Athletics - Stage 2

Unit overview

This unit aims to introduce the skills needed for students to participate in the events held at an athletics carnival. The focus is on skill development rather than competition, and uses resources that are readily available in schools. Supervision will need to be provided considering the age, experience and capability of the students and the activities or events to be conducted. If an adult other than a teacher is engaged for instruction or coaching, a teacher must be present to take overall responsibility. Equipment awaiting use must be supervised. Equipment not in use must be stored to prevent unauthorised use.

This document references the [PDHPE K-6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-K-6-syllabus) © 2007 [Copyright Board of Studies NSW](http://syllabus.nesa.nsw.edu.au/copyright/) for and on behalf of the Crown in right of the State of New South Wales.

Syllabus outcomes

ALS2.6 Discusses the relationship between regular and varied physical activity and health

GSS2.8 Participates and uses equipment in a variety of games and modified sports

MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations

V5 Willingly participates in regular physical activity

Physical literacy continuum markers (Cluster 3)

Movement competencies

* Performs stability skills with control and precision in a range of contexts, e.g. using different levels, directions and pathways depending on the context
* Performs locomotor movement skills with control and precision in a range of contexts, e.g. using different speeds, levels, directions, pathways and relationships to equipment and others depending on the context
* Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor)

Tactical movement

* Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move
* Implements a tactic based on individual strengths within a physical activity

Motivation and behavioural skills

* Works independently on new skills and physical activities
* Reflects on how their efforts affect skills and achievements in physical activity
* Recognises that participation in different types of physical activity can have different effects on health and wellbeing
* Participates in physical activity with confidence

Personal and social attributes

* Modifies actions to ensure safety in physical activity without prompting
* Demonstrates respect for self, others, rules and equipment and the environment during physical activity
* Offers positive suggestions to facilitate physical activity to be inclusive of others
* Cooperates when working in a group
* Identifies situations where it is appropriate to adopt a role (e.g. leader or follower) in physical activity contexts

