Primary Athletics Module

Module objectives

This module is designed to up skill primary school teachers in teaching athletics. Objectives of the module include:

- Promote understanding on how Primary School Athletics fits into the health and physical education domain

- Understanding the links between the HPE domain and other domains relative to the Primary School Athletics program

- Understand the scope and sequence of a school athletics program

- Understand the process of skill acquisition and the progressive and sequential development of motor skills

- Knowledge of how to teach and assess athletic skills

- Promote familiarity with all DEECD requirements regarding the conduct of athletics program in schools

- Knowledge on how to conduct a safe athletics program

- Promote awareness of resources designed to assist teachers to plan and implement the athletics component of the primary school physical and sport education program.
Program planning

The Victorian Essential Learning Standards (VELS)

The Health and Physical Education domain requires students to develop knowledge, skills and behaviours that enable them to maintain good health and live a healthy lifestyle, understand the role of physical activity in ensuring good health and engage in physical activity.

The athletics program can contribute to students achieving many elements of the Movement and Physical activity standards listed in the table below.

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement and Physical Activity</td>
<td>• perform basic motor skills and movement patterns, with or without equipment, in a range of environments</td>
<td>• demonstrate basic motor skills and some more complex skills</td>
<td>• perform a broad range of complex motor skills</td>
<td>• perform confidently and efficiently in a range of movement environments (indoor, outdoor, aquatic)</td>
</tr>
<tr>
<td></td>
<td>• combine motor skills and movement patterns during individual and group activities</td>
<td>• combine motor skills and movement patterns during individual and group activities</td>
<td>• demonstrate a wide variety of motor skills and apply them to basic sport specific situations</td>
<td>• refine basic and complex motor skills</td>
</tr>
<tr>
<td></td>
<td>• demonstrate control when participating in locomotor activities requiring change of speed, direction and level</td>
<td>• demonstrate control when participating in locomotor activities requiring change of speed, direction and level</td>
<td>• create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns</td>
<td>• evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development</td>
</tr>
<tr>
<td></td>
<td>• create and perform rhythmic movement sequences in response to stimuli</td>
<td>• create and perform rhythmic movement sequences in response to stimuli</td>
<td>• create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns</td>
<td>• apply skills in increasingly complex games and activities</td>
</tr>
<tr>
<td></td>
<td>• regularly engage in periods of moderate to vigorous physical activity</td>
<td>• regularly engage in periods of moderate to vigorous physical activity</td>
<td>• participate regularly in physical activities for the purpose of improving skill and health</td>
<td>• work independently to improve performance</td>
</tr>
<tr>
<td></td>
<td>• use simple vocabulary to describe movement, physical responses of the body to activity and feelings about participation in physical activity</td>
<td>• use simple vocabulary to describe movement, physical responses of the body to activity and feelings about participation in physical activity</td>
<td>• identify and describe the components of health related fitness</td>
<td>• maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• explain the process for improving health related fitness</td>
</tr>
</tbody>
</table>
The primary school athletics program can make a contribution to students achieving standards in other domains within the Physical Personal and Social Learning Strand.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>STRAND - PHYSICAL, PERSONAL AND SOCIAL LEARNING – LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Education</td>
<td><strong>Dimension - Movement and physical activity</strong></td>
</tr>
<tr>
<td></td>
<td>At Level 3, students perform a broad range of complex motor skills. They demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. They create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns. They participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness. They begin to use basic games' tactics. They work with other to achieve goals in both co-operative and competitive sporting and games' situations, explain the concept of fair play, and respect the roles of officials. Students follow safety principles in games and activities.</td>
</tr>
<tr>
<td></td>
<td><strong>Dimension - Health knowledge and promotion</strong></td>
</tr>
<tr>
<td></td>
<td>At Level 3, students describe the stages of human development across the human lifespan. Students explain basic concepts of identity and use simple strategies to maintain and support their self-worth. They identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations. They describe how physical and social components in the local environment contribute to wellbeing and identify how health services and products address the health needs and concerns of the local community. They identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices.</td>
</tr>
<tr>
<td>Interpersonal Development</td>
<td><strong>Dimension - Building social relationships</strong></td>
</tr>
<tr>
<td></td>
<td>At Level 3 students demonstrate respect for each other. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to identify, manage and resolve conflict.</td>
</tr>
<tr>
<td></td>
<td><strong>Dimension - Working in teams</strong></td>
</tr>
<tr>
<td></td>
<td>At Level 3 students cooperate for agreed purposes, taking roles and following guidelines established within</td>
</tr>
</tbody>
</table>
the task. They describe and evaluate their own contribution and the team’s progress towards the achievement of agreed goals.

| Personal Learning | **Dimension - The individual learner**  
| | At Level 3 students identify personal learning style preferences and actively seek assistance as required. They contribute to the development of protocols that create a positive learning environment in the classroom. Students work cooperatively with peers, seeking and giving relevant feedback.  
| **Dimension - Managing personal learning**  
| At Level 3 students set short-term, achievable goals and make and justify some decisions about their learning. They complete short tasks by planning and allocating appropriate time and resources. Students demonstrate a positive attitude towards their learning.  
| Civics and Citizenship | **Dimension - Civic knowledge and understanding**  
| At Level 3 students demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community. They describe symbols of national life in Australia and identify values related to symbols and national celebrations. They explain the difference between rules and laws and describe the qualities of a good law. They explain why their participation in actions that care for the environment is important.  
| **Dimension - Community engagement**  
| At Level 3 students describe some of the roles and purposes of groups in the community. They identify a local issue and plan possible actions to achieve a desired outcome. They describe the benefits of action at the local level and the democratic aspects of the process.  

**Sequential Development of Skills**

It is desirable that students learn athletic skills in a sequential manner. Progressively taught lead-up skills will ensure that the final product or whole skill is safely executed and easier for the student to learn. Nearly all athletics skills can and should, be broken down to simple parts, as the students are taught and master the components they progress to the next level. Breaking the skills into components makes it simple to learn and teach. As students learn and master these skills they are expanded and combined into more complex skills. Skills like hop, run and leap combine into the athletic skill of triple jump.

**Safety**

Teachers are responsible for ensuring the safety of their students. The teacher MUST:

- Establish a set of rules and procedures and ensure all students are familiar with them
- Provide proper supervision at all times
- Check equipment and activity areas including track surfaces, throwing areas and jumping arrears for suitability and safety.

- Ensure that adequate space is provided, retrieval procedures are set in place and the appropriate formations and target directions are utilised to maximise the provision of a safe working environment.

- Encourage students to wear appropriate clothing and footwear including hats and sunscreen during outdoor activities

- Ensure a correct warm up to prepare students for activity

### Teaching and learning experiences

Students require quality instruction, opportunities for practice and lots of encouragement if they are to experience success in athletic skill development. Teachers need to plan learning experiences in a logical manner and combine skills into more and more complex activities, drills and games as students improve.

The use of teacher/student demonstrations, peer teaching, verbal cues, meaningful feedback, a variety of teaching approaches, attention to students learning styles, skills progression, different equipment and teachable moments should all be implemented to enhance this important area of learning in the physical and sport education program.

Activities should be commensurate with the skill level of participants therefore teachers will need to be able to cater for individual differences in their lessons.

### Student centred teaching and learning approaches

The Victorian Essential Learning Standards and the Principles of Learning and Teaching encourages teachers to use student centred learning and teaching approaches.

*What does this mean in a physical education context?*

Traditional physical education classes tend to treat a class of students as if it were a single child. The lesson format of warm-up, skill demonstration, skill practice, feedback, followed by a class game takes little account of students’ motor abilities, learning styles, and intellectual development. This type of teaching approach requires a high level of teacher support.

*Learning how to learn and learning through movement* are important objectives of student centred teaching approaches. They allow for individuals to respond at their own level of ability and provide more opportunities for a degree of success.

Varying the way teachers present the curriculum content during class can provide the learner with greater responsibility by becoming more involved in the learning process, having opportunities to explore and experiment with movement in a variety of ways. This in turn increases student motivation.
The teaching approach chosen will depend on:

→ Teacher philosophy
→ Teacher knowledge of level of support needed
→ Students’ age, maturity, experience and motor ability
→ Topic covered
→ Time available

A lower level of teacher support and increased student involvement occurs where the teacher works closely with the students, guiding the learning as they begin to apply the skills, knowledge and understandings being taught.

