Australian Government
Australian Sports Commission

Active After-school Communities

Helping kids and communities get active

Athletics Play

Little Athletics Australia

Athletics Australia

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Disclaimer

This resource been designed for use with students aged 4–12. It assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicate that they are not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student's parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of this resource, the publisher and authors do not accept any liability arising from the use of this resource, including, without limitation, from any activities described in the resource.

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Contents

Playing for Life — what is it? 2

Introduction to Athletics 4

LESSON PLANS

» Lesson 1 9

» Lesson 2 14

» Lesson 3 19

» Lesson 4 25

» Lesson 5 30

» Lesson 6 34

» Lesson 7 39

» Lesson 8 44

OTHER INFORMATION

Where to from here? 49

Resources and more information 50

Playing for Life — what is it?

Playing for Life is an approach to coaching that uses games rather than drills to introduce the skills and tactics of the particular sport or structured physical activity being delivered. Each session is designed purposefully, so that the games progressively introduce and develop the particular skill that is the focus of the session.

The Playing for Life approach is underpinned by the following key concepts:

- **THE GAME IS THE FOCUS** — Students develop sporting skills and tactics through fun games and activities (by 'playing the game') rather than performing traditional skill-based drills in isolation from the game. The game is the focus of the session, challenging students to think about what they are actually doing and why. Each session should be designed with a particular sporting outcome/skill development in mind, and games selected purposefully to achieve these objectives.
- **COACH IS A FACILITATOR** — Coaches play a facilitator role rather than a director's role. They set challenges for the students to find solutions through games rather than instructing students how to perform a particular skill. Coaches provide key coaching points for performing the skill, then set the students a challenge that they must solve through activity. This engages students in the activity at a level that suits their own ability, and helps them to learn through self-discovery and working with and observing other students.
- **DISCRETE COACHING** — Coach instructions and demonstrations are kept to a minimum and play is allowed to continue where possible. Discrete coaching is provided on the side in an unobtrusive way, creating an encouraging and supportive environment where students can develop at their own pace. It can help build a child's confidence and self-esteem and allows the student to receive one-on-one support where needed.
- **ROLE MODELS** — Use student role models during the activities to demonstrate and emphasise good technique or strategies. Be aware of cultural considerations when adopting this strategy.
- **ASK THE STUDENTS** — The use of 'questioning' is a valuable strategy to engage the students themselves in changing the activity to increase participation and to make the activity more or less challenging. Feedback from the students will give a good indication of whether the game or activity is achieving the desired outcomes.
- **CHANGE IT** — Coaches constantly observe the game to ensure maximum engagement of students of all abilities by considering the following questions:
  - Are all students enjoying and/or engaged in the game?
  - Is the purpose of the game being achieved?
  - Are all students being challenged (is it too difficult, too easy, one-sided)?

The FISH acronym is another way of considering these questions:

- Is the game **F**UN?
- Is the game **I**NCLUSIVE?
- Is the game **S**AFE?
- Is the game ensuring **H**IGH INVOLVEMENT?

If the answer to any of these questions is no, then the game should be changed. Simple variations should be introduced to make the games easier or harder in order to accommodate all student ability levels and backgrounds, remembering to retain the integrity of the sporting outcome being delivered.

CHANGE IT

Vary any one or more of the following game elements to maximise participation and better meet student needs and game objectives.

C — Coaching style

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required.
Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory or kinesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).

H — How you score/win

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

A — Area

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N — Numbers

Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

G — Game rules

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to dispose of the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.

E — Equipment

Vary the size and type of equipment used, e.g. change to a larger and/or softer ball if a student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

I — Inclusion

Engage individuals in modifying the activities using any of the outlined game elements (or others) to maximise their involvement.
Ask individuals what would improve the game for them and/or how their involvement could be increased; or provide options they could choose from to encourage ownership.

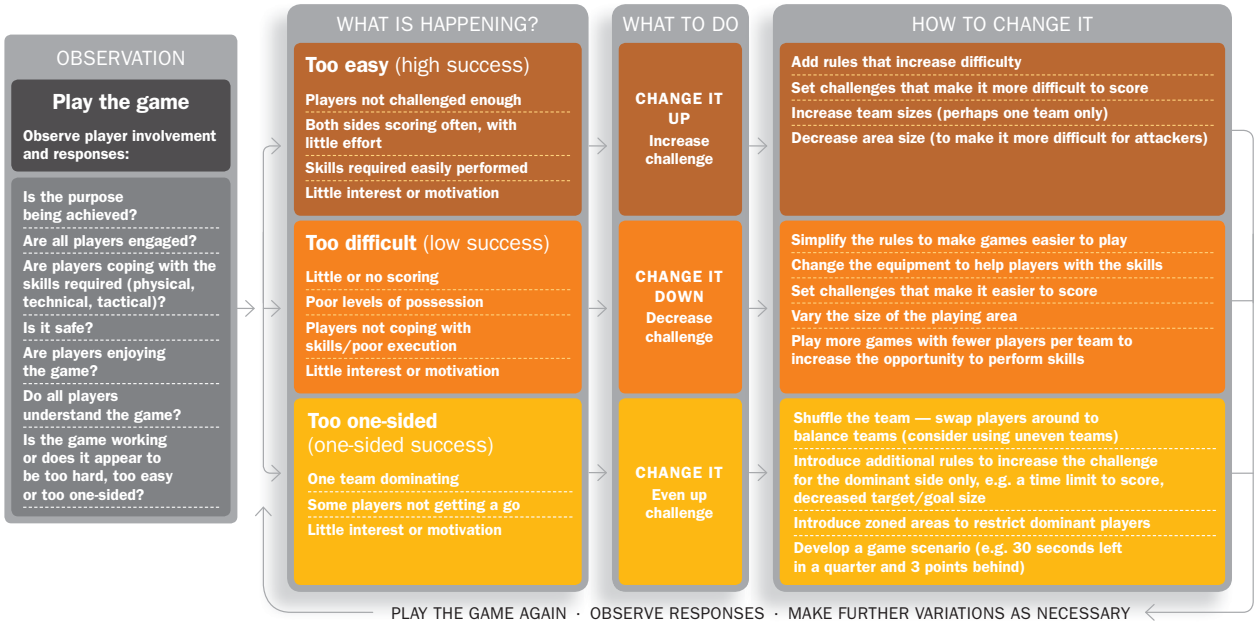
T — Time

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to make a decision about what to do next.

It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

If it's not working… CHANGE IT!!

When and how to apply the CHANGE IT principles:



Introduction to Athletics

The sport of Athletics combines the essential and fundamental movement skills of running, jumping and throwing. This Athletics Play Manual is designed to provide participants with the opportunity develop their skills in these areas, through a range of play and experiential learning activities that involve maximum participation for all.

The Athletics Play Manual is made up of an 8-week game-based activity program, focused on the skills of running, jumping and throwing. The activities are based on the International Association of Athletics Federations (IAAF) KIDS Athletics program, designed to bring excitement into playing athletics. The activities have been designed to promote a team-based games approach that is exciting, challenging and fun.

In keeping with the **organisational objectives** of IAAF KIDS Athletics program, you should constantly aim to meet the following objectives when conducting this program:

1. That a large number of children can be active at the same time.
2. That a variety of the basic athletic movements of run, jump and throw are experienced.
3. That all participants contribute to a team result.
4. That modifications to the activities are made to meet the ability of all participants.
5. That experiential learning is a part of all activities.
6. That activities are easy to organise and administer.

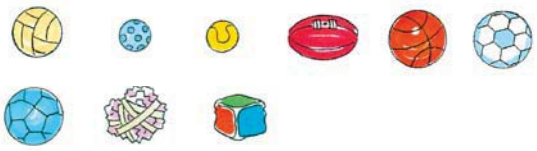
Program principles

All activities within the program have been chosen to reflect that:

- children learn and master skills through experiential learning involving positive play and game-based activities that are fun and involve constant participation
- activities are focused on developing the skills of running, jumping and throwing, for the beginner participant
- all activities are highly accessible and inclusive, require minimal specialist equipment or facilities and can be conducted either indoors or outdoors
- activities are team-oriented and involve constant participation
- activities are easy to organise and transitions, adaptations and progressions are logical, sequential and easily understood
- the program is based on an instructor to participant ratio of 1:20-25, though smaller groups will enhance even further participation
- each 60minute session of the 8-week program will have elements of each of the skills of running, jumping and throwing and will be sequential in their nature
- you are the facilitator of activities whereby children's participation results in a positive experiential learning outcome — children DO, while instructors/coaches allow the 'doing' to occur.

Equipment

- Athletics can be conducted using basic and readily available equipment. Specific equipment for the program includes:
  - marker cones
  - relay batons
  - hoops
  - chalk
  - various throwing objects, e.g. light and not so light balls, large and small balls, bean bags, medicine balls, vortex, foam javelins, rubber chickens



  - soft rubber rings or quoits
  - variety of targets: wickets, hoops and buckets

  - skipping ropes
  - foam wedges
  - obstacles to jump over — mini hurdles 15 — 30cms high are ideal

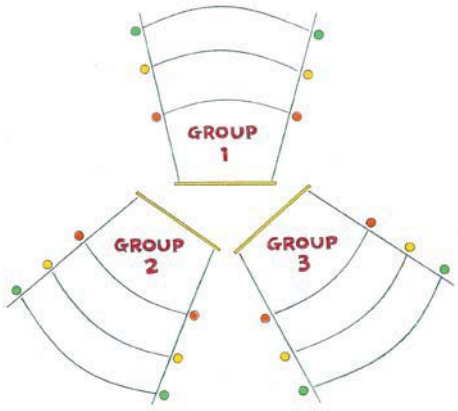
- Equipment should be well maintained and of good quality. Never purchase poor quality equipment even if funds are limited. Always check equipment that has been set up by others before you use it.

Tips for delivering athletics

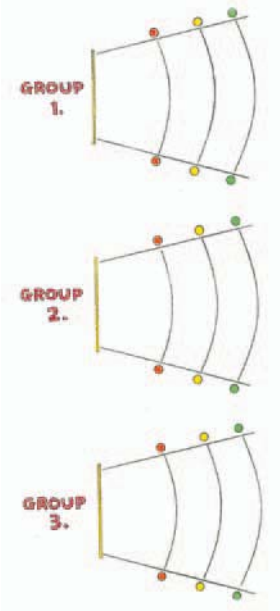
1. The delivery of athletics should be managed appropriately, and the safety of participants should always be the primary consideration for you.
2. You should be aware that you have a legal responsibility to provide a 'duty of care' to the participants of the program, and you must ensure that you provide an adequate level of direct supervision.
3. The athletics activities in this manual have all been designed to be exciting, enticing, accessible and engaging. You should continually ensure that the activities meet these requirements.
4. When using the lesson plans in this manual consider whether the individual needs of the participants are being satisfied. In some instances activities and equipment may need to be modified to ensure the safety of some participants.
5. When delivering the activities always ensure the organisational objectives of the IAAF Kids Athletics program as described above, are met.
6. Keep instructions as brief as possible to ensure participants are quickly engaged in the activities.
7. When running relay races, ensure races are conducted over a maximum of 15m — 20m.
8. Each lesson should conclude with the finish up activity 'Put it away!' where players use physical activity to put away equipment such as markers and mats.

Golden rules of safety

1. Check that the environment is safe and free of hazards.
2. Ensure that the surface is a safe and appropriate surface for the activities to be performed.
3. Ensure that the playing area is a safe distance away from walls and other fixed objects.
4. Check that there is a safe distance between groups of participants.
5. Make sure that all equipment is appropriate, safe and working correctly. Be prepared to modify equipment and activities to reduce risk.
6. Ensure that there is direct supervision of the participants at all times.
7. Always provide clear instruction for the activity and use of equipment.
8. When organising relays, place teams far enough apart to avoid collisions, interference and accidental changing of teams.
9. Throwers should always be placed a minimum of 5m apart when performing slinging throws and a minimum of 2m apart for all other throws.
10. For throwing activities, left handed throwers should always be placed on the left hand side of any group.
11. Always use a throw and a retrieve signal/command when conducting throwing. Participants not throwing must stand well back from the throwers.
12. Use an area approximately 30m x 30m per group of 10 players. Vary the area according to participant numbers, ability and mobility.
13. For throwing activities, have participants throw away from one another. Balls should always be gathered but not thrown back.



14. Alternatively, use a line-up configuration and have all players throw in the same direction.



Introduction to basic athletics terms and skills

Each session is designed to incorporate the following skill components in a game-based environment:

Running

Running in athletics incorporates the following movements:

- Speed
- Agility
- Acceleration
- Coordination
- Running a curve
- Running and jumping combinations
- Sprint slaloming.

Below are some tips for improving a player's running technique:

- Eyes focused forward throughout the run
- Drive off ground with front part of foot
- Full extension of rear leg
- Heel moves close to the buttocks during the recovery phase
- Knee drives forward in a smooth rapid movement similar to a cycling action, swinging leg through to start the phase again
- Body leans slightly forward
- Hands held in a relaxed position
- Arm drives towards the back, elbows maintain 90° throughout forward and backward swing
- Head and upper body are stable, jaw and neck are relaxed

- Smooth and rhythmical action
- Legs and feet move in a straight line
- Shoulders and hips are square.

Jumping

Jumping in athletics incorporates the following movements/skills:

- Standing jumps
- Single and double-foot take off
- Running jumps
- Scissor jumps
- Continuous jumps
- Hopping
- Sideways jumping
- Jumping for height and distance.

Below are some tips for improving a player's jumping technique:

Take off

- Eyes focused forward
- Upright body position with flat back
- Contact ground with mid to flat foot and bend knees prior to take off
- Lift hips high on take off
- A powerful extension of the planted leg (take off leg) & an explosive punching action of the free knee
- Forceful thrust of OPPOSITE arm as take off leg extends.

Landing

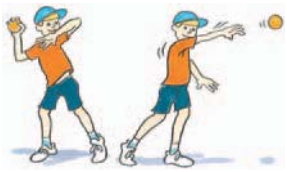
- Quiet landing
- Trunk in a straight and stable position
- Land on 2 feet simultaneously
- Absorb the landing with bent hips, knees and ankles.

Throwing

Throwing in athletics incorporates the following movements/skills:

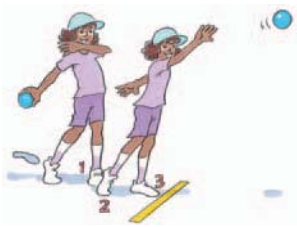
- One and two-hand delivery
- Whole body throwing — power
- Underarm throwing
- Overarm throwing
- Throwing for distance
- Throwing for accuracy
- Rotational throwing
- Stepping and throwing.

Underarm throwing



Overarm throwing

Stepping and throwing.



