

ENDURANCE RACE

AIMS

- To run a 150m
 endurance race
- To practise body awareness, coordination and endurance

SUMMARY

- Each team runs around a 150m course from their team start point
- Team members complete as many laps as possible in the time
- Team members are awarded a token each time they pass their team's start point

EQUIPMENT

- Whistle or horn
- Start line marker for each team, e.g. cone, pole
- Optional: hurdles, e.g. boxes, crates
- Stopwatch
- Approximately 100 tokens per team, e.g. ball, cork, piece of paper, stick

JOBS

- Starter
- Timekeeper
- 1 secretary per team (to record team results and award tokens)
- 1 assistant per team (to award tokens)



ENDURANCE RACE

ORGANISATION AND RULES

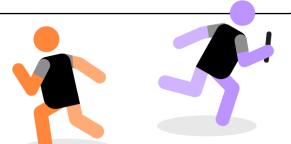
- Set up a rectangular 50m x 25m course; make sure the surface is safe, e.g. non-slip, no pot holes
- Create teams of 10 participants: 5 girls and 5 boys. Place the teams at regular and wellspaced points around the course – these are their team start points
- "On your marks" all team members from all teams adopt a standing start position. "Go" they all start running, in the same direction, around the course
- For a false start, whistle to recall the runners and repeat the start. There is no disqualification but remind runners to wait for "go"
- As each team member passes their team's start point (a lap), issue a token. Runners keep these as they run and hand them to the official at the end of the race as lap counters
- Runners keep going (if possible) until time is up. Give a 60, 30 and 10 second countdown, then use a loud signal to end the race
- There are no penalties if a pole or hurdle is knocked over but staff must replace it as soon as possible
- Runners cannot cut corners or shorten laps; if they do, the team loses 1 point
- In competition, teams have only one attempt

VARIATIONS

- Duration:
 - 8-9 years: 7 minutes*
 - 10-11 years: 8 minutes*

* Always consider external conditions (heat, humidity, altitude, etc.) and reduce the duration if necessary

 Obstacles (optional): 1-2 obstacles (e.g. 3-5 hurdles or boxes side-by-side comprise 1 obstacle) can be placed on the short sides of the course



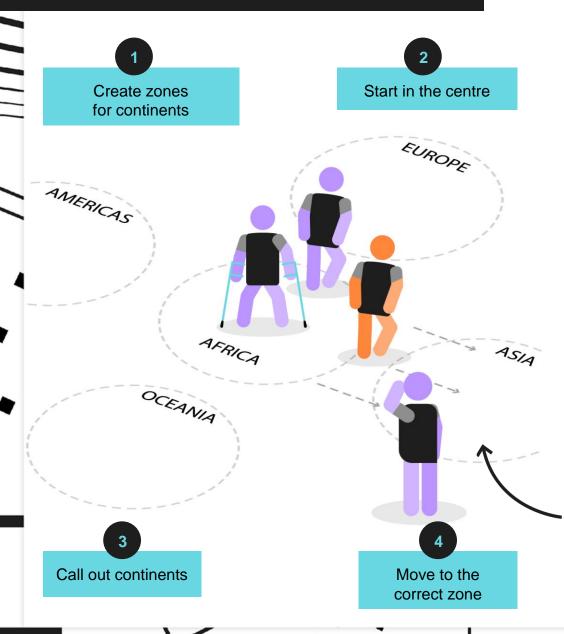
SCORING

- Each token awarded to a runner = 1 point
- Add individual points to create an overall team score

TIPS

- Maintain movement (walking, jogging, running) during the time
- Avoid over-pacing or over-speeding (especially at first) – find a speed you can maintain for the whole race

ACROSS CONTINENTS



SAFETY

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- Check the ground is free from hazards, e.g. pot holes
- Be aware of others while running
- Look over shoulder when running backwards

EQUIPMENT

- Zone markers, e.g. cones, tape, ropes, chalk, dirt-lines
- Optional audible signal, e.g. rattle, beans in a bottle, drum, clapping

HOW TO PLAY

- Mark out 5 zones in a large space (3–10m between zones)
- · Start in the centre
- A leader randomly calls out continents for a round of 30-60 seconds
- Run to the zone you hear as follows:

Americas – side-step right Europe – run backwards Africa – run to the central zone, then run on the spot Asia – side-step left Oceania – run forwards

 If you make a mistake, run around the perimeter before re-joining the game

PERSONAL CHALLENGE

Can you move fluently in all directions – forwards, backwards, sidewards (left and right)?



ACROSS CONTINENTS

FUNDAMENTAL SKILLS

- Agility
- Balance
- Reaction and reactive movements
- Spatial awareness

TIPS

- · Run tall with your head up
- Do not watch your feet

LIFE SKILLS & VALUES

Courage

Why was it important to have courage and follow your own beliefs instead of just following others in the activity? How did it make you feel when you were right?

How did you know who was successful during the game? What different types of success did you notice? How did you celebrate people's different successes?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Adjust the number of zones and continents
- · Vary the distance of the zones from the centre
- Don't use zones just move forwards, backwards, sidewards or on the spot

TASK

- Just walk, run or wheel (for wheelchair users) forwards to the zones
- Use only one running action, e.g. side-stepping, for each round
- Runners return to the centre each time, or continue from last location

EQUIPMENT

- Use an audible signal as well as or instead of a visual marker for zones
- Colour-code the zones or provide signs to aid memory

PEOPLE

- Change the caller after each round
- Play in smaller groups for less-confident runners
- Celebrate 'winners' anyone who didn't have to run the perimeter

Pride





FORMULA BENDS

AIMS

- To run a combined sprint and hurdles relay with curved corners
- To practise acceleration, agility, coordination, precision (baton handover), rhythm and speed

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SUMMARY

• All team members complete a combined flat sprint with a hurdles sprint as a team relay

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- The first team member runs a flat sprint from the team waiting/handover marker to pole 1, turns around it and runs to pole 2 over the hurdles, turns around it and returns to the handover marker in a flat sprint
- At the marker, they exchange the baton with the next person who does the same
- Continue until all team members have completed the full course and time the team's attempt

EQUIPMENT

- · Whistle or horn
- 2 return point markers, e.g. cones, poles
- 2 baton exchange zone markers (these are also the start and finish lines)
- 2 hurdles, e.g. boxes, crates
- Baton, e.g. ring, stick, water bottle
- Stopwatch

JOBS

- Starter
- Timekeeper
- Secretary (to record the team results)



FORMULA BENDS

ORGANISATION AND RULES

- Set up 2 parallel lanes: one flat and one with 2 hurdles; place the poles at either end of the flat lane; place the baton exchange markers at the mid-point of the flat lane, to the side
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- "On your marks" the first team member adopts a standing start position. "Go" they run. Start timing from "go" until the final runner crosses the finish line
- For a false start, whistle to recall the runners and repeat the start; there is no disqualification but remind them to wait for "go"
- There are no penalties for dropping the baton but the runner who dropped it must pick it up immediately
- If handover of baton takes places outside the exchange zone, 1 second is added to the team time
- Throwing the baton is not allowed; if they do, 3 seconds are added to the team time
- There are no penalties if a hurdle or pole/marker is knocked over but staff must replace it as soon as possible
- In competition, teams have only one attempt



- Distance:
 - 8-9 years: 20m between poles
 + 5m baton exchange zone
 - 10-11 years: 25m between poles
 + 7m baton exchange zone
- Hurdles:
 - 8-9 years: maximum 40cm height; spacing: 8m
 - 10-11 years: maximum 50cm height; spacing 10m

ng 10m

SCORING

• Record the overall team time to 1/100 second

TIPS



- Control speed when running around the poles
- Run rhythmically between the hurdles
- Sprint in an upright position (tall posture)
- Focus on a safe baton handover

RUN OVER OBSTACLES

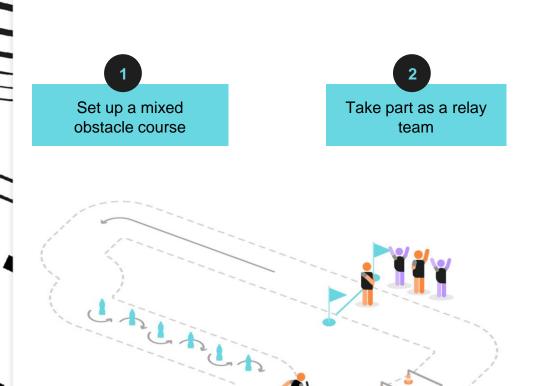
LEVEL 2

Pass the baton to

the next runner



FORMULA ONE



3 Complete the course

SAFETY

- Check surface is free from hazards, e.g. pot holes
- Homemade hurdles must not be heavy or fixed; they should fall if a runner hits them

EQUIPMENT

- Slalom markers, e.g. posts, cones, spots, water bottles
- Hurdles, e.g. light pole balanced on cones, crates
- Track markers
- Baton, e.g. ring, bean bag

HOW TO PLAY

- Set up circular courses, approximately 40-60m, with a mix of features: straight track, curving track, slalom and hurdles
- Teammates wait at the start line
- First runner completes the course
- When you return to the beginning, pass a baton to the next runner who then goes
- Keep going until all teammates have run the course

PERSONAL CHALLENGE

Can you keep up a steady pace as you complete each part of the course? Can you complete the course more fluently next time?





FORMULA ONE



· Agility

- Coordination
- Rhythm
- Spatial awareness

TIPS

- · Look where you are going
- Run tall with your head up

LIFE SKILLS & VALUES

Evaluating

What went well? What could you do even better next time? Why was it important to get feedback from other people as well as reflect on your own performance?

Determination

What goals did you set yourself to help you to improve? What did you learn from your teammates to help you to improve? What did they learn from you?

ADAPTABLE ATHLETICS: INC

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the length of the course
- Mix fewer or more elements to create simpler or more complex courses
- Adjust obstacle heights and angles as well as spacing

TASK

- Change travel style, e.g. walk, jog, sprint, wheel (wheelchair users)
- Run as a continuous course instead of a relay, with players starting at points around the course
- Ask teams to create and adapt their own courses

EQUIPMENT

- Use less or more equipment to create simpler or more complex courses
- Use wide obstacles (start with 50cm) instead of a height challenge with hurdles
- Offer parallel obstacles one easier/one harder

- Run as an individual activity instead of a team relay
- Each team has a timekeeper to score and log improvements
- Set out different courses and allow players to choose their preferred course/team



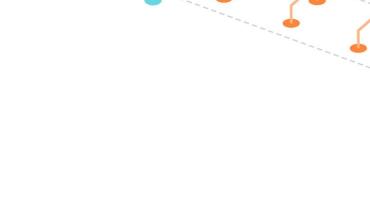
HURDLES SPRINT

AIMS

- To sprint over hurdles at regular intervals
- To practise acceleration, coordination, reaction, rhythm and speed

SUMMARY

- From a standing start, individual runners run the hurdles as fast as possible
- · Add individual times to create a team score



EQUIPMENT

- Whistle or horn
- Start line markers, e.g. cones, poles
- Finish line markers, e.g. cones, poles
- Team waiting zone marker, e.g. cone
- 4-5 hurdles, e.g. boxes, crates
- Stopwatch

JOBS

- Starter
- Timekeeper
- Secretary (to record individual times and calculate team result)



HURDLES SPRINT

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Each team is allocated one 'lane' of a straight track with hurdles set up on it. Options: one runner from one team at a time (no lane needed) or one runner from multiple teams at a time (each in a separate lane)
- · Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Team members wait (at the cone) 5m behind the start until it is their turn to run
- "On your marks" the first team member takes the standing start position
- "Go" they run over the hurdles to the finish line. Start timing from "go" until they cross the finish line
- For a false start, whistle to recall the runners and repeat the start. There is no disqualification but remind them to wait for "go"
- There is no penalty if a hurdle is knocked over but staff must replace/straighten hurdles after each runner
- In competition, each team member competes only once

VARIATIONS

- Distance:
 - 8-9 years: 40m
 - 10-11 years: 50m
- Hurdles:
 - 8-9 years: 4 hurdles; distance to 1st = 10m; distance between hurdles = 6.5m; 40cm height
 - 10-11 years: 5 hurdles; distance to 1st = 10m; distance between = 7m; 50cm height max



- Record individual times to 1/100 second
- Add individual times to create a team score

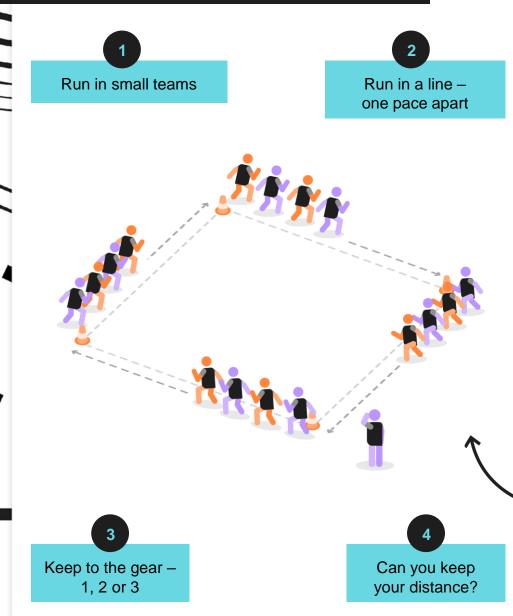
TIPS



- Listen for the signal: do not watch the starter
- Run rhythmically between the hurdles and in an upright position
- Do not jump to clear the hurdle reduce time in the air



KEEP IN GEAR



SAFETY

- · Check the ground is hazard-free, e.g. non-slip, no pot holes
- · Be aware of others as running

EQUIPMENT

- 4 corner markers for the square, e.g. poles, cones, water bottles
- Tape measure



- Work in four small teams
- Mark out a large square at
 Agree speeds for gears 1, 2 least 15m x 15m
- · Each team starts at one corner of the square
- All teams run around the square in the same direction at the same time
- · Within teams, run in a line with

runners one pace apart

- or 3 called out by the session leader. Run to match the gear
- · Can you keep the same distance between each other and the other teams?

PERSONAL CHALLENGE

Can you match your pace to other runners? Can you run in time in pairs, in a small group and in a larger pack?



KEEP IN GEAR

(FUNDAMENTAL SKILLS

- Coordination
- · Reaction and reactive movements
- Rhythm
- Spatial awareness

TIPS

- Run tall with your head up
- Do not watch your feet

LIFE SKILLS & VALUES

Fairness

Why was it important to admit if you made a mistake instead of blaming others? How did you and your teammates respond when others were honest about mistakes?

Respect

How did you show respect for teammates who found the activity difficult? How did you show respect for the other teams if they were better or worse than your team?

ADAPTABLE ATHLETICS: INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the size of the square
- Adjust the number of paces between runners, e.g. 2
- Use an oval or large circle to introduce curve-running

TASK

- Only one or two teams run at a time so the focus is on pacing within the team
- Don't use the gears just focus on one speed
- Run individually within a space – focus on personal gear changes

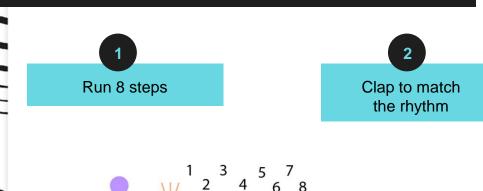
EQUIPMENT

- Use a drum (or clapping) to help runners to keep in gear and maintain the pace
- Use markers to make a separate pacing-practice lane

- Practise in pairs first keep swapping the leader
- Rotate the pacemaker in each team, i.e. which runner goes first
- Don't run in teams space runners around the whole square to start



KEEP THE BEAT





SAFETY

- Check the ground is hazard-free, e.g. non-slip, no pot holes
- Give each group space to avoid collisions
- Be aware of others as running

EQUIPMENT

- Optional: musical instruments, e.g. drum
- Optional: pre-recorded
 music with different beats



HOW TO PLAY

- · Work in small teams
- One person runs 8 steps in a straight line
- Teammates clap the beat (the rhythm) to match the runner's steps
- Each person takes a turn

- One person then becomes the beat-maker and claps a beat
- The rest of the team runs to match the beat
- Keep varying the beat-maker and beat to practise different rhythms

3 Change the rhythm



PERSONAL CHALLENGE

Can you follow the beat over a longer distance, around a circular track or when running around or over obstacles?