During independent work, the student is practising, consolidating and applying skills, knowledge and understandings being taught, so there is a high level of student involvement with the teacher acting as the facilitator.

Exploratory teaching

Exploratory teaching for movement skill learning requires the teacher to present broad based movement challenges or questions without requiring a specific solution. The students are not required to perform the skill with correct technique, at this stage; it offers them the opportunity to find their own solution to the challenge. It is particularly useful at the beginning of an athletics skill unit.

Examples of exploratory ideas for horizontal jumping, (long jump, triple jump)

Can you jump...

→ and land like a giant/pixie
→ and land with your feet wide/close together
→ with you arms held stiffly
→ over the box
→ across the rope
→ with a run up
→ without a run up

Examples of exploratory ideas for leaping (hurdles, triple jump)

Can you leap...

→ and land lightly
→ keeping your arms straight
→ as high as you can
→ alternating high and low leaps
→ and stay in the air as long as you can
→ from a three step approach
→ and find different ways to move your arms in the air
→ with one eye closed
→ keeping your arms bent

Can you throw...
→ as high as you can
→ so the ball makes a loud noise when it lands
→ and hit the wall
→ forward
→ without moving your feet
→ over the rope
→ moving your arm as fast as you can

**Questioning and Problem Solving**

Movement is used as a catalyst to stimulate thinking. There are many opportunities for the learner to incorporate thinking skills as they are encouraged to find solutions to problems in different ways. Convergent problem solving (*discovering answers to a problem*) and divergent problem solving (*searching for a variety of alternatives*) are ways teachers can involve the students in higher level thinking skills in physical education.

**Throwing**

→ Try throwing the ball with your feet together
→ now throw and step forward with the same leg as your throwing arm
→ now throw and step forward with the opposite foot
→ Which way was best? Why?

**Sprinting**

→ Try sprinting flat footed/on your toes/on the balls of your feet. Which way helps you sprint faster?
→ What part of your foot lands first when you are sprinting, what about when you are jogging?
→ Lean forward when you sprint, now try to stay upright, which feels best for you? Why?

→ Run as fast as you can, how do your arms move, try to run fast and move your arms slowly, which is better? Why?

Leaping

→ Try leaping with you arms in many positions. Which way helps you leap the furthest? Why?

→ Try leaping from a standing start, form a running start, which helps you leap further? Why?

→ Try to leap as far as you can. Try pushing off hard with your training foot and stretching out with your leading leg. Does this help?
Task cards

Task cards can be successfully used to give some of the control of the learning to the students. They reinforce vital literacy skills, allow students to progress at their own pace, promote decision making and self-assessment. They reduce the need for repetitive instructions from the teacher. They can be especially helpful for activities that are of a self-testing nature. They may be composed of individual or group skills and challenges.

The teacher provides:

A series of tasks related to a skill at sequential/different degrees of difficulty. The student is able to choose a task that matches their ability level so promoting self-assessment and decision making. The student may then decide when to progress to a more complex task.

Instructions:

Choose one of these activities to do. When you feel that you have completed the task move on to the next one. You might like to ask a friend to watch you perform the activity to see if you are ready to move to the next one.

<table>
<thead>
<tr>
<th>March and step over the cones and canes 10 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leap over the rope from a standing start 10 times</td>
</tr>
<tr>
<td>Leap over the box from a three step take off 10 times</td>
</tr>
<tr>
<td>Run and leap as far as you can every ten steps</td>
</tr>
<tr>
<td>Leap over the blocks and canes running as fast as you can in between obstacles</td>
</tr>
<tr>
<td>Leap over the low hurdles trying to take three or five steps between each hurdle.</td>
</tr>
</tbody>
</table>

Peer tutoring and assessment

Students are more likely to be engaged if they have opportunities to reflect on their own progress and think about their learning. Peer tutoring and assessment provides advantages for both tutors and learners. The learner has the opportunity to receive immediate feedback from their partner relating to their performance. The tutor is encouraged to observe and analyse their partner’s movement and decide which feedback to provide their partner with in order to improve skill performance. Further it provides the tutor with the opportunity to gain a greater understanding of the key components of the skill.
SEPEP Athletics

Consider introducing a SEPEP model of teaching into the athletics program. The SEPEP model aims to replicate the structure of athletics as it exists in the community.

The main advantages are:

→ Gives students opportunities for leadership and responsibility as they take on administrative, coaching and umpiring roles as well as that of an athlete
→ Develops a greater knowledge of athletics and how it operates in the community
→ It develops links between school and community
→ Encourages students to have input into the activities

The main features are:

→ It involves a season of sport
→ The teacher acts as a facilitator, part of the teaching is undertaken by the students
→ Has a formal schedule of competition
→ Modifies rules and team sizes so all students gets maximum opportunity for participation
→ Encourages the recording and publication of results
→ Culminates in a major celebratory event.
<table>
<thead>
<tr>
<th>Running</th>
<th>Leap</th>
<th>Horizontal Jump</th>
<th>Vertical Jump</th>
<th>Hop</th>
<th>Passing Objects</th>
<th>Receiving Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go - stop on command</td>
<td>Run and leap over objects eg. ribbons on ground</td>
<td>Ropes 1m apart, student walks to the river, takes off from both feet and lands on two feet on the other side of the river</td>
<td>Student takes off and jumps into the sandpit, trying to touch the overhead elastic with both hands</td>
<td>Hopping for 3 - 5 metres</td>
<td>Sitting front on - two hand push</td>
<td>Sitting on chairs</td>
</tr>
<tr>
<td>Running to objects keeping eyes focussed on the object</td>
<td>Run and leap onto a different surface eg. sandpit</td>
<td>Run and leap over objects and/or diverging lines using right and left foot take offs</td>
<td>Students crouches down low holding two soft balls behind their backs. On go student flings balls into the air to see how high they can make them go.</td>
<td>Skipping</td>
<td>Kneeling front on - two hand push for distance</td>
<td>Kneeling to catch bean bag</td>
</tr>
<tr>
<td>Running in different directions and zig-zag patterns</td>
<td>Run and leap for distance- ground marker to ground marker</td>
<td>Students run and try to leap to touch an object placed above their head</td>
<td>Student stands side on to a wall holding a piece of chalk. Perform a jump for height and at the peak of their jump they mark the wall with the chalk.</td>
<td>Groups of 4 in a line. Ground markers spaced 3m apart. First student runs/skips/walks to the front marker where they hop 5 times on the spot, continue until the end of the line of markers, run back to the line and tag the next student.</td>
<td>Standing front on - two hand push for height (use large balls or objects)</td>
<td>Standing to catch bean bag</td>
</tr>
<tr>
<td>Running within boundaries</td>
<td>Students run run to ropes placed 50 cm apart, as they leap over the rope the leader holds up a picture card. Students name the picture on the card.</td>
<td>Cones are placed 5-7 metres from starting line. Standing inside a sack each student jumps out and around their cone and back to the starting line.</td>
<td>Students explore jumping in different ways, forwards, backwards, sideways, left/right. Make different shape in the air star, ball, pencil.</td>
<td>Hop between a line of 5 canes or chalk lines, run 10 m and return hopping on the opposite foot</td>
<td>Two hand forward underarm throw (using legs for leverage) eg. Cabor Toss</td>
<td>Standing to receive bean bag</td>
</tr>
<tr>
<td>Running with straight arms, bent arms, quickly/slowly, with high knees, short and long strides</td>
<td>Students walk forward, when the whistle blows they perform a jump. On landing they touch their hands to their toes</td>
<td>Students walk, jog, run and leap over low rope</td>
<td>Two groups of students in parallel lines hands held out in front, out to the sides, above the head, behind the back</td>
<td>Explore hopping with different technique eg hands held out in front, out to the sides, above the head, behind the back</td>
<td>Partners standing close together. See how many front on passes they can do without dropping the bean bag, soft toy, nerf ball, baton</td>
<td>Partners to receive bean bag</td>
</tr>
<tr>
<td>Running on a curved line</td>
<td>Students run to ropes placed 50 cm apart, as they leap over the rope the leader holds up a picture card. Students name the picture on the card.</td>
<td>Students run and try to leap to touch an object placed above their head</td>
<td>Students explore jumping in different ways, forwards, backwards, sideways, left/right. Make different shape in the air star, ball, pencil.</td>
<td>Two groups of students in parallel lines hands joined to form an arch. First pair turn outwards and hop to the end of the line, join hands and walk back through the tunnel. Repeat with each couple.</td>
<td>Underarm throw -along ground (ball)</td>
<td>Underarm throw for height - kneeling - standing</td>
</tr>
<tr>
<td>Running in pairs</td>
<td>Students run run to ropes placed 50 cm apart, as they leap over the rope the leader holds up a picture card. Students name the picture on the card.</td>
<td>Students walk forward, when the whistle blows they perform a jump. On landing they touch their hands to their toes</td>
<td>Two groups of students in parallel lines hands held out in front, out to the sides, above the head, behind the back</td>
<td>Two groups of students in parallel lines hands joined to form an arch. First pair turn outwards and hop to the end of the line, join hands and walk back through the tunnel. Repeat with each couple.</td>
<td>Underarm throw for distance - kneeling - standing</td>
<td>Underarm throw for height - kneeling - standing</td>
</tr>
<tr>
<td>Running trying to have heels hit bottoms</td>
<td>Students walk forward, when the whistle blows they perform a jump. On landing they touch their hands to their toes</td>
<td>Students walk, jog, run and leap over low rope</td>
<td>Students explore jumping in different ways, forwards, backwards, sideways, left/right. Make different shape in the air star, ball, pencil.</td>
<td>Two groups of students in parallel lines hands joined to form an arch. First pair turn outwards and hop to the end of the line, join hands and walk back through the tunnel. Repeat with each couple.</td>
<td>Underarm throw for height - kneeling - standing</td>
<td>Underarm throw for height - kneeling - standing</td>
</tr>
</tbody>
</table>