Program objectives

Session	Objective	Skills
One	Participants will be involved in activities to: 1. Introduce running stride 2. Introduce moving forwards with two-foot jumps 3. Introduce throwing from various seated positions.	» Speed, acceleration, agility and coordination » Double foot jumps » One hand delivery, overarm throwing
Two	Participants will be involved in activities to: 1. Practise running and jumping skills 2. Practise two-foot jumping skills in all directions 3. Practise throwing from a standing position.	» Running and jumping combinations » Continuous jumps and sideways jumping » Standing throws for accuracy
Three	Participants will be involved in activities to: 1. Enhance running strides between obstacles 2. Introduce sideways jumping over obstacles 3. Practise throwing two-handed from a walking approach.	» Agility, coordination and running–jumping combinations » Continuous jumps and sideways jumping » Two-hand delivery, stepping and throwing, whole body throwing
Four	Participants will be involved in activities to: 1. Experience the combination of jumping and running a curve 2. Enhance continuous single and double-footed jumps using a rope 3. Introduce rotational throwing.	» Running–jumping combinations, running a curve, speed and acceleration » Single and double–foot continuous jumping » Rotational throwing
Five	Participants will be involved in activities to: 1. Practise sprint slaloming 2. Introduce leaping 3. Practise rotational throwing over varying distances.	» Acceleration and running a curve » Single-foot take off and landing on alternate foot » Rotational throwing for distance and accuracy
Six	Participants will be involved in activities to: 1. Enhance running a curve 2. Practise hopping 3. Practise accelerating an object with a rotational throw.	» Running a curve and acceleration » Single-foot take off and landings » Rotational throwing for distance
Seven	Participants will be involved in activities to: 1. Introduce accelerating from a stationary start position 2. Introduce hopping combinations 3. Practise rotational throw from a walking approach.	» Acceleration and speed » Hopping and continuous jumping » Whole-body throwing
Eight	Participants will be involved in a modified teams event that incorporates all the skills of the previous 7 weeks	» Acceleration, agility, speed, jumping and throwing

Overview of lessons

LESSON	1	2	3	4	5	6	7	8
START OUT	Form a group	Fish in the net Flip it!	Hospital tag Throw, throw, throw!	Frost and thaw	Stone, bridge, tree	Team alphabet	Pirate's gold	Partner tag
GET INTO IT	Ladder relay Frogs and lily pads Bullseye	Racing relay Coach says Hit the target	Target relay Speed bounce How many bean bags? Beat the bucket	Target relay Skip to my lou Throlf	Slalom sprint Look out for others! Bullseye	Curve running How many balls? Beat the ball	Sally and Steve Racing relay Engage all	Athletics play event! Formula one
FINISH UP	S-T-R-E-T-C-H Put it away!	Puppeteer	Hoop stretch	Circle push and retreat	Four corners	Freeze frame	Group balance	S-T-R-E-T-C-H Great work!

bring a sense of fun and exploration to your group

Lesson 1

1

OBJECTIVE
1. Running stride
2. Moving forwards with two-foot jumps
3. Throwing from various seated positions

TIME
60 minutes

SAFETY
For throwing activities, have players throw away from one another. Balls should always be gathered but not thrown back.
Alternatively, use a line-up configuration and have all players throw in the same direction.

AREA
Area approximately 30m x 30m per group of 10 players. Vary the area according to player numbers, ability and mobility.

EQUIPMENT
- Marker cones
- Relay batons
- Hoops
- Chalk
- Various light throwing objects, e.g. sponge ball, small soft ball, tennis ball, bean bags
- 1 seat (must be stable) per player
- Optional: small sized boxes low enough for children to jump onto

ACTIVITIES

- Form a group
- Ladder relay
- Frogs and lily pads
- Bullseye
- S-T-R-E-T-C-H
- Put it away!

WILDCARD

Form a group

START OUT
5 MINUTES · **LESSON 1**

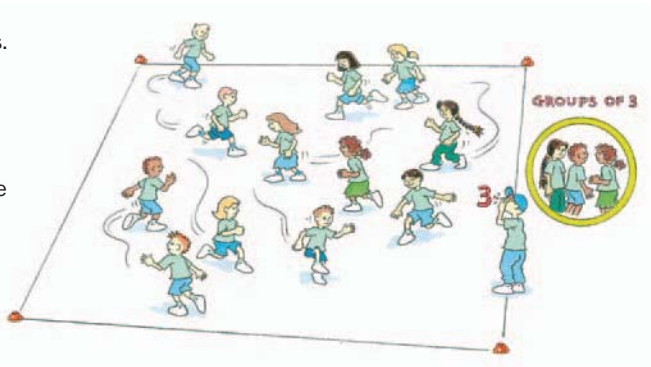
Players run around in random directions avoiding body contact with other players. The coach calls a number and players form groups of that size.

SKILL FOCUS *Energiser that creates space and player awareness*

EQUIPMENT *Marker cones*

What to do

- Mark an area free of obstructions — disperse the players.
- 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.
- As an option, use some bright music as a backdrop. Stop the music and call the number for the group size.



CHANGE IT!

- Vary the movement — e.g. short bursts of running, hopping and fast walking before calling a group size.
- Players have to run to the nearest boundary and touch it with their feet before forming the group.
- Walk rather than run.

SAFETY

- Choose an area away from walls and other obstructions.
- Players should be familiar with space and other player awareness activities.
- Start with slow jogging.

WILDCARD

Ladder relay

GET INTO IT
10 MINUTES · **LESSON 1**

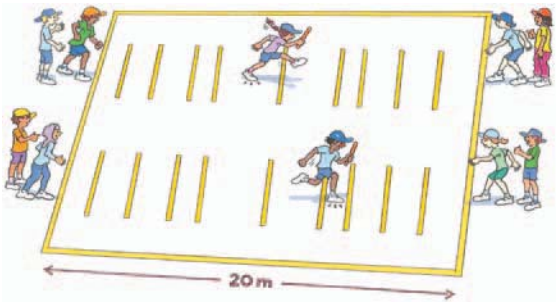
Players race each other in a relay, by placing one foot in each section, to introduce running with various stride lengths.

SKILL FOCUS *Speed, acceleration, agility and coordination*

EQUIPMENT *Ladder or marker cones, relay batons*

What to do

- In teams, players divide and stand opposite one another.
- Players race to the other side, placing one foot in each section.
- Continue until all members have completed the relay.



CHANGE IT!

- Move from a slow pace to a faster pace depending on the ability of the group.
- Practise starting from either leg.
- Vary the distance between the horizontal markings.
- Vary the number of times a team must complete the relay.
- Introduce baton passing from the runner to their stationary team member.

TIPS

- Look ahead; do not drop the head to watch the feet.
- Divide teams into even groups, making sure that some older and more advanced players are in each group.

SAFETY

- Make sure the playing area is clear of any obstructions.
- Make sure there is enough space between groups and players.

Frogs and lily pads

GET INTO IT
15 MINUTES · **LESSON 1**

Players continuously jump from lily pad to lily pad using a two-foot forward jump. (Play in groups of 4 – 8.)

SKILL FOCUS	*Standing double foot jumps*
EQUIPMENT	*10m x 10m square marked out by 4 cones (the pond); hoops;* ***Optional:*** *small sized boxes low enough for players to jump onto*

What to do

- Randomly distribute the hoops (lily pads) inside the pond, making sure they are not too far away from each other (i.e. jumping distance).
- Players jump from lily pad to lily pad and see how many they can land on in a given amount of time, e.g. 60 seconds.
- If there is more than one frog on the lily pad, it will sink. If a player jumps onto a lily pad with another player already on it, the original player must immediately find another lily pad to jump onto.
- Players may jump into the pond as well as onto the lily pads.

CHANGE IT!

- Increase or decrease the distance between the lily pads to vary the jumps, e.g. jump for height and jump for distance.
- Introduce a tagger. Players must jump around the pond and avoid the tagger. Players are safe if they are standing on a lily pad, but as soon as another player jumps on that lily pad the original player must find a new one. If a player is tagged, they become the new tagger.
- Use low boxes, mats or sand as lily pads for children to jump onto, instead of hoops.

TIPS

- Use the arms to stabilise the whole body movement.
- Legs should not bend excessively on landing and should extend fully when taking off.
- Look ahead, not at the ground.
- Remain balanced both during and after the jumps.

SAFETY

- Encourage players to look before they jump, so they don't collide with others.
- Ensure appropriate jumping distance for the ability levels of the players.

TARGET GAME

Bullseye

GET INTO IT
20 MINUTES · **LESSON 1**

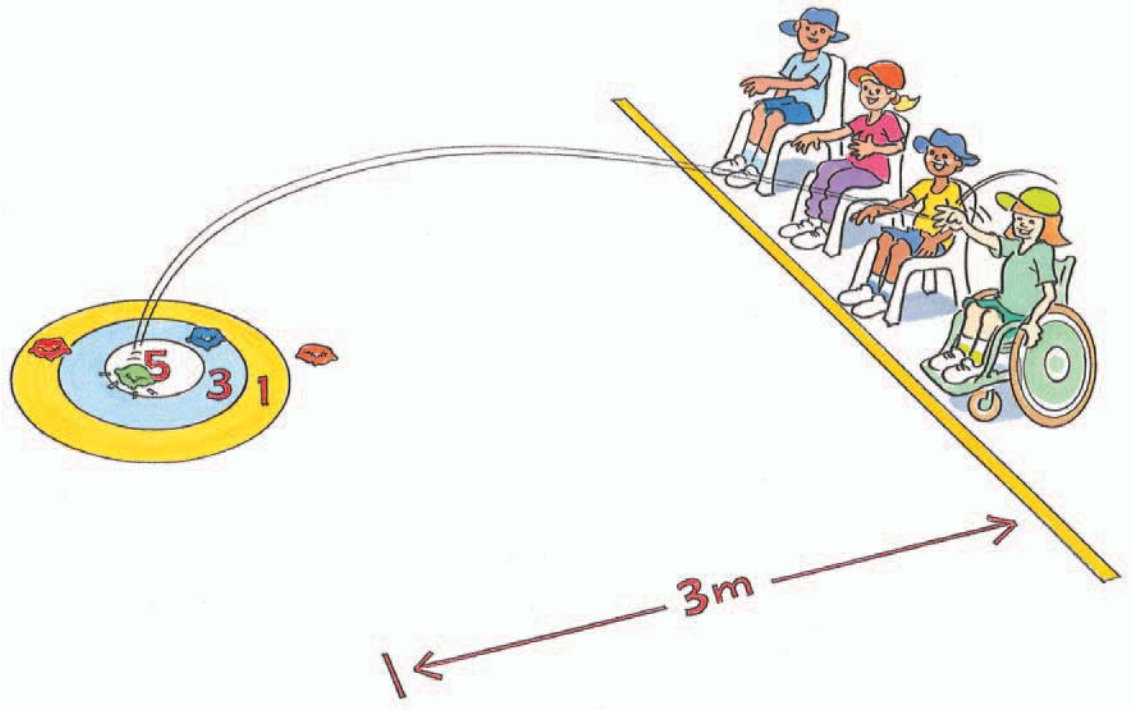
From a variety of sitting or kneeling positions, players in small groups throw various objects at a target, aiming to score maximum points.

SKILL FOCUS *One hand delivery, overarm throw and accuracy*

EQUIPMENT *Chalk, hoops, markers or ropes to form 3 concentric circles on the ground, throw line 3m from target, one light object per player, e.g. sponge ball, small soft ball, tennis ball, bean bags, 1 seat (must be stable) per player*

What to do

- Form small groups, e.g. 4 per group.
- Each player throws their object to the target area.
- One throw per player before objects are retrieved.
- Repeat for a given number of rounds, e.g. 5 throws for each player. Each round, players use a different hand when throwing.
- Points are scored depending on where the object stops in the target area.
- Players note whether their score improves from round to round.



CHANGE IT!
- Remove the seat and throw from a kneeling position.
- Increase or decrease the distance from the throw-line to the target.
- Vary the position of the throw: chest, overhead, opposite hand.

TIPS
- Ensure the throwing action is initiated from the trunk.
- Coordinate the movement of the trunk first and then the arms.
- Maintain good balance throughout.

SAFETY
- Use only 'stable objects' as seats.
- Maintain at least 2m between throwers.
- Ensure all players are throwing in the same direction.
- Players do not retrieve objects until the round is finished.

FINISH UP

S-T-R-E-T-C-H

FINISH UP
5 MINUTES · **LESSON 1**

Disguise it! Choose activities where the stretching is disguised in an engaging activity

FINISH UP

Put it away!

FINISH UP
5 MINUTES · **LESSON 1**

Use physical activity to put away equipment such as markers and mats.

Lesson 2

2

OBJECTIVE	1. Running and jumping skills
	2. Two-foot jumping skills in all directions
	3. Throwing from a standing position
TIME	60 minutes
AREA	Area approximately 30m x 30m per group of 10 players. Vary the area according to player numbers, ability and mobility.
SAFETY	For throwing activities, have players throw away from one another. Balls should always be gathered but not thrown back.
	Alternatively, use a line-up configuration and have all players throw in the same direction.
EQUIPMENT	» Marker cones
	» Variety of targets, such as 2 litre (or larger) plastic bottles with a little sand in the bottom, cricket wickets or buckets
	» Various light throwing objects, e.g. sponge ball, small soft ball, tennis ball, bean bags
	» Obstacles that are easy to jump over — mini hurdles are ideal

ACTIVITIES

- Fish in the net
- Flip it
- Racing relay
- Coach says
- Hit the target
- Puppeteer

WILDCARD

Fish in the net

START OUT
5 MINUTES · **LESSON 2**

3 players form the net by holding hands. They catch others by surrounding them. Caught players join the net and the game continues. (Play with 6 or more.)

What to do

- Establish boundaries.
- Nominate 3 players to be the net. Other players disperse.
- Start the game on a signal.

CHANGE IT!

- Vary the size of the playing area.
- Vary the methods of locomotion.
- **Larger groups** — start with two or more 3-player nets.
- **Free players** — pair off and have to evade the net by running in pairs.
- Ask the players to make up new rules.