KEEP THE BEAT

(FUNDAMENTAL SKILLS

- Body awareness
- Coordination
- Reaction and reactive movements
- Rhythm

(TIPS

- Run tall with your head up
- Do not watch the beat-maker or your feet

LIFE SKILLS & VALUES

Evaluating

How did breaking down the activity into separate elements help you to understand what to do? Which different elements did you need to think about to be successful?

Determination

Why was it important to keep repeating the activity instead of just doing it once? How will you continue to practise these skills after the session and through other activities?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the number of steps each runner must take
- Run longer distances, around bends and around or over obstacles

TASK

- Runners start by clapping their own beats
- Explore different speeds, e.g. walk, run, sprint
- Explore different stages of a run, e.g. accelerate, maintain pace, slow down

EQUIPMENT

- Use musical instruments to make the beat to add interest and creativity
- Use pre-recorded music with different beats – to raise awareness of different rhythms

- Work alone, in pairs or in small groups
- Work as a large group with participants taking turns to be the beat-maker
- Team members take turns to record, playback and review each other's runs



HURDLES & SPRINT SHUTTLE

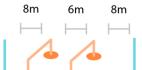
AIMS



- To run a shuttle relay of combined sprint and hurdle distances as fast as possible
- To practise acceleration, coordination, precision reaction, rhythm and speed

SUMMARY

- As part of a relay, participants alternate between running the hurdles and sprinting
- The first participants runs the hurdle distance and hands over the baton to the next who runs the sprint distance. The third runs the hurdle distance... and so on
- The event is complete when each participant has run both the hurdle and sprint distances



EQUIPMENT

- Whistle or horn
- 2 start line markers, e.g. cones, poles
- 2 return point markers (for baton exchange from behind), e.g. 5 hurdles, cones, poles
- 5 hurdles, e.g. boxes or crates
- Baton, e.g. ring, stick or water bottle
- Stopwatch

JOBS

- Starter
- Timekeeper
- Secretary (to record times and team results)

RUN OVER OBSTACLES

HURDLES & SPRINT SHUTTLE

ORGANISATION AND RULES

- Set up 2 lanes one with hurdles, the other without hurdles
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- "On your marks" the first runner adopts the standing start position
- "Go" they run towards the second runner on the other side
- For a false start, whistle to recall the runners and repeat the start. There is no disqualification but remind them to wait for "go"
- Start timing from "go" (for first runner) and stop when all team members have finished both the hurdle and sprint distances
- No penalty if the baton is dropped, but it must be picked up by the runner who dropped it
- No throwing the baton during handover. This will add a 3 second penalty to the team's time
- No penalty if a hurdle is knocked over, but staff must replace it as soon as possible
- In competition, teams have only one attempt

VARIATIONS

- Distance:
 - 8-9 years: 40m between flag poles
 - 10-11 years: 40m between flag poles
 + 5m to return point and back
- Hurdles:
 - 8-9 years: maximum 40cm height
 - 10-11 years: maximum 50cm height
- Baton exchange (handover):
 - 8-9 years: handover from front
 - 10-11 years: handover from behind

SCORING

 Record team result (overall time) to 1/100 second

TIPS

- Run rhythmically between the hurdles
- Sprint in an upright position (tall posture)
- Focus on a safe baton handover





LEVEL 2



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HURDLES RELAY

AIMS

- To run a shuttle hurdles relay as fast as possible
- To practise acceleration, coordination, precision (baton handover), reaction, rhythm and speed

SUMMARY

- Each team has 3 minutes to clear as many hurdles as possible over the distance
- The first runner runs the hurdles in one lane and hands over the baton to a team member at the end
- The second runner runs back over the hurdles in the in the parallel lane, and hands over the baton... and so on
- Continue the shuttle for 3 minutes

6m 6m 6m

EQUIPMENT

- Whistle or horn
- 2 start line markers, e.g. poles, cones
- 2 return point markers (for baton exchange), e.g. poles, cones
- 8 hurdles, e.g. boxes, crates
- Baton, e.g. stick, ring, water bottle
- Stopwatch

JOBS

- Starter
- Timekeeper
- Secretary for each team (to count hurdle clearances and record team result)

HURDLES RELAY

ORGANISATION AND RULES

- Set up 2 parallel lanes for each team, each with 4 hurdles
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- "On your marks" the first team member adopts a standing start position. "Go" they run
 over the hurdles towards the far end and exchange the baton with the next person who
 returns via the parallel lane of hurdles. Start timing from "go"
- For a false start, whistle to recall the runners and repeat the start; there is no disqualification but remind runners to wait for "go"
- There are no penalties for dropping the baton but the runner who dropped it must pick it up immediately
- Throwing the baton is not allowed. This will deduct 3 points from the team score
- There are no penalties if a hurdle is knocked over but staff must replace it as soon as possible
- In competition, teams have only one attempt

VARIATIONS



- Distance:
 - 8-9 years: 30m between flag poles
 - 10-11 years: 30m between flag poles
 + 5m to return point and back
- Hurdles:
 - 8-9 years: maximum 40cm height
 - 10-11 years: maximum 50cm height
- Baton exchange:
 - 8-9 years: handover from the front
 - 10-11 years: handover from behind

SCORING



- Each cleared hurdle = 1 point
- Record the overall team points for the 3
 minutes



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- Run rhythmically between the hurdles
- Sprint in an upright position (tall posture)
- Focus on a safe baton handover







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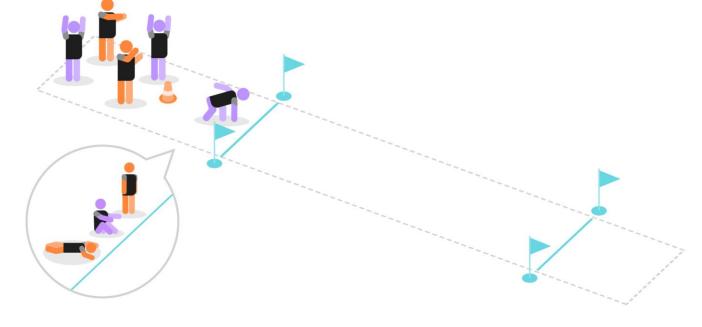
INDIVIDUAL SPRINT

AIMS

- To run as fast as possible from different starting positions
- To practise acceleration, reaction and speed

SUMMARY

- Participants start behind the line
- They use the same starting position
- On the signal, they react swiftly and run to the finish line as fast as possible
- Each participant has only one attempt and records this time



EQUIPMENT

- Whistle or horn
- Start line markers, e.g. cones, poles
- Finish line markers, e.g. cones, poles
- Waiting zone marker, e.g. cone
- Stopwatch (one for each lane)

JOBS

- Starter
- Timekeeper (one for each lane)
- Secretary (to record individual times and calculate team result)

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SPRINT, RUN, RELAY

LEVEL 2



INDIVIDUAL SPRINT

ORGANISATION AND RULES

- · Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Each team is allocated one 'lane' of a straight track. Options: one runner from one team at a time (no lane needed) or one runner from multiple teams at a time (each in a separate lane)
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- · Team members wait behind a marker in their 'lane' until it is their turn to run
- "On your marks" participants take the agreed starting position. If a different starting
 position is used for each runner in a team (e.g. first lying face forward, second sitting
 etc.), all teams must use the same order of starting positions
- · "Go" participants run towards the finish line
- For a false start, whistle to recall the runners and repeat the start. There is no disqualification but remind them to wait for "go"
- Start timing each participant from "go" until they cross the finish line
- · In competition, each team member competes only once

VARIATIONS

- Participants:
- Distance:
 - 8-9 years: 40m
 - 10-11 years: 50m
- Starting positions:
 - Sitting (facing forwards or backwards)
 - Lying (on stomach or back with head or feet at starting line)
 - Standing (high; facing forwards or backwards)
 - Three-point start

SCORING

- Record individual times to 1/100 second
- Add individual times to create an overall team result

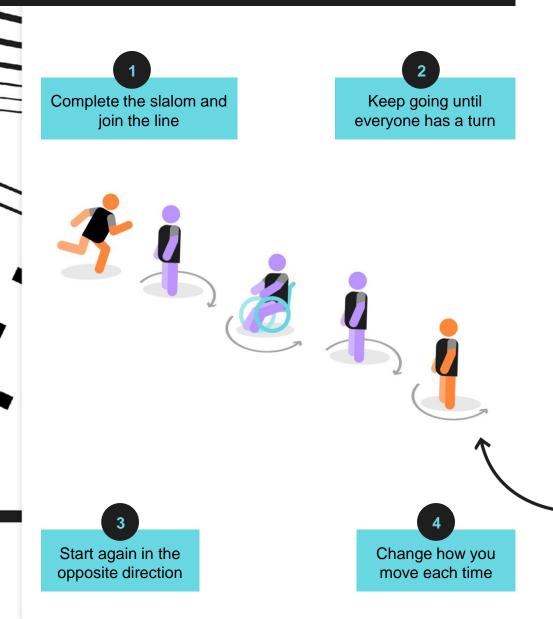
TIPS

- Listen for the signal: do not watch the starter
- Sprint in an upright position (tall posture)





SLALOM SWITCH



SAFETY

- Check ground is
 obstacle-free
- 'Posts' stand still with hands by their side and face the runner
- Look over shoulder when running backwards

EQUIPMENT

- Optional: markers instead of people as the posts, e.g. poles, cones, spots, water bottles, chalk marks



HOW TO PLAY

- Stand in a line in your team
- Spread out so there is about 2m between each person
- Take turns to complete a slalom around your teammates
- When you reach the end, join the line
- When everyone has gone, start again in the opposite direction
- Change how you move each time: walk, jog or sprint; side-step; travel backwards; go left first, go right first

PERSONAL CHALLENGE

Can you accelerate faster from a standing start? Can you maintain balance and move around your teammates fluently?





SLALOM SWITCH

(FUNDAMENTAL SKILLS

· Agility

- Balance
- Rhythm
- Spatial awareness

TIPS

- · Look where you are going
- Run tall with your head up



LIFE SKILLS & VALUES

Concentrating

What did you need to focus on to do the activity safely – as a runner and as a slalom post? What helped you to avoid any distractions?

Friendship

How did you show you cared for each other when running and being a slalom post? How did you encourage each other when waiting for your turn?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the spacing between the posts
- Vary the spacing between posts so they are uneven
- Place the posts at different angles so they are irregular

TASK

- Runners return to their original place
- Change travel style each round or between posts
- Change whether runners move left or right to start

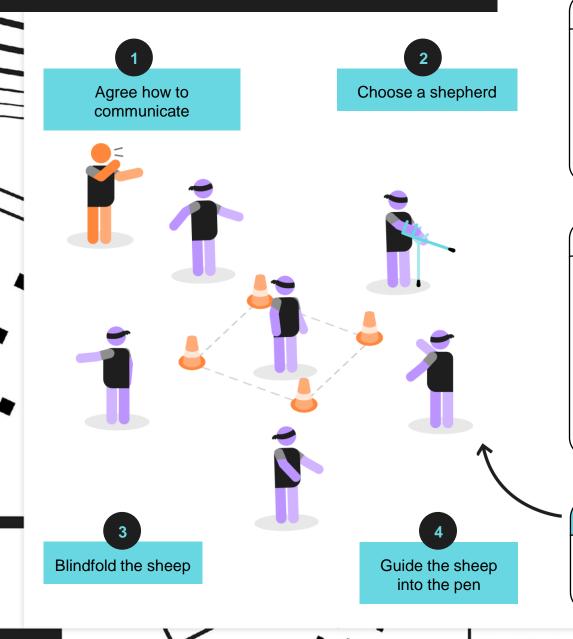
EQUIPMENT

- Use markers instead of people as posts
- Players wear different colours: runners slalom around given colours
- Increase or decrease the number of posts

- Increase or decrease the number in each team
- Players start to slalom as soon as the previous runner has passed
- A player logs the team time



SHEPHERD & SHEEP



SAFETY

- Check the area is free from hazards – underfoot and overhead
- Have a safe zone stop 'sheep' from leaving the safe zone

EQUIPMENT

- Blindfolds 1 per 'sheep'
- Markers to create a sheep pen, e.g. cones, a rope
- Optional: whistle

HOW TO PLAY

- Set up a safe zone with a sheep pen in the middle, big enough for all players
- As a team, agree how to communicate commands
- Choose one player to be the shepherd – only this person gives the commands
- Blindfold the other players the sheep – who follow the commands in silence
- Spread the sheep around the safe zone
- Guide the sheep into the sheep pen using the commands

PERSONAL CHALLENGE

Can you follow the commands confidently and exactly? Can you be more accurate by being aware and concentrating?





SHEPHERD & SHEEP

REGIONAL GAME

This is a problem-solving activity created in **North America**.

Do you have a similar game in your country?

NORTH AMERICA

FUNDAMENTAL SKILLS

- Balance
- Body awareness
- Reaction and reactive movements
- Spatial awareness

TIPS



- Listen carefully
- Pay attention to your body and all of your senses

LIFE SKILLS & VALUES

Problem-solving

Why was it important to be creative when discussing how to communicate as a team? How did you overcome any unexpected challenges?

Determination

What gave you the courage to take part as a sheep? What did you do to show that you were trying your best, even if it was challenging?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the size of the safe zone
- Alter the position of the sheep pen within the zone
- Spread the sheep around the space or start them from the same point

TASK

- Allow players to see if they prefer or if they have a hearing impairment
- Use verbal, non-verbal or tactile commands
- Follow a fixed rope while blindfolded instead of shepherd and sheep

EQUIPMENT

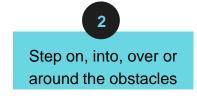
- Close eyes instead of using blindfolds
- Use different types of nonverbal commands, e.g. whistle, drum, clap hands
- Navigate obstacles within the safe zone – between, around, over, under

- Pair a shepherd and a sheep
- Have a roving 'sheep dog' to provide support to individual sheep
- Sheep link hands so they move as one group



KUNGIRRUNA





SAFETY

- Make sure the surface is free from hazards
- Make sure the obstacles
 will not slip
- Step-on markers need to be flat and non-slip

EQUIPMENT

 Obstacles to step on, into, over or around, e.g. dirt or lime lines, spots, tape, hoops, ropes, chalk, hurdles, boxes, water bottles

HOW TO PLAY

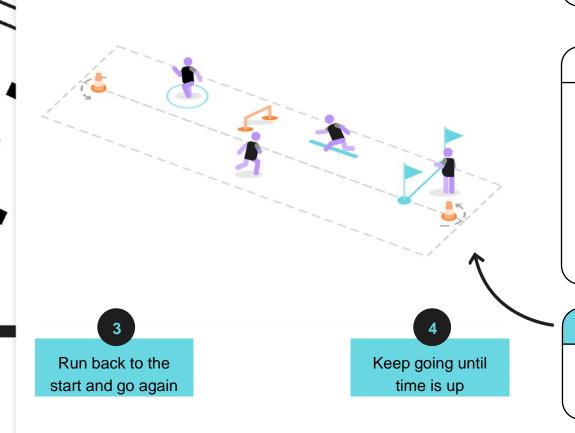
- Take part in small teams
- Set up a short obstacle course for each team (approximately 20m)
- How many obstacles can you step on, into, over or around?
- Set a time limit, e.g. 1-2 minutes for faster pace, 3-5

minutes for slower pace

- Follow your teammates around the course. Do not get too close!
- When you reach the end line, run back and start again
- How many can you do in the time?