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# Suggested Activities for Grade 1-2 Students

<table>
<thead>
<tr>
<th><strong>RUNNING</strong></th>
<th><strong>LEAP</strong></th>
<th><strong>HORIZONTAL JUMP</strong></th>
<th><strong>VERTICAL JUMP</strong></th>
<th><strong>HOP</strong></th>
<th><strong>PROJECTION</strong></th>
<th><strong>RELAYS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Running in a straight line</td>
<td>Run and leap for height eg. over low obstacles - arms bent - height 20-45cm</td>
<td>Horizontal standing jump - one foot take off - two feet take off</td>
<td>Shape Jumping – students stand on a bench or horse and perform various (wide, curbed, thin, twisted) jumps to land on a target on a mat</td>
<td>Hop on one foot then the other using numbered sequences such as 1-1, 4-4, 3-6. Try to maintain the combination for 10 seconds</td>
<td>Throw a beanbag to knock over skittles</td>
<td>Shuttle: - Butterfly grip</td>
</tr>
<tr>
<td>Running on lines around the netball court</td>
<td>Run and leap for distance and height</td>
<td>Jump like a kangaroo, rabbit and frog</td>
<td>Elastics</td>
<td>Hop next to markers evenly spaced apart</td>
<td>Throw a beanbag at numbered targets on the ground. Try to get a high score</td>
<td>- Shuttle to opposite end and change baton</td>
</tr>
<tr>
<td>Running on a bend</td>
<td>Leaping from spot to spot 'stepping stones'</td>
<td>Combine contrasting jumps: forward and backward, big and little, light and heavy</td>
<td>Walk 3-5 steps approach - one foot take off</td>
<td>Hold the free foot forwards, backwards and sideways while hopping</td>
<td>Attempt to throw ball to partner over a suspended line</td>
<td>- Out and back</td>
</tr>
<tr>
<td>Running tall/low</td>
<td>Marching - over a distance of 10 to 20 metres</td>
<td>See how far you can go in two, three, four consecutive jumps</td>
<td>Landing - arms up, around and forwards</td>
<td>Movement patterns/sequences eg hop, gallop, skip</td>
<td>Double handed chest pass - step forward using a large ball</td>
<td>- Run with baton in same hand</td>
</tr>
<tr>
<td>Directional changes</td>
<td>Marching and stepping over low obstacles 10 - 15 cm</td>
<td>Jump and land with feet apart, together, one foot in front of the other</td>
<td>Skipping in a long rope</td>
<td>Trace out numbers or letters whilst hopping</td>
<td>One hand Put - sitting, kneeling standing</td>
<td>- Run down correct side of line after change over</td>
</tr>
<tr>
<td>Run in patterns and between and around obstacles</td>
<td>Leap and land softly</td>
<td>Shape jumping – students stand on a bench or horse and perform various (wide, curbed, thin, twisted) jumps to land on a target on a mat</td>
<td>Run 5-7 steps - through sand pit - leap from a metre square area - land on one foot - land on two feet</td>
<td>Turn around whilst hopping in place</td>
<td>Standing front on Put - to an object</td>
<td></td>
</tr>
<tr>
<td>Run with head held steady</td>
<td>Clap your hands as you leap</td>
<td>- through sand pit - leap from a metre square area - land on one foot - land on two feet</td>
<td>Helicopter jumps</td>
<td></td>
<td>- over a high object (moving to a side on position)</td>
<td></td>
</tr>
<tr>
<td>Run with high knee action, slap the knees while running</td>
<td>Run and leap on every sixth step</td>
<td>- through sand pit - leap from a metre square area - land on one foot - land on two feet</td>
<td></td>
<td></td>
<td>- using arms only (use small balls eg. dimpled, cricket, softball)</td>
<td></td>
</tr>
<tr>
<td>Run, turn around with small running steps and continue in a new direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grip, spin and release</td>
<td></td>
</tr>
<tr>
<td>Run on the balls of the feet and swing arms forwards and backwards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Release discus off index finger and</td>
<td></td>
</tr>
<tr>
<td>Starts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- roll the discus along ground</td>
<td></td>
</tr>
<tr>
<td>- front foot or toe to line</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- roll discus along ground to object</td>
<td></td>
</tr>
<tr>
<td>Finishes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- slowing down after the line</td>
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</tbody>
</table>

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Suggested Activities for Year 3-4 Students

<table>
<thead>
<tr>
<th>SPRINTING</th>
<th>HURDLES</th>
<th>LONG JUMP</th>
<th>TRIPLE JUMP</th>
<th>DISCUS</th>
<th>SHOT PUT</th>
<th>RELAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run on balls of feet</td>
<td>Walk, jog, run, sprint over obstacles 7m apart</td>
<td>Running approach 6 - 8 strides</td>
<td>Acceleration runs over 6-8 strides</td>
<td>Slinging (balls, quoits)</td>
<td>Hold the shot</td>
<td>Circular relay change-over</td>
</tr>
<tr>
<td>Run slow and fast</td>
<td>Rhythm - same speed from start to finish</td>
<td>Arm action - 'high in air'</td>
<td>Hop for distance</td>
<td>- sitting position</td>
<td>- “clean palm”</td>
<td></td>
</tr>
<tr>
<td>Run with short strides, run with long strides</td>
<td>Leg action - knee lift</td>
<td>Leap for distance</td>
<td>Standing</td>
<td>- “dirty neck”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using arms to accelerate and slow down</td>
<td>- bring together for landing</td>
<td>- walking</td>
<td>- kneeling</td>
<td>- “elbow up”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Run with high knee lift</td>
<td>Hit the metre square take-off at maximum speed</td>
<td>- jogging approach</td>
<td>Weight transfer</td>
<td>Standing front on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Run with heels flicking up behind</td>
<td>Run and speed up over last 3 strides</td>
<td>Hop, step and jump on spot</td>
<td>- step forward and overhand throw</td>
<td>- feet and chest facing the front</td>
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<tr>
<td>Standing starts - weight on front foot, opposite arm forward</td>
<td>Practise safe landings</td>
<td>Standing triple jump with, correct foot sequence</td>
<td>Standing side on slinging</td>
<td>Standing side on, transfer weight as driving</td>
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<tr>
<td>Finishes - slow down after the line</td>
<td></td>
<td>Same - other - both</td>
<td>Standing</td>
<td>Putting upwards from bent legs</td>
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<tr>
<td>Body leans slightly forwards</td>
<td></td>
<td>Standing triple jump developing rhythm on all phases</td>
<td>bend knees to drive legs for power</td>
<td>Standing side on, throw for height</td>
<td></td>
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<tr>
<td>Bounding - very short distances</td>
<td></td>
<td>Triple jump</td>
<td>Roll discus along ground</td>
<td>Roll discus to hit target</td>
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### Suggested Activities for Level 4 Students

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#### Running
- Change of pace
- Pace judgement
- Fast reactions
- Sprints - short arm action
- Distance - low arm action
- Knee drive and recovery
- Leg drive against ground
- Slight body lean
- Running on front part of foot for sprinting - heel/toe action for longer distances
- Starts - standing and crouch. Acceleration from front foot
- Finishes - lunge
- Introduction of drills for sprinting and middle distance

