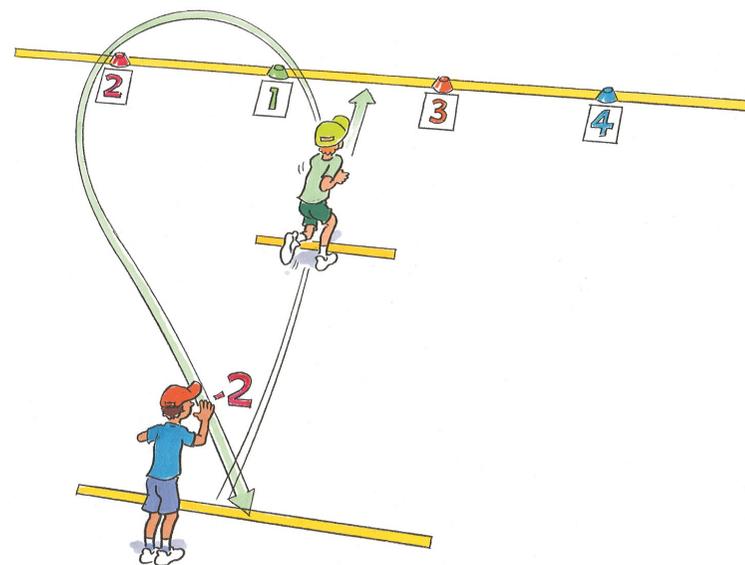
Teaching Tips

⇒ Focus on keeping head stable and eyes forward to keep body balanced and tall.

⇒ Arms are actively engaged with elbows punched back beyond the body, this helps accelerate quickly.

⇒ Lean the body in the direction of the curve.

⇒ Keep the running distances appropriate to the ability of the participants – vary the distances from start position to cones/markers for different groups.

Change it!

1. Move from a slow pace to a faster pace depending on the ability of the individuals within the group.

2. Practise starting with either leg forward and ensure opposite arm is forward.

3. Vary the distance between the cones to vary the angle of the curves.

Safety

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

Target relay

What to do:

Place participants in small groups. Set up a variety of courses of varying obstacles and varying difficulty with mini hurdles, hoops and marker cones. Course is to include slalom running, running curves and obstacles to run over. Participants run around course, back to the start position and high 5 their team mate.

Equipment:

⇒   Mini hurdles, wedges, cardboard boxes

⇒   Slalom poles

⇒   Hoops

⇒   Marker cones
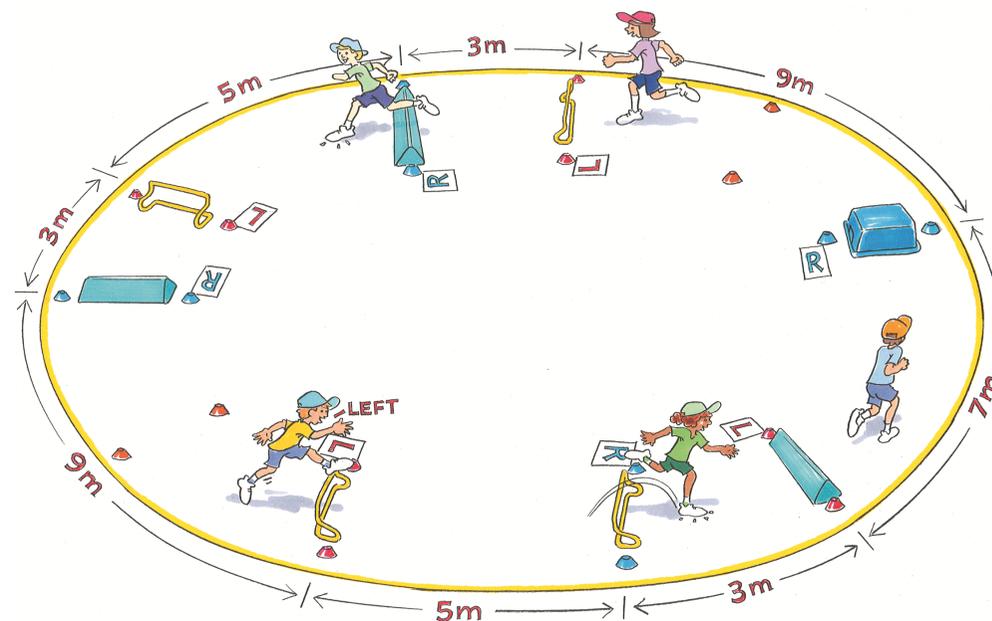
Teaching Tips

⇒   Focus on head stable and eyes forward to keep body balanced and tall.

⇒   Practise starting with either leg forward and ensure opposite arm is forward.

⇒   Arms actively engaged and elbows punched back to encourage stride length.

⇒   Encourage clearing the obstacles with either leg leading so as to retain steady running rhythm before and after obstacle.

⇒   Encourage running tall with full extension of rear leg.

Change it!

1.   Move from a slow pace to a faster pace depending on the ability of the participants within the group.

2.   Vary the height of the obstacles to match the ability of participants within the group.

Safety

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

Hi Jump

What to do:

Participants to jump from the ground and land in a stable, "squat" position on a box or similar stable landing area. Participants to carry out a vertical take-off from both feet and land on two feet while striving to touch an overhead target.

Equipment:

⇒ Stable low boxes and gym mats

⇒ Pole with hanging overhead target

⇒ Dots to use as take off and landing targets

Teaching Tips

⇒ Focus on keeping head stable and eyes forward to maintain balance.

⇒ Upright position with flat back to jump high.

⇒ Encourage landing with bent hips, knees and ankles to absorb the force.

⇒ Encourage an active arm action to gain more momentum.

Change it!

1. Land on a target.

2. Increase the height of the hanging overhead target.

Safety

⇒ Stable structure to jump on to/from.

⇒ Structure of a height appropriate to the group's ability.