PERSONAL CHALLENGE

Can you increase how many obstacles you step on, into, over or around in the time? Can you keep up a steady pace as you run?



RUN OVER OBSTACLES

LEVEL 2



KUNGIRRUNA

REGIONAL GAME

This is a traditional game played in some countries in **Oceania**.

Can you create your own obstacle game and give it a new name?



FUNDAMENTAL SKILLS

- Balance
- Coordination
- Rhythm
- Spatial orientation

TIPS

- Run tall with your head up
- Try to keep up the same speed

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE



Planning

What did you need to do before you started your run? What helped you to adjust to each new obstacle?

Friendship

How did you make sure everyone could complete the obstacle course? How did you make it fun for all of the team?



ADAPTABLE ATHLETICS:

SPACE

- Increase or decrease space between obstacles
- Vary distances so obstacles are irregularly spaced
- Create a circular course
 instead of a linear one

TASK

- Change speed, e.g. walk, jog, run
- Use a consistent action each round, e.g. just step over obstacles
- Adjust the time limit for each round

EQUIPMENT

- Vary the size, width and height of the obstacles
- Increase or reduce the number of obstacles
- Include obstacles in the return stretch as well as the outward one, e.g. slalom

- Increase or reduce the number of team members
- One player counts team members' steps
- Cooperate as a team or compete against each other









Walk backwards

along the line

SAFETY

 Check over shoulder when walking backwards

EQUIPMENT

- Line marking, e.g. tape, dirt line, chalk
- Objects e.g. batons, balls, water bottles, cups of water
- Marker for each person's position on the line

HOW TO PLAY

- Set up a flat line on the ground, long enough for each team member to be around 5m apart
- Evenly space team members along the line
- First person collects an object from the start pile and walks forwards along the line
- Hand over the object to the next person who walks forwards... and so on
- Last person puts the object on the end pile
- Walk backwards along the line to your original position after passing the object

3 Hand over the baton

PERSONAL CHALLENGE

Can you walk precisely and fluently along the line, forwards and backwards? Can you reduce how often you wobble or step off?





TIGHTROPE RELAY

FUNDAMENTAL SKILLS

- Balance
- Body awareness
- Coordination
- Spatial awareness

TIPS

- Do not look at your feet
- Look at a fixed point at eye level to help with balance
- Always keep one foot in contact with the line

LIFE SKILLS & VALUES

Creativity

How could you adapt this game to include different or additional challenges? How could you make links to other activities and interests, e.g. pass on an action?

Friendship

How did you support your teammates during the activity? What sort of support was helpful? What could have been better?

ADAPTABLE ATHLETICS: INCLUDE,

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Make the line wider or narrower
- Move between tram lines instead of along one line
- Increase or decrease the length of the line and spacing between people

TASK

- Just walk forwards
- Add challenges, e.g. pirouette, step over cone
- Exchange the object from the front or from behind
- Start again if anyone steps off the line

EQUIPMENT

- Last person has to throw the object into a container
- Play without handing over an object – players pass on an action, word or message instead
- Use a beam or bench to introduce height

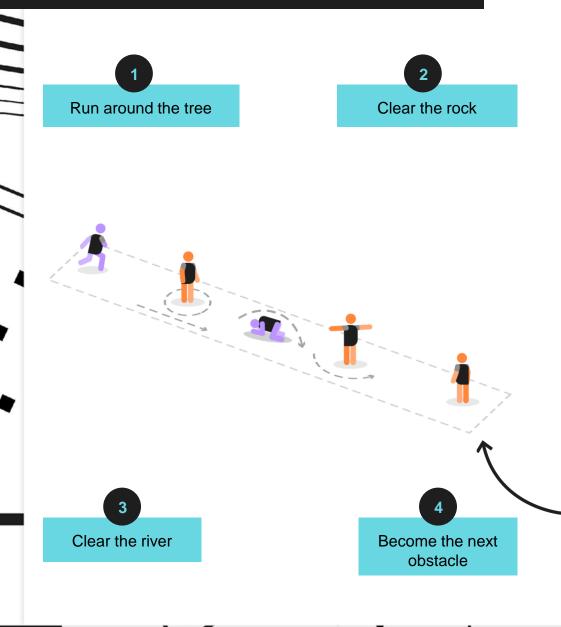
- Play in pairs partners meet in the middle to exchange the object
- Individuals walk the full length of the line from start to finish
- Have a judging panel to award points for style

RUN OVER OBSTACLES

LEVEL 2



TREE, ROCK, RIVER



SAFETY

- Check ground is safe
- 'Rock' tucks in tightly, including head, or is a 'log'
- 'Tree' and 'river' stand still
- Practise clearing individual obstacles first

EQUIPMENT

· Optional: markers and hurdles as obstacles instead of people, e.g. poles, crates, ropes



HOW TO PLAY

- Spread your team out in a line about 3m apart
- First player is the runner
- Second player is the tree stand straight
- Third player is the rock kneel Join the line as the tree and tuck-in tightly or lie flat as a log
- Fourth player is the river stand sideways with legs and/or arms apart
- Run around, over or under the obstacles without hitting any!

 - Next player runs and becomes the rock... and so on

PERSONAL CHALLENGE

To begin, practise running around or over each obstacle on its own. Can you combine them to run the full course fluently?



TREE, ROCK, RIVER



Agility

- Balance
- Rhythm
- Spatial awareness

TIPS

- · Look where you are going
- Run tall with your head up

LIFE SKILLS & VALUES



Self-control

Why was it important for you to have selfcontrol when running or being an obstacle? What emotions did you need to manage as you were taking part?

Respect

How did you show respect for your teammates? How did being respectful help you to trust each other and do your best?

ADAPTABLE ATHLETICS: INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Spread obstacles over a shorter or longer distance
- Alter the height and width of the rock and river
- Create a circular course instead of a linear one

TASK

- Team members are the same obstacle, e.g. all trees, for each round
- Runners return to their place then swap places with a teammate
- Trees hold a different shape as a static balance

EQUIPMENT

- Use objects instead of people as obstacles
- Change what natural obstacles are represented, e.g. slalom multiple trees in a 'forest', step over 'logs' on the ground

- Work in pairs to practise clearing obstacles
- Group by ability so teams tackle the task to suit their readiness
- Increase the number of people who are obstacles



MIXED-STYLE RELAY

AIMS

- To run a combined sprint, hurdles and slalom shuttle relay as fast as possible
- To practise acceleration, agility, bilateral movements, coordination, precision (baton handover), reaction, rhythm and speed

SUMMARY

- Teammates run an obstacle course and a straight sprint as a relay – all team members run both
- First person passes the first pole (pole on their right), runs through the slalom, scissor jumps the first obstacle, runs for 5m on that side, scissor jumps the second obstacle (left to right), runs through the second slalom, and passes the next pole as they run towards their teammates
- After the baton exchange, the second person sprints back down the straight lane to the start. The third person runs the obstacle course... and so on

EQUIPMENT

- Whistle or horn
- 2 start line markers, e.g. cones, poles
- 2 return point markers (for baton exchange from behind), e.g. cones, poles
- 6 slalom poles
- 2 hurdles, e.g. boxes, crates
 - Baton, e.g. ring, stick, water bottle
 Stopwatch

JOBS

- Starter
- Timekeeper
- Secretary (to record the team result/time)

RUN OVER OBSTACLES

LEVEL 2



MIXED-STYLE RELAY

ORGANISATION AND RULES

- Set up 2 parallel 'lanes' an obstacle course (see diagram) and a sprint
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- "On your marks" the first team member adopts the standing start position
- "Go" they run through the obstacle course to the other side. Start timing from "go"
- For a false start, whistle to recall the runners and repeat the start. There is no disqualification but remind them to wait for "go"
- There are no penalties for dropping the baton but the runner who dropped it must pick it up immediately
- Throwing the baton is not allowed; if they do, a 3 second penalty is added to the team time
- There are no penalties if a hurdle is knocked over but staff must replace it as soon as possible
- If a runner knocks over a slalom pole, a 1 second penalty is added to the team time and staff must replace it as soon as possible
- Each team member must complete the obstacle course and the straight sprint
- · In competition, teams have only one attempt

VARIATIONS

- Distance:
 - 8-9 years: 40m between flag poles
 - 10-11 years: 40m between flag poles
 + 5m to return point
- Hurdles:
 - 8-9 years: maximum 40cm height
 - 10-11 years: maximum 50cm height

• Setup:

- Starting line to first slalom pole: 11.5m
- Distance between slalom poles:
 1.5m
- Slalom pole to first obstacle: 3m
- Distance between obstacles 5m
- Baton exchange:
 - 8-9 years: handover from front
 - 10-11 years: handover from behind

SCORING

 Record team result (overall time) to 1/100 second

TIPS

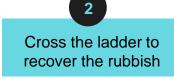


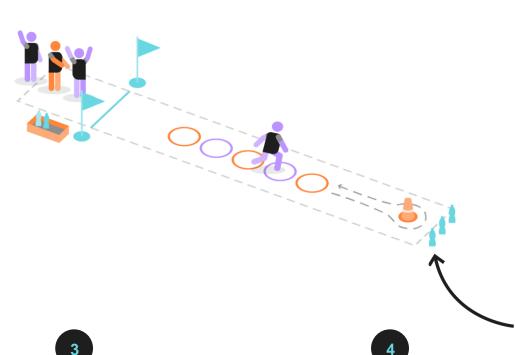
- Control (or reduce) speed for the slalom and scissor jump
- Sprint in an upright position (tall posture)
- Focus on a safe baton handover



LADDER RECOVERY







Place one foot in each hoop as you run

Bring the rubbish back to base

SAFETY

- Check the surface is free from hazards, e.g. pot holes
- Readjust the ladder between runs if it is knocked out of place

EQUIPMENT

- Start marker, e.g. line, cone
- Ladder, e.g. line of hoops or bicycle tyres, speed ladder
- At least 2 pieces of 'rubbish' per team member, e.g. ball, water bottle, cone, stone

HOW TO PLAY

- Set up a ladder run, approximately 5-8m
- Place a pile of 'rubbish' at the far end, at least 2m from the end of the ladder
- Team members wait behind the start line and take turns to run the ladder there and back
- Collect 1 piece of 'rubbish' and bring it back to the team
- Return to the start or return the rubbish if you misstep as you run there or back
- Can you recover all of the rubbish?

PERSONAL CHALLENGE

Can you reduce the number of missteps you take during your run? Can you place your feet precisely and move fluently?



WORLD ATHLETICS

LADDER RECOVERY FUNDAMENTAL SKILLS TIPS Focus on rhythm not speed Agility Empathy Balance • Do not look at your feet Body awareness Rhythm Pride

LIFE SKILLS & VALUES

How did you show empathy when your teammates struggled with this activity? Why is it important to 'put yourself in other people's shoes' to see how they feel?

What feedback did you give your teammates during and after the activity? How did you make sure this feedback was constructive and highlighted strengths as well as areas for improvement?

ADAPTABLE ATHLETICS: **INCLUDE, ENGAGE, SUPPORT AND CHALLENGE**

SPACE

- Increase or decrease the length of the ladder
- Adjust the spacing between, or the size of the hoops
- Use more than one ladder sprint between ladders

TASK

- Run the ladder one way but sprint or slalom back
- Provide a parallel straight or slalom course for those who can't do the ladder
- Introduce a time limit as runners become proficient

EQUIPMENT

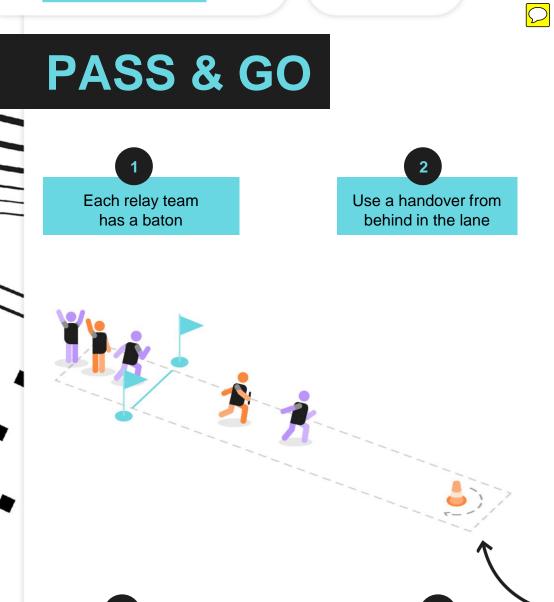
- Use flat markings (e.g. chalk, tape) to eliminate ladder 'edges'
- Teams make a rubbish pyramid as they wait to run
- Instead of rubbish, use puzzle pieces and complete the puzzle at the end

- Group by height or ability
- Increase or decrease the number of team members to alter runners' 'rest' times
- Teammates travel in pairs through parallel ladders

Keep going and

changing places





Use a handover from front at the start

3

SAFETY

- Check the ground is hazard-free
- Do not throw the baton
- Waiting team members stand behind a marker

EQUIPMENT

- Baton, e.g. baton, ring, water bottle
- Start and return markers, e.g. cones, dirt-line, stones

HOW TO PLAY

- Each team works in one lane, approximately 20m
- 'A' waits in the lane, between start and return markers, facing away from the team
- Team members wait in a line behind the start marker
- 'B' runs from the start to 'A' and hands over the baton

- 'A' receives the baton from behind, runs around the return marker and back to the team
- 'A' passes the baton from the front to the next team member
- Meanwhile, 'B' has taken the place of 'A' in the lane
- Keep going until all team members have been 'A'

PERSONAL CHALLENGE

Can you place the baton in your teammate's hand with precision every time, from the front and from behind?

SPRINT, RUN, RELAY

LEVEL 2



PASS & GO

FUNDAMENTAL SKILLS

- Body awareness
- Coordination
- · Reaction and reactive movements
- Rhythm

TIPS

- Hold your hand away from your body with the palm up and thumb open
- Place the baton downwards

LIFE SKILLS & VALUES



Evaluating

What different ways did you use to exchange the baton? Which one worked best for you? Why was it effective? How did evaluating each handover help you?

Determination

How did you know if you improved at handing over the baton? What criteria did you use to help you to see your progress? Why is it helpful to have success criteria?