#### Hurdles
- Alternate arm to leg action over hurdles
- Lead leg action
- Trail leg action
- Stride patterns 3 or 5 or 4 or 6
- Starts to first hurdle
- Finishes to line
- Raising hurdle heights and number of hurdles
- Developing running speed between hurdles
- Beginning to clear hurdles more economically

#### Long Jump
- 10 - 11 run up strides
- Accelerated run up
- Take off leg, foot strikes the board in front of body
- High knee lift on take off
- Landing - body passes over heels when landing
- Leg action: Showing a large split range at thighs
- Arms high in air
- Jump up and out
- Speed up over last 4 - 5 strides

#### Triple Jump
- 10 - 11 run up strides
- Triple jump - jog, run, sprint
- Accelerated approach run
- Run off the board
- Correct foot sequence
- Split of thighs
- Upright trunk
- Use of arms
- Rhythm between phases

#### Discus
- Underarm toss discus into air for distance
- Standing throw
- Index finger spin
- Off set foot positioning
- Weight transfer from back foot on to front foot
- Leg and hip drive
- Slinging action of arm using various objects
- Trajectory (30° - 40° angle of release)
- Side-on position - bend down, pick up object and overhand throw or discuss action

#### Shot Put
- Standing Put side on (for RH)
- - weight transfer from back foot to front foot
- - leg and hip drive
- - left shoulder opens to front
  - right shoulder rises and rotates to front
- Standing side on "Power" Put
- - feet in "offset" position
- - shoulders facing the rear of the circle
- - low position Put driving up and around

#### Relays
- Circular 4 x 100 metre relay
- Sprint form is maintained
- R.L.R.L alternate changeovers
- Non-usual changes
- Awareness of change-over zones
- Receiving and passing baton “End to End”
- Fast changeovers
- Use of check marks and call signals
- Palm of hand facing up
- Thumb and rest of fingers forming a V to receive baton

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Relays

Relays involve teams of people covering a set distance with each member in turn responsible for covering part of the distance. They are a useful way to explore participation and co-operation and can be effective as a culminating event for running activities.

Have students participate in a variety of relay activities such as:

→ **Shuttle relays** - the outgoing runner faces the incoming runner and takes the baton in both hands as the incoming runner runs off to one side. The outgoing runner should stand with arms outstretched in front of their chest and thumbs crossed.

→ **Parlouf relays** - teams run a circular relay but can exchange the baton whenever and wherever they choose.

→ **Square relays** - student 1 runs around their team to tag the second member (2nd - 3rd and so on).

→ **Spoke relays** - student 1 in each team runs around the outside of the spoke in a clockwise direction.

→ **Circular relays** - student 1 runs and tags student 2, who runs and tags student 3 and so on until student 4 runs to a finishing point.

→ **Baton Changing**
  - The non-visual downward pass is recommended for the 4 x 100m relays. Students should:
    - call to the receiving runner; "Go" meaning to start running; "Hand", meaning to put out the hand ready to receive baton.

→ For 4 x 400m relays and longer, the recommended change is a visual change where the outgoing runner does not use the acceleration zone but judges when to start running based on the speed of the incoming runner.

Discourage students from swapping the baton into the other hand while running as this increases the chance of dropping it.

The following progressions can be used to encourage baton changing technique:

→ walk through the exchange
→ jog through the exchange
→ run through the exchange
→ sprint through the exchange
Baton Exchange Sequence

The passing action is performed by using alternate hands as follows:

→ The first runner carries the baton in their right hand and passes it into the left hand of the second runner.
→ The second runner passes the baton from their left hand into the right hand of the third runner.
→ The third runner passes the baton from their right hand into the left hand of the fourth (final) runner.

Source: Australian Track and Field Coaches' Association- Orientation to Coaching notes.
Relays: Passing and Receiving

DOWNWARD PASS

ACCELERATION ZONE
CHECK MARK
INCOMING RUNNER
OUTGOING RUNNER
CHANGEOVER ZONE

Note: For 4 x 400 m Relay, Acceleration Zone is not used.

THE CHANGEOVER AND ACCELERATION ZONE.

No. 3 Runner

Eye focus on check mark

THE CHECK MARK

THE 4 X 100 METRE RELAY

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Changing the Baton

BATON FLOW RIGHT – LEFT – RIGHT – LEFT

FIRST CHANGE
SECOND CHANGE
THIRD CHANGE

THE BATON FLOW
Changing the Baton

BATON FLOW RIGHT – LEFT – RIGHT – LEFT

FIRST CHANGE  SECOND CHANGE  THIRD CHANGE

THE BATON FLOW
Running

Suggested Activities

The ability to run correctly is the basis of most athletic events and also most sports in general. It is therefore important that all children learn to run efficiently to lay the foundation for future sports participation.

→ Eyes focused forward throughout the run
→ Knees bend at right angles during the recovery phase
→ Arms bend at elbows and move in opposition to legs
→ Contact ground with front part of foot
→ Body leans slightly forward

Running Activities

• Straight arm run to marker
• Bent arm run to marker
• Sitting arm action
  Sitting arm action holding batons
  Sitting arm action kneeling
• Standing arm action to hit hand targets
• Running with a baton each hand
• Race walking to exaggerate arm action
  - out and back
  - follow the leader
  - walk in a line
  - rob the nest
• Bomb zones (eggs!!)
• Coloured cone and band relay
• Agility / dodge runs
• Towing a partner
• Short sharp shuttles
• Bounding from marker to marker
• Uphill running (30°-60° slope)
• Place markers apart at ever increasing distances eg. 1 foot, 1 1/2 feet, 2 feet, 3 feet, 4 feet, 6 feet

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Line Step-over Acceleration Drill

During the acceleration phase of running, the stride length increases at a reasonably regular rate.

The Line Step-over Acceleration Drill establishes an acceleration pattern for the first few strides.

Place a series of lines on the ground using tape, sticks or similar on the track at distances suggested in the table. The distance between each line is slightly greater than the previous. Begin from a standing start stepping over each line while accelerating to top speed. As speed increases, so too does the length of stride.

| Placement of line distance between each line |
| start line measured in ‘pigeon steps’ or ‘heel-toe’ steps |
| Start Line | Line 1 | 2 steps |
| Line 2 | 2½ steps |
| Line 3 | 3 foot steps |
| Line 4 | 3½ steps |
| Line 5 | 4 steps |
| Line 6 | 4½ steps |
| Line 7 | 5 steps |
| Line 8 | 5½ steps |
Starts

- Sit cross-legged - "go" on signal
- Sit cross-legged facing backwards - "go" on signal
- Lying down - "go" on signal
- Lying down facing backwards - "go" on signal
- Crouch position, clap, touch and go
- Spider crawl start

The Standing Start

On your marks
- Stand with toe of the front foot just behind the starting line.
- The back foot should be at a comfortable distance or one foot step behind the "heel of" front foot.
- Arms hang to the side of the body.

Set
- Opposite arm to front leg is pushed forward.
- Lean forward slightly with weight onto the ball of the front foot.

Go
- Drive off front leg and swing front arm back to take the first stride.
- Begin with small strides initially.
- Maintain a low body position while accelerating to top speed.
The Crouch Start

Setting up for ‘on your marks’

The Front Foot
- Measure a point that is either the length of the forearm or two heel-toe steps back from the start line.
- Place the toe of the front foot at this point.

The Back Leg
- Place the knee of the back leg on the ground, level with toe of front foot and approximately 10cm apart.
- The toe of back foot ‘digs’ the ground.

The Arms and Hands
- Arms should be shoulder width apart.
- Place hands on the ground, forming a bridge just behind the start line.
Hurdles

Two of the Fundamental Motor Skills, the run and the leap, should be mastered by all students before beginning the hurdling technique.