SAFETY

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

WILDCARD

Flip it

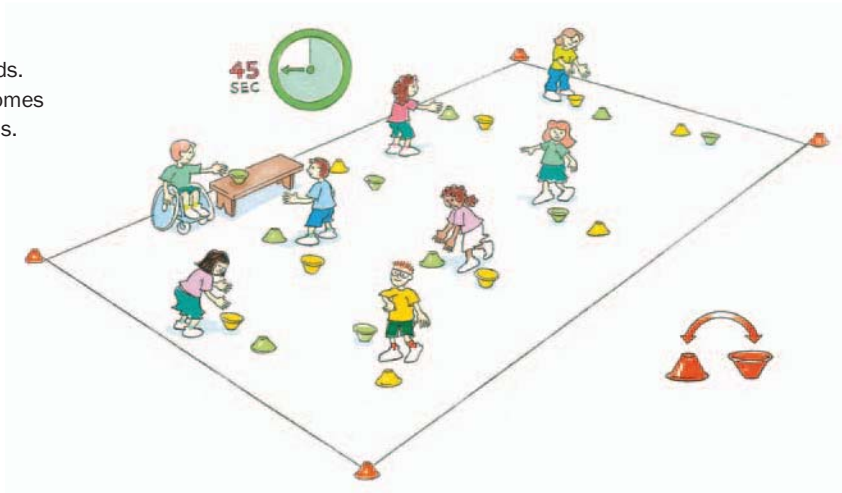
START OUT
10 MINUTES · **LESSON 2**

2 groups. Each player has a marker. Half the players place their markers with the round side up and the other half with the round side down (dish up). On a signal, players run around trying to flip over the other group's markers to match their own.

EQUIPMENT *One dome-shaped marker per player or alternative (e.g. skittles or cones)*

What to do

- Divide players into 2 groups.
- Play for a set time, e.g. 45 seconds.
- Whichever group has the most domes or dishes standing at the end wins.



CHANGE IT!

- Flip the marker and run to a corner.
- Vary the locomotion, e.g. jumping, hopping, skipping.

SAFETY

- Players should adopt actions to avoid bumping heads — look short and look long.

MOVEMENT

Racing relay

GET INTO IT
10 MINUTES · **LESSON 2**

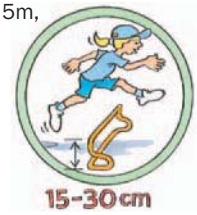
Players race each other in a relay, jumping over obstacles along the way.

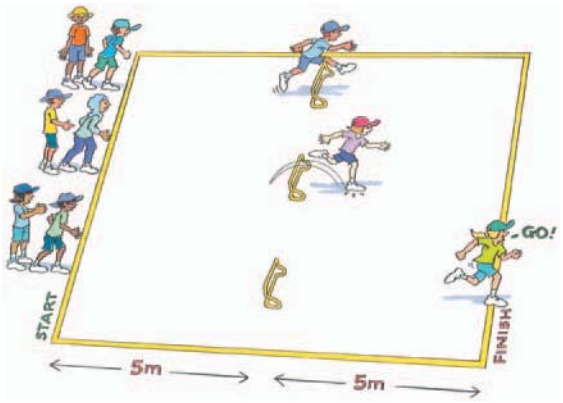
SKILL FOCUS *Speed, acceleration, running, jumping, agility and coordination, start position*

EQUIPMENT *Marker cones, obstacles that are easy to jump over — mini hurdles are ideal*

What to do

- In teams, players start with one leg, and their opposite arm, forward.
- Players sprint to the other side, jumping over their obstacle as they go.
- Race three times: first have obstacles at 5m, then 6m, then 7m from the start line.
- Continue until all members have completed the relay.





CHANGE IT!
- Practise starting from either leg.
- Increase the running distance.
- Introduce running with a baton.

TIPS
- Encourage players not to slow down before they clear each obstacle.
- Balance the body after clearance to make a fast transition to running.

SAFETY
- Make sure there is enough space between groups and players.
- Keep the running distances short.

MOVEMENT

Coach says

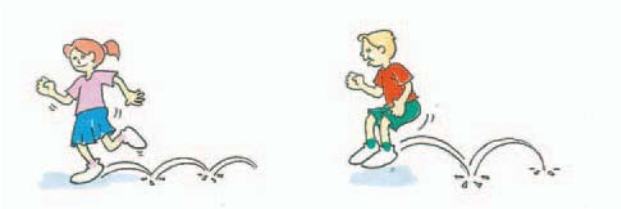
GET INTO IT
10 MINUTES · **LESSON 2**

Using the rules of 'Simon says', call out commands for players to perform various fundamental motor skills.

SKILL FOCUS *Continuous jumps, sideways jumps, agility, speed and coordination*

What to do

- Ask players to demonstrate various jumps or movements. Calls to include: continuous jumps on the spot, sideways jumps left, sideways jumps right, run forwards, run backwards.
- Players should only follow your instructions when you say 'Coach says'.
- Mix up the calls and the speed of the calls.
- Do not eliminate players.



CHANGE IT!
- Vary the jumping sequence.

TIPS
- Use double-footed take-offs and landing when jumping.
- Remain balanced by using arms and avoid looking at feet.

SAFETY
- Make sure the playing area is free of obstructions.
- Make sure there is enough space between players to safely perform the activity.

Hit the target

GET INTO IT
15 MINUTES · **LESSON 2**

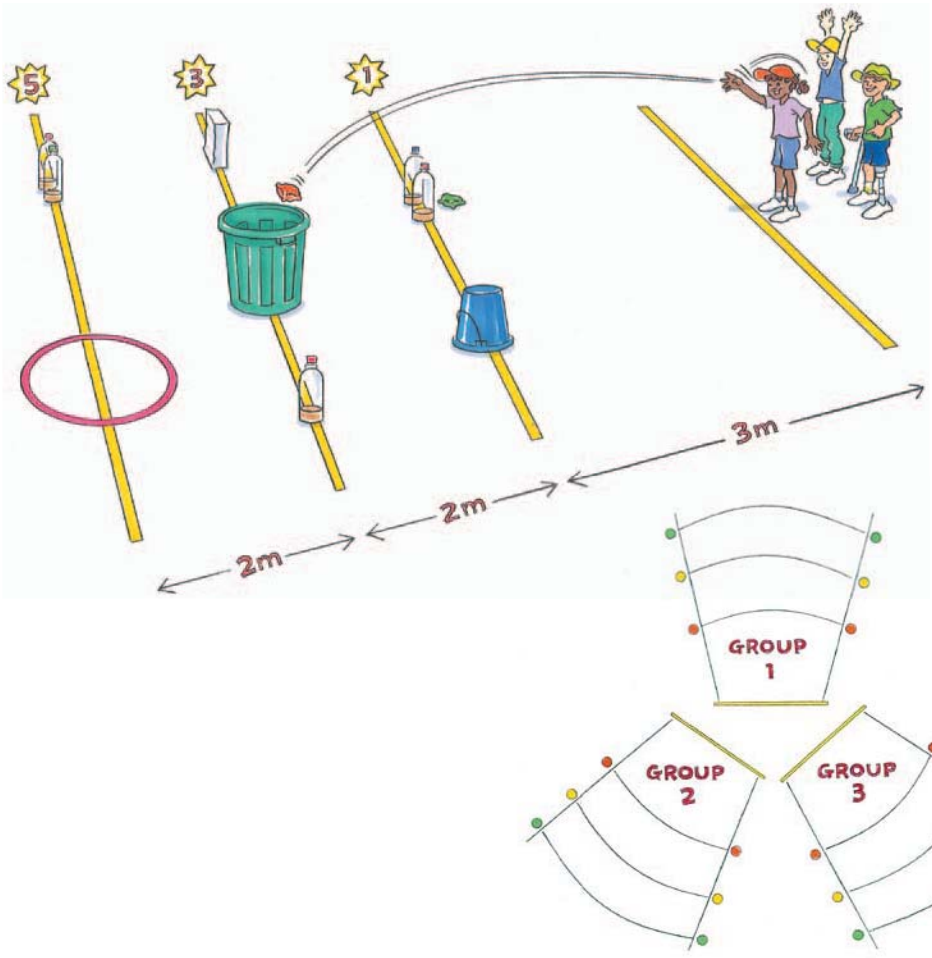
Targets are set up away from a throwing line. Players score points by throwing a safe, light object at the targets. Play in small groups (3 – 4 per group).

SKILL FOCUS *One-hand delivery, standing throw, throwing for accuracy*

EQUIPMENT *Variety of targets — such as 2 litre (or larger) plastic bottles with a little sand in the bottom, cricket wickets or buckets. Objects to throw — soft small balls, bean bags, tennis balls, sponge balls — 2 per player*

What to do

- Players throw their object to hit or land in targets spaced 3m, 5m and 7m apart.
- Players are to stand with both feet parallel when throwing and the throwing arm should be maintained high above shoulder level.
- Each player has a set number of throws, e.g. 2.
- Play is stopped to re-position targets that have been knocked over.
- When scoring, consider a bonus point if a ball lands inside a target. Alternatively, set a target, e.g. 15. The team with the smallest number of throws or the most points in a set time (e.g. 45 seconds) wins.



CHANGE IT!
- Vary the throwing objects used.
- Vary the distance of the targets from the throwing line.
- Set a 'no-go' boundary. If the object goes beyond the boundary, no points are scored.

TIPS
- Keep hips facing the target and remain tall throughout the throw.
- Don't bend at the hips.
- Eyes remain focused on the target.
- Adjust distances based on ability levels of children to ensure challenge and success.

SAFETY
- Maintain at least 2m between throwers.
- Have all players throwing the same direction.
- Throw and collect implements as a group using a common command.
- Players do not leave the throwing line until all players have finished.

FINISH UP

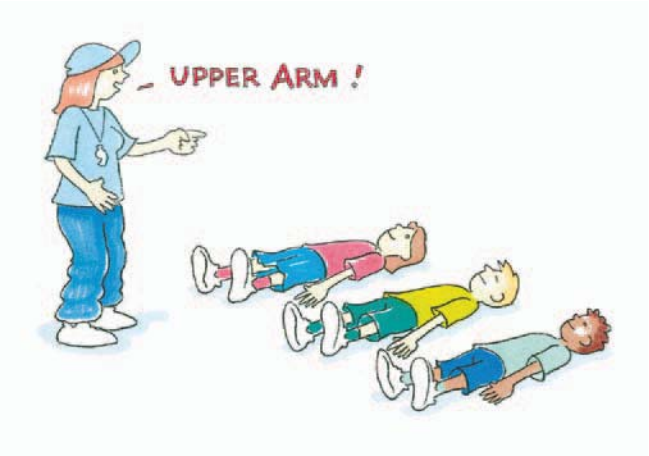
Puppeteer

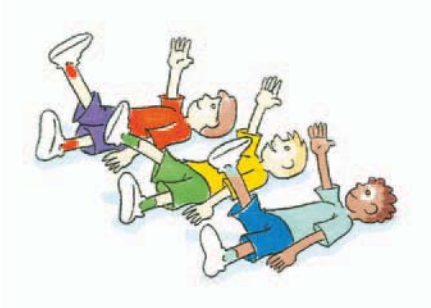
FINISH UP
10 MINUTES · **LESSON 2**

Players act as puppets, moving their body to your calls (you are the puppeteer).

What to do

- Players lie down.
- You pretend to be the puppeteer.
- Players are the puppets and they respond to your calls.
- You say, 'I am pulling the string to your right arm now' (so players raise their right arm), 'Now I am lowering your arm and pulling the string to your right leg, etc.
- Gradually slow down the activity, e.g. 10 circles.





Lesson 3

3

OBJECTIVE
1. Running strides between obstacles
2. Sideways jumping over obstacles
3. Throwing two-handed from a walking approach

TIME
60 minutes

AREA
Area approximately 30m x 30m per group of 10 players. Vary the area according to player numbers, ability and mobility.

SAFETY
For throwing activities, have players throw away from one another. Balls should always be gathered but not thrown back.

Alternatively, use a line-up configuration and have all players throw in the same direction.

EQUIPMENT
- Marker cones
- Recycled sheets of paper — 1 per player
- Obstacles that are easy to jump over — mini hurdles and foam wedges.
- Whistle
- Hoops — 1 per player
- Various light throwing objects, e.g. sponge balls, small soft balls, tennis balls, bean bags
- 15–20 balls of different size
- Chalk
- Plastic bucket or garbage bin

ACTIVITIES

- Hospital tag
- Throw, throw, throw!
- Target relay
- Speed bounce
- How many bean bags?
- Beat the bucket
- Hoop stretch

WILDCARD

Hospital tag

START OUT
5 MINUTES · **LESSON 3**

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

What to do

» Nominate a player to be the tagger — disperse the other players over the playing area.
» Start the activity with jogging.

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

WILDCARD

Throw, throw, throw!

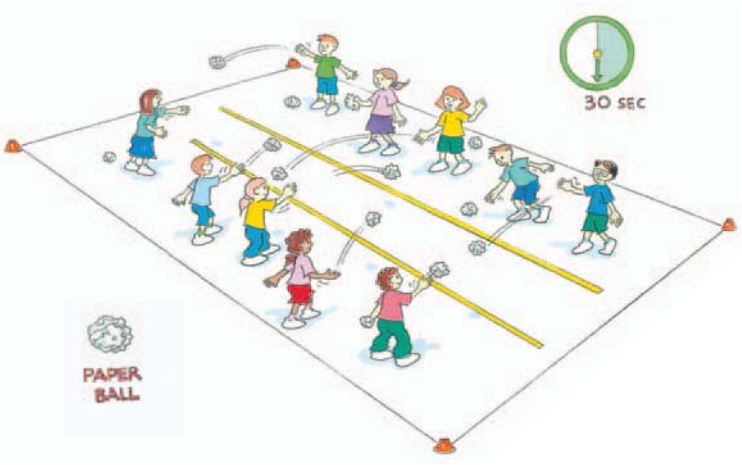
START OUT
10 MINUTES · **LESSON 3**

2 groups of equal size face each other. Each player has a scrunched-up paper 'ball'. On a signal, players throw their paper ball over a line in the direction of the opposite team. After a set period, balls are counted to see who has the fewest balls.

EQUIPMENT *Recycled sheets of paper — 1 per player.*

What to do

» Divide the group into 2 teams.
» Play for a set period, e.g. 30 seconds.
» Encourage different strategies, e.g. gatherers and throwers work together.
» Players should 'throw fast and throw smart'!
» The winning team is the one with the fewest paper balls.



CHANGE IT!
» Players remain seated for the activity.
» Players throw two handed.

SAFETY
» Paper balls should be sufficiently loose as not to cause hurt.
» A 'no-go' zone ensures players are separated.
» Players should not cross the 'no-go' zone until the game stops.

TARGET GAMES

Target relay

GET INTO IT
5 MINUTES · **LESSON 3**

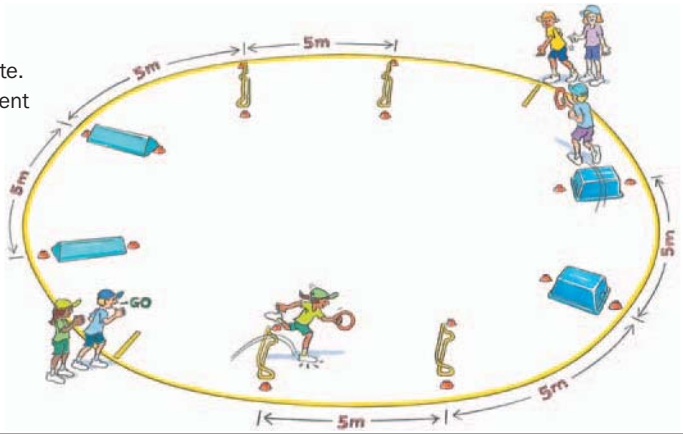
Gates are set up over a course with obstacles between them at equal lengths. Players in relay teams run the distance and clear the obstacles.