⇒ Safe landing area.

Beat the bucket

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 are 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 next base runner starts at home base.

Fielders—can't gather balls until all 3 are thrown, fielders throw balls to base fielder. Fielders on the base 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
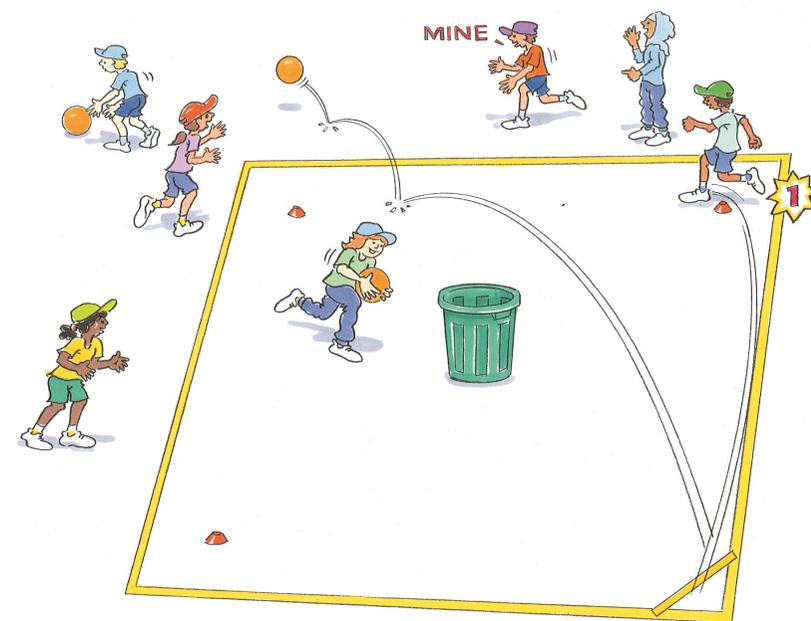
Teaching Tips

⇒   Walk three steps up to home plate.

⇒   Throw with alternate foot forward for every alternate throw.

⇒   Focus on rhythm – don't stop before throwing.

⇒   Throw balls high overhead.

⇒   Move forward after the delivery.

⇒   Keep facing the direction of the throw.

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)

4.   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.

Puppeteer

What to do:

Participants act as puppets, moving their body to your calls (you are the puppeteer). Participants lie down. You say, 'I am pulling the string on your right arm now' (so participants raise their right arm), 'Now I am lowering your arm and pulling the string on your right leg' etc.

Equipment:

⇒   No equipment required.

RIGHT ARM !
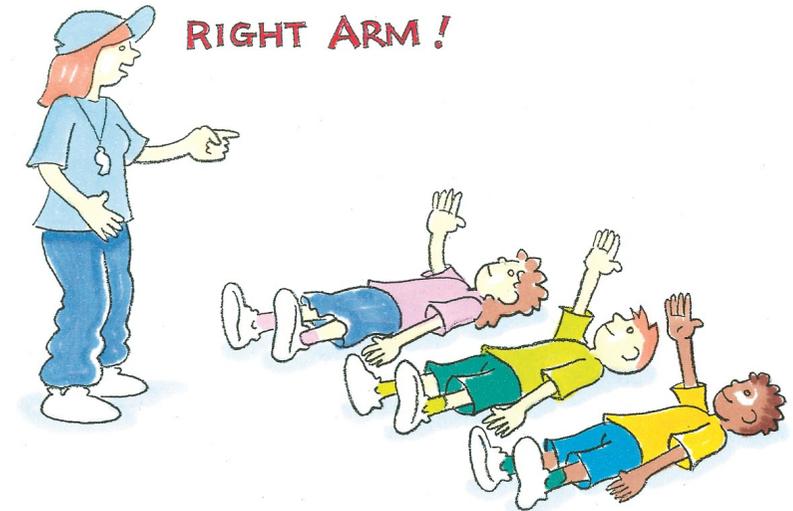
Teaching Tips	Change it!	Safety
⇒ Gradually slow down the activity.	⇒ Vary the calls of the movement.	⇒ Ensure there is sufficient space between individual participants.
⇒ Encourage participants to repeat your calls to ensure verbal and physical consistency.	⇒ Increase difficulty of actions by calling opposing sides.	
	⇒ Select a participant to act as puppeteer.	

Lesson 4 Closure and Review

Group Discussion Questions:

How should you have your legs and arms at the start of a running race?

⇒ Why should you have one leg forward and your opposite arm forward?

What do you do differently with your feet when you jump from a still position compared to when you're running?

⇒ When do you jump with one foot leading (when running or still?)

⇒ When do you jump with two feet together (when running or still?)

Why should you step forward with one foot when you're throwing?

Teaching notes:

- It is important for participants to have one leg forward and opposite arm forward because so they are balanced and ready to accelerate quickly.

- When on the run participants should take off with one foot. If they are taking off from a stationary position it should be from two feet.

- Participants should step forward when throwing to maintain balance and transfer weight.

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 and throwing overarm and underarm.

Learning Intention:

- Participants will be able to maintain a consistent pace while running and holding a baton or ring.
- Participants will be able to jump on 2 feet while skipping with a skipping rope.
- Participants will practice underarm and overarm throwing for accuracy using a range of different implements.

Skill focus: Running, jumping, throwing, accuracy.

Equipment: Marker cones, stop watch, soft rings (or baton), skipping ropes, range of targets (such as chairs, hoops, buckets) and a variety of implements to throw (such as bean bags, medicine balls, tennis balls etc.)

Australian Curriculum Links

Key Learning Area: Health and Physical Education
Strand: Movement and Physical Activity
Sub-Strand: Moving our Body
Curriculum Content Descriptions: Foundation -   ACPMP008
                                                          ACPMP009
                                         Years 1 & 2 -   ACPMP025
                                                          ACPMP029

	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Pirate's gold
	5 mins	Running	Baton running
	5 mins	Running	Out and back
	10 mins	Jumping	Skipping
	10 mins	Throwing	Throlf
	5 mins	Warm down	Freeze frame
	5 mins	Lesson review and closure	What did you learn today?