Key Teaching Points

- High knee drive to get lead leg over hurdle
- Strong thrust of opposite arm to assist lead leg over hurdle
- Hip flexed, lead leg extended, trail leg out to one side
- Lead leg contacts ground first, directly under centre of gravity
- Sprinting action continues after hurdling
- Head stays level
- Establish rhythm of strides between hurdles
- Shoulders and hips always face forward
- 3 or 5 strides for same lead leg
- 4 or 6 strides for alternate lead leg

- Run and leap over
  - canes or blocks
  - one cane on small witches hat
  - milk cartons

- Run and leap over objects 7 metres apart
  - Prep run over, leap over
  - Grade 1 and 2 - keep wings in

- Sitting arm action
  - knee tap with or opposite arm as they go over the hurdle

- March up to hurdle, slap opposite knee as they go over

- Walkovers along side of hurdles
  - for lead leg
  - for trail leg

- Walkovers - hurdles close together
  (1 step apart)
  - lead leg, trail leg

- Hurdle and weave back to start

- Establish lead leg - activities can include:
  - students fall forward - lead leg is the one which moves forwards first
  - jogging and leaping over low objects, noticing which leg leads the movement

- Lunge - heel to wall or fence rail
- Standing position leaning forwards
  - on fence - trail leg moves over hurdle (or without hurdle)

- Use ribbons to mark take off and landing positions for
  i) lead leg
  ii) trail leg
  iii) both lead and trail leg
  iv) following strides

- Stride patterns
  - 3 or 5 or 4 or 6 pattern
  (i.e. Alternate leg leads over each hurdle or same leg leads each hurdle)

- Run and Leap
  - hoop to hoop over a witches hat
  - hoop to hoop over two witches hats
  - hoop to hoop over three witches hats

- "Snap, Crackle and Pop"
- **Coin on hurdle**
  - lead leg attempts to knock the coin off the hurdle with heel only and not knock over the hurdles

- **Snap** - high knee drive, lower leg extended, toes up
- **Crackle** - hip flexed, trail leg and knee out to one side and horizontal to the ground
- **Pop** - lead leg contacting the ground
The Hurdling Action
Hurdles

3 stride hurdle rhythm
- Pick up the lead leg on every 4th stride.
- Begin walking, followed by jogging and finally running.

3 stride hurdle rhythm over low hurdle
- As above, but introduce a low hurdle obstacle.
- Begin walking, followed by jogging and finally running.

Whole Action Walk-over
- Stand two foot lengths back from the hurdle.
- Step over the hurdle with the lead leg.
- Synchronise the arms with the legs, i.e. opposite arm forward to balance the lead leg.
- Pull knee of the trail leg high as it crosses the hurdle, bringing it through under the armpit.
- Pull the heel up under the buttock.
- The knee of the trail leg is brought back to the mid-line of the body to take the first stride.
Long jump

Suggested Activities

Two of the Fundamental Motor Skills, the vertical jump and the leap, should be mastered by all students in their preparation for participation in the jumps events. The long jump involves jumping as far as possible along the ground in one leap.

- Double action continuous skipping using arms for drive
- Run and jump onto crash mat - arms swing forwards
- ‘Pop’ up - hop onto crash mat, landing on one foot, arms swing around and forward
- Run and jump onto crash mat - finish in split position
- Run and jump onto crash mat - landing in sitting position
- Stand crash mat against a wall - Take a ‘screamer’ knee lift jump onto crash mat with two feet landing
- Take off one leg, legs fly in split position land onto crash mat on one knee kneel (proposal) position
- High fives - at take off area
- Touch flexibar above head at take off
- Over low object - at take off
- Over low flexibar
- Through V formed by track suit pants held above jump pit - jump ‘up and out’ - arms ‘around and over’
- Arm roll - reach to touch toe = sail technique
- Hand = legs stay behind
- Hitch = cycle legs
(most primary school children will not achieve this level of expertise)
Jumping Activities

**Hopping**
- Hopping involves taking off and landing on the same foot.
- The focus is on 'clawing' the ground with each ground contact.
- Maintain an upright body position. Build up progressively from 5, 10 and 15 continuous hops on each leg.

**Bounding**
- Bounding involves stepping and landing on the opposite leg in an exaggerated running action.
- The focus is on 'clawing' the ground with each ground contact often called an 'active landing'.
- Hold the free knee up for as long as possible and pull the toe up to the knees.
- Maintain an upright trunk throughout using a single arm swing movement.
The Long Jump

The Approach
• Begin approach run accelerating to the take-off point.
• The final 3-5 strides should be the quickest.

The Take-off
• Aim for height at the take-off.
• Extend through the hip, knee and ankle of the take-off leg.

The Flight
• 'Hold' the free knee during the early flight stage.

The Landing
• Bring the feet together and forward on landing.
**Triple jump**

**Suggested Activities**

The vertical jump and the leap are two of the skills in the Fundamental Motor Skills Manual which could enhance the development of components of triple jump technique.

- **Hop, step, jump on the spot**
- **Skipping - without ropes**
  - excessive knee lifts
  - roll arms forward
- **Gallop**
  - excessive knee lift
- **Gallop, gallop, skip, skip**
  hop, hop, step, step, hop, hop, step, step
- **Running skipping with ropes**
- **Hop scotch**
  - leap or step to jump
- **Continuous fast hops**
  - how many in 10 seconds
  - use left leg, then right
- **Continuous hops**
  - cover 10 metres in the least number of hops as possible
- **Continuous hops**
  - very short run-up
  - set limits

- **Combinations**
  eg.  i) hop, hop step, step
- **Hop step jump on the spot to**
  DAH DAH DAH rhythm. Students may to chant "SAME - OTHER - BOTH" to assist learning
- **Progressions**
  i) standing
  ii) one step
  iii) three step approach
  iv) five step approach
  v) seven step approach
- **Mark landing points and then aim to have even rhythm**
- **Sticks/ropes (three ropes)**
  - Students take in turns to take one step between each parallel rope. The end rope is moved to the landing foot of the last person. Students turn around and go back in the opposite direction on the second go and then back and forth alternatively

**Skill Development Activities**

All of the long jump activities should also be used as a lead up to the triple jump. **Triple jumping** is very demanding on the young, growing child and therefore is recommended very sparingly for children under 10 years of age and should be monitored very closely for children under 15 years of age.

Source: Australian Track and Field Coaches’ Association- Orientation to Coaching notes.1998.
Standing Triple Jump

The Triple Jump

The approach
- An approach run of 12 strides is recommended for beginners.

The take-off
- Take-off using a fast foot plant.

The phases
- After take-off, the landings are ‘Same – Other – Both’ or,

Hop: Step from and land on the same foot.
Step: Step and land onto the opposite foot.
Jump: Jump into the pit with both feet.

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High jump

Please note the DEECD requirements in relation to high jump as outlined in the Victorian Government’s Schools Reference Guide which can be found on the following website:

→ High jumping should only be permitted where teachers or instructors are experienced in high jump instruction or have appropriate qualifications.

→ The Fosbury Flop technique can be used if the teacher or instructor is experienced in teaching this technique and the students have developed the necessary preliminary skills for the run-up, take off, flight and landing phases of the jump.

→ Foam practice-bars or round fibreglass bars are recommended.

→ Triangular aluminium bars must not be used.

→ Block mats are to be used. As the mat thickness required is dependant on the weight of the jumper, the height being attempted and the type of surface on which the landing mat is positioned, manufacturers should be consulted about the relevant specifications.

→ It is recommended that gym mats be used to surround block mats, thereby adding to the safety of the jumper. All mats should be inspected regularly to ensure that they are in a safe condition.
Shot put

Two of the fundamental motor skills, the vertical jump and the overhand throw, should be developed as a foundation for successful participation in the throwing events.

Introduction to Throwing

The younger athlete's introduction to throwing should be general, informal and fun.

Any throw that does not use both sides/hands identically should be practised on both sides. Most stationary throws should be executed from a standing, seated and kneeling position.

- **Safety rules, boundaries and formations**
- **Throw a heavy large ball - chest pass**
- **Throw a heavy large ball - overhead throw**
- **Two hand underarm squat throw - from a low between legs position legs first, arms last**
- **As in above, over distance - heavy ball for distance and height**
- **Cabor toss**
- **Tunnel ball**
  - roll ball from front-on position
  - as per normal tunnel ball
- **Standing throws**
  - front, on, arms only
  - from low position, legs bent
  - feet facing front, chest rotated
  - side on
  - facing away
Preliminary Throwing Activities

The Backward Overhead Throw

- Use an appropriate weight shot or medicine ball.
- Hold the ball in cupped hands facing the opposite direction of the throw.
- Bend the knees and swing the shot to ankle or knee height.
- Quickly straighten the legs and throw the shot backwards and over the head.
- The sequence is leg lift, straighten back and pull with the arms.

Safety: Ensure the throwing area is clear before throwing.

The Caber Toss

- Use an appropriate weight shot or medicine ball.
- Hold the ball in cupped hands facing the direction of the throw.
- Bend the knees and swing the shot to ankle height.
- The sequence is push with the legs followed by pulling with the arms.