SKILL FOCUS *Speed, acceleration, running and 'hurdling' combinations, agility and coordination*

EQUIPMENT *Marker cones, obstacles that are easy to jump over — mini hurdles are ideal*

What to do

- Start by running around the course from a start gate.
- Run the course, clearing the obstacles using different stride lengths.
- Players remain at a constant running speed.
- Allow players to choose their own starting gate.
- The game finishes when time is up, e.g. 30 seconds.



CHANGE IT!
- Increase or decrease the distances between obstacles, which will vary the number of strides between obstacles.
- Time the activity and try to increase the speed of movement.

TIPS
- Maintain general running position throughout.
- Players to work on the stride length and the number of strides between obstacles.
- A larger distance between hurdles will mean players can go faster. Shorter distances will mean players go slower.

SAFETY
- Ensure the obstacle height is suitable for the ability level of the players.

WILDCARD

Speed bounce

GET INTO IT
5 MINUTES · **LESSON 3**

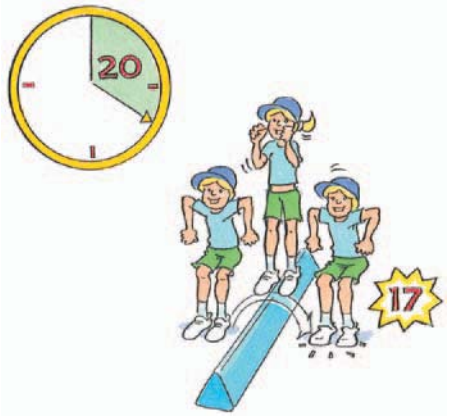
Players jump side to side over a foam wedge as many times as possible in 20 seconds.

SKILL FOCUS *Speed, rhythm and coordination*

EQUIPMENT *Foam wedge or alternative for players to jump over (e.g. marker cones), whistle*

What to do

- Blow your whistle to start.
- Players must touch the ground on either side of the wedge with both feet.
- If the wedge is touched, but the players' feet still cross to the other side, then the bounce is counted.
- One correct cross of the foam wedge in either direction counts as one bounce.



CHANGE IT!
- Jump over a line, rather than an object.
- Increase or decrease the time limit.

TIPS
- Maintain balance by using the arms throughout.
- Maintain upright posture in the upper body.
- Take-off and land on two feet.

SAFETY
- Players should be wearing suitable shoes that are fastened securely.

WILDCARD

How many bean bags?

GET INTO IT
10 MINUTES · **LESSON 3**

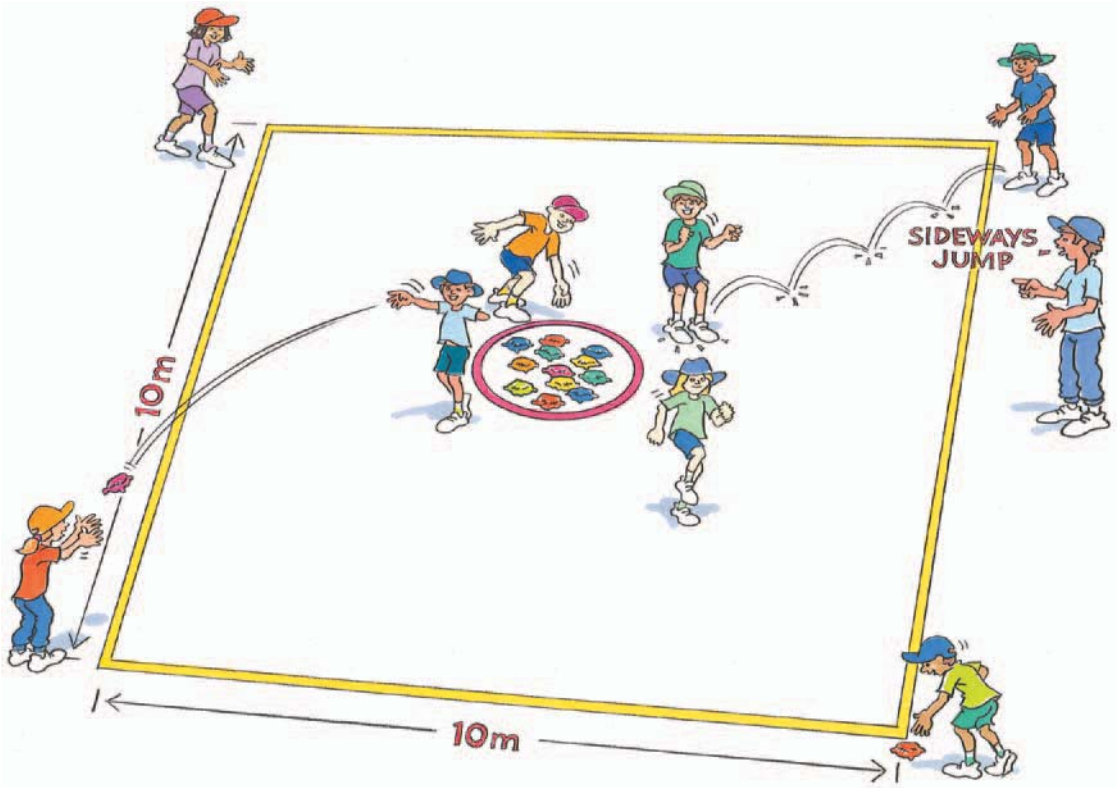
Players work in pairs. One player from each pair jumps, using a continuous double-foot sideways jump, to a central point to collect one ball at a time and throw the ball back to their team-mate at their base and then tag the next player. The aim is to collect the most number of balls.

SKILL FOCUS *Continuous double-foot jumping and sideways jumping*

EQUIPMENT *Marker cones, 15–20 balls of different size, chalk or removable tape (or a hoop)*

What to do

- Form 4 groups of 2. (Alternatively use other combinations as required, e.g. 6 groups of 3, but adjust the playing space so it is not too crowded).
- One player from each pair jumps, using a continuous double-foot sideways jump, to a central point to collect one ball at a time and throw the ball back to their team-mate at their base.
- This player then runs back to their team-mate and tags them.
- Teams collect as many balls as possible in the allotted time, e.g. 60 seconds.
- When all the balls have been removed from the centre, the coach calls 'STOP!'



CHANGE IT!
- Roll the ball rather than throwing.

TIPS
- Take off and land on two feet.
- Maintain balance by using the arms throughout.
- Maintain upright posture in the upper body.

SAFETY
- Ensure the playing area is appropriate to the ability of all players.

Beat the bucket

GET INTO IT
15 MINUTES · **LESSON 3**

A base runner and up to 6 fielders. A base runner throws 3 balls into the field and then attempts to run around 4 markers before fielders place all 3 balls in a bucket and call 'STOP!' (6 – 10 per group).

SKILL FOCUS	*Two-handed delivery, whole body throwing, throwing for distance and accuracy*
EQUIPMENT	*3 small to medium sized ball, (e.g. soccer balls), markers to define the playing diamond, a plastic bucket in the middle of the diamond (or use a hoop)*

What to do

Base runner

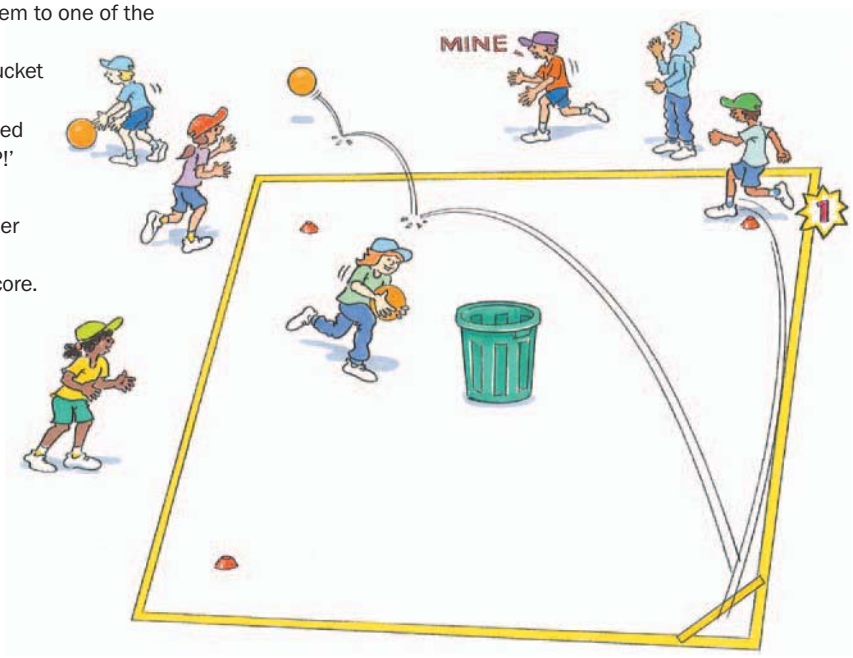
- The first player (base runner) walks three steps up to home plate with a ball held overhead and throws it into the field.
- Throw with alternate foot forward for every alternate throw, i.e. throw with left foot forward for first throw then right foot forward for second throw.
- This player continues until all three balls have been thrown into the field in the same way.
- Each ball must be thrown from the home plate.
- The base runner then runs to first base as soon as the third ball is thrown and continues around the 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

- Fielders are not permitted to start gathering the balls until the third ball has been thrown by the base runner.
- Fielders gather balls and throw them to one of the fielders on the bases.
- Base fielders run the ball to the bucket in the centre of the diamond.
- When all 3 balls have been returned to the bucket, a fielder calls 'STOP!'

Scoring

- Each base = 1 point before a fielder calls 'STOP!'
- Runners keep track of their own score.
- Player who finishes with the most points wins.



CHANGE IT!	» Place targets in the field for bonus points if hit. » Increase or decrease the distance between bases depending on ability level of group.
TIPS	» Accelerate the throw by leaning back before the ball is released. » Keep the ball high above the head to throw. » Do not stop and throw, ensure a continuous movement, by moving forwards 2–3 steps after the delivery of each ball. » Keep facing the direction of the throw.
SAFETY	» Maintain at least 2m between throwers. » All fielders should keep an eye out for the balls as well as other running fielders. » Ensure sufficient space between different games.

FINISH UP

Hoop stretch

FINISH UP
10 MINUTES · **LESSON 3**

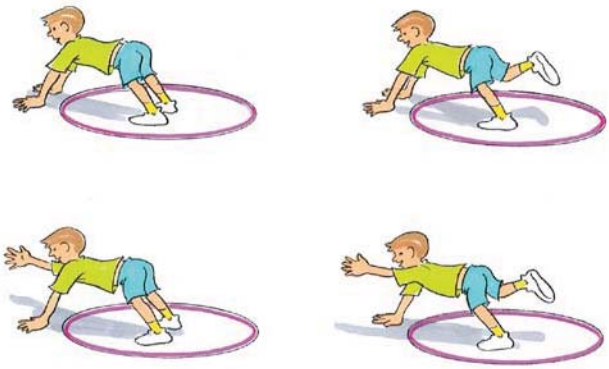
Players explore balancing with different body positions while stretching from inside a hoop.

SKILL FOCUS *Stretching*

EQUIPMENT *1 piece of chalk, skipping rope or hoop per player*

What to do

- Players 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.



CHANGE IT!

- Have 2 hands on the floor and 1 foot off the floor.
- Put 1 hand on the floor and 2 feet on the floor.
- Have 1 hand off the floor and 1 foot off the floor.
- 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 4

4

OBJECTIVE	1. Jumping and running a curve
	2. Continuous single and double-footed jumps using a rope
	3. Rotational throwing
TIME	60 minutes
AREA	Area approximately 30m x 30m per group of 10 players. Vary the area according to player numbers, ability and mobility.
SAFETY	For throwing activities, have players throw away from one another. Balls should always be gathered but not thrown back.
	Alternatively, use a line-up configuration and have all players throw in the same direction.
EQUIPMENT	» Marker cones
	» Skipping rope — 1 per player
	» Obstacles that are easy to jump over — mini hurdles and foam wedges
	» Range of 5–6 targets, e.g. 1 quoit or small hoop per player, objects to create obstacles and barriers such as towels, gym mats or benches, numbered flag or card for each 'hole'

ACTIVITIES

- Frost and thaw
- Target relay
- Skip to my lou
- Throlf
- Circle push and retreat

WILDCARD

Frost and thaw

START OUT
10 MINUTES · **LESSON 4**

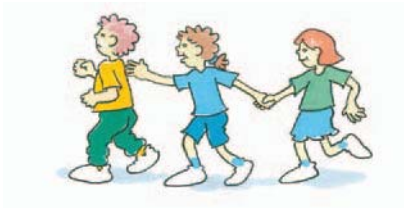
One player is Frost and is the chaser. Another is Thaw. Frost tries to tag as many of the other players as possible. Once tagged, they must freeze on the spot. Thaw can melt these players by touching them. They can then rejoin the game. (Play with 6 or more.)

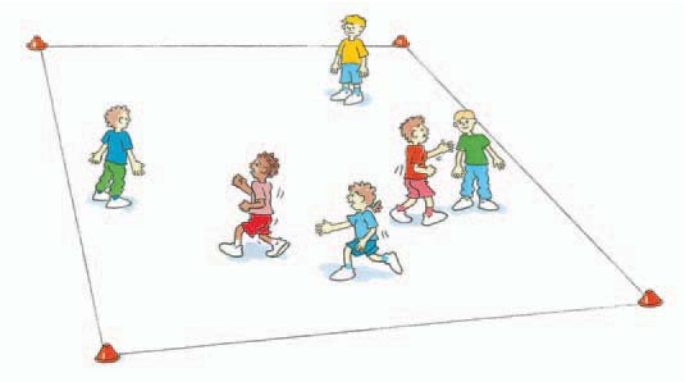
SKILL FOCUS *Spacial awareness*

EQUIPMENT *Marker cones to define playing area*

What to do

- Start with running.
- Encourage frozen players to call out for Thaw.





CHANGE IT!
- Vary the travelling skills — all players have to use the chosen locomotion.
- Two Frosts work together but must hold hands throughout — encourage players to choose their own partner.
- Change the size of the playing area.