Pirate's gold

What to do:

One participant, the pirate, stands with their back to the group (the pirate's crew). The gold is placed on the ground 1 metre behind the pirate. The pirate's crew line up across the starting line, 15 metres behind the pirate. When the pirate's back is turned, the crew approach the gold. When the pirate turns around the crew must freeze. If the pirate sees any of the crew moving, they call out their names and they must return to the start line. When the pirate turns back around the game continues. First crew member to reach the gold picks it up and tries to run back to the starting line before being tagged by the pirate.

Equipment:

⇒   An item such as skittle or bean bag to use as gold.
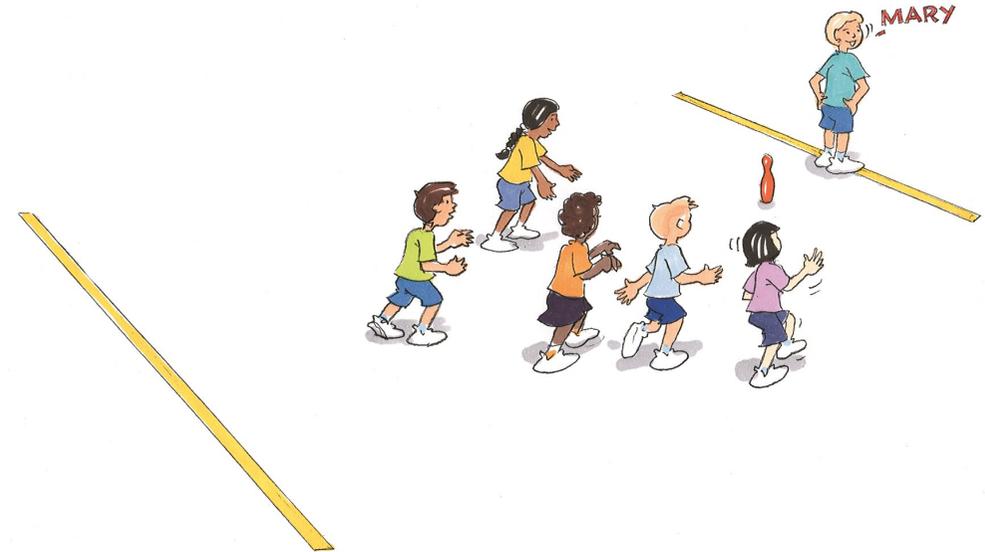
Teaching Tips	Change it!	Safety
⇒ Swap pirates after each game. ⇒ Encourage participants to concentrate on their movement to ensure they can freeze quickly.	1. Vary the type of locomotion of the pirates crew e.g skipping, hopping or jumping. 2. Increase the distance depending on the ability of the participants. 3. Ask participants to freeze in different positions or balances.	⇒ Make sure participants don't dive onto the treasure in their attempt to steal it. ⇒ When the pirate is tagging a crew member, they must tag gently between the shoulders and the waist.

Baton running

What to do:

Divide group into smaller groups of 4 and place half of each group at either end of 20 metres to create a relay. First runners to hold soft ring in right hand before running 20 metres and exchanging the soft ring with second runners. Repeat until all runners have run through twice. All participants to carry the soft ring in their right hand.

Equipment:

⇒ Marker cones

⇒ Stop watch

⇒ Soft rings

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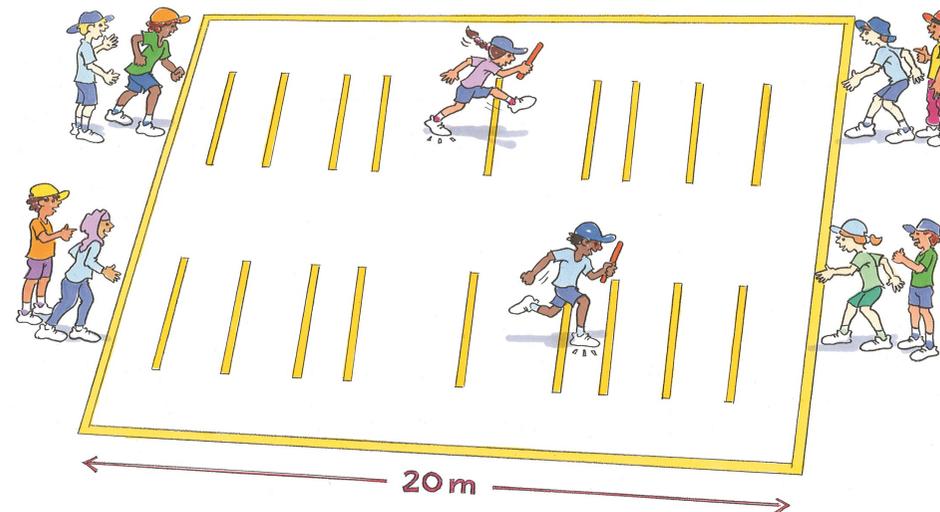
Teaching Tips

⇒ 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 focussed forwards and weight evenly distributed. Feet, hips and shoulders facing the direction you are running. Ensure all participants understand correct standing start mechanics and practice these skills.

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 – see how many times you can complete the course in a set time period. After a rest, repeat and see if you can beat it.

Safety

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

Out and back

What to do:

Decide an appropriate distance for the run. The goal is for runners to run at the same pace going out and coming back. If they run at the same pace they should end up where they started. Instruct runners to run at their own pace, but to stop and listen for instructions if they hear your whistle. Start your watch and instruct the group to begin running. Stop the group and stop your stopwatch, noting the time. Instruct the children to turn around and continue their run at the same pace in the opposite direction. When the same amount of time has elapsed, stop your runners again. Repeat the activity with runners now aware of the goal and aiming for the same pace "out and back".