ADAPTABLE ATHLETICS: INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the distance between the start and return markers
- · Vary where receivers stand - nearer or farther away from the start line
- Make a circular track to introduce curve-running

TASK

- Run as a shuttle instead of out and return - with team members at either end
- Use right or left hand for baton exchange
- Receivers start running before the baton is exchanged

EQUIPMENT

- · Practise without batons first, e.g. tap hands
- · Experiment with batons of different diameters to see what suits individuals

- · Practise handovers in pairs - from in front and behind
- Play in 3s with a continuous relay from the start and return markers
- One person films baton exchanges to share good examples with the team

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WALKING RELAY

AIMS

- To take part in a walking relay around curves
- To practise body awareness, coordination and rhythm

SUMMARY

- As part of a team relay, participants walk around a curved course
- From the team waiting zone, the first person walks to and around the first pole, walks back down the far side to the second pole, turns around it and returns to the team
- In the handover zone, they clap and the second person follows the same course
- · Keep going until each person has completed 3 laps

EQUIPMENT

- Whistle or horn
- 2 return point markers, e.g. cones, poles
- 2 handover zone markers, e.g. cones, poles
- Stopwatch
- 2 white flags
- 2 red flags

JOBS

- Starter (and technical supervisor)
- Timekeeper (and technical supervisor)
- Secretary (to record the team result/time)



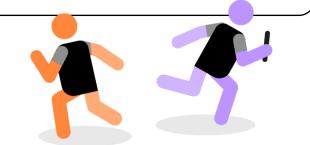
WALKING RELAY

ORGANISATION AND RULES

- · Set up 2 poles and 2 handover zone markers
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Team members wait in the handover zone to one side of, and halfway along, the course
- "On your marks" the first person adopts the standing start position
- "Go" they start walking. Start timing from "go" until the 10 team members have each completed 3 laps (30 laps in total)
- For a false start, whistle to recall the walkers and repeat the start. There is no disqualification but remind them to wait for "go"
- Participants must always have at least one foot in contact with the ground. This is monitored by two technical supervisors. Correct technique = white flag, incorrect = red flag
- Each time an incorrect technique is used, a 3 second penalty is added to the team time. Both supervisors must raise their red flags
- Each time a handover is not accompanied by a clap, a 1 second penalty is added to the team time
- If handover takes place outside the exchange zone, 1 second is added to the team time
- There is no penalty if a pole is knocked down but staff must replace it as soon as possible
- In competition, teams have only one attempt

VARIATIONS

- Distance:
 - 8-9 years: 20m between poles
 - 10-11 years: 25m between poles
- Penalties: instead of a 3 second time penalty for incorrect walking technique, the offender must walk around a 10m diameter circle before handing over to a teammate



SCORING

 Record the overall team time to 1/100 second

- Do not lose contact with the ground (do not 'fly')
- Maintain an upright position
- Move arms actively (forwards and backwards)

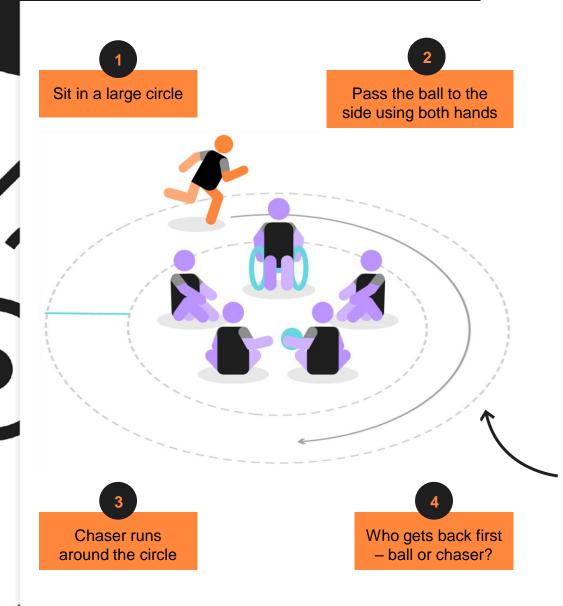
ROTATIONAL THROW

LEVEL 2

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BEAT THE BALL



SAFETY

- Check the surface is free from hazards and is not slippery
- Remind players to be ready to receive the ball

EQUIPMENT

• Large ball, e.g. beach ball, basketball, sponge ball

HOW TO PLAY

- Sit in a large circle on the ground – at least arm's length apart
- One player is the chaser and stands outside the circle
- The chaser decides the direction and gives the signal "go!" to start
- Pass the ball around the circle

from neighbour to neighbour, using both hands

- Rotate from the waist to pass and receive the ball
- The chaser runs around the outside of the circle as the ball is being passed
- Which will get back to the start point first the ball or chaser?

PERSONAL CHALLENGE

Can you rotate while keeping a stable base? For each pass, try to keep both buttocks on the ground so your lower body stays still and balanced.

ROTATIONAL THROW

LEVEL 2



BEAT THE BALL

FUNDAMENTAL SKILLS

- Balance
- Bilateral movements
- Coordination
- Reaction and reactive movements

(TIPS

- · Rotate from the waist
- Hold the ball away from the body

LIFE SKILLS & VALUES

Cooperating

Why did you need to work as a team? What helped the team to succeed when passing and receiving the ball?

Respect

How did you show respect for other people when passing the ball or running? Why is it important to follow the rules even though you want to win?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Make the circle larger or smaller – players shuffle in or out to adjust the size
- Pass and chase down a straight line instead of around a circle

TASK

- Practise passing the ball before introducing the chaser
- Pass a smaller ball using only one hand at a time
- Pass and run clockwise and anticlockwise

<u>E</u>QUIPMENT

- Change the size, weight or texture of the ball
- Use different objects, e.g. bean bag, water bottle, baton, instead of a ball
- Sit on chairs instead of on the ground

PEOPLE

- Increase or reduce the number of players
- Play without a chaser and time the ball instead
- Two chasers run around the circle, starting at opposite points

T



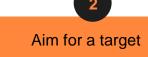
HIGH SCORE

1 Throw over the line

3

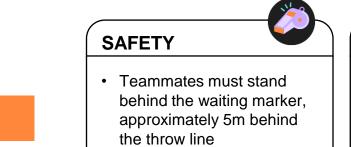
Score points

for 3 throws



Throw differently

next time



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 Only retrieve objects from the throwing area when the thrower has stopped

EQUIPMENT

- Throwing objects, e.g. small balls, bean bags
- Washing line and 2 poles or 2 people to hold it
- Targets, e.g. hoops, bicycle tyres, cones, chalk, ropes

HOW TO PLAY

- Play in small teams
- Set up an overhead line, 5m in front of the throw line
- Take turns to throw an object over the line into the targets
- Distances from overhead line: Nearest target: 5m away Middle target: 7.5m away
 Farthest target: 10m away
- Take 3 throws each turn: Nearest target = 3 points; middle = 5; farthest = 10
- Next person throws, then continue through the team
- In the second round, change how you throw, e.g. non-dominant hand
- Add the team points

PERSONAL CHALLENGE

Can you identify the best way for you to throw to score most points?

LINEAR THROW

LEVEL 2



HIGH SCORE

FUNDAMENTAL SKILLS

- Balance
- Body awareness
- Coordination

(TIPS

- · Look at the target
- Extend your arm ('long arm') before throwing for better acceleration of the object

LIFE SKILLS & VALUES

Empathy

How did you feel about your performance? How did each of your teammates feel? What helped you to understand how they were feeling?

Pride

Which team members were strongest at which throws? How did team members' different strengths help you to improve as a team?

ADAPTABLE ATHLETICS: INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Raise or lower the overhead line
- Move the throw line nearer or farther
- Change the size, spacing, shape or layout of the targets

TASK

- Use different types of throw, e.g. overarm, underarm, dominant and non-dominant hand, two handed
- More or fewer throws for players' turns
- Run up to throw line to throw

EQUIPMENT

- Remove the overhead line
- Throw into targets, e.g. bucket, box
- Use a variety of throwing objects, e.g. foam javelin, bamboo stick, howler

PEOPLE

- Play competitively as pairs or individuals instead of a team
- Rotate who holds the line (if held by teammates)
- Specify which person has to score in which target



DOUBLE-ARM PUSH

AIMS

- To practise a doublearm medicine ball push for distance
- To practise balance, bilateral and reactive movements, and coordination

SUMMARY

• From a standing position, participants use two arms to push a ball as far as possible into the throwing area

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- They flex both knees then quickly extend both knees and both arms at the same time to push the ball
- After all participants have thrown for round 1, repeat for round 2
- Each thrower has one attempt per round

EQUIPMENT

- Tape measure (20m)
- · Foul line markers, e.g. cones, line in dirt, poles
- Waiting zone marker, e.g. cone
- 5 balls, e.g. medicine ball (max. 1kg)

STAFF

- Secretary (to record individual results and overall team score)
- Measurer
- Assistant (to return the balls)

DOUBLE-ARM PUSH

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a foul (throw) line and a tape measure at right angles to the foul line
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Each thrower delivers two pushes, using both arms at the same time
- Throwers may only step on or beyond the foul line after delivering the push
- A rotational throw is not allowed; throwers are not disqualified but they must repeat the throw. Remind them to use a linear throw
- Measure the throw from its first touchdown with a 90° angle to the tape measure

SAFETY!

- Teammates wait behind a marker, at least 5m behind the foul line
- Only staff are allowed in the throwing area
- Throwers must wait for the secretary to shout 'Throw!' before throwing
- Balls must be carried back to the throwers, not thrown

VARIATIONS

 Vary the weight of the balls – to a maximum of 1kg

SCORING

- Add each thrower's 2 pushes
- Add individual scores to create an overall team score

- Use the explosive power of your legs
- Push forwards and up
- Keep the body upright when pushing







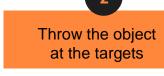
FLYING SAUCERS



3

Score points

for your team



4

Have another turn

SAFETY

- Teammates must stand behind the waiting marker, approximately 5m behind the throw line
- Only staff retrieve objects from the throwing area

EQUIPMENT

- Circular objects, e.g. hoops, bicycle tyres, rings, junior discus
- Zone markers, e.g. coloured cones, rope, lines

HOW TO PLAY

- Mark out 5 zones about 10m in front of a throwing line
- Middle zone = 5 points
 Side zones = 3 points
 Outside zones = 1 point
- From behind the throw line, throw a circular object towards the targets, using a rotational throw
- Add your points to the team score for where it lands
- Each team member throws
- In the second round, see if you can beat your personal score
- Calculate the total team score

PERSONAL CHALLENGE

Can you increase how many times you land in the zone you are aiming for? Can you beat your personal score each round?





FLYING SAUCERS



- Balance
- Body awareness
- Coordination
- Reaction and reactive movements

(TIPS

- Keep looking at the target
- Hold the object away from the body

LIFE SKILLS & VALUES

Decision-making

What influenced how you threw the object and which target you aimed for? How did your decisions change in the second round?

Friendship

What did you do to make this game fun for everyone – while throwing and waiting for your turn? How did you create a strong team spirit?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or reduce the size of the target zones
- Move the throw line nearer to or farther from the target zones
- Have differently shaped zones, e.g. linear, circular, wedge-shaped

TASK

- Use non-dominant as well
 as dominant hand
- Use 'dart game' scoring: start at 50 points and get to exactly 0
- Sit on chair to help with balance – facing or sideways to the targets

EQUIPMENT

- Change the size, shape or weight of the throwing object (maximum 1kg)
- Use more precise targets, e.g. poles, cones

PEOPLE

- Play competitively as individuals instead of as a team
- For proficient throwers, a teammate indicates which target to aim for
- Take turns to be the team coach

T



SINGLE-ARM PUSH

AIMS

- To practise a singlearm medicine ball push for distance with dominant and nondominant arm
- To practise balance, coordination and reactive movements

SUMMARY

• From a standing position, participants use one arm to push a ball as far as possible into the throwing area

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- Round 1: throwers hold the ball in their right hand and support it with their left
- They flex their right knee then quickly extend it and their right arm to push the ball
- Round 2: throwers use left hand and flex left knee

EQUIPMENT

- Tape measure (20m)
- · Foul line markers, e.g. cones, line in dirt, rope
- Waiting zone marker, e.g. cone
- 5 balls, e.g. medicine ball (max. 1kg)

JOBS

- Secretary (to record individual results and overall team score)
- Measurer
- Assistant (to return the balls)

SINGLE-ARM PUSH

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a foul (throw) line and a tape measure at right angles to the foul line
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Each thrower delivers one right-handed push in round 1 and one left-handed push in round 2
- Only the pushing arm pushes the ball. Throwers may only step on or beyond the foul line after delivering the push
- Measure the throw from its first touchdown with a 90° angle to the tape measure

SAFETY!

- Teammates wait behind a marker, at least 5m behind the foul line
- Only staff are allowed in the throwing area
- Throwers must wait for the secretary to shout 'Throw!' before throwing
- Balls must be carried back to the throwers, not thrown

VARIATIONS

Vary the weight of the balls – to a maximum of 1kg

SCORING

- Add each thrower's right- and lefthanded pushes
- Add individual scores to create an overall team score

- Use the explosive power of your legs
- Push forwards and up
- Keep the body upright when pushing







STANDING THROW

AIMS

- To practise linear throws for distance with dominant and nondominant arms
- To practise bilateral and reactive movements, balance and coordination

SUMMARY

- Participants take turns making linear throws of an object
- Participants stand behind a foul line and try to throw as far as possible into the throwing zone
- Round 1: each participant throws with their right hand
- Round 2: each participant throws with their left hand
- Teams try to get the highest score by measuring the distance each participant throws and adding them together

EQUIPMENT

- Measuring tape (50m)
- Foul line markers, e.g. cones, line in dirt, poles
- Waiting zone marker e.g. cone
- 5 throwing objects

JOBS

- Secretary (to record distances and calculate team result)
- 2 measurers
- Assistant (to carry objects back)

STANDING THROW

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Throwers take turns to make a standing throw from behind the foul line
- If a thrower steps on or over the foul line, the throw is not valid
- A rotational throw is not allowed. They are not disgualified but they must repeat the throw. Remind them to use a linear throw
- Each thrower has one attempt in each round (right arm round/ left arm round)
- Each throw is measured from where the object first touched down, at 90° to the measuring tap (see diagram)

SAFETY!

- Teammates wait behind a marker, at least 5m behind the foul line
- Only staff are allowed in the throwing area
- Throwers must wait for the secretary to shout 'Throw!' before throwing
- Objects must be carried back to the throwers, not thrown

VARIATIONS

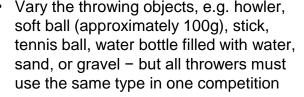
 Vary the throwing objects, e.g. howler, soft ball (approximately 100g), stick, tennis ball, water bottle filled with water, sand, or gravel - but all throwers must

SCORING

- Record and add the distance of each thrower's right hand and left hand throws
- Add individual distances to create an overall team score



- Opposite foot to the throwing arm should be in front of the body
- Extend your arm (long arm) before throwing for better acceleration of the object



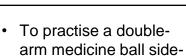






SIDE-SWING THROW

AIMS



- To practise balance,
- bilateral and reactive movements, and coordination

SUMMARY

• From a standing position, participants use two extended arms to swing a ball as far as possible into the throwing area

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- They bend both knees, rotate sideways in the opposite direction to the throwing direction, swing back quickly and throw the ball
- Round 1: swing to the right; round 2: swing to the left

EQUIPMENT

- Tape measure (20m)
- · Foul line markers, e.g. cones, line in dirt, poles
- Waiting zone marker, e.g. cone
- 5 balls, e.g. medicine ball (max. 1kg)

JOBS

- Secretary (to record individual results and overall team score)
- Measurer
- Assistant (to return the balls)

SIDE-SWING THROW

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a foul (throw) line and a tape measure at right angles to the foul line
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Each thrower delivers one right swing in round 1 and one left swing in round 2
- Throwers may only step on or beyond the foul line after delivering the throw
- Measure the throw from its first touchdown with a 90° angle to the tape measure • SAFETY!
- Teammates wait behind a marker, at least 5m behind the foul line
- Only staff are allowed in the throwing area
- Throwers must wait for the secretary to shout 'Throw!' before throwing
- · Balls must be carried back to the throwers, not thrown

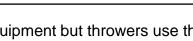
VARIATIONS

• Vary equipment but throwers use the same type in one competition

SCORING

- Add each thrower's right swing and left swing throws
- Add individual scores to create an overall team score

- Use the explosive power of your legs
- Throw forwards and up
- Keep the body upright when throwing









HOOP THROW

AIMS

- To practise a rotational throw for distance with both arms
- To practise balance, bilateral and reactive movements, body and spatial awareness, and coordination

SUMMARY

 From a standing position, participants use one arm and a slight twisting motion to throw the object as far as possible into the throwing area

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- Throwers use their right arm in round 1 and their left arm in round 2
- The left foot is in front of the body for a right-arm throw and vice versa for a left-arm throw



EQUIPMENT

- Tape measure (50m)
- Foul line markers, e.g. cones, line in dirt, poles
- Waiting zone marker, e.g. cone
- 5 throwing objects

JOBS

- Secretary (to record individual results and overall team score)
- Measurer
- Assistant (to return the objects)

HOOP THROW

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a foul (throw) line and a tape measure at right angles to the foul line
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Each thrower delivers one right-arm throw in round 1 and one left-arm throw in round 2
- Stepping on or beyond the foul line is a foul (invalid) throw and equals 0m
- Measure the throw from its first touchdown with a 90° angle to the tape measure
 SAFETY!