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

TARGET GAMES

Target relay

GET INTO IT
10 MINUTES · **LESSON 4**

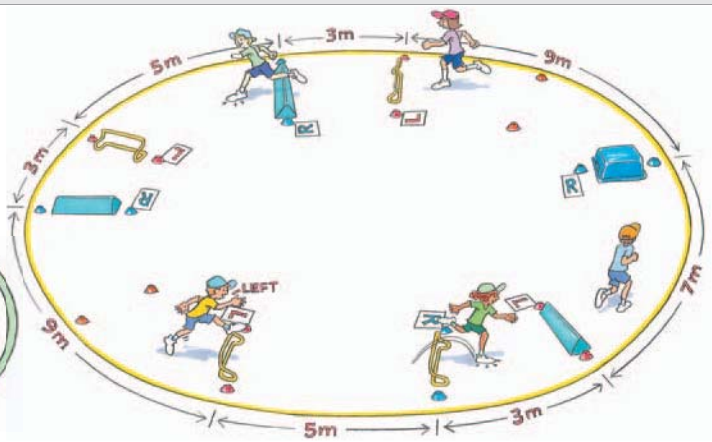
Gates are set up over a circular course with obstacles between them. Players in relay teams run the distance and clear the obstacles.

SKILL FOCUS *Speed, acceleration, running a curve, running and 'hurdling' combination, agility and coordination*

EQUIPMENT *Marker cones, obstacles that are easy to jump over — mini hurdles are ideal*

What to do

- Start by running around the course from a start gate.
- Run the course, clearing the obstacles using different stride lengths.
- Players alternate legs for each take-off.
- Players remain at a constant pace when approaching, clearing and running away from the obstacles.
- Allow players to choose their own starting gate.
- The game finishes when time is up, e.g. 30 seconds.



CHANGE IT!
- Vary the distances between obstacles, which will vary the number of strides between obstacles.
- Time the activity and try to increase the speed of movement.
- Vary the height of the obstacles.

TIPS
- Maintain running position at clearance (arms, general position of the body).
- Encourage players not to slow down before the obstacles and to quickly 'run off' after each obstacle.

SAFETY
- Ensure the obstacle height is suitable for the ability level of the players.

Skip to my lou

GET INTO IT
10 MINUTES · **LESSON 4**

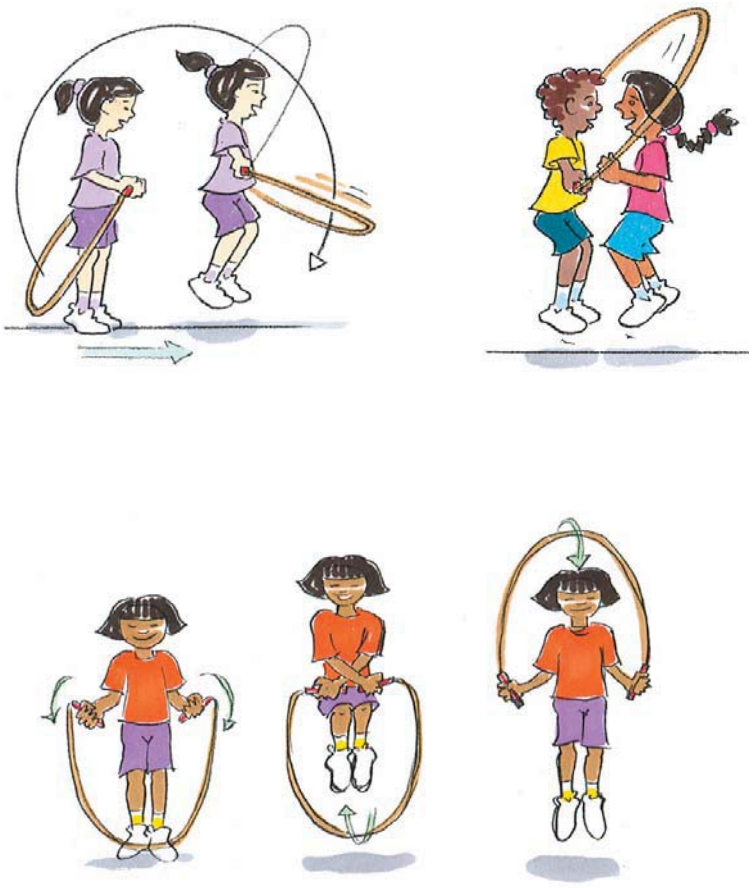
Holding the skipping rope behind the heels, players challenge themselves to skip as many two-foot jumps within a time limit.

SKILL FOCUS *Standing jumps, double-footed take off and landing, continuous jumps*

EQUIPMENT *1 skipping rope per player*

What to do

- On your signal, players skip for 1 minute, doing a single two-footed jump.
- Each time, players should be aiming to beat their last score.



CHANGE IT!

- Jump rope while running
- Criss cross the rope in front of the body before jumping over it.
- **Partner up:** have players pair up, with 1 player turning the rope while the both jump it.

TIPS

- Continue to turn the rope and jump.
- Ensure players are standing upright when jumping.

SAFETY

- Make sure players hold the ends of the rope and that they have their elbows bent and close to their body.
- Have players jump on the balls of the feet, with their feet together and knees slightly bent.

TARGET GAMES

Throlf

GET INTO IT
20 MINUTES · **LESSON 4**

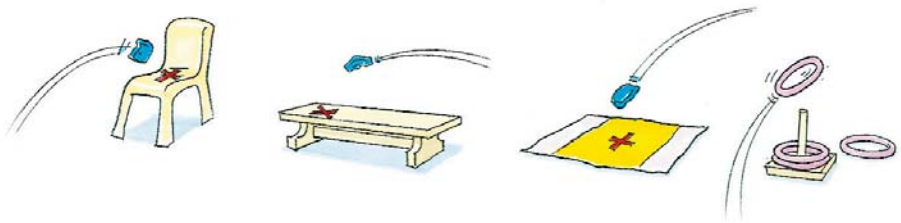
As in golf, a course with 'holes' is established. Players move around the course attempting to reach the target in the least number of throws.

SKILL FOCUS *Slinging, throwing for accuracy*

EQUIPMENT *Range of 5–6 targets, set up at different heights over a course, 1 quoit or small hoop per player, objects to create obstacles and barriers such as towels, gym mats or benches, numbered flag or card for each 'hole'*

What to do

- Establish the course and spread the players out on it.
- Players throw from a start line next to each target.
- When throwing, players hold the quoit away from the body and deliver from a forward-facing position.
- The next shot is taken from where their qoit lands.
- To score, total the number of throws to each target. The lower the score, the better.



CHANGE IT!

- Vary the distances of the targets.
- Throw with various implements.
- Increase or decrease the size of the targets (holes).

TIPS

- For right-handed throwers the left shoulder remains stable as the right arm comes through so that at the point of release, both shoulders face the target.
- Keep looking at the target.
- Start from a low body position and finish in a high body position.
- Keep throwing hand as far away from body as possible as the arm swings forward.
- Release object towards the target in an upward motion.
- Remain balanced after the delivery.

SAFETY

- Always maintain at least 5m between throwers — for slinging throws, a minimum of 5m between groups is recommended.
- Have participants all throwing in the same direction.
- Don't start play if players are still around the target.

Circle and push or retreat

An activity of anticipation — players can do any of the following in an attempt to get their partner off balance:

> Gently circle, hands touching

> Push rapidly without warning

> Pull arms away rapidly without moving.

It is a good idea to have a minimum number of slow and relaxed circles before pushing or receding, e.g. 10 circles.

Lesson 5

5

OBJECTIVE	1. Sprint slaloming
	2. Leaping
	3. Rotational throwing over varying distances
TIME	60 minutes
AREA	Area approximately 30m x 30m per group of 10 players. Vary the area according to player numbers, ability and mobility.
SAFETY	For throwing activities, have players throw away from one another. Balls should always be gathered but not thrown back.
	Alternatively, use a line-up configuration and have all players throw in the same direction.
EQUIPMENT	» Marker cones (Red, blue and green)
	» Chalk, hoops, markers or ropes to form 3 concentric circles on the ground, Various light throwing objects, e.g. sponge ball, small soft ball, tennis ball, bean bags

ACTIVITIES

- Stone, bridge, tree
- Slalom sprint
- Look out for others!
- Bullseye
- Four corners

MOVEMENT

Stone, bridge and tree

START OUT
10 MINUTES · **LESSON 5**

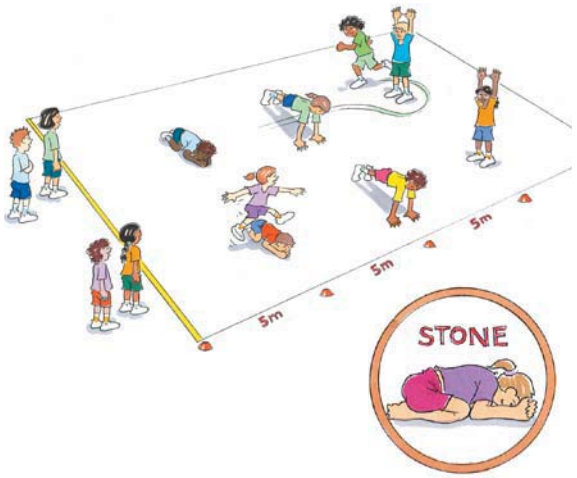
A relay race using various static and locomotion movements. (Play in teams of 6–8.)

SKILL FOCUS *Static body positions*

EQUIPMENT *Marker cones to define playing area*

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.



CHANGE IT!
- Players stand upright with their legs wide apart to form the bridge.
- Players jump over the stone's legs instead of their lower back.
- Players 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.

WILDCARD

Slalom sprint

GET INTO IT
10 MINUTES · **LESSON 5**

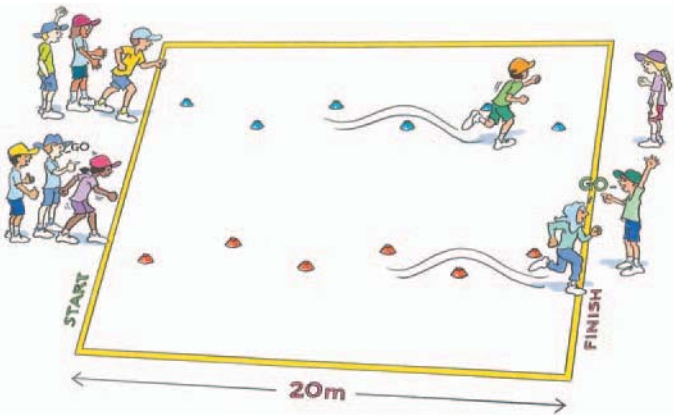
In teams, players run slalom-style between markers in a relay race.

SKILL FOCUS *Speed, acceleration, running a curve, agility and coordination*

EQUIPMENT *Marker cones to identify where players are to run*

What to do

- Players are organised into teams.
- On 'GO', the first player in each team runs slalom-style through the cones to the end of the course.
- When they reach the end, they call out 'GO' for the next player in their team to start.
- This continues until all team members are at the other end of the course.



CHANGE IT!
- Vary the distances and angles between markers to create different curves.
- Time the activity and try to increase the speed of movement.

TIPS
- Always move in a forward direction and avoid side-stepping around the markers.
- To change direction lower the body by bending the knees, use the arms for balance and push hard off the outside leg.

SAFETY
- Make sure there is enough space between groups and players.

WILDCARD

Look out for others!

GET INTO IT
10 MINUTES · **LESSON 5**

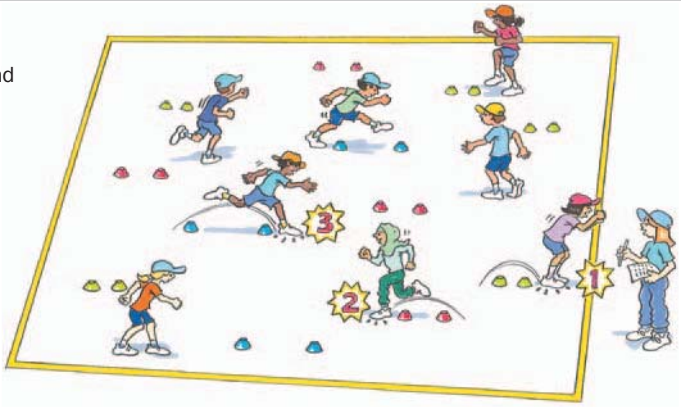
Players run in random directions in a defined area, leaping over a variety markers spaced apart at different distances.

SKILL FOCUS *Alternate single–foot take off and landing*

EQUIPMENT *Marker cones placed around the playing area at different distances. Green cones = short distance; Red cones = medium distance; Blue cones = long distance.*

What to do

- Players move around, leaping from one foot and landing on the other, over a series of markers.
- Players try to accumulate as many points as possible within a given time, e.g. 30 seconds. Points are accumulated as follows:
  - Green cones = 1 point
  - Red cones = 2 points
  - Blue cones = 3 points
- Players take off from their opposite foot each time they jump.



CHANGE IT!
- Increase the distance of the markers.
- **Add taggers:** each time a player is tagged, they lose a point.

TIPS
- Players should avoid looking at the ground prior to leaping.
- Push off from the take–off foot and reach with the opposite foot for the landing place.
- Land on the ball of the foot and continue to run.

SAFETY
- Use marker cones that are non-slip.
- Only one player allowed to jump over a set of cones at any one time.

TARGET GAMES

Bullseye

GET INTO IT
20 MINUTES · **LESSON 5**

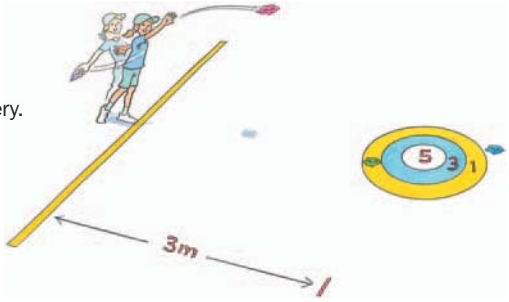
Players in small groups throw various objects at a target using the slinging action with feet side on, aiming to score maximum points.

SKILL FOCUS *Slinging, throwing for accuracy*

EQUIPMENT *Chalk, hoops, markers or ropes to form 3 concentric circles on the ground, throw line 3m from target, one light object per player, e.g. sponge ball, small soft ball, tennis ball, bean bags*

What to do

- Form small groups, e.g. 4 per group.
- Each player throws their object to the target area.
- Players stand side-on to the target with eyes looking at the target on delivery.
- Players release the object in front of the body, aiming for the target.
- One throw per player before objects are retrieved.
- Repeat for a given number of rounds, e.g. 5 throws for each player. Each round, players use a different hand when throwing.
- Points are scored depending on where the ball stops in the target area.
- Players note whether their score improves from round to round.



CHANGE IT!
- Throw with various objects.
- Increase or decrease the distance from the throw-line to the target.
- Increase the rotational action by facing away from the throwing direction, then rotating to face the target, before release.