Safety: Ensure the throwing area is clear before throwing.
The Grip

The shot is placed at the base of the first three fingers with the thumb and little finger at the front to provide support. The three fingers should be evenly spread behind the shot. The hand should be cocked back so that the shot rests easily in position. The shot must be held in the fingers. It should not rest in the palm as this can lead to a throw rather than a put.

The shot is then placed firmly against the neck, slightly under the chin where the collarbone meets the base of the neck. The elbow should always be held high.

The Grip

- Place the shot in the hand so that it rests at the base of the first three fingers with the thumb and little finger at the front for support.
- Spread the fingers evenly behind the shot.
- Hold the shot in the fingers, not in the palm of the hand.

The Carry

- Place the shot firmly against the base of the neck, and slightly under the chin where the collar bone meets the base of the neck.
- The elbow is held ‘high’ with an angle of 90° being formed between the upper arm and the torso.

The Release

- The release is performed using a pushing action from the shoulders.
- The shot is released at an angle of 45° into the throwing sector.
Standing Throws

The Standing Front Punch

The Early Stage
- The feet are positioned as below facing the direction of the throw.
- Rotate the upper body 90°.
- Quickly turn the upper body, leading with opposite throwing arm.

The Advanced Stage
- Position the feet as below.
- Rotate the upper body and bend the right leg.
- Initiate the push and turn with the legs.

The Standing Shot Put
- Begin with feet pointed at 90° to the direction of the throw as below.
- Hold shot against the neck with the elbow high.
- ‘Rock back’ and transfer weight onto the back leg.
- The upper body rotates slightly until the chin, knee and toe are vertically aligned.
- Drive weight onto the front leg and release the shot at an angle of 45°.
- The sequence is ‘Lift-Turn-Push’ during the delivery of the shot.
Discus

Key Teaching Points

→ Hands spread over discus
→ Discus held on pads of first joints of fingers
→ Feet shoulder width apart, knees slightly bent, weight on back foot

- **Slinging throws; kneeling, sitting, standing**
  - use hoops, quoits, large balls, clubs
- **Standing throws with step back and wind up**
- **Overhand throw**
  - use howling vortex
- **Bowl discus along ground off index finger**

- **Sideways sling - opposite hand supports discus in wind up**
- **Discus throw over target**
- **Toss discus vertically in air off index finger**
  - draw hand towards body to generate spin

- **‘Helicopter pad’ to hold discus**

Safety

→ Always carry the discus back to the throwing area - DON'T THROW
→ Students must not throw or retrieve until told by the teacher and the throwing area is clear
→ A cloth should be used to wipe implements
→ The throwing circle should not be too slippery
→ A softball in a sock can be used to teach the discus 'slinging' action
→ It is recommended that a throwing cage is used for teaching spin throws or if not available that the rest of the group is well back and/or a softball in a sock be used as the discus
Discus Grip and Release

The Grip
• Place discus in the upward facing palm of the non-throwing hand.
• Place the throwing hand over the discus, spreading the fingers evenly around the rim.
• The joint of the first finger is turned over the rim of the discus.

The Release
• The correct method of release is when the discus rolls off the front finger and spins away from the body.
• Practise releasing the discus by rolling it along the ground or tossing it in the air so that it rolls off the index finger.

The Standing Throw
• Begin standing at the front of the circle with feet facing 90° to the direction of the throw.
• Bend the knee of the back leg and rotate the upper body as the throwing arm is taken back.
• The throwing arm should be straight at all times.
• Begin the throwing movement initiated by the legs.
• Transfer weight onto the front foot, pull the throwing arm through and release the discus.
The Front Run Throw

- Start with right foot outside the throwing circle.
- Run onto and pivot on the toe of the right foot.
- Plant the left foot at the front of the throwing circle.
  *This is the basic throwing position.*
- Transfer weight onto the front foot, pull the throwing arm through and release the discus.

The One and a Half Turn Throw

- Begin standing at the back of the circle, with feet at 90° to the direction of the throw.
  *Body weight is mainly on the right foot.*
- After preliminary arm swings, move weight onto the left foot.
- With the left knee slightly bent, begin to pivot on the ball of the foot in the centre of the circle.
- Swing the right foot to the centre of the circle landing on the toes.
- Continue rotation on the right foot and sweep the left foot to the front of the circle and plant.
  *This is the basic throwing position.*
- Transfer weight onto the front foot, pull the throwing arm through and release the discus.
Assessment of athletic skills

To effectively assess against the Victorian Essential Learning Standards a combination of summative and formative assessment is required.

Summative (assessment of learning) is required to determine what the student has achieved. Formative (assessment for learning and assessment as learning) is required to inform the next stage of learning that will occur, and to encourage students to reflect on their own learning. Both forms of assessment need to include authentic assessment tasks which are those in which students are asked to perform real world tasks demonstrating the application of knowledge and skill.

Assessment of students must also evaluate in an integrated way rather than treating each and every standard as discrete. Assessment in this manner more clearly reflects how students actually learn and develops deep understanding in learners which can be transferred to new and different contexts.

Effective assessment practices can assist students to learn more effectively if they develop student’s capacity to reflect on their learning, develop deeper understanding and cultivate higher order thinking skills.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

**Assessment of learning (summative)**

Is the product of ‘on-balance’ judgement based on an accumulated range of assessment sources to determine what the student has achieved at the end of a learning sequence or unit. Conducting summative assessment at the end of a unit enables teachers to ascertain student’s development against the unit goals and to set future directions for learning. Summative assessment can be referred to as assessment of learning.

**Assessment for learning (formative)**

Are assessment tasks which occur during the teaching and learning activities?

**Assessment for learning** occurs when teachers make inferences about student learning to inform their teaching. It provides continuous feedback to both students and teachers which enable them to monitor progress identify and address gaps and errors in learning.

**Assessment as learning (formative)**

This occurs when students reflect on and monitor their progress to inform their future learning goals. The purpose is to involve students in their own assessment as they learn. When students become proficient at self assessment it helps understand the purpose of their learning and clarify learning goals.
Authentic assessment

“An authentic assessment task is one that is performed in a real life context that approximates as much as possible, the use of that skill or concept in the real world. (Elementary Physical Education Teaching and Assessment, Hopple, C p11)

 Authentic assessment is based on the development of a meaningful product, performance or process over time. Students develop and demonstrate the application of their knowledge and skills in real world situations which promote and support the development of deeper levels of understanding. Authentic assessment stems from clear criteria of which students are aware and involved in the development and evaluation of.

 The more authentic the context or situation the more motivational the assessment is for the students. As an example consider the 1.6km run/walk fitness test for cardiovascular health and the setting in which it takes place. On a specific day students are required to run the 1.6k around a course usually the school grounds or play area. This is not authentic. How many children typically run this distance as part of their normal lives? Can you suggest a way of making this type of activity more authentic in nature? (eg as part of an orienteering course, a bushwalk, the 10,000 steps program, meeting the National Physical Activity Guidelines)

 It is not possible to make every assessment task authentic in nature but it is worthwhile asking the question when considering assessment tasks.

 An authentic assessment meets all/some of the following criteria. It refers to assessment that:

- looks at students actively engaged in completing a task that represents the achievement of a learning goal or standards;
- takes place in real life situations;
- asks students to apply their knowledge in lifelike situations
- intertwines assessment and teaching making it difficult to tell them apart
- students are given/negotiate the criteria against which they are being assessed

 The following assessment tasks are examples of a summative and formative assessment tasks teachers may use assess athletic skills.
### Modified Hurdles

**Procedure:** Ask the child to run a distance of 30m and hurdle over makeshift hurdles placed approximately 7m apart.

A. Eyes focused forward and head remains steady throughout the hurdle.
B. Leading bent knee is lifted and driven towards the barrier.
C. Leading leg straightens over hurdle.
D. Trunk leans forward, arms move in opposition to legs.
E. Trail leg bends as knee moves up, out to the side and over the barrier.
F. After clearing hurdle, smooth continuation of running stride occurs.

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</table>
**Standing Shot Put**

**Procedure:** Ask the child to stand side on to the direction of the put and put the shot as far forward as possible.

(rear foot = foot furthest away from target, leading foot = foot closest to target)

A. Side on staggered stance with toe of leading foot in line with heel of rear foot.
B. Object is held at the base of the middle three fingers, wrist is cocked.
C. Weight is over rear foot with thin, rear knee and rear toe in vertical alignment.
D. Pushing arm is in position as described in Level 2 High Arm Push.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>1</td>
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<td>15</td>
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</tbody>
</table>

*Note: These components are taught in addition to the previous skill components achieved in Level 1 (Projection) and Level 2 (High Arm Push).*
FORM 4.10  Teach Me!