SAFEIT!

- Teammates wait behind a marker, at least 5m behind the foul line
- · Only staff are allowed in the throwing area
- Throwers must wait for the secretary to shout 'Throw!' before throwing
- · Objects must be carried back to the throwers, not thrown

VARIATIONS



 Vary the throwing object e.g. bicycle tyre, hoop, junior discus (with handles), ring – but all throwers must use the same type in 1 competition

SCORING

- Add each thrower's right- and lefthanded throws
- Add individual scores to create an overall team score



- Opposite foot to the throwing arm is in front of the body
- Throw forwards and up
- Extend your arm ('long arm') before throwing for better acceleration of the object







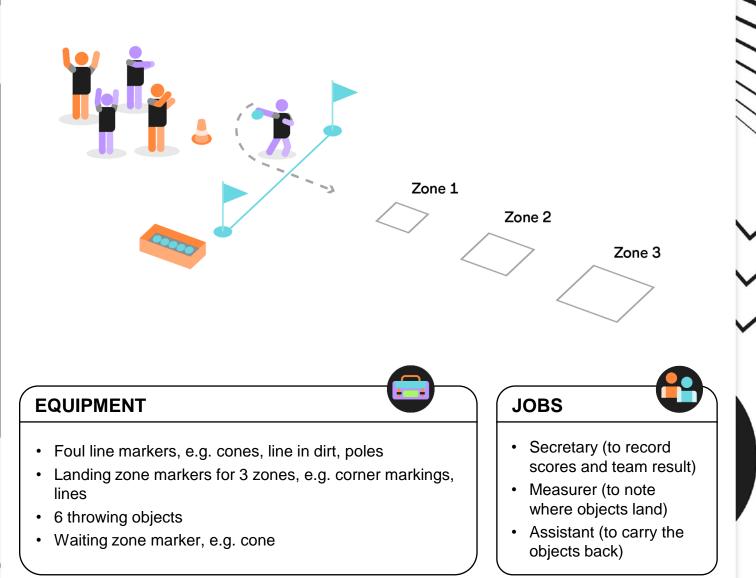
PRECISION DISCUS

AIMS

- To practise rotational throws for precision with dominant and nondominant arms
- To practise bilateral and reactive movements, balance, coordination and spatial and body awareness

SUMMARY

- Participants take turns to make rotational throws of an object into 3 zones
- Throwers choose which zones to aim for; they can aim for the same or different zones
- Round 1: each thrower has 3 consecutive throws with their right hand
- Round 2: each thrower has 3 consecutive throws with their left hand
- · Teams try to score the highest number of points



PRECISION DISCUS

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a foul line and 3 zones beyond the foul line:
 - Zone 1 (at 5m): 1m x 1m
 - Zone 2 (at 10m): 2m x 2m
 - Zone 3 (at 15m): 3m x 3m
- Each team member throws their object into their chosen zones
- The object must make its first landing wholly or partly in the zone to score
- If the object first lands outside the zone then slides into it, it scores 0 points
- If a thrower steps on or beyond the foul line when they throw, they score 0 points

SAFETY!

- Teammates wait behind a marker, at least 5m behind the foul line until the thrower has finished their round of 3 throws
- Only staff are allowed in the throwing area
- Throwers must wait for the secretary to shout 'Throw!' before throwing
- Objects must be carried back to the throwers, not thrown

VARIATIONS

- Vary the throwing object e.g. bicycle tyre, hoop, junior discus (with handles), ring – but all throwers must use the same type in one competition
- For 10-11 years, distance to zones:
 - Zone 1 = 10m
 - Zone 2 = 15m
 - Zone 3 = 20m

SCORING

- Zone points: outside the zone = 0; zone 1 = 2; zone 2 = 4; zone 3 = 6
- Each thrower counts their total points from each round
- Add individual scores together for the team total

- Opposite foot to the throwing arm should be in front of the body
- Control the object and rotation it is not about power and distance
- Focus on the correct moment to release the object









RUN UP & THROW

AIMS



- To practise a 3 step run up when throwing for distance with both arms
- To practise balance, bilateral and reactive movements, and coordination

SUMMARY

- Participants use a 3 step run up to throw an object as far as possible into the throwing area
- Round 1: throwers stand on their right foot (with left foot poised to step) and step – left-right-left – then throw with their right hand
- Round 2: reverse to throw with left hand, i.e. step right-left-right and throw with left

EQUIPMENT

- Tape measure (50m)
- · Foul line markers, e.g. cones, line in dirt, poles
- Start line markers, e.g. cones, poles
- Waiting zone marker, e.g. cone
- 5 throwing objects

JOBS

- Secretary (to record individual results and overall team score)
- 2 measurers
- Assistant (to return the objects)

RUN UP & THROW

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a foul (throw) line and a tape measure at right angles to the foul line
- Allow a 5m run-up area (between the start and foul lines)
- · Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Each thrower throws one right-handed throw (see summary) in round 1 and one left-handed throw in round 2
- Stepping on or beyond the foul line is a foul (invalid) throw and equals 0m
- Throwers must not use rotational throws. They are not disqualified but they must repeat the throw. Remind them to use a linear throw
- Measure the throw from its first touchdown with a 90° angle to the tape measure

SAFETY!

- · Teammates wait behind a marker, at least 5m behind the foul line
- · Only staff are allowed in the throwing area
- · Throwers must wait for the secretary to shout 'Throw!' before throwing
- Objects must be carried back to the throwers, not thrown

VARIATIONS

 Vary the throwing objects, e.g. tennis ball, softball (100g), howler, ring, stick – but all throwers must use the same type in one competition

SCORING

- Add each thrower's right- and lefthanded throws
- Add individual scores to create an overall team score

TIPS

- Opposite foot to the throwing arm is in front of the body
- Throw forwards and up
- Extend your arm ('long arm') before throwing for better acceleration of the object





PRECISION JAVELIN

AIMS

- To practise a javelin throw for precision with dominant and nondominant arm
- To practise balance, bilateral and reactive movements, body and spatial awareness, and coordination

SUMMARY

- Participants take turns to perform linear throws of an object into 3 zones
- Throwers choose which zones to aim for; they can aim for the same or different zones
- Round 1: each team member has 3 consecutive throws with their right hand
- Round 2: each team member has 3 consecutive throws with their left hand
- Teams try to score the highest number of points

EQUIPMENT



Zone 1

- · Foul line markers, e.g. cones, line in dirt, poles
- Landing zone markers for 3 zones, e.g. corner markings, lines
- Waiting zone marker, e.g. cone
- 6 throwing objects

STAFF

Zone 2

 Secretary (to record individual results and overall team score)

Zone 3

- Measurer
- Assistant (to return the objects)



PRECISION JAVELIN

ORGANISATION AND RULES

- · Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a foul line and 3 zones beyond the foul line:
 - Zone 1 (at 10m) = 1m x 1m
 - Zone 2 (at 15m) = 2m x 2m
 - Zone 3 (at 20m) = 3m x 3m
- · Each team member throws their objects into their chosen zones
- The object must make its first landing wholly or partly in the zone to score; if it lands outside a zone then slides into it, it scores 0 points
- If a thrower steps on or beyond the foul line when they throw, they score 0 points
- Throwers must not use a rotational throw. They are not disqualified but they must repeat the throw. Remind them to use a linear throw

SAFETY!

- Teammates wait behind a marker, at least 5m behind the foul line until the thrower has finished their round of 3 throws
- · Only staff are allowed in the throwing area
- · Throwers must wait for the secretary to shout 'Throw!' before throwing
- · Objects must be carried back to the throwers, not thrown

VARIATIONS

 Vary the throwing objects, e.g. sponge javelin, plastic 'turbo' javelin, howler – but all throwers must use the same type in one competition

SCORING

- Zone points: outside the zone = 0; zone
 1 = 2; zone 2 = 4; zone 3 = 6
- Add each thrower's points from the first and second rounds
- Add the scores to give a team result

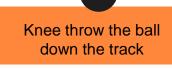
- Opposite foot to the throwing arm is in front of the body
- Focus on object control not power and distance



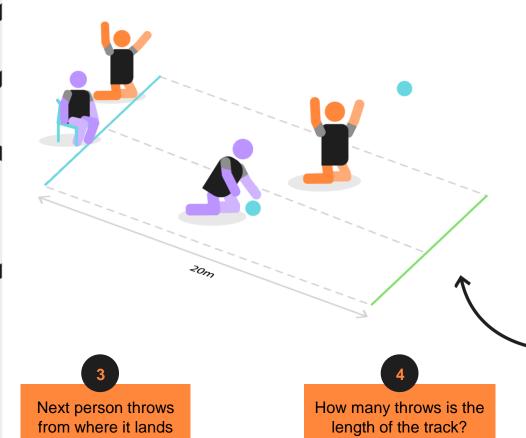


MEASURE UP

1 Play as a relay



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SAFETY

- Check the surface is hazard-free and nonslippery
- Teammates wait behind the thrower before running to the landing point

EQUIPMENT

- Large ball, e.g. basketball, football, medicine ball (maximum 1kg)
- Start and finish markers for the track
- Tape measure

HOW TO PLAY

- Play in pairs or 3s
- Mark out a straight 'track' of at least 20m, with start and finish markers
- First player throws from a kneeling position from the start and aims down the track
- Second player runs to where the ball lands and throws from there. Third player throws... and so on
- · How many throws does it take to reach the end of the track?
- Play again: can your team reduce the number of throws?

PERSONAL CHALLENGE

Can you throw further each time? Can you keep the ball in the track as your distance increases?

LINEAR THROW

LEVEL 2

WORLD ATHLETICS

MEASURE UP

FUNDAMENTAL SKILLS

- Balance
- Bilateral movements
- Body awareness
- Coordination

(TIPS

- Use both hands
- Focus on keeping your balance as you throw

 Keep your core muscles tight while throwing

LIFE SKILLS & VALUES

Problem-solving

How did you solve any problems, such as the ball rolling beyond its landing point or not throwing the ball straight down the track? What helped you to solve them?

Friendship

How did you show you cared for your teammates as well as wanting to be successful? What did you do to make sure the activity was fun for you all?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or reduce the length of the track
- Increase or reduce the width of the track, e.g. mark tram lines
- Runners always run from the start line, not the previous landing point

TASK

- Use different throws, e.g. two-handed, dominant hand
- Try different throwing positions, e.g. stand, sit, forwards, backwards
- Roll the ball instead
 of throwing

EQUIPMENT

- Change the size and weight of the ball (maximum 1kg for adolescents)
- Roll the ball using a chute or ramp

PEOPLE

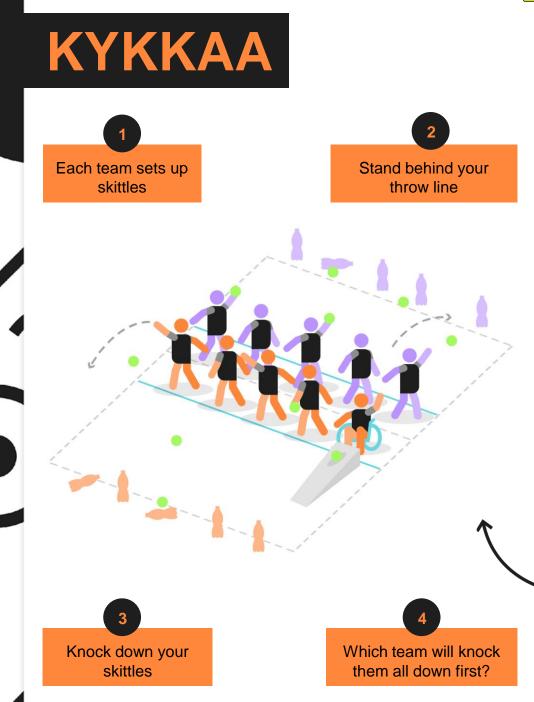
- Play individually without alternating with a partner
- Play as a team with a much longer track
- Ask players to officiate for each other and count the throws

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SAFETY

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- Throw low for a controlled throw
- Stop play for teams to retrieve objects and re-set their skittles

EQUIPMENT

- Skittles, e.g. foam skittles, cones, empty plastic water bottles, milk/juice cartons
- Throwing objects, e.g. bean bags, small balls



HOW TO PLAY

- Set up two throwing lines near the centre of the space, and two lines of skittles, 5-10m away from each throwing line
- Two teams stand back to back, behind their throwing lines
- Try to knock down the skittles by throwing your objects

- You can all throw at the same time!
- If your team runs out of throwing objects, a team captain will collect them and return to the throwing line
- Which team will knock down all of their skittles first?

PERSONAL CHALLENGE

Can you throw with precision? Can beat your time from the previous round?

LINEAR THROW

LEVEL 2

WORLD ATHLETICS

KYKKAA

REGIONAL GAME

This is a traditional game played in countries across **Europe**.

What do you call this game in your country?



FUNDAMENTAL SKILLS

Balance

- Body awareness
- Coordination

TIPS

• Step forward with the opposite foot to the throwing arm

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE



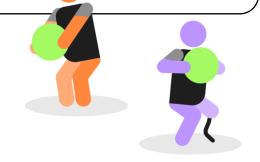


Fairness

What rules helped to make this activity fair? What rules would you change and why? Why was it important to play fairly?

Respect

How did you show respect for the rules, the equipment, your teammates and the other team?



ADAPTABLE ATHLETICS:

SPACE

- Move the lines of skittles closer or farther away
- Use only one line of skittles and a single team

TASK

- Throw underarm or overarm or roll a ball
- Throw with dominant or non-dominant hand
- Teams take turns instead of throwing together

EQUIPMENT

- Use more or fewer skittles
- Use heavier or smaller skittles that are harder to knock down
- Change the throwing objects' size and/or weight

PEOPLE

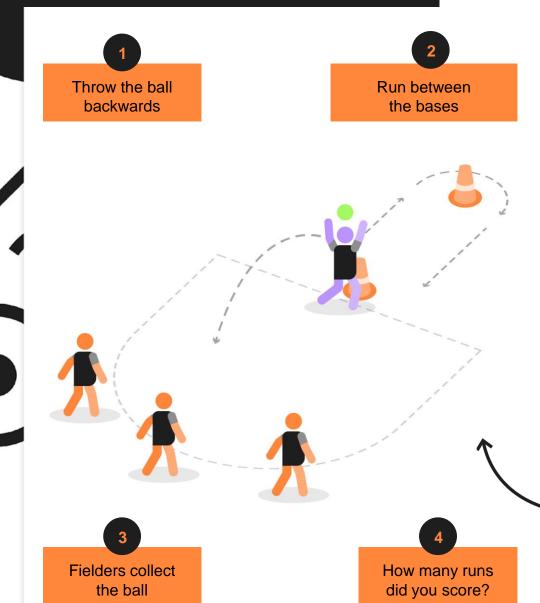
- Increase or reduce the number of team members
- Have uneven team numbers, e.g. 6 v 4
- Play cooperatively in a circle instead of two teams

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REVERSE-BALL



SAFETY

- Fielders stand outside the zone while the thrower is throwing
- Throwers wait for fielders to call "ready" before throwing

EQUIPMENT

- Large ball, e.g. football, sponge ball, beach ball, medicine ball (maximum 1kg)
- Zone markers, e.g. coloured cones, rope, lines
- 2 base markers, e.g. crates

HOW TO PLAY

- Mark out a zone that is large enough to throw into (approximately 10m x 10m)
- As thrower, stand with your back to the zone
- On "ready" throw backwards over your head with both hands
- Run between the bases (cones) as the fielders collect the ball. Bases should be about 5m apart

2-3 fielders run into the zone after the ball touches down One collects it and rolls it to t

- One collects it and rolls it to the next. All fielders must receive it before shouting "stop!"
- How many runs did you score?