TIPS
- Throwing arm rotates around the body.
- Keep the non–throwing arm high.

SAFETY
- Maintain at least 5 metres between throwers.
- Ensure all players are throwing in the same direction.
- Players do not retrieve objects until the round is finished.

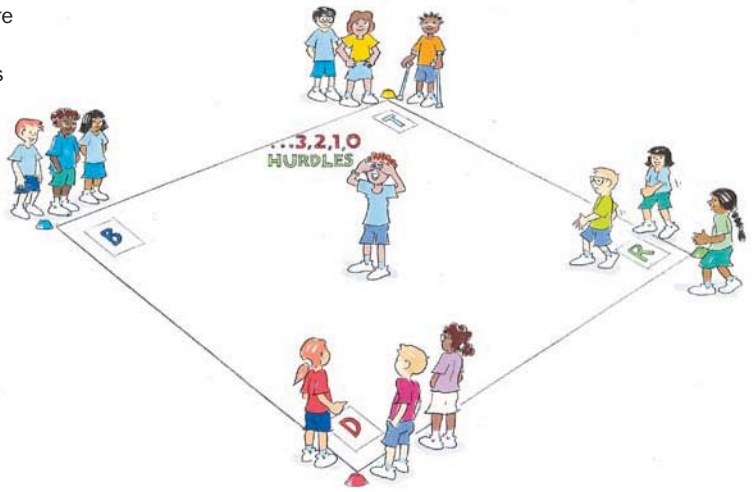
Four corners

FINISH UP
10 MINUTES · **LESSON 5**

Players choose a corner to stand in and, as the game continues based on the call, must move to the middle.

What to do

- Give names to each corner, e.g. shot–put, long jump, high jump, hurdles.
- One player stands in the middle of the square with their eyes shut, counting down from 10.
- While the player is counting, all other players walk to a corner.
- When the counter gets to zero, they name one of the corners, e.g. shot–put.
- All players in that corner come into the middle and count.
- Continue until all players are in the middle.



Lesson 6

6

OBJECTIVE	1. Running a curve
	2. Hopping
	3. Accelerating an object with a rotational throw
TIME	60 minutes
AREA	Area approximately 30m x 30m per group of 10 players. Vary the area according to player numbers, ability and mobility.
SAFETY	For throwing activities, have players throw away from one another. Balls should always be gathered but not thrown back.
	Alternatively, use a line-up configuration and have all players throw in the same direction.
EQUIPMENT	» Marker cones
	» 15–20 balls of different size, e.g., sponge balls, small soft balls, tennis balls, soccer balls
	» Chalk or removable tape (or a hoop)
	» Whistle

ACTIVITIES

- Team alphabet
- Curve running
- How many balls?
- Beat the ball
- Freeze frame

MOVEMENT

Team alphabet

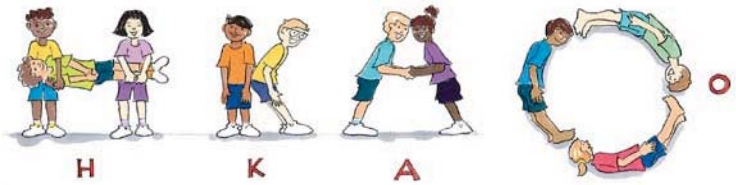
START OUT
10 MINUTES · **LESSON 6**

Players move randomly around the space until a letter of the alphabet is called. They then must form groups in the shape of the letter. (Play with 8–30.)

EQUIPMENT *Markers to define the playing area*

What to do

- Players move randomly around the space using a locomotion skill that you call out (e.g. skipping, hopping, running, jumping).
- Call out a number and a letter and players must form a group of this number and then, using various balancing techniques, form the shape of that letter.
- Call out 'TEAM ALPHABET!'. Players resume moving around until you call the next number and letter.
- Letters that are easier to form are: A, C, D, E, F, H, I, K, L, N, T, U, V, Y, Z
- Letters that are harder to form are: B, G, J, M, O, P, Q, R, S, W, X



CHANGE IT!
- Suggest players form letters while lying.

SAFETY
- If players are elevated when forming letters, make sure the group lowers them down safely to avoid injury and that the activity is formed on a mat or soft ground.
- Match players appropriately, especially if any weight-bearing action is likely.

WILDCARD

Curve running

GET INTO IT
10 MINUTES · **LESSON 6**

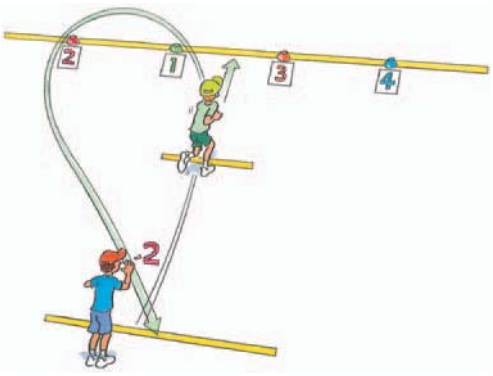
Players run curves around various markers from the starting point, following the directions that are called by the coach.

SKILL FOCUS *Speed, acceleration, running a curve, agility and coordination*

EQUIPMENT *Marker cones, whistle*

What to do

- Play in pairs.
- The first player runs straight towards the markers and as they do their partner calls out a number, e.g. 1, 2, 3 or 4.
- The running player turns to round the marker that is called, and runs back to the start line.
- Swap over.



CHANGE IT!
- Increase the size of the distance between the cones to vary the angle of the curves.
- Time the activity and try to increase the speed of movement.
- Incorporate relay activities.
- Delay the call when announcing the number.

TIPS
- Keep running technique consistent while running the curve.
- Lean in towards the marker as you go around it.

SAFETY
- Ensure there is sufficient space between pairs.

WILDCARD

How many balls?

START OUT
15 MINUTES · **LESSON 6**

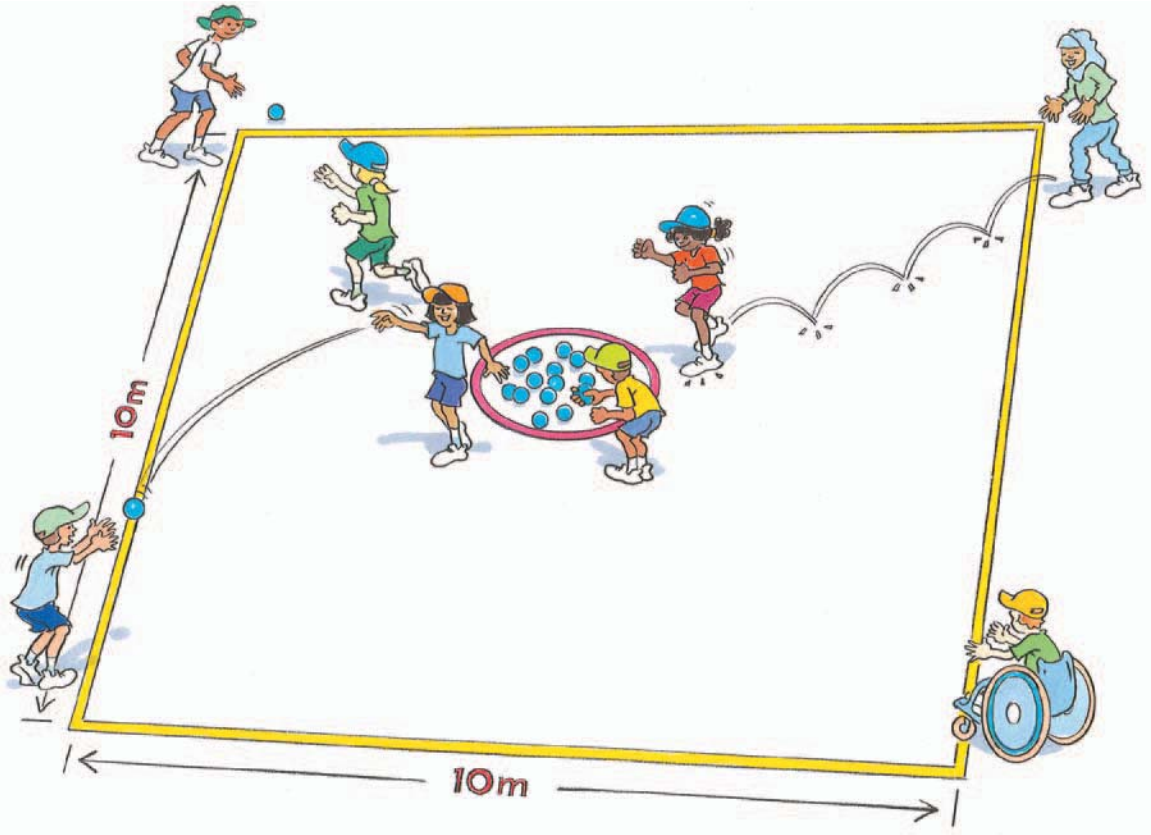
Players work in pairs. One player from each pair hops to a central point to collect one ball at a time and throw the ball back to their team-mate at their base and then tag the next player. The aim is to collect the most number of balls.

SKILL FOCUS *Single–foot take off and landing, hopping, coordination and agility*

EQUIPMENT *15–20 balls of different size, marker cones to define the playing area, chalk or removable tape (or a hoop)*

What to do

- Form 4 groups of 2. (Alternatively use other combinations as required, e.g. 6 groups of 3, but adjust the playing space so it is not too crowded).
- One player from each pair hops to a central point to collect one ball at a time and throw the ball back to their team-mate at their base.
- This player then runs back to their team-mate and tags them.
- Teams collect as many balls as possible in the allotted time, e.g. 60 seconds.
- When all the balls have been removed from the centre, the coach calls 'STOP!'



CHANGE IT!
- Introduce different objects to hop, or to jump over, when moving to the central point.
- Hop or jump from opposite foot.

TIPS
- Maintain balance over the support leg.
- When hopping, the weight should be balanced over the support leg.
- Active use of arms.
- Focus on lifting legs when hopping.

SAFETY
- Beginners should be careful when hopping down to avoid the landing knee collapsing on impact.
- Ensure the playing area size is appropriate to the ability of all players.

Beat the ball

GET INTO IT
20 MINUTES · **LESSON 6**

A batting team, a fielding team and 4 bases. A ball is thrown into the field. The batter runs around the base while the fielders pass the ball around the bases in the opposite direction. (Play 5 v 5).

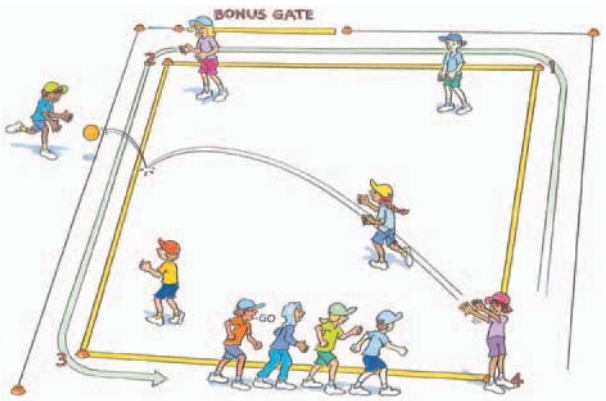
SKILL FOCUS *Double–hand delivery, whole body throwing, stepping and throwing*

EQUIPMENT *4 softball bases/markers, small to medium sized balls, e.g. soccer balls, markers to define the playing area*

What to do

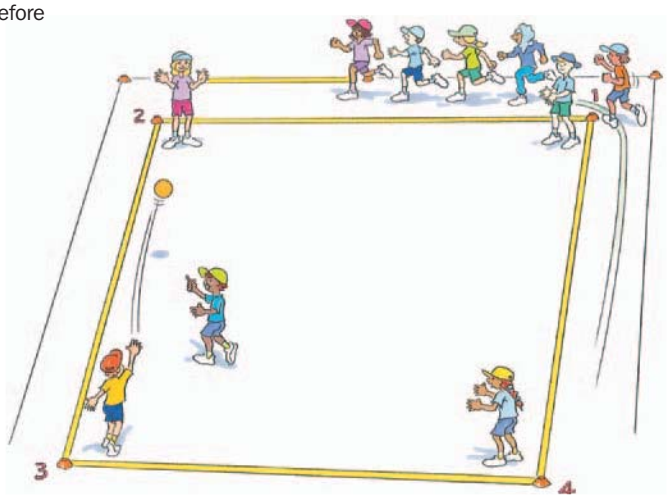
» **Batters**
- The batter starts with their back facing the direction of the field, throws a ball using two hands over the shoulder, focusing on using all of their body.
- All batters attempt to run around the bases as a group to the finish position (1 – 2 – 3 – 4).
- The ball must be thrown within the boundary area, otherwise it is re-thrown.
- The batter is not out if the ball is caught on the full.
- Players are to alternate between throwing over their left and right shoulders each time they have their throw.

» **Fielders**
- Initially, fielders must stand at least 1m away from a base in the outfield.
- A fielder retrieves the ball. This is the signal for the other fielders to run to a base. The ball is passed in the direction of the fielder – (e.g. 3, 2, 1, 4).
- The last fielder to receive a pass calls 'STOP!'
- The ball is then passed to the next batter for their throw.



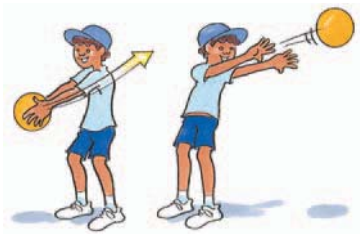
» One point is scored if the batting team reaches home before the fielders pass the ball around the bases.

» An extra point is scored if the ball passes through the 'bonus gate'.



CHANGE IT!
» Vary the distance of the field.
» If the ball beats the batter home, the fielders get one point.
» Vary the size of the ball used.

TIPS
» Throw is initiated from the legs.
» Use fully extended arms throughout the throwing motion.
» Throw the ball over right and left shoulders to practise rotations on both sides of the body.
» Maintain balance in the delivery phase.
» Arms stretched upwards in the delivery phase.
» The head should follow the direction of the throw so that the player watches where the ball goes.



SAFETY
» Maintain at least 5m between throwers — for slinging throws, a minimum of 5m between groups is recommended.

FINISH UP

Freeze frame

FINISH UP
5 MINUTES · **LESSON 6**

Players freeze (become statues) in certain positions.

What to do

- You ask players to mime a particular athletics action, e.g. running, jumping, throwing.
- Players perform the action until you call 'FREEZE!'.
- You then look at the statues and provide feedback on their technique.