Equipment:

⇒   Marker cones, stop watch and whistle.

Teaching Tips

⇒   Encourage participants to breathe naturally and stay relaxed.

⇒   Space the "out and back" intervals to allow for sufficient recovery.

⇒   Don't expect the group to stay together. Individual runners will cover varying distances.

⇒   Discuss that the goal was for runners to run at the same pace going out and coming back so if they were on pace they should have ended up where they started.

Change it!

1.   Run various distances/times—20 seconds, 30 seconds, 40 seconds.

2.   Vary the area—change the shape of the course. For example from a circle, to an oval, to a square etc.

Safety

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

What to do:

Participants jump with a skipping rope.

Equipment:

⇒   Skipping Ropes (appropriate length for participants)

Note: Preferred rope length is distance from the hand to the ground when arm is horizontally extended.
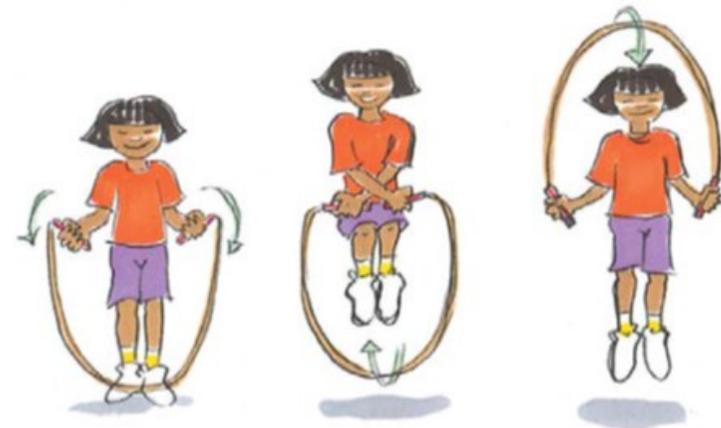
Teaching Tips

⇒   Focus on keeping the head stable and eyes forward to keep body tall.

⇒   Upright position with flat back.

⇒   Jump from the balls of the feet, with feet together and knees slightly bent to maintain balance, absorb the force and rebound quickly.

Change it!

1.   Move forward while skipping.

2.   Vary the speed of skipping – add time challenge, count how many jumps in 30 seconds.

Safety

⇒   Safe landing area.

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

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. To sling is to throw from a side on position, with a straight arm.

Equipment:

⇒   Targets such as chairs, hoops, buckets, poles.

⇒   Variety of implements to throw
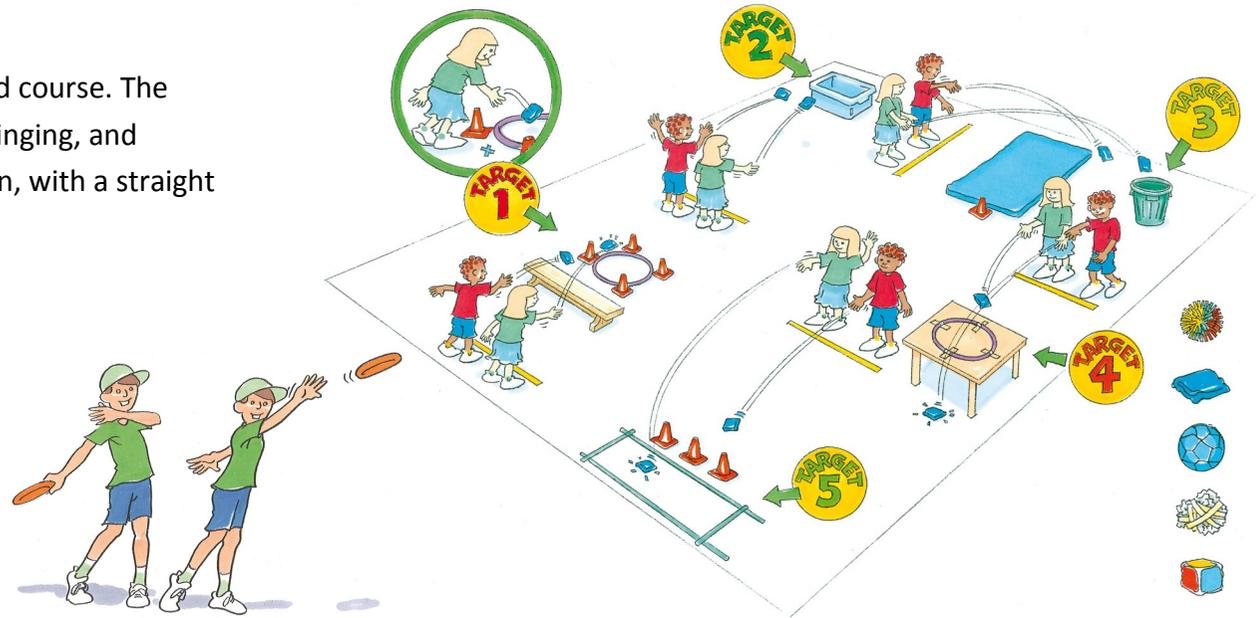
Teaching Tips

⇒   Non throwing side of body remains braced during throw.

⇒   Keep looking at the target to gain accuracy.

⇒   Remain balanced after the delivery.

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.

5. Encourage the participants to create their own 'Throlf' courses.

Safety

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

⇒   Be aware of safety considerations when setting up the 'Throlf' course. Ensure there is enough room for left and right hand throwers, there is plenty of space between each throwing area.

What to do:

Ask participants to mime a particular sporting action e.g. passing, kicking or throwing. Participants perform the action till you call 'FREEZE!'. You then look at the statues and provide feedback on their technique.

Equipment:

⇒   No equipment required.