PERSONAL CHALLENGE

Can you throw the ball into different areas of the zone so the fielders do not know what to expect?





REVERSE-BALL



• Agility

- Balance
- Body awareness
- Coordination

TIPS

- Use the whole body to throw
- Keep upright; do not bend backwards

LIFE SKILLS & VALUES

Cooperating

How did the fielders work together to minimise the number of runs scored? Why was cooperation between throwers and fielders essential during this activity?

Respect

Why was it important for players to respect the rules of the game? How did you show respect to the officials as well as to your teammates and opponents?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or reduce the size of the zone depending on how far throwers can throw
- Increase or reduce the distance between the bases
- Move fielders nearer to or farther from the zone – but not in it!

TASK

- Use left or right hand and throw over shoulder instead of overhead
- Use a chute to roll the ball into the zone (forwards)
- First fielder shouts "stop" as soon as the ball is collected

EQUIPMENT

- Change the size, shape or weight of the throwing object (maximum 1kg)
- Add extra cones/bases to create a slalom run
- Throw backwards over a height obstacle, e.g. rope

PEOPLE

- Increase or reduce the number of fielders
- Score individual runs
 or team runs
- Use team members as officials, e.g. to count runs

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FLYING LONG JUMP

AIMS

- To practise long jumping with a pole
- To experience 'flight'.
- To practise agility, balance, body awareness, coordination and spatial awareness

SUMMARY

- Participants run towards a pole plant zone and, after planting the pole, take off and 'ride' the pole as they vault forward to land in a circle
- · Jumpers have two attempts in total
- The closest circle is worth 1 point, the next circle is worth 2 points, and so on. The last circle is worth 8 points

EQUIPMENT

- Run-up zone markers, e.g. cones, poles
- Take-off line, e.g. 2 cones and tape
- Waiting zone marker, e.g. cone
- 3 poles, e.g. bamboo, broom handle (2m max)
- 1 pole plant zone circle, e.g. bicycle tyre, hoop
- 8 landing zone circles, e.g. hoops, ropes
- Rake (if landing zone is sand)

JOBS

- Secretary (to record individual results and calculate the overall team score)
- Assistant (to monitor the pole plant and landing)

FLYING LONG JUMP

ORGANISATION AND RULES

- · Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up the run-up zone, pole plant circle and landing circles. The circles should be placed adjacent to each other in a line

LEVEL 2

- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Jumpers select their own run-up distance as long as it is no longer than the maximum shown in the variations
- They hold the pole with two hands. If right-handed, right hand goes above left, and they take off from the left foot. (Vice-versa for left-handed). Land with two feet
- · Planting the pole outside the pole plant zone is an invalid jump. At least one hand must maintain contact with the pole until landing. Dropping the pole is an invalid jump
- Changing grip or climbing up the pole is not allowed
- Landing with one foot outside the circle is an invalid jump
- If feet land in different circles, the circle closest to the pole plant zone is counted
- Rake the landing zone (if sand) after each round

VARIATIONS

- Run-up distance:
 - 8-9 years: maximum 5m
 - 10-11 years: maximum 10m

SCORING

- Points: invalid jump = 0 points, 1st circle = 1 point, 2nd circle = 2 points... and so on
- Add each jumper's two scores
- Add individual points to create an overall team score

- Keep hold of the pole
- Control run-up speed the greater the speed, the more difficult the jump
- Avoid rotating in the air

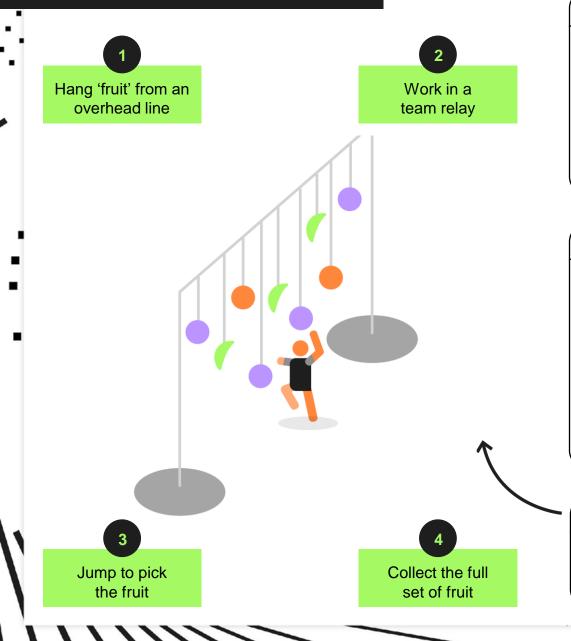








FRUIT PICKING



SAFETY

- Make sure the surface is hazard-free and as shockabsorbent as possible
- The overhead line should be higher than the tallest participant

EQUIPMENT

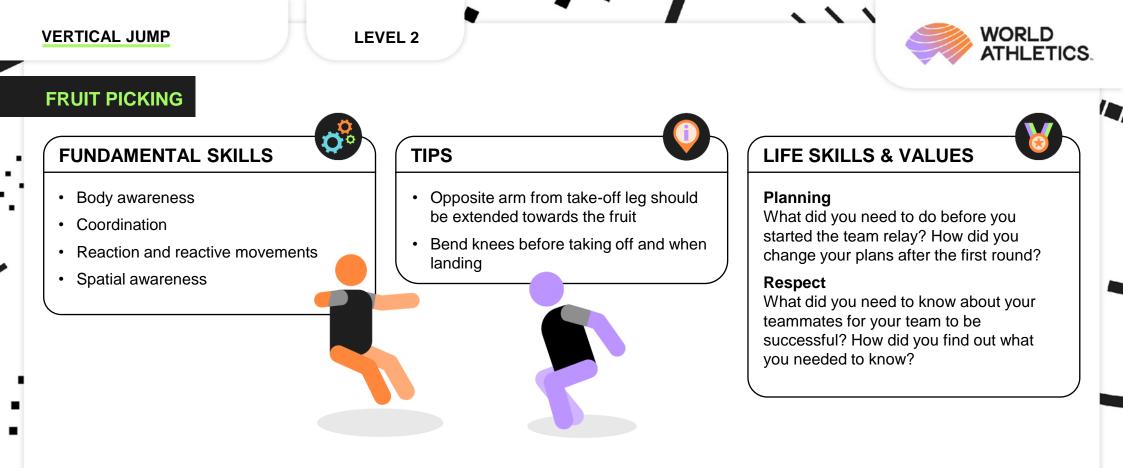
- 'Washing line' strung from 2 posts/ held by 2 people
- Labels to represent fruit at least 2 per team member
- String to hang labels from the washing line

HOW TO PLAY

- Colour-code or write/draw on the labels so they represent different fruit
- Hang the labels from an overhead line (> tallest child's height + their arm length)
- In teams, take turns to run to the line and 'pick' one piece of fruit by jumping and tapping the label
- · Next person picks a different type of fruit
- Continue until your team has collected one of each fruit

PERSONAL CHALLENGE

Can you pick a higher hanging fruit? How high can you hang the fruit and still pick them?



ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Make the overhead line higher or lower or slanting
- Hang the labels at different heights on the same line
- Increase or reduce the length of the take-off zone

TASK

- Standing or running jump
- Players decide which fruit to pick before each round
- All players in a team must pick all fruit
- Replace the fruit with points towards a team score

EQUIPMENT

- Use other objects, e.g. empty water bottles, coloured scarves
- Teams remove the objects as they 'pick' them
- Draw or stick the fruit on to a wall for a standing jump

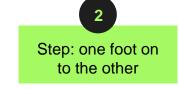
PEOPLE

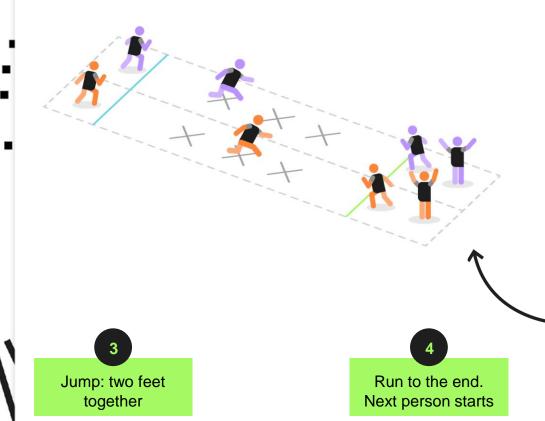
- Group by height/ability
- Compete as individuals instead of as a team
- A caller names the fruit to be picked as each jumper prepares to run up

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HOP, STEP, JUMP







SAFETY

- Make sure surfaces are nonslip and shock-absorbent
- Do not use fixed, hard or sharp obstacles
- Make space between teams

HOW TO PLAY

- Set up a line of markers. Half the team is at one end, half at the other.
- A hops (takes off and lands on one foot) over the markers to the other side and tags B.
- B steps (takes off with one foot and lands on the other) back over the markers and tags C.
- C jumps (takes off and lands on both feet) ... and so on.
- Continue the relay, switching between hop, step and jump for each crossing.
- Keep going until every team member has hopped, stepped and jumped.

PERSONAL CHALLENGE

Can you improve your rhythm so you become more fluent each time? Try to keep your strides even.



EQUIPMENT

tape, ropes

Markers or low obstacles,

e.g. cones, spots, chalk,

Alternative option: hoops





HOP, STEP, JUMP

FUNDAMENTAL SKILLS

- Bilateral movements
- Coordination
- Reaction and reactive movements
- Rhythm

TIPS

- Avoid leaning forward or backward while jumping
- Bend knees when landing

LIFE SKILLS & VALUES



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Planning How did looking and thinking ahead help you during the activity? What did you have to look at and think about before each crossing?

Pride

What were your strengths during the activity? What were the strengths of each of your teammates? How did you celebrate each other's strengths?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Move the start lines closer or farther away
- Have irregular spaces between markers
- Hop, step or jump into or onto markers instead of between them

TASK

- Use only one action (hop, step or jump) at a time during each crossing
- Combine hop, step and jump in one crossing
- Allow players to choose
 which action to use

EQUIPMENT

- Increase or reduce the number of markers
- Remove the markers and count hops, steps or jumps instead
- Land in hoops instead of between markers

PEOPLE

- Reduce team sizes so
 individuals use more effort
- Group players by size/ability and adjust the spacing of markers to suit
- One player calls the required action each crossing/ each jump

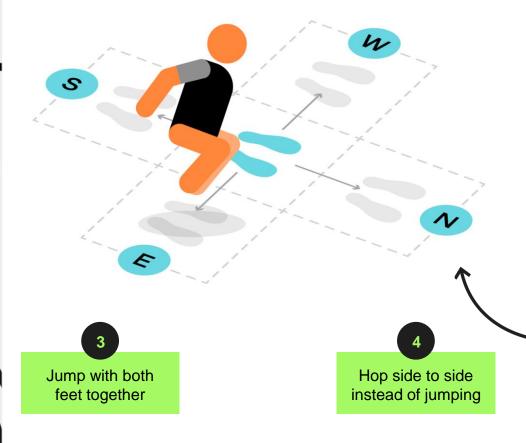
LEVEL 2





COMPASS CROSS





SAFETY

- Make sure surfaces are flat, non-slippery and as shockabsorbent as possible
- Land beside, not on, markers if they are not flat and safe

EQUIPMENT

• Markers, e.g. cones, spots, plastic bottles, stones, chalk, tape (4 per player)

HOW TO PLAY

- Stand in the middle of 4 markers
- Jump to the correct one north, south, east, west as it is called, then jump back to centre
- Keep facing forwards as you jump. Jump with both feet together
- Play in 10-15 second rounds
- Can you jump faster? Can you hop east or west instead?
- Can you mix up jumps (2 feet) and hops (1 foot)?

PERSONAL CHALLENGE

Gain a point for each correct jump. Can you get a higher score next time?



COMPASS CROSS

(FUNDAMENTAL SKILLS

- Agility
- · Bilateral movements
- Reaction and reactive movements
- Spatial awareness

΄ ΤΙΡS

- Swing arms when jumping
- Bend knees when landing

LIFE SKILLS & VALUES

Concentrating

What helped you to concentrate on the correct directions? How could you use these tips to help you in other parts of your life, such as at school?

Pride

Why was it important to recognise your successes as well as ways to improve? How did you celebrate your and your teammates' successes?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Move markers nearer or farther away
- Use ordinal as well as cardinal compass points, e.g. N, NE, E
- Create a clock face with more markers

TASK

- Step or push (for wheelchair users) instead of jumping and hopping
- Use forwards, backwards, left or right instead of compass points
- Jump and turn to face the new direction instead of facing forwards

EQUIPMENT

- Play without any markers
- Use N, S, E, W signs as well as or instead of markers
- Use coloured markers and call colours instead

- Players take turns as the caller
- Take turns in pairs: one player and one caller
- Create a team score: highest score wins



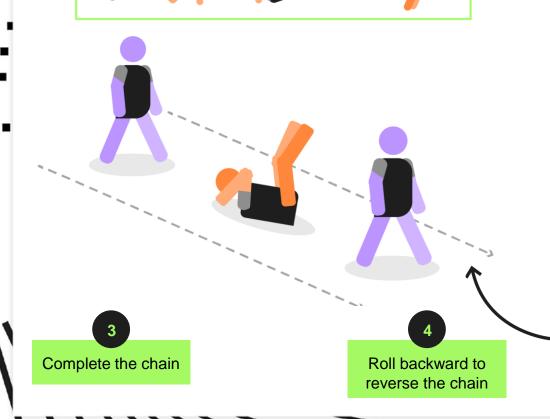
JUMPS WITH A POLE

LEVEL 2

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CHAIN ROLL





SAFETY

- Check to see if rolling is permitted/appropriate for each child, especially if they have Down's syndrome (AAI)
- Do *not* teach rolling if you are unqualified. Children should use rolls they can already perform safely

EQUIPMENT

 Mats – if available – otherwise a soft surface, e.g. grass, sand, carpet

HOW TO PLAY

- Work in small teams. Stand in a line, at least 2m apart from each other
- First person rolls forward towards the next person. Keep control

 do not bump into them
- Next person rolls forward... and so on until the end
- Reverse the chain but, this time, roll backwards
- Focus on control it is not a race between teams!

PERSONAL CHALLENGE

Can you roll with control? Can you control each part of the roll – start, middle and end? Can you stand up at the end of the roll?





CHAIN ROLL



Balance

- Body awareness
- Coordination
- · Spatial awareness

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- Tuck in head roll on back not neck
- Use core muscles for control
- Use hands next to head (see inset picture on other side)

LIFE SKILLS & VALUES

Self-control

How did controlling your thoughts and emotions also help you to control your body? Why was it important to have good self-control while rolling?