Lesson overview

| Week and focus | Learning experiences | Planned assessment and teaching notes |
| --- | --- | --- |
| Week 1 and 2  Equipment: Markers, batons  Focus: Sprinting, relay   * Athletics – running: standing start, sprint, circular relay * Locomotor skills – running, sprinting * Games – minor games: chasing games, relays * Playing the game – effort and practice, safety considerations; teamwork | Getting started - Huff and puff activities  Exercise tag. Mark out a designated playing area approximately 20m x 20m. Students randomly scatter within the playing area. One or more students are selected as taggers. Students can avoid being tagged by performing an exercise selected by the teacher e.g. running on the spot; star jumps  Run on the spot. Students spread out and stand in a designated area. The emphasis of the game is on short bursts of vigorous activity. Choose a student to be the caller. All students jog on the spot until the caller changes the activity. These activities should only last about 15 seconds. The variations could include fast jogging, high knee lift, heel flick, swinging arms, jumping, star jumps, skipping on the spot, clapping hands and crazy dancing.  On your mark. Allocate a square area approximately twenty metres by twenty metres. Students spread out in the area. They move according to the different commands including:   * start line – students run to the side of the playing area designated as the start line * finish line – students run to the side of the playing area designated as the finish line * warm up – students jog on the spot   Alarm. Mark out a playing area with two end lines. Choose three students to be ‘taggers’. They move to the middle of the area and the other students stand behind one of the end lines. The taggers call out ‘Alarm’ to signal for all of the other students to run to the opposite end of the playing field. The taggers try to tag as many students as they can. A tagged student joins the taggers. The last three students tagged become the taggers for the next game.  Partner tag. Divide the class into pairs. Allow the partners to decide which one is the tagger. On a signal, the tagger tries to tag their partner. The tagger counts to five to give the other player time to get away. At the same time, all of the other pairs are doing the same thing. When a person is tagged, students swap roles.  The Blob. Mark out a grass area and select one student who is ‘The Blob’. On the whistle The Blob chases the other students trying to tag them. Students who are tagged hold onto The Blob and try to tag others. If The Blob breaks apart, no tagging can happen until it is joined together again. As The Blob grows only players on the end with free hands can tag. Free players cannot break through The Blob by running through the arms. When The Blob has more than eight students it splits into smaller Blobs.  Kangaroos and Emus. Divide students into two even teams and give each student a braid to tuck into the waistband or pocket of their uniform. The aim of the game is to steal the braid from the opposition player. The students line up in two lines, facing the caller who is standing at the front of the line. The team on the left are the Kangaroos and the team on the right are the Emus. If Kangaroos is called these students must run to their end zone before the Emus can steal their braid. Repeat the game calling out different teams each time.  Practicing and developing the skill – Sprint run  Use the [Get Skilled Get Active sprint run video](https://www.youtube.com/watch?v=M9RtdIcOdxE&index=2&list=PLrOa7LNP0maWa6EPlnkvHlk3VsBqhuMZq) to show the skill components.  Set up a line of markers approximately two metres apart. Students run over the markers emphasising rhythm, quick light feet and active use of their arms.  Students perform the same activity without the markers over a distance of 10m.  Simon Says. Revise all of the components of the sprint run. Play Simon says with the students. Ask students to run while focusing on specific components of the sprint run. Some examples include Simon says ‘run’:   * with a high knee lift * swinging your arms back and forth * with your head still and eyes focused forward.   Different speeds. Students explore moving at different speeds. Students start with a walk, a jog and then a sprint run. Discuss the different parts of the foot that students land on when running at different speeds. Remind students to land on the ball of their foot when sprinting and to land on their heel and then roll onto the ball of their foot for take-off when they are running slowly or jogging.  Skill development - Practising the standing start  Demonstrate the standing start to students. Students mirror the action.  Students perform the following novelty starts over 20m.   * Falling start – Students stand with their feet together and lean forward until they lose their balance. The student then accelerates at full speed for 20m. * Rolling start – Students stand in the “set “position (see below) with their opposite arm and leg forward. They then “roll” forward as far as possible without falling over and drive their arms to accelerate. * Correct start   “On your marks”   * place one foot forward, behind but not on the line; with foot pointed directly down the track * put the other foot back, heel lifted, pointed directly down the track * place feet shoulder width apart   “Set”   * bend at knees and hips * put opposite arm and leg forward * look at the ground, one metre in front of feet   “Go”   * drive arms and legs   Ask questions like:   * Was it easier to start with your feet together or with one in front of the other? * What happened when you lost your balance? * Did you lose you balance more easily with your feet together or apart? * Were you able to run faster after a correct start? * Why is it important to be able to demonstrate the correct technique for running? * How can you improve your running?   Skill development – Passing the baton  Demonstrate the correct baton passing technique using some students to help.   * The receiver extends their hand behind them just below shoulder height, palm up, fingers together, and thumb out to the side. * The end of the baton is placed into the receiver’s hand using a downward motion.   Organise the class into four teams. Give each team a baton. Line the teams up so they are close enough to each other to pass a baton easily. The students practise passing the baton up and down their line while:   * standing still * marching on the spot * running on the spot   Emphasise a non-visual pass with the receiver’s eyes facing the front; the receiving hand kept steady; the baton placed firmly into the receiver’s hand (but not too firmly).  When the baton gets to the front, ask everyone to turn and face the other way. The relay baton is now at the rear of the line and the drill can be repeated.  Baton passing game. Students line up in their teams in a single file, an arms length apart. The student at the rear of each line is given a relay baton. On “go” the students pass the baton down the line as quickly as possible. When the first student receives the baton they raise it above their head to signal they have finished. The first team to do this is the winner. Encourage students to use the correct technique when passing the baton.  Baton against runner. Line teams up in the same formation as the previous activity. The last student in each line is selected as the runner and stands at a marker approximately 10m behind the team. The student who is now last in line begins with the baton. On “go”, the team passes the baton to the front of the line. At the same time, the runner sprints past the team and to the front of the line in an attempt to beat the baton.  Relay chase. Revise the components of the sprint run (refer to week 1).  Set up a 20m relay changeover zone and a 10m acceleration zone using markers. Divide class into pairs. One student is the incoming runner and one student is the outgoing runner. The incoming runner stands 20m beyond the start of the acceleration zone. The outgoing runner stands just inside the acceleration zone, looking back over their shoulder at the incoming runner. A check mark is placed about six metres behind the start of the acceleration zone.  On “go”, the incoming runners sprint towards the outgoing runners. When the incoming runner reaches the check mark, the outgoing runner must sprint as fast as possible towards the end of the 20m changeover zone. The incoming runner aims to tag the outgoing runner before they reach the end of the changeover zone. The outgoing runner aims to reach the end of the zone without being tagged.  A relay baton can be introduced using the same format. Give each incoming runner a baton. The aim is to be the first pair to carry the baton past the end of the 20m changeover zone.  Ask students questions like:   * Why should you have your palm facing up to receive the baton? * Why is it important for your eyes to face the front and not to look at the person giving the baton? * Why is it important to be moving when the baton is passed to you? * How does the relay zone chase game help you run a relay? * Did you improve your baton passing with practice?   Finishing off  **Beanbag scramble**. Scatter four hoops evenly around a grass area and put ten beanbags in each hoop. A maximum of seven students stand near each hoop. On the whistle students collect beanbags from other hoops and place them in their own hoop. Students can only collect one beanbag at a time and should place the beanbag in the hoop. After a given time reposition the beanbags and repeat. Add distance between the hoops to vary the activity.  **Garages**. Make a large circle with six markers. Students form teams of four or five and each team stands behind a marker (garage). On a whistle the first student from each team runs around the markers in a clockwise direction. When they get back to their garage they link arms with the second student and they complete a lap of the markers. This continues until all players have linked arms and are running around the markers. The aim of the game is for each team to complete as many laps as possible in the time allocated.  Circle chase. The students form large circle facing in an anti-clockwise direction. Number each student one, two or three. The teacher calls “On your marks” …. “Set” and then one of the numbers. Students with the chosen number sprint around the outside of the circle and back to their place again. The students attempt to be the first back to their place.  Baton relay. Students form groups of four to six. Put two markers out for each group about fifteen metres apart. Half of the group lines up behind one marker and the other half behind the marker fifteen metres away. Each team has a relay baton. On ‘Go’, the first student in each team runs with the baton to the other end. When they reach the other end, they pass the baton to their team-mate who runs back to the other end, passes the baton and so on until each student is back to their starting position. Students who are waiting for a turn jog on the spot with high knees.  Sprint stations. Students form five equal groups. Setup five different sprint stations for the groups to rotate around. The stations could include:   * running back and forward to different markers * running in and out of a zigzag of markers * running diagonally around markers completing a number eight shape * jumping three spaces forward and then sprinting to a marker * running to different markers and changing direction each time. | Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the sprint run.  **Skill components – Sprint run**   1. Lands on ball of the foot. 2. Non-support knee bends at least 90 degrees during the recovery phase. 3. **High knee lift (thigh almost parallel to the ground).** 4. **Head and trunk stable, eyes focused forward.** 5. Elbows bent at 90 degrees. 6. **Arms drive forward and back in opposition to the legs.