Teaching Tips

⇒   Remind participants of the teaching tips from previous games—eyes forward, tall back etc.

⇒   Encourage participants to use the entire space and keep moving.

Change it!

1.   Participants can't repeat actions.

2.   Add equipment.

3.   Encourage a participant to call 'FREEZE!'.

Safety

⇒   Choose an area away from walls and other obstructions.

Lesson 5 Closure and Review

Group Discussion Questions:

How should you keep your breathing while you are running?

⇒ Why should you keep your breathing natural?

When jumping with a skipping rope should you take off and land on the balls or the heels of your feet?

⇒ Why do you use the balls of your feet for jumping with a skipping rope?

Where should you look while you are throwing something at a target?

⇒ Why should you keep your eyes on the target?

Teaching notes:

- It is important for participants to keep their breathing even/ natural when they are running to remain relaxed and energy efficient.
- Participants should land on the balls of their feet whilst skipping to maintain balance, absorb the force and rebound quickly.
- Eyes should remain focused on the target when throwing to ensure 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 6
Refining skills of running, jumping in different directions and throwing for distance.

Learning Intention:

- Participants will be able to dodge around objects and modify their pace as they are running.
- Participants will be able to perform two-foot jumps moving forwards, backwards and sideways.
- Participants will be able to throw underarm and overarm for distance.

Skill focus: Running, dodging, jumping, throwing.

Equipment: Marker cones, slalom poles, soft rings (or batons), stop watch, chalk, dots, stable boxes, gym mats, mini hurdles or wedges, 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: Foundation -   ACPMP008
                                            Years 1 & 2 -   ACPMP025

	Time	Skill Description	Activity/Game
45 minutes	5 mins	Warm up	Frost and thaw
	5 mins	Running	Slalom relay
	5 mins	Running	Relay runs
	10 mins	Jumping	Maze jumping
	10 mins	Throwing	Throw, throw, throw
	5 mins	Warm down	Freeze frame
	5 mins	Lesson review and closure	What did you learn today?

Frost and thaw

What to do:

One participant is *Frost* and is the chaser. Another is *Thaw*. *Frost* tries to tag as many of the other participants as possible. Once tagged, they must freeze on the spot. *Thaw* can melt these participants by touching them. They can then re-join the game. (Play with 6 or more.)

Equipment:

⇒   No equipment needed
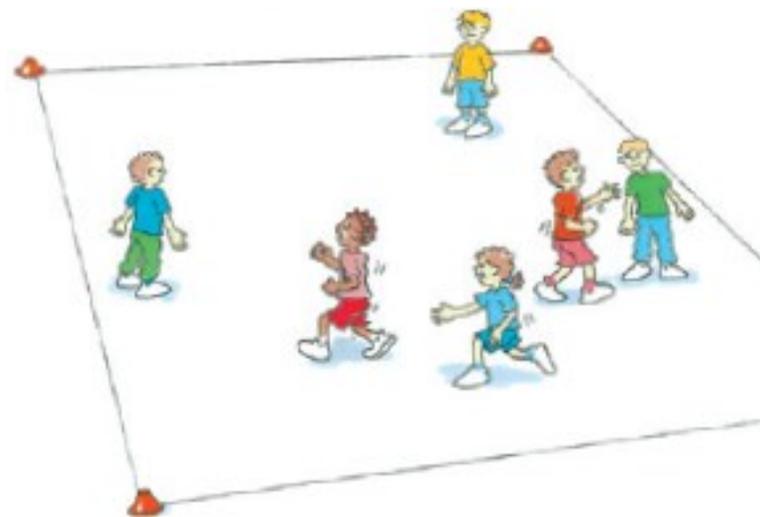
Teaching Tips

⇒   Establish boundaries.

⇒   Nominate a participant in each pair to be Frost and Thaw and ensure they swap roles.

⇒   Disperse the other participants over the playing area.

⇒   Start the activity with jogging.

Change it!

1.   Vary the locomotion.

2.   Swap partners.

Safety

⇒   If indoors, boundaries should be away from walls or freestanding objects.

⇒   Participants should be familiar with space and player awareness activities such as Hospital Tag or Fun on the spot!

Slalom relay

What to do:

Participants organised into groups, each group 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 holding the soft ring in their right hand. When participant reaches the end of slalom course, pass the soft ring to the next runner to "Go".

Equipment:

⇒   Marker cones

⇒   Slalom poles

⇒   Soft rings

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.

⇒   Practise starting with either leg forward, ensure opposite arm to leg is maintained.

⇒   Don't have more than 3 to 4 participants in a line.

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.

3.   Run holding soft ring in left hand.

4.   Time the activity—try to run as many times through the course as possible in a set amount of time.

5.   Vary activity so that the first runner runs through the slalom course while the second runner runs back on a straight sprints course. Alternate runners until all runners have completed both slalom and sprint course.

Safety

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

Relay runs

What to do:

Set up a running loop of an appropriate length for the participants. Divide the whole group into smaller groups and have each individual run the loop before tagging the next group member to run the same loop.

Equipment:

⇒   Marker cones

⇒   Stop watch

Teaching Tips

⇒   Encourage participants to breathe naturally and not tire too quickly.

⇒   Encourage participants to run at an easy pace to cover the full loop at even pace.

Change it!

1.   Disperse group members along the running route, so that each person runs a different leg of the overall route.

2.   Time the activity—set a time challenge, see how many laps the group can do in a set time.

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.

⇒   Ensure that the length of the loop is appropriate to the group's ability.

Maze jumping

What to do:

Participants to move forwards, backwards and sideways, jumping through a defined course.

Equipment:

⇒   Marker cones

⇒   Chalk

⇒   Dots to mark course

⇒   Stable boxes

⇒   Gym mats

⇒   Mini hurdles or wedges to jump over

Teaching Tips

⇒   Focus on leaping with head stable to maintain balance.

⇒   Eyes forward to keep body tall.