Pride

How did your teammates achieve the task in different ways? Why is it important to focus on your own abilities instead of what other people can do?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase space between team members
- For participants with good control, chain roll in a large circle instead of a line

TASK

- Use a different type of roll, e.g. log roll – sidewards roll with arms by side, or egg roll – sidewards roll with arms and legs tucked in
- Competent and confident rollers do 2 rolls before the next person continues

EQUIPMENT

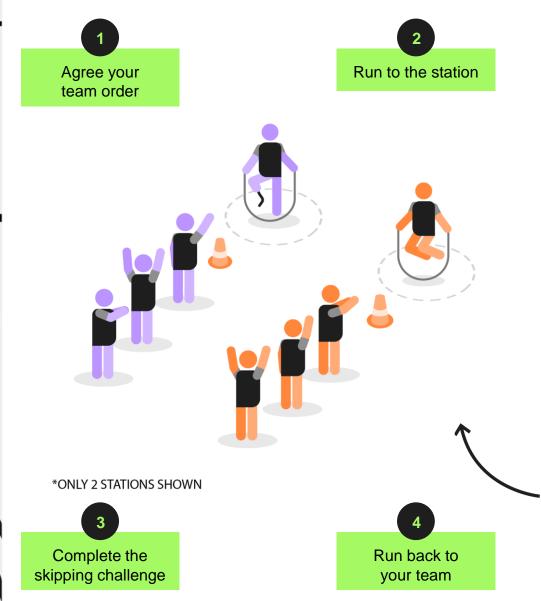
- Lay mats together end to end – to facilitate a chain
- Each participant stays on their own separate mat

- Focus on a roll you can do

 not what others can do!
- Practise alone, without creating a chain
- Work with a partner to film and review your rolls to see how to improve







SAFETY

- Make sure the surface is hazard-free
- Check overhead clearance
- Be aware of others when running and skipping

EQUIPMENT

- 1 short skipping rope for each team at each station x 4 stations
- Team waiting line markers

HOW TO PLAY

- Set up 4 skipping stations with a different challenge at each: 1 10 forward two-footed jumps; 2 – 10 hops on right foot; 3 – 10 hops on left foot; 4 – 10 backward two-footed jumps
- Teams of 4 agree their order and stand behind their line
- On "go" first person runs to station 1 and completes the challenge
- Run back to team. Second person runs to station 2... and so on until all challenges are completed
- Which team will finish first?

PERSONAL CHALLENGE

Can you volunteer for a more challenging station next time? Can you complete a challenge you haven't tried before?





JUMP & GO

FUNDAMENTAL SKILLS

- Bilateral movements
- Coordination
- Reaction and reactive movements
- Rhythm

΄ TIPS

- Bend knees when landing
- Keep head up; do not look at feet

LIFE SKILLS & VALUES

Decision-making

How did you decide the team order? What information did you need to gather and consider before making your decision?

Friendship

How did you encourage your teammates when they were skipping? What difference does encouragement make to your own and the team's performance?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Give each team their own zone at the station so they do not impede each other
- Complete the challenges in a team space instead of running to stations

TASK

- Increase, reduce or change the challenges to suit the participants
- Step, jump or wheel (for wheelchair users) over a swinging or stationary rope instead of skipping
- Have a circuit of challenges instead of a relay

EQUIPMENT

- Skip around a slalom course instead of skipping on the spot
- Instead of running to the station, jump to it on or over markers or obstacles

- Allow team members to choose their challenge instead of a team order
- Change the team order so all players experience all challenges
- Remove the competitive element

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JUMPING HIGHER

AIMS

- To jump over an increasingly high barrier
- To practise agility, bilateral and reactive movements, body awareness and coordination

SUMMARY

- Participants run up and, taking off from one foot, jump vertically over a barrier to land on two feet
- The barrier is raised by 10cm for each round until none of the team can clear it
- The team has 2 rounds: round 1 with right foot take off, round 2 with left foot take off

EQUIPMENT

- Run-up zone markers, e.g. cones, poles
- Waiting zone marker, e.g. cone
- Barrier ideally soft, e.g. elastic rope, thin PVC tube
- 2 poles for the barrier, with height indicators, e.g. high jump stands
- Rake (if landing zone is sand)

- Secretary (to record individual results and overall team score)
- 2 assistants (to manage the barrier and landing zone)

JUMPING HIGHER

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a run-up zone and a 60cm high barrier as a starting height
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Jumpers select their own run-up distance as long as it is no longer than the maximum shown in the variations

LEVEL 2

- Jumpers have one attempt at a height. They only proceed to the next round if they clear the barrier. The barrier is raised by 10cm each round until no-one can clear it
- Rake the landing zone (if sand) after each round

SAFETY!

- The barrier must be able to fall with minimal body contact so must not be fixed or tied
- Jumpers' feet must always be the lowest part of the body, e.g. straddle jumps or somersaults are not allowed

VARIATIONS

- Run-up distance:
 - 8-9 years: maximum 5m
 - 10-11 years: maximum 10m
- Instead of excluding participants after an unsuccessful jump, give each jumper three attempts per round, and let them select the height:
 - Heights: 8-9 years: 60cm, 80cm, 100cm 10-11 years: 80cm, 100cm, 120cm
 - They can use the same or different heights each time
 - Knocking down the barrier is an invalid jump (0 cm)
 - Scores from all 3 jumps per round will be added

SCORING

- Add each jumper's best right foot and left foot jumps
- Individual scores are added to create an overall team score

- Do not look at feet during take off
- Focus on gaining height not speed
- Lift the 'free' (non-take-off) leg during take off











MOVING TARGET JUMP

AIMS

- To practise long jumping for distance with a precise landing
- To practise agility, bilateral and reactive movements, body awareness and coordination

SUMMARY

 Participants run towards a take-off zone and, taking off from one leg, jump forward to land in a circle on two feet

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- The circle is moved forward for each round until none of the team members can land in it
- The team has 2 rounds: round 1 with right foot take off, round 2 with left foot take off

EQUIPMENT

- Run-up zone markers, e.g. cones, poles
- Waiting zone marker, e.g. cone
- Take-off line, e.g. 2 cones and tape, lime-line
- 2 circles, e.g. bicycle tyres, hoops, ropes
- Rake (if landing zone is sand)

- Secretary (to record individual results and calculate the overall team score)
- 2 assistants (to monitor take off and landing)

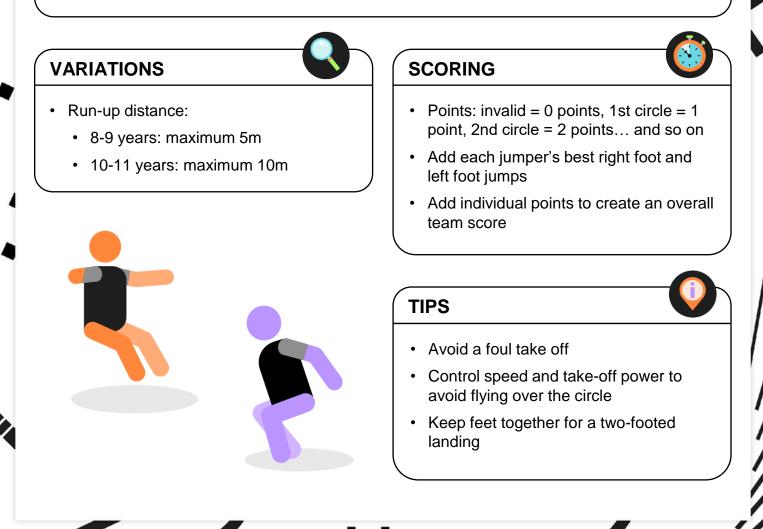
LEVEL 2



MOVING TARGET JUMP

ORGANISATION AND RULES

- · Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a run-up zone, a take-off line and a landing circle. To start, the circle is 1m beyond the take-off line
- If using a sand pit, there must be at least 0.5m between the take-off line and the sand pit
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Each jumper has one attempt to jump inside the circle. They are successful if both feet land inside or on the edge of the circle. If successful, they proceed to the next round
- Round 2: place a second circle adjacent to the first then remove the first circle. Keep repeating until none of the jumpers can land successfully in the circle
- Jumpers select their own run-up distance as long as it is no longer than the maximum shown in the variations
- They must take off from one foot and, for safety, land on two feet
- Touching or stepping beyond the take-off line is a foul (invalid jump); landing with one foot outside the circle is invalid (0 points) and the jumper does not proceed to the next round
- Rake the landing zone (if sand) after each round



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OKUBUUKA



SAFETY

- Make sure the surface is free from obstacles or pot holes
- Check the overhead clearance

EQUIPMENT

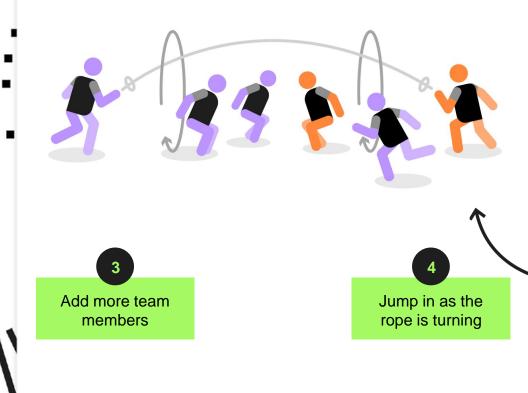
- Long rope, e.g. skipping rope, washing line
- Alternative: a short rope for each player to skip/jump rope individually

HOW TO PLAY

- Two players turn the rope
- Team members start 'in' the rope or join by 'running in'
- · Start counting your jumps when everybody is 'in'
- How many jumps can you do without making a mistake?
- · Can you increase your team score next time?
- You can skip/jump rope with an individual rope too!

PERSONAL CHALLENGE

Can you jump in time with your team? Can you increase how many times you jump the rope without making a mistake?



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UBUUKA		
EGIONAL GAME	FUNDAMENTAL SKILLS	LIFE SKILLS & VALUES
his is a traditional game played countries across Africa . hat do you call this game in	BalanceBody awarenessReaction and reactive movements	Communicating How did you make sure everyone knew what to do? How did you deal with any difficulties?
our country?	Rhythm TIPS	Friendship How did you make sure everyone was included and felt part of your team?
	Bend knees when landing	

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

ADAPTABLE ATHLETICS:

• Turners move closer or

• Give each team a zone if

• Put skilful jumpers towards

the ends of the rope

farther away

there is space

SPACE

TASK

- Jump over a swinging rope instead of a turning one
- Jump, step or wheel (for wheelchair users) over a stationary rope
- Players choose to start 'in' the rope or to 'run in'

EQUIPMENT

- Use a shorter or longer rope for the team
- Give players shorter ropes for individual skipping/jump rope

- Increase or reduce the number of team members
- Group teams by similar heights or similar abilities
- Players skip/jump rope with individual ropes instead of in a team



PRECISION LONG JUMP

AIMS

- To practise long jumping for distance with a precise take off
- To practise agility, bilateral and reactive movements, body awareness and coordination

SUMMARY

 Participants run towards a take-off zone and, taking off from one leg, jump as far as possible towards the landing zones

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- They gain points for the zone they land in (see scoring); award 2 extra points for a precise take off, i.e. where the take-off foot is completely within the take-off zone
- Participants have two attempts: right foot take off and left foot take off

EQUIPMENT

- Run-up zone markers, e.g. cones, poles
- Waiting zone marker, e.g. cone
- Take-off zone markers, e.g. 4 cones and tape, lime-lines
- 8 landing zone markers, e.g. ropes, tapes
- Rake (if landing zone is sand)

- Secretary (to record individual results and calculate the overall team score)
- 2 assistants (to monitor take off and landing)

LEVEL 2



PRECISION LONG JUMP

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a run-up zone, a take-off zone and 8 landing zones. The first landing zone is 1m beyond the take-off zone, the next is 1.5m... and so on in increments of 0.5m
- If using a sand pit, there must be at least 0.5m between the take-off line and the sand pit
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Jumpers select their own run-up distance as long as it is no longer than the maximum shown in the variations
- They must take off from one foot and preferably, for safety, land on two feet
- Stepping beyond the take-off zone or touching the front line is a foul (invalid jump); taking of before the take-off zone is valid; see the summary for a precise take off
- · The landing mark closest to the take-off zone counts as the distance jumped
- · Rake the landing zone (if sand) after each jump

VARIATIONS

- Run-up distance:
 - 8-9 years: maximum 5m
 - 10-11 years: maximum 10m
- Take-off zone:
 - 8-9 years: 40cm
 - 10-11 years: 20cm

SCORING

- Invalid jump = 0 points; zone 1 (1m) = 1 point; zone 2 (1.5m) = 2 points... and so on (award 1 extra point for each new zone/additional 0.5m)
- +2 points for a precise take off
- Add the individual scores to create an overall team score

- Avoid stepping beyond the take-off zone
- Control run-up speed
- Do not look at feet during take off
- Lift the 'free' (non-take-off) leg during take off



PRECISION TRIPLE JUMP

AIMS

- To practise landing precisely in triple jump
- To practise agility, bilateral and reactive movements, body awareness and coordination

SUMMARY

- Participants perform a hop, step, and jump from a run up
- Round 1: jumpers run up, take off from their left foot and land on their left foot in the first circle (hop); take off from their left foot and land on their right foot in the next circle (step); take off from their right foot and land on two feet in the final circle (jump), i.e. left-left-right-land
- Move the circles and continue until no one can land in any of the circles
- Round 2: jumpers change feet: right-right-left-land

EQUIPMENT

- Waiting zone marker, e.g. cone
- Run-up zone marker, e.g., cones, poles
- · Take-off line, e.g. 2 cones and tape, lime-lines
- 3 circles, e.g. bicycle tyres, hoops, ropes

- Secretary (to record individual results and overall team score)
- 2 assistants (to manage take off, landing and circles)

HORIZONTAL JUMP

PRECISION TRIPLE JUMP

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a run-up distance and take-off line. Round 1: place the circles beyond the take-off line at 1m, 2m and 3m
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Jumpers select their own run-up distance as long as it is no longer than the maximum shown in the variations
- Stepping beyond the take-off line is a foul (invalid jump)
- To be valid, jumpers must land within the circle or touching its edge
- Jumpers must have a valid jump to proceed to the next round
- For round 2, move circle 1 forward by 0.25m, circle 2 by 0.5m, circle 3 by 0.75m; use these increments for each subsequent round (e.g. in round 2, circle 1 is 1.25m, circle 2 is 2.5m and circle 3 is 3.75m)
- Repeat until no-one can land in the circles; move to the second round (see summary)

VARIATIONS

- Run-up distance:
 - 8-9 years: maximum 3m
 - 10-11 years: maximum 5m

SCORING

- Points: invalid jump = 0 points; 1st round - valid landing in all circles = 1 point; 2nd round = 2 points, and so on
- Add each jumper's best score from both rounds
- Add individual scores for a team total

TIPS

- Avoid a foul take off
- Focus on the jumping rhythm
- Stay upright when jumping

LEVEL 2







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QUINTUPLE JUMP

AIMS

- To practise a rhythmic quintuple jump with powerful last jump
- To practise agility, balance, bilateral and reactive movements, coordination, rhythm and spatial awareness

SUMMARY

 Participants run up and perform 5 one-legged jumps from circle to circle in a set rhythm before jumping as far as possible towards the landing zone and landing with two feet

©©©©©©

 Jumpers take part in 2 rounds: round 1 jumping rhythm is right-right-left-left-right, round 2 jumping rhythm is left-leftright-right-left

EQUIPMENT

- Run-up zone markers, e.g. cones, poles
- Waiting zone marker, e.g. cone
- Take-off line, e.g. 2 cones and tape, lime-line
- 5 circles, e.g. bicycle tyres, hoops, ropes
- 8 landing zone markers, e.g. ropes, tapes
- Rake (if landing zone is sand)

- Secretary (to record individual results and calculate team score)
- 2 assistants (to monitor jumps into circles and landing)

QUINTUPLE JUMP

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a run-up zone, 5 circles (colour-coded or marked to show right or left foot) and 8 landing zones. The first landing zone is 0.5m from the last circle, the second is 1m etc
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Jumpers select their own run-up distance as long as it is no longer than the maximum shown in the variations
- For a valid jump, jumpers must maintain the agreed rhythm and each foot must land within the correct circle
- For safety, jumpers should try to land on two feet for the final jump
- The landing mark closest to the last circle counts as the distance jumped
- Rake the landing zone (if sand) or straighten the zone markings after each jump

VARIATIONS



- Run-up distance:
 - 8-9 years: maximum 3m
 - 10-11 years: maximum 5m
- Distance between circles:
 - 8-9 years: same foot: 40cm; change of foot: 60cm
 - 10-11 years: same foot: 50cm; change of foot: 70cm

SCORING

- Points: invalid jump = 0 points, 1st zone = 1 point, 2nd zone = 2 points... and so on
- Add the best scores from each jumper's 2 rounds
- Add individual points to create an overall team score



- Focus on the jumping rhythm
 - Maintain as much velocity as possible until the final jump
 - Land on both feet do not fall backwards





RAYUEL	A	SAFETY	
1 Throw the object	2 Use two-footed	 Make sure surfaces are flat, non-slippery and as shock- absorbent as possible 	 Markings for 10 numbered squares, e.g. chalk, tape, lines in dirt, cones
on each square	jumps		Stone, bean bag, sponge o similar flat throwing object
	8	HOW TO PLAY	
		Mark out the 10 squares (as s	hown in the picture)
e.		Throw the object on to square 1	
6		 Avoiding square 1, jump to square 10 and back using two-footed jumps 	
	3	Pick up the object as you jump	o past. Pass it to next person
		Next turn, throw the stone on	to square 2… and so on
		Miss a go if your stone does not land in the correct square	
	•	 Repeat a go if you jump on the square with the stone 	
	T T	Who will finish first?	