**   (Introductory components in bold)  **Teaching cues**   * Lift your knees high. * Bring your heel close to your bottom. * Look ahead. * Make your feet follow an imaginary line. * Don’t let your heels touch the ground. * Land on the balls of your feet. * Bend your elbows and swing your arms. * Run tall. * Bring your heels up to your bottom.   **Assessment strategy**  The teacher:   * observes students performing the vertical jump in a variety of games and activities * asks questions to assess the use of the vertical jump in activities   **Assessment criteria**  The student:   * performs jumping and landing actions with eyes focused forward, stable head and trunk * crouches with knees bent and arms behind the body in preparation phase of vertical jump * jumps and lands in the horizontal and vertical planes with or without equipment, e.g. rope * lands on balls of the feet and bends knees to absorb landing after vertical jump * works independently on familiar skills and physical activities * uses equipment appropriately and safely in physical activities   The above criteria relates to outcomes GSS 1.8, MOS1.4, ALS1.6, V5 and Physical Literacy continuum markers from Movement Competencies, Motivation and behavioural skills and Personal and social attributes. |
| Week 3 and 4  Equipment: Markers, skipping ropes, high jump stands, crash mats, flexi bar, long jump pit or mats  Focus: High jump and long jump   * Athletics – jumping: high jump (scissors), long jump * Locomotor skills – jumping, landing * Games – minor games: modified games, chasing games * Playing the game – safety considerations; effort and practice | Getting started- Huff and puff activities  Sharks and seals. Mark out two lines with a playing space in the middle. Most of the students stand behind one line and are seals. A few students stand in the middle and are sharks. A shark calls the seals to jump and cross to the other line without being tagged. The sharks jump and try to tag the seals. If students are tagged they become sharks. Hoops (islands) can be placed in the playing area for the seals to be safe.  Cats in the corner. Mark out a square grass playing area with safe zones marked out at each corner. Three students are nominated as the ball throwers who stand in the middle of the square. The other students are ‘cats’ who stand in a safe zone at a chosen corner. When the throwers call ‘cats in the corner’, the cats have to run from one corner to another without getting hit by a ball. They can go in any direction including diagonally as long as they do not get hit. Any player hit by the ball runs around the outside of the playing area twice then returns to the game. Rotate the throwers so that all students get a turn.  Sharks and Survivors. Mark out a playing area and position six hoops randomly inside it. Four students are selected to be the ‘sharks’ that defend the hoops which represent ‘islands’. The other students, the ‘survivors’, move around the outside of the playing area using a nominated fundamental movement skill such as skipping, hopping or side galloping. When the teacher blows a whistle or gives a signal the survivors run into the area and try to get to an island by standing inside a hoop. The students who are sharks try to tag all of the survivors moving into the area. When survivors are tagged they miss a turn in the game. While they are waiting for their next turn students weave in and out a track provided.  Brumby tag. Students work in groups of three. In each group, students stand in single-file, holding onto the hips of the player in front, to form a brumby: the first player is the head, the second player the middle, and the third player the end. The remaining players, or one group of three, are the Loose tails. To start the game the Brumby groups scatter throughout the play area and the Loose tails stand in the middle of the play area. On signal "Go" each Loose tail tries to hook onto the last player of a Brumby. Meanwhile, the head player of a Brumby tries to keep away from the Loose tail and protect the end player. If a Loose tail hooks onto an end player, then the head player becomes the new Loose tail. If a Brumby comes apart while being chased by a Loose tail then the tail may immediately join the Brumby group, and the head must become the new tail.  Fortune cookies. Create a set of fortune cookie cards that have different activities on them. Students spread out in an allocated space. On ‘Go’ all students skip around the space. Nominate a student to select a fortune cookie card and read the instructions to the class. All students then perform the activity. When students finish the activity they jog on the spot until all students have finished. Some of the activities could include:   * side galloping around the outside of the space * jumping up and down on the spot five times * doing ten star jumps * running to both ends of the space.   Four corners. Mark out the boundaries of a rectangular playing area and place a marker at each corner. Write different movements on cards to make activity signs and lean an activity card against each marker. Arrange the signs so that students perform quick movements along the long sides and slow movements along the short sides of the playing area. Students move continually around the boundaries of the playing area. Each time they turn a corner, they begin a new movement. Some examples of different movements include:   * long side movements: jog, skip, side gallop, run backwards or a grapevine * short side movements: hop, jump or a crab-walk   Practicing and developing the skill – Scissor jump  Demonstrate a scissor jump, or ask a student to demonstrate a scissor jump.  To perform a scissor jump:   * lift both your legs forward in a scissors action * lift your leg up and over a skipping rope or imaginary line on the ground.   Students practise scissor jumps over skipping ropes placed on the ground. Make sure students jump so that the leg closest to the rope over goes first; they run in and land facing the same direction and they lift both legs to the front.  