Lesson 7

7

OBJECTIVE	1. Acceleration from a stationary start position
	2. Hopping combinations
	3. Rotational throw from a walking approach
TIME	60 minutes
AREA	Area approximately 30m x 30m per group of 10 players. Vary the area according to player numbers, ability and mobility.
SAFETY	For throwing activities, have players throw away from one another. Balls should always be gathered but not thrown back.
	Alternatively, use a line-up configuration and have all players throw in the same direction.
EQUIPMENT	» Marker cones
	» Bean bag, tennis ball or skittle — 1 per player
	» Chalk
	» 1 long rope that is joined in a circle, with ends tied very securely
	» Various light throwing objects, e.g. sponge balls, small soft balls, tennis balls, bean bags or soccer balls
	» Hoops

ACTIVITIES

- Pirate's gold
- Sally and Steve
- Racing relay
- Engage all
- Group balance

MOVEMENT

Pirate's gold

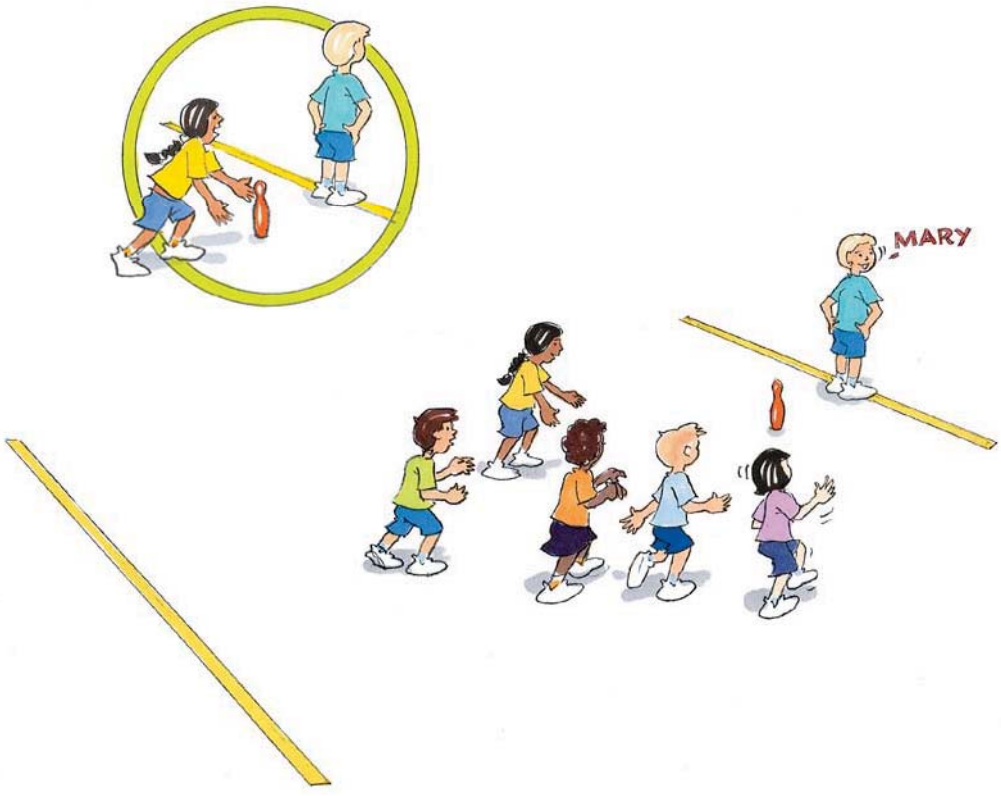
START OUT
10 MINUTES · **LESSON 7**

The pirate's crew try to steal the gold from the pirate and make it home without being tagged. (Play with 4–30.)

EQUIPMENT *An item that can be used as the gold, e.g. a bean bag, ball or skittle*

What to do

- One player, 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 pirate's crew approach the gold.
- When the pirate turns around, the pirate's crew must freeze. If the pirate sees any of the crew moving, they call out their names. These crew members return to the starting line, and begin again.
- When the pirate turns back around, the game continues.
- The 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.
- Swap pirates after each game.



CHANGE IT!
- Vary the type of locomotion movement of the pirate's crew, e.g. skipping, hopping or jumping.
- Ask players to freeze in different positions or balances.

SAFETY
- Make sure players 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.

Sally and Steve

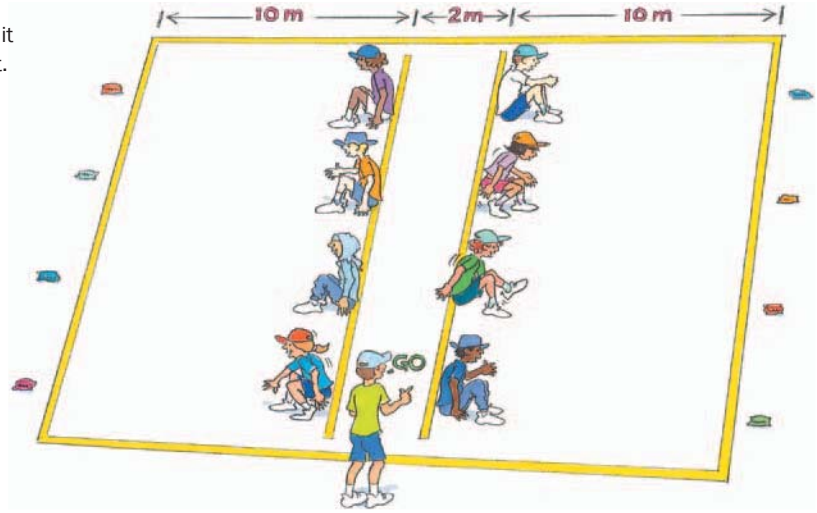
GET INTO IT
10 MINUTES · **LESSON 7**

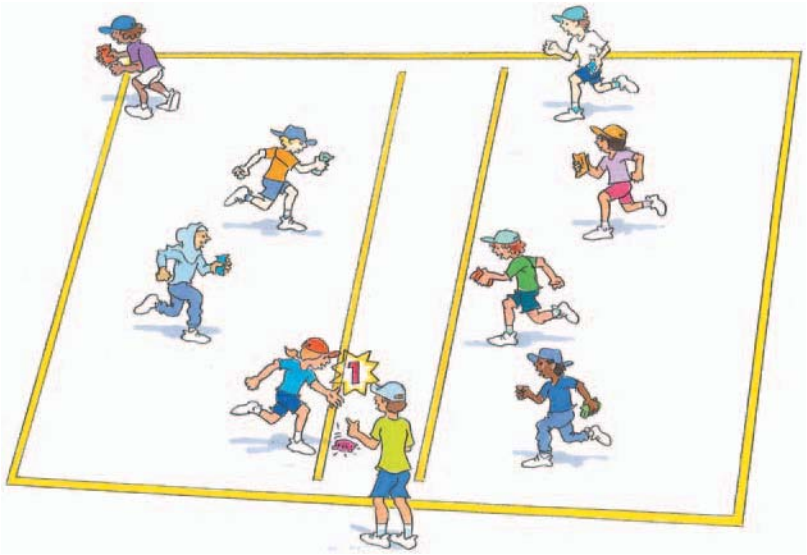
Players pair up and from various starting positions sprint to their marker to collect an object and sprint back to the starting line. The first player back wins a point.

EQUIPMENT *Marker cones to define the playing area, 1 bean bag, tennis ball or similar object per player*

What to do

- Players line up opposite their partner, approximately 2m away, in a starting position of your choice, e.g. sitting facing away, lying prone facing away or sitting with knees up or cross legs.
- On your call, players sprint to their end line, approximately 10m away, pick up their bean bag and sprint back to the middle.
- The first player of each pair to make it back to the starting line wins 1 point.





CHANGE IT!
- Time the activity and try to increase the speed of movement.
- Play in teams, e.g. team A on one side and team B on the other. The team who gets the highest number of players back first wins a point.
- Increase or decrease the running distance.

TIPS
- Accelerate away from the start with a low body position, gradually moving to full running height.
- The first movement must be forward with the first step pushing strongly in the direction of travel.
- Fully extend the pushing legs.
- Vigorously 'pump' the arms to improve acceleration at the start.

SAFETY
- Ensure there is sufficient space between players.
- Players should run in a straight line.

MOVEMENT

Racing relay

GET INTO IT
10 MINUTES · **LESSON 7**

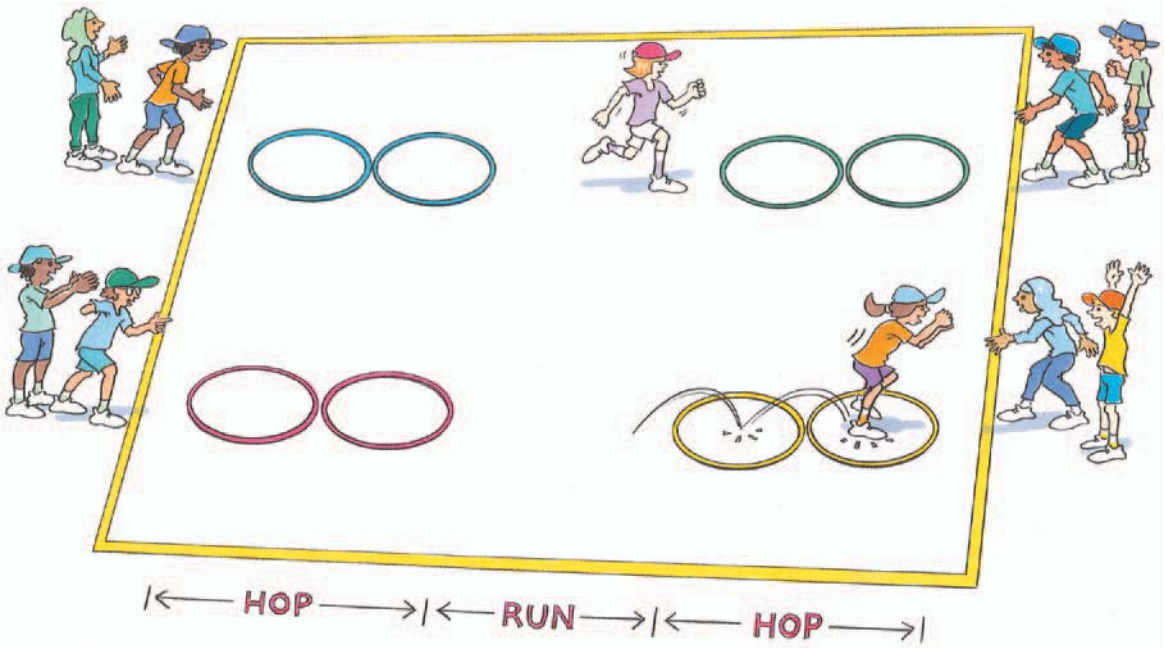
Players race each other in a relay, practising hopping sequences along the way.

SKILL FOCUS *Single and double–foot take off, single and double–foot landing*

EQUIPMENT *Marker cones, hoops or chalk to define hopping sequence*

What to do

- In teams, players divide and stand with one leg, and their opposite arm, forward.
- Players start in with opposite arm and leg forward.
- Players run to the other side, completing the hop sequence in a balanced position as they go.
- Continue until all members have completed the relay.



CHANGE IT!
- Increase the distance.
- Players run to the other side, completing a hop/step sequence in a balanced position as they go, e.g. hop, hop, step, step.
- Vary the hop/step sequence (double hop, step and double step, hop, etc.)

TIPS
- Use coach or player role modelling to demonstrate the activity.
- Maintain balance through the action by using arms.

SAFETY
- Make sure there is enough space between groups and players.

STRIKING AND FIELDING

Engage all

GET INTO IT
20 MINUTES · **LESSON 7**

A batting team and a fielding team. A ball is thrown, using a slinging action after moving forward with a walking approach into the field. The batter runs around team-mates and all fielders run to the ball to touch it at the same time. The batter keeps on running until someone from the fielders calls 'STOP!'. (Play with no more than 5 per team.)

SKILL FOCUS *Slinging, stepping and throwing*

EQUIPMENT *Small to medium sized balls (e.g. soccer balls), markers to define the playing area*

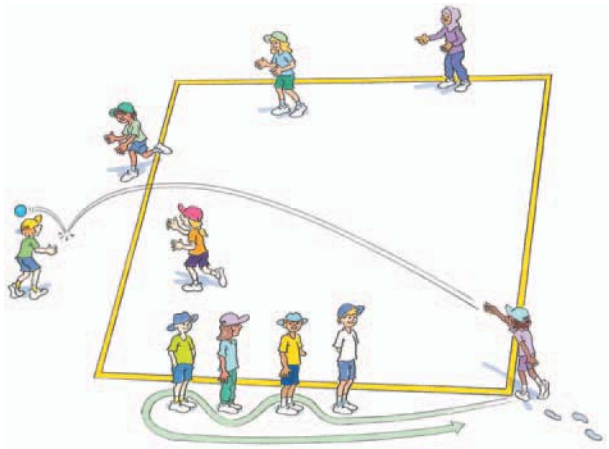
What to do

Batters

- First batter throws the ball into the field by:
  - Counting the rhythm of the walking steps, 1, 2, 3.
  - Keeping on facing the throwing direction, the eyes looking in the same direction and ensuring they are facing the field during the final delivery.
  - Clapping hands together immediately following the release.
- The batter then weaves in and around their team–mates.
- The batter keeps on running until someone from the fielders calls 'STOP!'
- One run = once around the batter's team.

Fielders

- Run to touch the ball to touch it at the same time.
- Call 'STOP!' once all players have touched the ball.



CHANGE IT!

- Vary the throwing object.
- Throw with both left and right hands.

TIPS

- For right-handed throwers the left shoulder remains stable as the right arm comes through so that at the point of release, both shoulders face forward.
- Keep looking at the target.
- Start from a low body position and finish in a high body position.
- Keep throwing hand as far away from body as possible as the arm swings forward.
- Release object in an upward motion.
- Remain balanced after the delivery.

SAFETY

- Maintain at least 5m between throwers — for slinging throws, a minimum of 5m between groups is recommended.

FINISH UP

Group balance

FINISH UP
10 MINUTES · **LESSON 7**

Using a large rope which is joined as a circle, players lean back while holding onto it using it as counter-balance.

EQUIPMENT *1 long rope that is joined in a circle, with ends tied very securely*

What to do

- Players stand evenly spread on the outside of the rope.
- Players pick up the rope and hold it at waist height.
- 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 counter-balance.

SAFETY

- Make sure players 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 8

8

OBJECTIVE Participants will be involved in a modified teams event that incorporates all the skills of the previous 7 sessions.

TIME 60 minutes

AREA Area approximately 30m x 30m per group of 10 players. Vary the area according to player numbers, ability and mobility.

SAFETY For throwing activities, have players throw away from one another. Balls should always be gathered but not thrown back.

Alternatively, use a line-up configuration and have all players throw in the same direction.