HORIZONTAL JUMP

LEVEL 2

RAYUELA

REGIONAL GAME

This is a traditional game played in countries across **South America**.

What do you call this game in your country?



FUNDAMENTAL SKILLS

- Balance
- Bilateral movements
- Coordination
- Reaction and reactive movements

TIPS



- Bend knees when landing
- Keep movements fluent while jumping through the squares



Creativity

This game is played differently across the world. What different ways could you play it? How could you change the layout or rules?

Pride

How could you turn this activity into a competition that recognises players' different strengths and achievements?



ADAPTABLE ATHLETICS: INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or reduce the number of squares
- Vary the size of the squares so they are irregular
- Use a different layout for the squares, e.g. spiral

TASK

- Combine two-footed jumps
 with hops
- Leave a stone on a square on the return; other players have to avoid this square
- Do not throw a stone: just jump the squares in order

<u>E</u>QUIPMENT

- Use a ball and roll instead of throwing the object
- Use ready-made spots and mats if available
- Use colours instead of numbers

- Play as a shuttle with a partner – they pick up your stone and vice-versa
- Group by ability and lay out the squares to suit
- A caller calls out a number to avoid instead of a stone

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RHYTHMIC JUMP RELAY

AIMS

- To combine single-foot jumps and sprinting
- To practise agility, bilateral movements. coordination, reactive movements, rhythm and speed

SUMMARY

- · As a relay, participants complete a distance of single-foot jumps into circles, with a sprint return to their team
- The first participant uses single-foot jumps to bounce from circle to circle with an alternating rhythm of three: left-left, right-right etc. Finish by landing on both feet
- After running around the return marker, they sprint back to the team, hand over to the second person... and so on for all team members
- Each team has 3 minutes to execute as many successful single-foot jumps as possible

EQUIPMENT

25cm

25cm

50cm

- Whistle or horn
- Stopwatch
- Waiting zone marker, e.g. 14 circles, e.g. bicycle cone
- Return point marker, e.g. cone, pole
- Baton exchange marker, e.g. cone, pole

- tyres, hoops, ropes
- Baton e.g. ring, stick, water bottle

- Starter
- Timekeeper
- Secretary (to count and record successful jumps and team scores)

LEVEL 2



RHYTHMIC JUMP RELAY

ORGANISATION AND RULES

- Set up 2 lanes one with 14 circles, spaced as shown in the diagram, and one for sprinting
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- The team waits 5m behind the baton exchange marker/start line; runners move up to this marker after the previous runner has started
- "On your marks" the first person adopts the standing start position
- "Go" they single-foot jump through the circles (see summary)
- After the final landing on both feet, they run a right turn around the return point marker (2m away), sprint back to the team and hand over the baton to the next person
- There is no disqualification for a false start, just whistle to recall the runners and repeat the start
- Start timing from "go" (for first runner), count all successful jumps (see scoring) for all team members and stop after 3 minutes
- There is no penalty if the baton is dropped but it must be picked up by the runner who dropped it
- No throwing the baton during handover. Teams will lose 1 point each time it happens

VARIATIONS

- Jumpers may reverse the right and left foot order, i.e. start right-right-right
- 10-11 years: option to extend the jumping distance by adding six circles
- Split up the team (half at each flagpole), with the baton passed at the end of each leg of the relay (jumping or sprinting)

SCORING

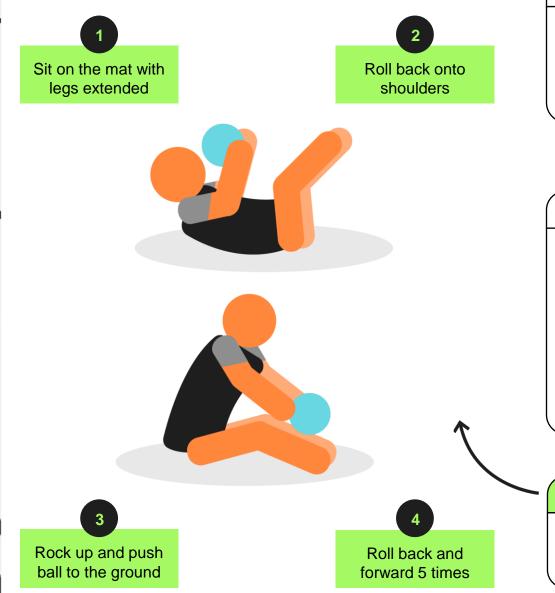
- A successful jump (single contact in the circle or touching the edge) is 1 point
- Unsuccessful jumps (foot landing outside the circle or loss of rhythm) is 0 points
- Record team points for the 3 minute time limit (1 attempt per team)

- Control the rhythm of the jumps too much speed can result in loss of control
- Sprint in an upright position (tall posture)
- · Focus on a safe baton handover

JUMPS WITH A POLE

LEVEL 2

ROCK 'N' ROLL



SAFETY

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- Use a mat to cushion the spine
- Teammates stand behind the rocker

EQUIPMENT

- Mat
- Large ball, e.g. basketball, sponge ball

WORLD

ATHLETICS

HOW TO PLAY

- · Work in small teams and take turns
- · Sit on the mat with legs extended
- Hold the ball in two hands in front of your chest, and roll back onto your shoulders
- As you rock forward, push the ball to the ground in front of you. Roll back and forward again
- Repeat 5 times. Focus on controlling each movement, not the speed

PERSONAL CHALLENGE

Can you roll back on to your shoulders? Can you roll straight and fluently so the ball hits the same spot each time?





(FUNDAMENTAL SKILLS

- Balance
- Bilateral movements
- Coordination
- Reaction and reactive movements

TIPS

- Roll back on to shoulders to get forwards momentum
- Use core muscles to aid movement

LIFE SKILLS & VALUES

Communicating

How did the coach need to communicate with you to help you to improve? What did you need to do too? What do you need to practise to become a good coach?

WORLD

ATHLETICS

Determination

What difference did your teammates' behaviour make to your determination? What did they do that was helpful? What was unhelpful? How did you respond?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

 Try to place the ball on the same (marked) spot on the mat each time

<u>T</u>ASK

- Roll back and rock up without holding the ball
- Roll back and rock up with arms and legs tucked in
- Roll back and rock up with arms and legs extended

EQUIPMENT

- Practise without a ball
- Change the size or weight of the ball (max. 1kg)

- Group by confidence
 and ability
- Players practise on their own – not as part of a team
- A proficient team member coaches the rest of the team



STANDING TRIPLE JUMP

AIMS

- To practise a standing triple jump
- To practise agility, bilateral and reactive movements, body awareness and coordination

SUMMARY

• From a standing start, participants perform a hop, step, and jump landing

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- Jumpers take off from two feet and land on right foot. Then they hop – take off and land on right foot; step – take off from right foot and land on left foot; jump – take off from left foot and land on two feet (right-right-left-landing)
- This landing point is the take-off point for the next jumper
- Jumpers take part in a second round but change the rhythm to left-left-right-landing

EQUIPMENT

- Tape measure (60m)
- Take-off line, e.g. 2 cones and tape

- Secretary (to record overall team distance)
- 2 assistants (to monitor take off and landing and to position jumpers)

STANDING TRIPLE JUMP

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Set up a take-off line and, at right angles to it, a tape measure/line
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Teammates wait to the side until it is their turn to perform the take off, hop, step, and jump landing
- There is no disqualification if the first jumper touches or steps beyond the take-off line, but they must re-take the jump
- The landing mark closest to their take-off line counts as the take-off line for the next jumper. Check that each jumper jumps from the correct new take-off line
- The landing mark closest to the take-off line for the final participant's jump is the mark for overall team distance
- Round 1 is right-right-left-landing and round 2 is left-left-right-landing (see summary)
- Jumps with incorrect rhythm (loss of rhythm) must be repeated

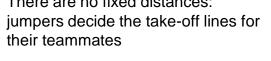
VARIATIONS

There are no fixed distances: jumpers decide the take-off lines for their teammates

SCORING

Add the team's distances from both rounds for an overall team distance

- Focus on the rhythm: right-right-left landing or left-left-right-landing
- Do not lean forwards while jumping
- Land on both feet and avoid falling backwards







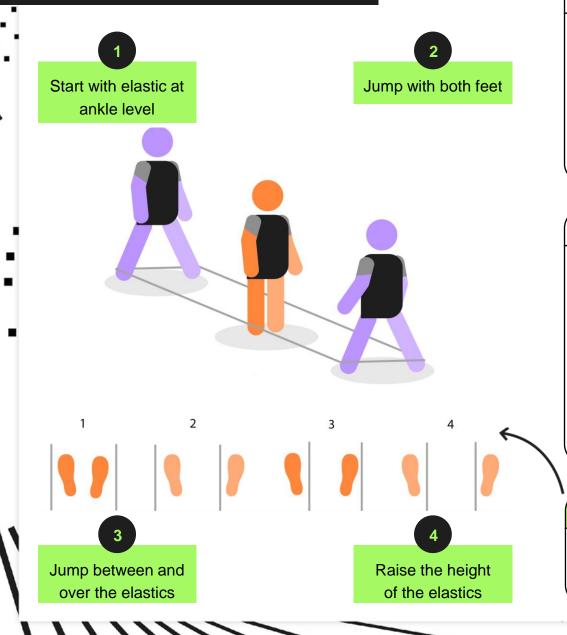




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TIÀOSHÉNG



SAFETY

- Make sure the surface is hazard-free and as shockabsorbent as possible
- Use materials that have elasticity and will stretch
- Hold the elastic taut

EQUIPMENT

- Elastic skipping loops approximately 1.5m in length
- Make from elastic tape (3m long x 5mm wide) or from thick elastic bands knotted together



HOW TO PLAY

- Two players are anchors: face each other and loop the elastic around the back of your ankles
- One player jumps, using two-footed jumps, in a pattern: 1 two feet in the loop; 2 – left foot in and right foot out; 3 – right foot in and left foot out; 4 – two feet out
- Finally, land on the elastics one foot on each side of the loop
- If successful, raise the loop to knee height and continue
- Rotate anchors and jumpers

PERSONAL CHALLENGE

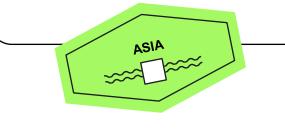
Can you control your jumps so you stay in the centre of the loop? Can you stay in control as you jump higher?



TIÀOSHÉNG

REGIONAL GAME

- This is a traditional game played in countries across **Asia**. It is often played as a chanting game.
- Can you make up a chant to jump to?



FUNDAMENTAL SKILLS

- Balance
- Body awareness
- Reaction and reactive movements
- Rhythm

TIPS

- Bend knees when landing
- Swing arms as you jump



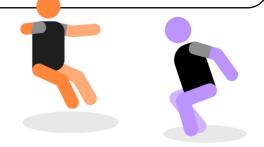
LIFE SKILLS & VALUES

Courage

What gave you the confidence to raise the height of the elastic loop? What risks did you have to consider before doing so?

Determination

What helped you to keep trying if you found the activity difficult? What made you feel satisfied with your performance?



ADAPTABLE ATHLETICS: INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the height of the loop
- Anchors adjust their legs to widen or narrow the loop (usual width is approximately 30cm apart)

TASK

- Step instead of jump
- Use a line instead of a loop and jump side, side, on
- Change the jumping pattern, e.g. in, out, side, side, on, in, out

EQUIPMENT

- Hold the loop with chair legs instead of players
- Chalk a loop or line on the ground or mark it in sand or dirt

- Group by height and/or jumping ability
- Rotate anchors and jumpers after every turn
- A chanter chants the pattern for the jumper to follow

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VAULT THE LINE

AIMS

- To experience flight while long jumping with a pole for distance
- To practise agility, balance, body awareness, coordination and spatial awareness

SUMMARY

- In a team, jumpers use a pole to clear a target line
- Each jumper runs towards the pole plant zone, takes off from one leg, plants the pole then rides it as they try to vault over the target line (shown by the green line in the diagram), landing on two feet
- After attempts by all team members, move the target line forward by 0.5m
- Keep moving the line forward by 0.5m each round until no jumper can clear it

EQUIPMENT

- Run-up zone markers, e.g. cones, poles
- Waiting zone marker, e.g. cone
- 3 poles, e.g. bamboo, broom handle (2m maximum)
- Moveable target line, e.g. rope, tape
- 1 pole plant zone circle, e.g. bicycle tyre, hoop
- Rake (if landing zone is sand)

- Secretary (to record points and calculate the team score)
- 2 assistants (to control the pole plant and move the target line)

VAULT THE LINE

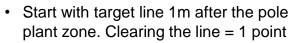
ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Surfaces may vary but must be shock-absorbent and safe, e.g. non-slip, no pot holes
- The target line should be straightened by assistants after each jump; if jumping into a sand pit, assistants rake it after each jump
- Jumpers take turns to run, plant the pole and vault over the target line (see summary)
- Pole: hold with both hands during take-off; dominant hand is on top; take off from the opposite foot; the pole must be held (with one hand at least) until the landing is complete
- Only jumpers who successfully clear the target line proceed to the next round. In competition, jumpers have only one attempt to clear the line
- Unsuccessful jumps: missing the pole plant zone; losing control/hand contact with the pole; not clearing the target line
- Forbidden: changing pole grip when jumping; 'climbing up' the pole while jumping

VARIATIONS

- Run-up distance may be chosen by the jumper but must not exceed the maximum:
 - 8-9 years: maximum 5m
 - 10-11 years: maximum 10m
- Alternative to moving target line:
 - Place an obstacle between the pole plant zone and landing zones (40cm for 8-9 years and 60cm for 10-11 years)
 - Place landing zones at 1m, 1.5m, 2m and so on
 - Each jumper has two attempts to jump as far as possible

SCORING



- Add 1 point for each subsequent 0.5m,
 i.e. 1.5m = 2 points, 2m = 3 points
- If obstacle is placed (optional) and touched by the body (not pole!), the jump is invalid
- A jumper's highest score is recorded and included in the team score

- Do not lose contact with the pole
- Control run-up speed; higher speed makes jumping with the pole more difficult
- Avoid rotations in the air; encourage landing on both feet to reduce risk of injury