⇒   Upright position with flat back.

⇒   Encourage active arms on take off to jump further.

⇒   Encourage landing with bent hips, knees and ankles to absorb force.

⇒   Encourage a stable landing to prepare

Change it!

1.   Introduce a more complicated sequence of jumping patterns.

2.   Introduce stable obstacles to jump on, off and over.

3.   Measure the time taken to complete the course.

Safety

⇒   Safe, flat area.

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

Throw, throw, throw!

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.

Equipment:

⇒   Marker cones & bean bags.

30 SEC

PAPER BALL
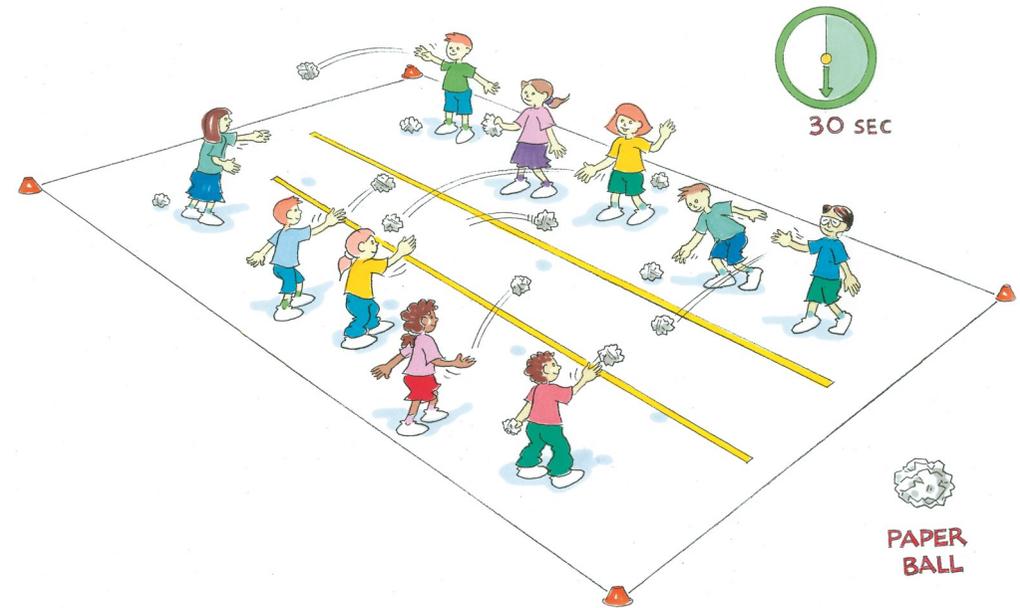
Teaching Tips

⇒   Emphasise opposite foot forward to throwing arm to maintain balance.

⇒   Finish throw with a long arm to maximise distance and power.

Change it!

1.   Vary the position of the implement being thrown: underarm, overarm, right and left sides (dominant and non-dominant).

2.   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.

Freeze frame

What to do:

Ask participants to mime a particular sporting action e.g. passing, kicking or throwing. Participants perform the action till you call 'FREEZE!'. You then look at the statues and provide feedback on their technique.

Equipment:

⇒   No equipment required.

Teaching Tips

⇒   Remind participants of the teaching tips from previous games—eyes forward, tall back etc.

⇒   Encourage participants to use the entire space and keep moving.

Change it!

1.   Participants can't repeat actions.

2.   Add equipment.

3.   Encourage a participant to call 'FREEZE!'.

Safety

⇒   Choose an area away from walls and other obstructions.

Lesson 6 Closure and Review

Group Discussion Questions:

How should you keep your breathing while you are running?

⇒   Why should you keep your breathing natural?

How should you have your legs and arms at the start of a running race?

⇒   Why should you have one leg forward and your opposite arm forward?

Teaching notes:

- It is important for participants to keep their breathing even/ natural when they are running to remain relaxed and energy efficient.
- It is important for participants to have one leg forward and opposite arm forward because so they are balanced and ready to accelerate quickly.

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?

The IAAF Kids' Athletics Beginner 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. A summary of the activities and equipment required is provided here:

Activities

1.	Forward Squat Jump
2.	Timed Speed Bounce
3.	Knee Throw
4.	Target Throw
5.	4' Endurance Race
6.	Sprint Hurdle Shuttle Relay
7.	Formula One

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
• Marker cones x 50	• Tumble mats or wedge x 2
• Hoops x 10	• Whistle
• Bean bags x 20	• Buckets
• Small balls x 12	• Cardboard boxes
• Skipping ropes x 10	• Low box or step
• Large skipping rope x 1	• Chalk
• Mini hurdles x 6	• Stopwatch
• Agility ladder/Speed ladder x 1	• Basketballs/Soccer balls
• Soft rings/relay batons x 4	• Measuring tape
• Slalom poles x 2	
• 1kg Medicine balls x 1	
• Spot Markers x 5	

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

Event Scoring

The purpose of the team event is to have a fun, team based competition to test the skills learned by the participants 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:

Running events are scored by the total team time recorded. The lowest team time recorded gains the maximum points.