EQUIPMENT

- Marker cones
- Bean bag, tennis ball or skittle — 1 per player
- Chalk
- Various light throwing objects, e.g. sponge ball, small soft ball, tennis ball, bean bags.
- Obstacles that are easy to jump over mini–hurdles and foam wedges.
- Range of 5–6 targets e.g. 1 quoit or small hoop per player, objects to create obstacles and barriers such as towels, gym mats or benches
- Relay baton (or soft ring)
- Stop watch
- Skipping rope — 1 per player

ACTIVITIES

- Back to back pass
- Partner tag
- Great work

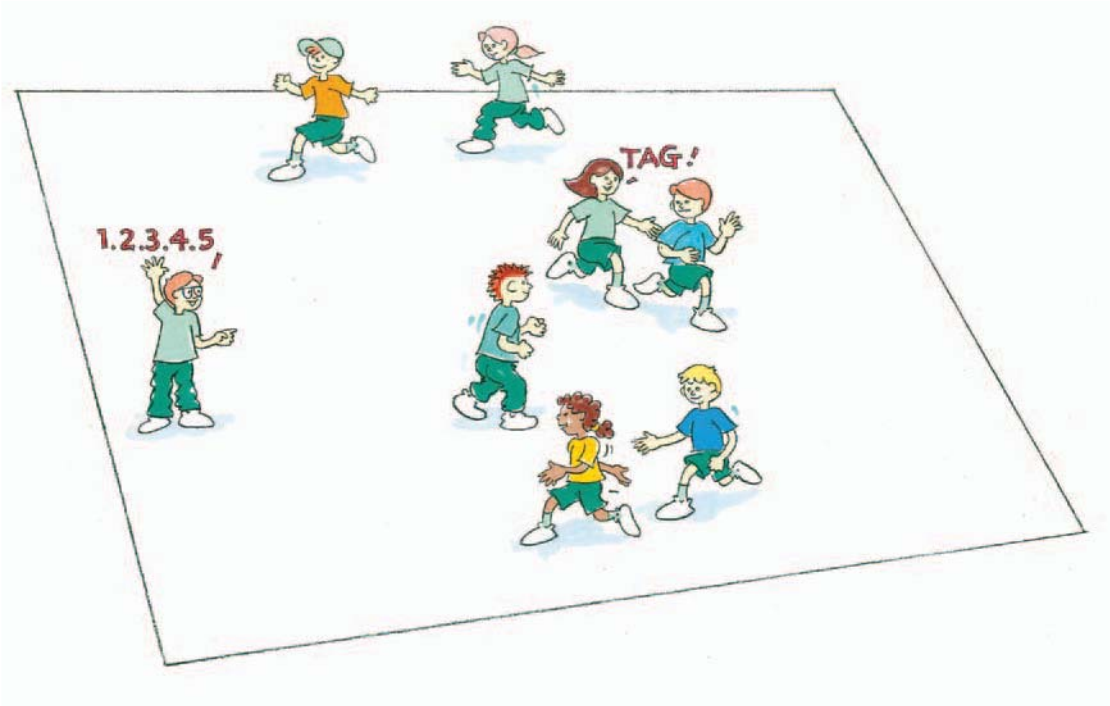
Partner tag

START OUT
5 MINUTES · **LESSON 8**

Players are paired off. On a signal, one player, the tagger, tries to tag the other player. At the same time, all the other pairs are doing the same thing — taggers are trying to tag their partners.

What to do

- The tagger counts to 5 to give the other player time to get away.
- When a person is tagged, roles swap — don't forget to count to 5.



CHANGE IT!

- Vary the locomotion.
- Add a challenge, e.g. the player being chased could try to run to each boundary line before being tagged (boundaries should always be away from walls).

MOVEMENT

Athletics play event!

GET INTO IT
25 MINUTES · **LESSON 8**

In pairs or small teams, players move around a circuit completing running, jumping and throwing activities, scoring points along the way.

SKILL FOCUS *Running, jumping throwing and team work.*

EQUIPMENT *Marker cones, skipping rope — 1 per player, obstacles that are easy to jump over — mini hurdles and foam wedges, range of 5–6 targets (e.g. 1 quoit or small hoop per player), objects to create obstacles and barriers such as towels, gym mats or benches, numbered flag or card for each 'hole'*

What to do

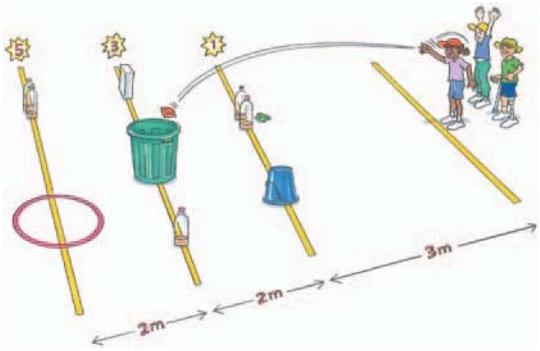
- Establish the circuit and start each pair or team at a different station.
- Stations may include any of the activities completed during the 7 week program, including:

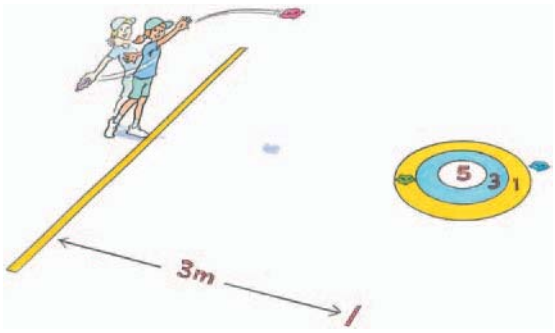
Running activities
- Ladder relay — how many times can a player run back and forth in 60 seconds?
- Slalom sprint — how many times can a player run back and forth in 60 seconds?

Jumping activities
- Speed bounce — how many jumps can a player achieve in 60 seconds?
- Target relay — players jump obstacles around a course. How fast can a player get around the obstacle course?
- Skip to my lou — how many skips can a player do in 60 seconds?

Throwing activities
- Bullseye — points are scored depending on where the ball stops in the target area (vary the type of throwing action as desired).
- Hit the target — each player has a set number of throws and accumulates points.
- Throlf — use a variety of stations from Throlf.

- Players work at their own pace to complete each station before moving to the next.
- Create a scoring system for each station, where players record their own personal scores.
- Provide certificates of completion for each player once all stations have been achieved.





CHANGE IT!
- Vary the stations according to ability level.

TIPS
- This activity requires time to set up.
- Ask the players for their favourite activities from previous weeks and use these as stations.

SAFETY
- Maintain at least 5m between throwers for any throwing activities.
- Make sure there is enough space between groups and players.

Formula One

START OUT
20 MINUTES · **LESSON 8**

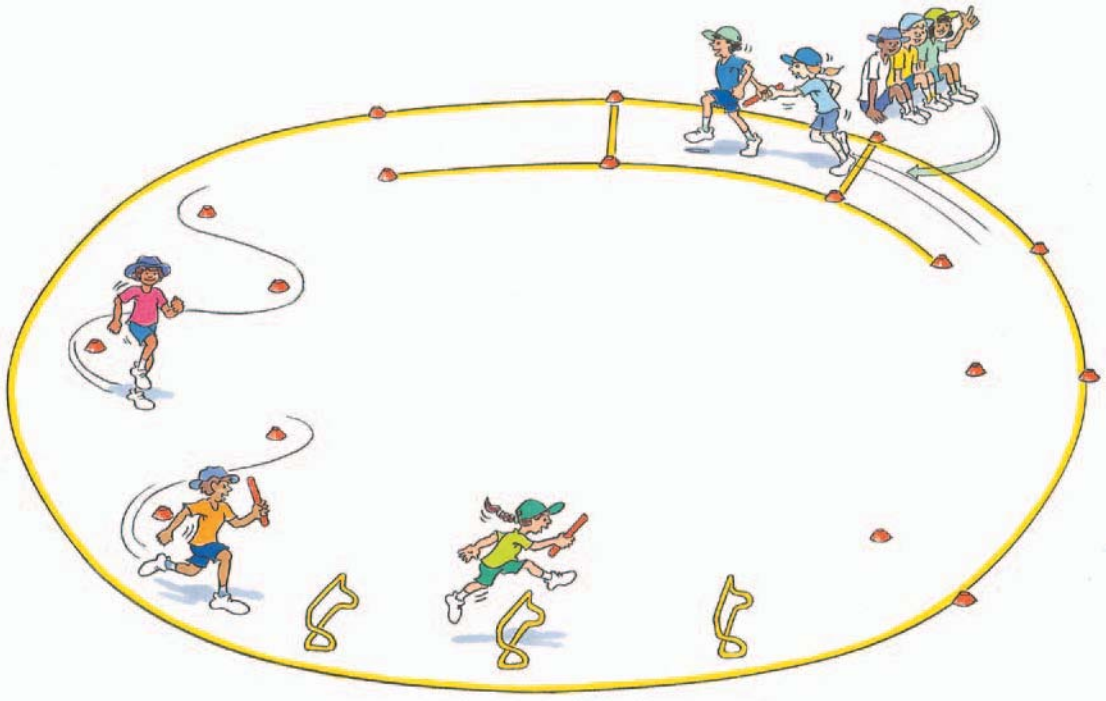
A team event in which each team member has to complete the full course. Up to six teams can compete at the same time on one course.

SKILL FOCUS *Speed, acceleration, running a curve, agility and coordination*

EQUIPMENT *Marker cones, low hurdles, relay baton (or soft ring), stop watch.*

What to do

- Divide players into even teams (up to 6 players per team) based on age and ability.
- Set up the course, about 60m or 80m long and divide into the following areas:
  - one area for flat sprinting
  - one area for sprinting over hurdles
  - one area for sprinting around cones (or slalom poles if available).
- On your call, the first player from each team runs, holding the baton, around the course.
- The next player in line sits facing the incoming runner.
- As the runner approaches, they jump up and stand with their back to their partner on the starting line waiting to receive the baton.
- They then run to complete the course.
- Time the event! Each team is to try and beat their own time at each attempt at the course.



CHANGE IT! » Vary the length of the course depending on ability level.

TIPS » This activity requires time to set up

SAFETY » Outgoing runners to be seated a safe distance apart to avoid collisions as they stand, turn and begin to run.

FINISH UP

S-T-R-E-T-C-H

FINISH UP
5 MINUTES · **LESSON 8**

Disguise it! Choose activities where the stretching is disguised in an engaging activity

FINISH UP

Great work

FINISH UP
5 MINUTES · **LESSON 8**

Pat on the back feedback and encouragement.

TIPS

» Use the 'Where to from here?' section of this book to find information about other opportunities to get involved in athletics.

Where to from here?

Athletics is the world's oldest sport and is based on the fundamental activities of running, jumping and throwing. As such it provides a foundation for all sports, with the skills developed in athletics being the building blocks for other sports.

Athletics can be done almost anywhere and can be enjoyed equally by boys and girls of all shapes and sizes as well as by athletes with a disability.

Little Athletics

Little Athletics was established in October 1964 to provide the opportunity for children to take part in athletics through modified events. Based locally in communities and driven by the ethos of Family, Fun and Fitness, it quickly grew and spread around Australia to the extent that over 550 centres now provide Little Athletics to over 95,000 children each year.

Little Athletics Australia, together with its state associations and local centres, provides comprehensive athletics opportunities for children of all abilities between the ages of 3 and 17.

Little Athletics centres

Little Athletics is primarily conducted at the centre level, where each week children take part in age appropriate competition and skill development.

The emphasis for the youngest participants in Little Athletics is on skill development activities, while older participants take part in a wide range of athletics events which have been specially modified to be appropriate for each age group and gender. The focus of competition is at all times to 'Be Your Best', with participants encouraged to track their improvement in each event throughout the season and to record personal bests.

The events are conducted by volunteers from within the community, most of whom are the parents of the children taking part.

Little Athletics championships

For those participants who wish to partake in competition beyond their local centre, the opportunity exists to compete in regional and state championship–level competition in individual events, multi-events and relays. Additionally, the Australian Little Athletics Championships provides the opportunity for the most talented under–13 athletes in the country to represent their state in a team–based competition and for under–15 athletes to take part in a multi-event competition.

AXA LAPS (Little Athletics Program for Schools)

The AXA Little Athletics Program for Schools sees children develop basic running, jumping and throwing skills by participating in highly active sessions conducted by Australian Track and Field Coaches Association qualified coaches. The program is delivered within the school and is designed to be highly flexible, covering activities including sprints, relays, hurdles, shot–put, discus, long jump and high jump, either as a one–off visit or over a number of weeks. Annually over 130,000 children take part in the program.

Resources and more information

Little Athletics resources

The items listed below are designed to help volunteers, schools, centres, teachers, parents, coaches, officials and administrators deliver Little Athletics programs in the community. They are available by contacting Australian Little Athletics on (03) 9867 7800, by visiting **www.littleathletics.com.au** or by contacting your state Little Athletics association.

For centres

- **AUSTRALIAN LITTLE ATHLETIC'S DEVELOPMENT POLICY** — provides information on the focus of activities within each stage of Little Athletics.
- **AUSTRALIAN LITTLE ATHLETIC'S STANDARD EVENTS** — provides specifications for competition in the under–9 to under–15 age groups, which were developed following consultation with experts in coaching, medicine, child development and academia.
- **AUSTRALIAN LITTLE ATHLETIC'S STRATEGIC PLAN** — establishes the vision, mission and strategic objectives of Little Athletics through to the year 2013.
- **AUSTRALIAN LITTLE ATHLETIC'S GETTING STARTED DVD** — provides introductory–level explanation of the rules and basic techniques for the events within Little Athletics.
- **AUSTRALIAN LITTLE ATHLETIC'S INSURANCE PROGRAM** — provides detailed information on insurance cover available to Little Athletics centres, participants and volunteers.
- **AUSTRALIAN LITTLE ATHLETIC'S RISK MANAGEMENT POLICY** — provides a systematic approach to providing a safe environment for participants and volunteers within Little Athletics.
- **AUSTRALIAN LITTLE ATHLETIC'S HANDBOOKS** — provide particular information relevant to participants within each state.

For schools

- **LITTLE ATHLETICS PROGRAM FOR SCHOOLS (LAPS) CD** — provides a definitive reference for teaching athletics in Australian primary schools. It aims to be practical and user-friendly, containing simple information outlining age-appropriate working technique models, teaching progressions, lesson plans, games, assessment ideas, and competition guidelines

For coaches and officials

- **INTRODUCTION TO COACHING MANUAL** — developed by the Australian Track and Field Coaches Association, the manual provides information on coaching theory and specific event coaching relevant to young athletes.
- **INTRODUCTORY OFFICIATING AND COACHING VIDEO RESOURCES** — provide guidance to volunteers on the basic rules in place for centre–level competition and on assisting children in improving their basic technique in each event.

Additional resources in each of these categories have been developed by state Little Athletics associations. Visit littleathletics.com.au for contact details.

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