Name __________________________  Date _____________

Directions: If you were teaching somebody to ________________, you would have to watch him or her and give positive, specific feedback. Write three examples of positive, specific feedback that you could give someone if he or she were doing an excellent job practicing ________________.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

Assessment: Your work will be scored according to the criteria in the following rubric. Use this information to self-assess your work before you hand it in.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Feedback Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent work! You went above and beyond!</td>
<td>All feedback is positive and specifically refers to key elements of successful performance of the skill. Artwork, specific examples, or details that support answers are included.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Good work. Everything is here!</td>
<td>All feedback is positive and specifically refers to key elements of successful performance of the skill.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Good attempt. Would you like to try this one again?</td>
<td>Two examples of the feedback given are positive and specifically refer to key elements of the successful performance of the skill.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Let's be sure that you understand I recommend that you try this one again. See me for more explanation.</td>
<td>Fewer than two examples of the feedback given are positive and specifically refer to key elements of successful performance of the skill.</td>
<td></td>
</tr>
</tbody>
</table>

From: Physical Education Assessment Tasks by Liz Gies-Brown, 2008, Champaign, IL: Human Kinetics

www.activate.vic.edu.au
### Skills Check

#### LONG JUMP

<table>
<thead>
<tr>
<th>Performer’s Name</th>
<th>Assessor’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Watch your classmate perform the skill and tick the skill cues that you see him or her perform consistently.

- 1. Quick final 3 – 5 strides in the run-up.
- 2. High body in the take-off.
- 3. Arms high in the air during flight.
- 4. Feet together and arms forward when landing.

#### HURDLES

<table>
<thead>
<tr>
<th>Performer’s Name</th>
<th>Assessor’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Watch your classmate perform the skill and tick the skill cues that you see him or her perform consistently.

- 1. High knee lift to get leading leg over hurdle.
- 2. Trail leg out to one side, foot parallel to hurdle.
- 3. Head level, body leans forward.
- 4. Same number of steps between each hurdle.
### LONG JUMP

<table>
<thead>
<tr>
<th>The Approach</th>
<th>Accelerating run</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quick final 3 - 5 strides</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Take-off</th>
<th>High body</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hip knee and ankle extension</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Flight</th>
<th>Free knee held steady in early flight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Free arm driven upwards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Landing</th>
<th>Feet together and forward</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arms propel forward</td>
</tr>
<tr>
<td></td>
<td>Body passes over heels</td>
</tr>
</tbody>
</table>

### TRIPLE JUMP

<table>
<thead>
<tr>
<th>The Approach</th>
<th>About 12 stride run up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accelerating to give full speed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Take-off</th>
<th>Fast foot plant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explosive hop from one foot</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Phases</th>
<th>Correct Hop, Step, Jump sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Even rhythm, distance &amp; time between each phase</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Landing</th>
<th>Forward swing of arms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feet together and forward</td>
</tr>
<tr>
<td></td>
<td>Body passes over heels</td>
</tr>
</tbody>
</table>
The Standing Start

<table>
<thead>
<tr>
<th>On Your Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toe of front foot behind line</td>
</tr>
<tr>
<td>Arms by side</td>
</tr>
<tr>
<td>Back foot heel raises</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opposite arm forward to front</td>
</tr>
<tr>
<td>Weight on front foot with forward body lean</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Go</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front foot drive, front arm swings back</td>
</tr>
<tr>
<td>Initial small strides</td>
</tr>
<tr>
<td>Low body position maintained</td>
</tr>
</tbody>
</table>

The Crouch Start

<table>
<thead>
<tr>
<th>On Your Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toe of front foot at forearm length from line</td>
</tr>
<tr>
<td>Knee of back leg, level with toe of front foot</td>
</tr>
<tr>
<td>Both heels raised</td>
</tr>
<tr>
<td>Arms should width apart, fingers bridged</td>
</tr>
</tbody>
</table>

Consistency Evident Date

Name: ____________________

Name: ____________________
### Hot Tracks Activity Card 5

<table>
<thead>
<tr>
<th><strong>Set</strong></th>
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</thead>
<tbody>
<tr>
<td>Hips raised higher than shoulders</td>
</tr>
<tr>
<td>Front leg bend approx 10°</td>
</tr>
<tr>
<td>Back leg bend approx 120°</td>
</tr>
<tr>
<td>Shoulder and body weight forward</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Go</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Push off front foot</td>
</tr>
<tr>
<td>Back foot moved through quickly</td>
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</table>
Implementing and organising a primary school athletics unit- a suggested plan

Organisation

Introduce athletics to students in the term before the district sports. Example: If the district sports are in March, teach athletics to all Grades 3-6 students in Term 1 during their physical education lessons. Allow a session (45 - 60 minutes) for each event. The following list is a suggested order of teaching:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Warm Up/Sprints/Starting</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Hurdles</td>
</tr>
<tr>
<td>Week 3</td>
<td>Relays</td>
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<tr>
<td>Week 4</td>
<td>Long Jump</td>
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<td>Week 5</td>
<td>Triple Jump</td>
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<tr>
<td>Week 6</td>
<td>Shot Put</td>
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<tr>
<td>Week 7</td>
<td>Discus</td>
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<tr>
<td>Week 8</td>
<td>Revise Sprints/Relays</td>
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<td>Week 9</td>
<td>Middle Distance</td>
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<tr>
<td>Week 10</td>
<td>Fun Session (eg Modified Athletics Tabloid)</td>
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</tbody>
</table>

Emphasise that you need the support of staff to help coach particular events once athletic trials have been held early in the term. Early trialling maximises the amount of time available for training. Coaching sessions can be held during lunchtimes or after school, depending on time commitments of the teachers who are helping.

Safety Considerations

- All students need to run, jog or sprint in the same direction around a track or area, to avoid collisions.
- When hurdling, make sure the hurdles are used in the direction that will allow them to tip over when a child strikes them with a knee or a foot.
- Check the condition of the hurdles for any protruding bolts or screws or damaged cross pieces.
- In warm/hot weather, make sure that the students maintain their fluid intake to avoid dehydration.
- Keep jumping pits well dug and raked, free of holes or hard spots and foreign objects.
- Top up jumping pits with fine white washed river sand at the start of each year.

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The landing mat for high jump must be of sufficient thickness to avoid injury/jarring. Test this by jumping up and down on the mat and if you 'bottom', it is **not** thick enough.

Provide extra mats at the sides of the landing mat to avoid students landing off the mat.

For throwing events:

- do **not** throw to each other
- throw in one direction only
- all throwers must 'look before you throw'
- when working in a group, all students should throw, then they all retrieve
- see shot put notes for a diagram of safe methods for group throwing

**Equipment**

**Hurdles**

- chalk lines spaced evenly on the ground
- canes or ropes to step over
- blocks and canes (blocks lying down or standing up with cane across)
- foam topped hurdles

**Shot put**

- sofrosse balls/softballs
- tennis balls
- medicine balls
- socks filled with sand and taped up

**Discus**

- quoits
- clubs
- socks filled with sand and knotted at end
High jump

→ flexible rubber bar

Long jump

→ canes to jump over for height
→ hold canes high to reach up for height

Triple jump

→ canes or lines evenly spaced to get rhythm of hop, step and jump

Warm Up

→ Stress the importance of a good warm up before competing in any athletic event. This reduces the chance of injury and allows the athlete to focus on the task at hand and concentrate on the activities to follow.
→ Make it FUN, not a chore.
→ A jog to raise the body temperature (400m sufficient for young athletes). Running games may be used for variety and fun.
→ Stretching exercises for all the major muscle groups of the body. Work from neck to toes or vice versa. Movements should be carried out smoothly with no bouncing

Run throughs over 60m - 80m

→ 1/2 pace - emphasise correct running form in all run throughs
→ 75% effort
→ 90% effort

Event specific exercises

→ fast high knee lifts over 30m for sprinting
→ exaggerated hopping over 10m for jumping
→ medicine ball activities
Resources

2007 Star Program DVD Athletics Australia

IAAF Kids Athletics International Association of Athletics Federations
http://www.iaaf.org/development/kids/index.html

Towards 2000 Teacher Resource Kit, Athletics Australia. (out of print)

2007 On Track Little Athletics Schools CD Victorian Little Athletics Association

2005 Little Athletics Jump Start Australian Little Athletics 2nd edition

Athletics Can Be Fun, Victorian Little Athletics Association. (out of print)

1996, Lesson Plan Guide: Athletics for Primary Schools, Victorian Little Athletics Association

1993, Victorian Primary Schools Sports Association Manual, VPSSA.