Score Sheet B:

Jumping and Throwing 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 Beginner Team Event

This score sheet is used for the following events:

⇒ Timed Speed Bounce

⇒ Knee Throw

⇒ Target Throw

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

Score Sheet B
IAAF Kids' Athletics Beginner Team Event

This score sheet is used for the following events:

⇒ 4' Endurance Race

⇒ Sprint Hurdle Shuttle Relay

⇒ Formula One

⇒ Forward Squat Jump

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

Overall Score Board
IAAF Kids' Athletics Beginner Team Event

		Sprint Hurdle Shuttle Relay	Formula One	Edurance	Speed Bounce	Target Throw	Forward Squat Jump	Knee Throw
Team	Result							
Name	Points							
Team	Result							
Name	Points							
Team	Result							
Name	Points							
Team	Result							
Name	Points							
Team	Result							
Name	Points							
Team	Result							
Name	Points							

Suggested Rotation
IAAF Kids' Athletics Beginner Team Event

1	Sprint/Hurdle Shuttle Relay	Speed Bounce	Formula One	Target Throw	Forward Squat Jump	Knee Throw	Endurance
2	Sprint/Hurdle Shuttle Relay	Forward Squat Jump	Formula One	Knee Throw	Speed Bounce	Target Throw	Endurance
3	Speed Bounce	Knee Throw	Forward Squat Jump	Formula One	Target Throw	Sprint/Hurdle Shuttle Relay	Endurance
4	Forward Squat Jump	Target Throw	Speed Bounce	Formula One	Knee Throw	Sprint/Hurdle Shuttle Relay	Endurance
5	Knee Throw	Sprint/Hurdle Shuttle Relay	Target Throw	Speed Bounce	Formula One	Forward Squat Jump	Endurance
6	Target Throw	Sprint/ Hurdle Shuttle Relay	Knee Throw	Forward Squat Jump	Formula One	Speed Bounce	Endurance

Forward Squat Jump
IAAF Kids' Athletics Beginner Team Event

What to do:

From a starting point the first participant of the team jumps from two feet landing on two feet. A marker is placed at the landing point. This landing point becomes the starting point for the second participant and this process is repeated until all participants have jumped. The event is completed when the last participant has jumped. If time permits, the entire procedure can be repeated and the best result recorded.

Equipment:

⇒ Marker cones

⇒ Measuring tape

Scoring

⇒ The total distance jumped by all participants is the team result.

Safety

⇒ Safe surface clear of hazards

Timed Speed Bounce
IAAF Kids' Athletics Beginner Team Event

What to do:

Participants to jump side to side over an obstacle using two-foot take off and two-foot landing for a period of 20 seconds, counting the number of jumps completed. If time permits, the entire procedure can be repeated and the best result for each team is recorded

Equipment:

⇒   Rope

⇒   Marker cones

⇒   Wedges

⇒   Mini hurdles

⇒   Stop watch

Scoring

⇒   The total number of individual jumps are tallied to create a team result.

Safety

⇒   Ensure a flat, safe space.

⇒   Ensure that the obstacles are an appropriate height for the skill level of the individual participants.

Knee Throw

IAAF Kids' Athletics Beginner Team Event

What to do:

Kneel on the mat and lean back to throw the ball forward using a two handed overhead throw. Throw for distance.

Equipment:

⇒ Marker cones

⇒ Measuring tape

⇒ Light medicine ball

⇒ Gym mat
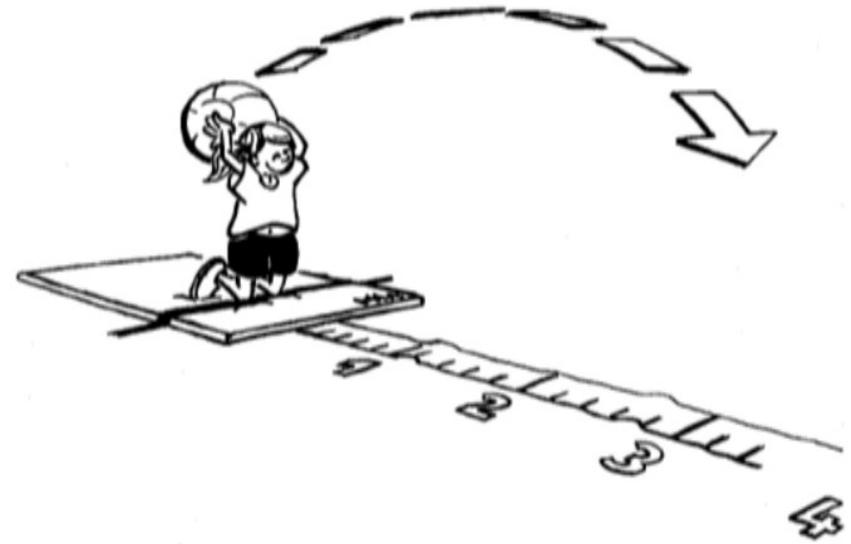
Scoring

⇒ Set up markers every 5metres from the start line into the throwing area. Points are scored depending on where the ball lands. The area closest to the start position is worth 1 point, next section (5-10m) 2 points and so on.

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

Safety

⇒ Safe area free of obstructions.

⇒ Appropriate weight of implement.

Target Throw
IAAF Kids' Athletics Beginner Team Event

What to do:

Set up a large target. Four throwing lines need to be marked out – 5, 6, 7 and 8 metres away from the target. Each participant has three trials to hit the target with the throwing object. On each trial, the participant may choose to throw from any one of the four lines.

Equipment:

⇒ Marker cones

⇒ Measuring tape

⇒ Various throwing implements

⇒ Hoops or gym mat to use as targets
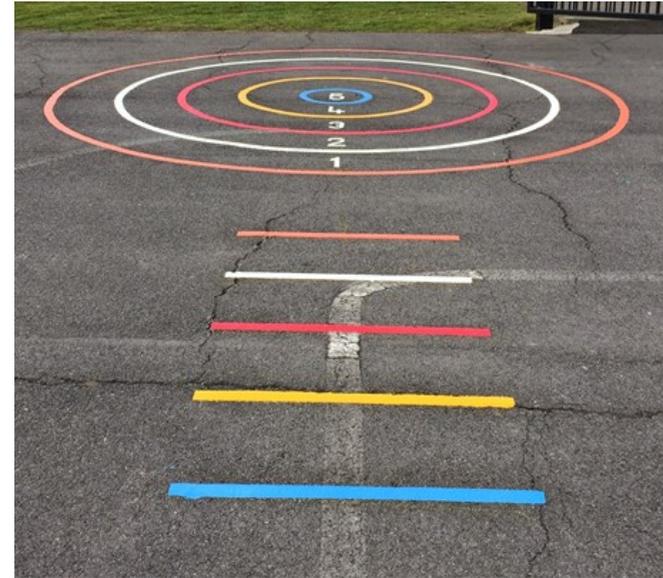
Scoring

⇒ Hitting the target area is considered to be a successful attempt.

⇒ Points are scored as follows: throws from 5 metres is worth 2 points, 6 metres is worth 3 points, 7 metres—4 points and 8 metres—5 points.

⇒ Three trials from each team member is recorded and is included in the team total.

Safety

⇒ Safe area free of obstructions.

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

4' Endurance Race
IAAF Kids' Athletics Beginner Team Event

What to do:

Teams run around a course of 150 metres from a given starting point. Each participant attempts to run/walk around the course as many times as is possible in the time limit of 4 minutes. Each participant picks up a ball which is returned to the given starting point after each lap is completed – a new ball is picked up and the process is repeated after every completed lap

Equipment:

⇒ Marker cones

⇒ Small balls or bean bags

⇒ Hoops or buckets

⇒ Stop watch
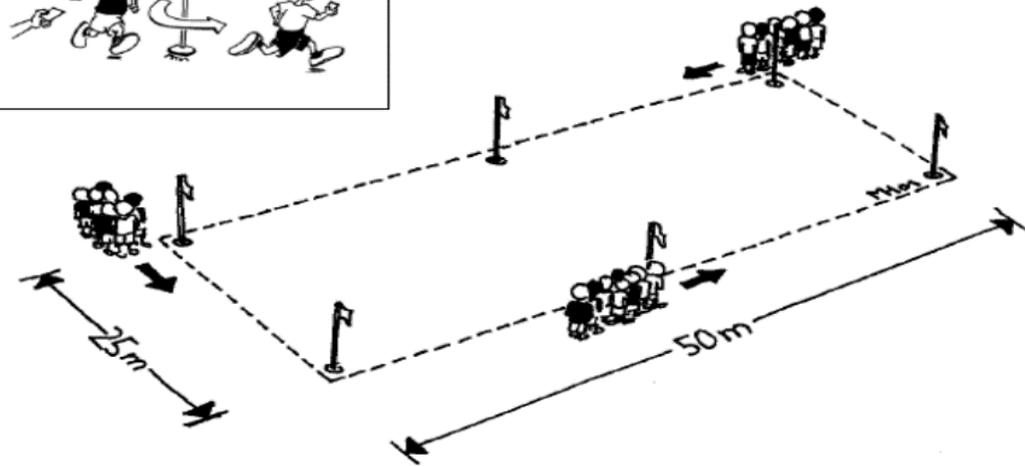
Scoring

⇒ Total number of balls are tallied up for each team.

Safety

⇒ Safe surface clear of hazards.

⇒ Time may need to be reduced to match the ability of the group.

Sprint/Hurdle Shuttle Relay
IAAF Kids' Athletics Beginner 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. 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. 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.
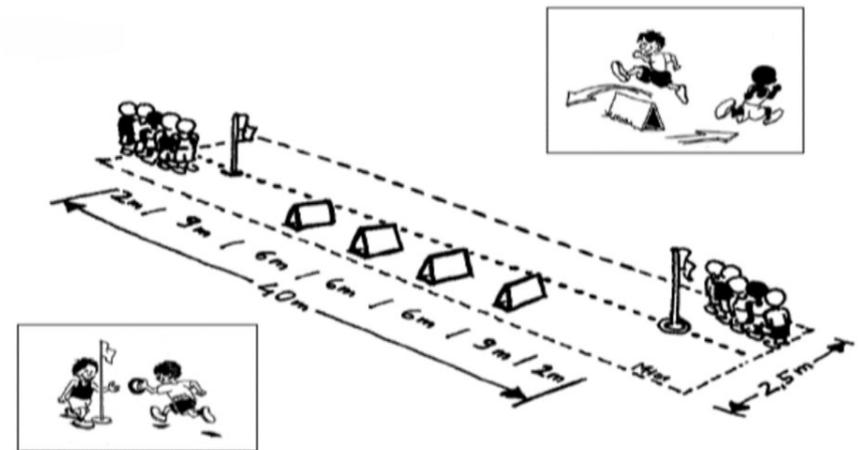
Equipment:

⇒ 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 Beginner 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 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.
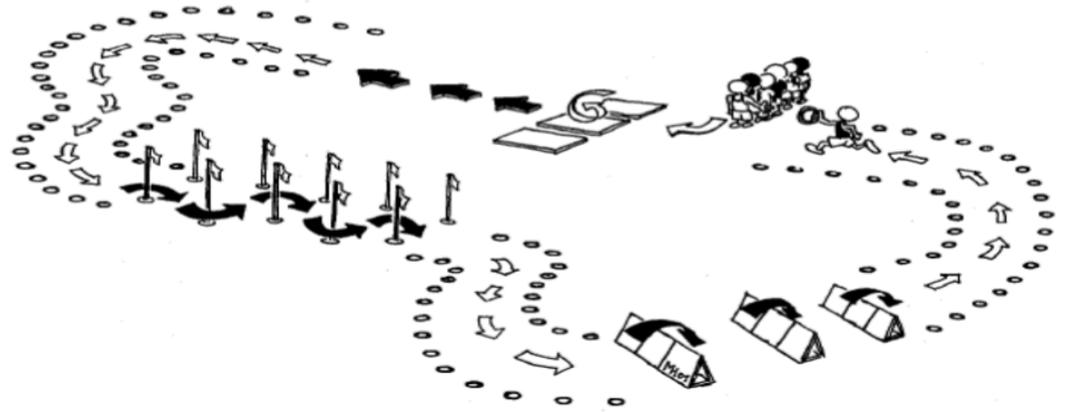
Equipment:

⇒ 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.

Contact Athletics Australia

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