2005 Victorian Essential Learning Standards, Victorian Curriculum and Assessment Authority
http://vels.vcaa.vic.edu.au

Useful contacts

Athletics Victoria, No. 1 Ground, Olympic Park, Swan Street, Melbourne Vic 3002 (03) 9428 8195.

Victorian Little Athletics Association, Unit 2/95 Salmon Street, Port Melbourne Vic 3207 9676 3600.

Australian Little Athletics Suite2, Level 5 14 Queens Road Melbourne Vic 3004

Athletics Australia, PO Box 1400, North Melbourne Vic 3051 (03) 9820 3511.

ACHPER Victorian Branch, GPO Box 412, Melbourne Vic 3001 (03) 9354 5311
Components
A. Eyes are focused forward throughout the leap
B. Take off from one foot and land on the opposite foot
C. Knee opposite take off foot leads in a forward thrust movement.

WARM-UP (10 MIN)

What Ever
Equipment None
Space Large defined grass area
Formation Standing in a large circle
Instruction Children begin to walk clockwise. The children have to respond to the leaders commands eg: Skip, Sprint, Clockwise, Anti-clockwise, Scattered. On ‘Scattered’ the children can run anywhere within the defined area.

SKILL ACTIVITIES (20 MIN)

Run and Leap
Equipment Flexi-bar, rope
Space Wide open flat grass area
Formation Groups of 4 in lines. Hold the rope up high about 5m away from the first children in the line.
Instructions From a run up, each child runs towards the rope and leaps to touch it, taking off on one foot and landing on the other.
Variations Hold the rope higher at one end and allow the children to choose which group they want to go in. This allows them to challenge themselves to see how high they can leap. Attach objects to the rope with children aiming to hit the objects.

Charlie Over the Water
Equipment 20 – 30 skipping ropes (or as many as possible)
Space Large defined grass area. Two parallel line 20 m apart designating start and finish lines.
Ropes are laid down in parallel pairs, 50cm apart, within the start and finish lines.
Formation 2 children start in the middle (Charlie’s) and the rest behind the start line.
Instructions Before running across the water (space between start and finish lines), children sing the chant:

“Charlie over the water, Charlie over the sea,
Charlie caught a blackbird, But can’t catch me”

Children start from behind start line. Run across the water, leap over the pair of ropes and dodge the ‘Charlies’, who chase them. If the children are tagged or miss a leap, they become a ‘Charlie’ too.

MODIFIED COMPETITION (10 MINS)

Leaping Lizards
Equipment Chalk, ribbons, ropes.
Space Wide open grass area
Formation Children working in pairs or as a team. Sets of marked parallel lines getting further apart in width.
Instructions On ‘GO’, first child from each pair, or team takes turns to run and leap over sets of lines placed on the ground. They then turn and leap back with the other foot leading. They then move along to the next set of marked lines and attempt a wider leap. Tally points based on distance and/or technique.
**Level 2 – High Arm Push**
**Session Plan 2**
**Victorian Little Athletics Association**

**Components**
E. Elbow of pushing arm is held at shoulder height.
F. Weight transfers in direction of throw from a low position to high.
G. Pushing arm extends in direction of put, releasing object.

**WARM-UP (10 MIN)**

**Ball Tag**
- **Equipment**: 1-3 ‘soft’ balls
  - Cones or markers
- **Space**: Wide-open grass area, square marked out.
- **Formation**: Children scatter inside a square with 2 taggers each having a ball.
- **Instructions**: Children run around inside the square and try to avoid being tagged by the ball. Children can only be tagged between the shoulders and the knees and the tagger must hold the ball when making the tag. On being tagged, the children swap over with the tagged becoming the tagger. The leader can introduce more balls into the game.

**SKILL ACTIVITIES (20 MIN)**

**Target Practice**
- **Equipment**: 1 Cone per group, 1 bucket per group, 3 beanbags per person
  - Wide-open area
- **Formation**: Groups of 4-6 in
- **Instructions**: Weigh each bucket down with a weight. Children in each group aim to ‘put’ the beanbag into their bucket from a standing throw position. Each child gets to have 3 ‘puts’. When all children have finished putting, they collect their balls and begin another round. Important to note Component G, the object is ‘pushed’ from the neck, the object must not be withdrawn behind the neck and consequently thrown.

**Shot Put Golf**
- **Equipment**: 1 beanbag per group, 1 whistle
  - Wide-open area
- **Formation**: Groups of 3 at a start line
- **Instructions**: On ‘Go’, the first child from each group ‘puts’ the beanbag as far as they can. When the teacher blows the whistle, each group then walks up to where the beanbag landed. The next throwers then pick up their beanbag and ‘put’ it again. This continues until everyone has had a turn and the group that has ‘put’ the furthest wins. Teacher should deduct distance if children do not follow the correct ‘components’ of High Arm Push.

**MODIFIED COMPETITION (10 MINs)**

**Double Handed Chest Passes**
- **Equipment**: 1 basketball and 2 coloured markers per pair
  - Wide-open area
- **Formation**: Pairs stand opposite each other 3m apart, all in a line
- **Instructions**: Children stand with their feet shoulder width apart, holding the ball with two hands at about chest height. On ‘Go’, they bend their knees and try to push the ball for their partner to catch. With each successful throw and catch, the partners move further apart, either by using a one step measurement or pre-set cones. After a set time the pair who has reached the furthest distance wins.
Components
D. Trunk leans forward, arms move in opposition to legs.
E. Trail leg bends as knee moves up, out to the side and over the barrier.
F. After clearing hurdle, smooth continuation of running stride occurs.

WARM-UP (10 MIN)
Pick a number
Equipment None
Space Large defined grass area
Formation Lines of 4-8 people numbered 1, 2, 3, 4 etc.
Instructions The leader calls out a number and all children with that number run around their team and back to their place.
The first person back gets a point for their team. The leader can call out more than one number at a time.
Variations Leader calls out ‘Everyone’ and children respond to a designated point and back again. First group back wins.

SKILL ACTIVITIES (20 MIN)
Walkovers
Equipment 4-5 low makeshift hurdles (blocks of wood, milk crates, skittles, large cones)
Space Large defined grass area
Formation Groups of 4-5
Instructions Using low hurdles children practice walking over the hurdle using the whole lead leg – trail leg action.
Use one hurdle initially. As skill improves, introduce additional hurdles and space them apart at 1.2m intervals.

Higher and Higher
Equipment Blocks of wood, skittles or large cones and 6 rods or canes per group to make up hurdles
Space Large defined grass area
Formation 4 even lines
Instructions Runners progress to working over greater heights at speed and without fear. This is done by raising the height of the barriers at 10cm a time up to a height of 45-60cm.
Encourage children to run with head stable, back straight, short arm punches and a full extension of the leg.

MODIFIED COMPETITION (10 MINS)
Team Time Trail
Equipment 5 hurdles per group, 2 cones, stopwatch
Space Large defined grass area
Formation Groups of 3-4 at start line
Instructions Set the stopwatch to record the time it takes each group of runners to sprint and hurdle from start to finish.
The group with the fastest time wins.
SEPEP athletics program schedule (adapted from hot tracks)

Following is an example of how SEPEP Athletics might be programmed. It assumes there is a 10 week season with 3 sessions per week. The age group is Level 4 (Years 5/6)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Key Tasks</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lesson 1</td>
<td>Introduce program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce SEPEP philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Show SEPEP DVD</td>
</tr>
<tr>
<td></td>
<td>Lesson 2</td>
<td>Teacher directed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warming up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills sessions – Running – 100 m + 200 m</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooling down</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>Committee meetings</td>
</tr>
<tr>
<td></td>
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<td>Announce teams</td>
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<td>Meeting – Sports Board to announce programming and competition schedule</td>
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<td>Review competition structure (team, track or other)</td>
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<td>Invite specialist to conduct clinic</td>
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SEPEP Student’s Roles

A variety of student roles exist in athletics. These include:

- Sports Board
- Selection Committee
- Publicity Committee
- Record Keeping
- Achievement Award Committee
- Equipment Committee
- Competition Committee
- Officials Committee