High jump points. Set up the high jump landing area with crash mats, high jump stands and flexi bar. Strong elastic can be used if a flexi bar is not available. Students attempt to scissor high jump over the flexi bar and onto the mats to score points. Students score one point for taking off with the correct foot (the one closest to the bar); one point for an upright landing and one point for clearing the bar. The teacher provides feedback to the students on their score. Students keep an individual total, or may add their points to a progressive team score. The flexi bar can be raised as the students gain proficiency.  The great escape. Set up all high jump equipment. Divide the class into teams. Behind the mats, place a marker for each team. Explain to the students that they have been captured by monsters and are being held in prison. The only way to escape is to scissor jump over an electrified fence (high jump flexi bar). The students jump alternately from each team. If a player clears the bar, they have escaped and must stand behind their team’s marker. As each student clears the bar, they line up behind their team mates. If a player touches the bar while jumping, they have set off an alarm and alerted the monsters, and have therefore not escaped. This student must return and attempt to clear the bar again when it is their turn. The aim of the game is to be the first team to have all team members safely out of prison.  Ask students questions like:   * Which leg did you find the easiest to jump from? Why? * Did your arms help you jump? Why? * What could do to allow you to jump higher?   **Practicing and developing the skill – Vertical jump, long jump**  Students practise swinging their arms back above the horizontal position. They jump as high as they can.  Use the teaching cues:   * Look up. * Focus your eyes on where you want to go. * Get ready to explode up high, get ready to take off. * Swing your arms back and up. * Straighten your legs when in the air. * Bend your knees on landing. * Control your body and balance yourself when landing. * Land with feet the width of your shoulders apart.   Revise the components of the vertical jump. Ask students to:   * land with their feet shoulder width apart as a wide base of support. This will enhance stability on landing and maximise the height students will be able to jump * land with their knees bent when they jump * land on the same spot as their take-off.   **Standing long jump.** Students line up along the side of a long jump pit or mats. Students perform a standing long jump - taking off from two feet and landing on two feet. Emphasise a vigorous arm swing, extension of the body and bent legs on landing.  Students perform a standing long jump, taking off from one foot and landing on two feet. Have students concentrate on swinging their arms, driving their free knee and bending their legs on landing.  Students move approximately five metres back from the side of the long jump pit or mats. They walk or jog to the pit, then jump, visualising that they are jumping to grab hold of a trapeze at the circus. Emphasise to students to reach their arms above their head, driving their free knee and bend their legs on landing.  **Long jump relay**. Mark out a 10m long jump run up. Students will land in a long jump pit or on mats marked off in three even zones. Each zone is allocated a different point score e.g. one point if you land in zone 1, two points for zone 2, three points for zone 3. The first zone begins about one metre from the take off area. Place a marker about three metres beyond the end of the last zone.  Students line up at the start of the 10m run up. The first student runs in, jumps, lands in the pit or on the mats, runs around the marker at the end and then runs back to tag the next student in line. Each jump scores points according to the zone landed in. The aim is to score as many points as possible in a set time period.  Ask students:   * How do your arms help you jump? * How do you know which leg is easiest for you to take off from? * How does ‘driving’ you free knee forward make you jump further?   Finishing off  **Leaping long jump.** Students form groups of five and set up six ropes, spread about one metre apart. Students jump over the ropes and land softly on both feet. As students complete each sequence they can move the ropes further apart depending on the ability levels of the students.  **Jumping Jo.** Select one student to be ‘Jumping Jo’. This student performs a number of jumping actions and the other students imitate. The jumping actions could include frog jumping and jumping forwards, backwards and sideways. This continues until Jumping Jo stands still and claps hands. On this signal, the other students jump away as Jumping Jo tries to tag one of them. The student who is caught becomes Jumping Jo for the next game.  **Rope jump**. Students work in groups of four with a skipping rope each. They start by skipping individually focusing on jumping over the rope and landing on the balls of their feet. They then try to skip in time as a group.  **Sergeant jump.** Students work in pairs. Each pair lines up along a wall with a piece of chalk in the hand closest to the wall. They take turns to perform a vertical jump and, at the peak of the jump, make a chalk mark on the wall. Pairs should rotate so that both students get a turn. Students try to beat their previous best mark.  **Marker jump.** Students work in pairs with six markers. The students take turns to arrange a jumping path for their partner. Students set up their markers so that their partner jumps in different directions and over different distances. Swap roles.  **Leaping long jump**. Students form groups of five and set up six ropes, spread about one metre apart. Students jump over the ropes and land softly on both feet. As students complete each sequence they can move the ropes further apart depending on the ability levels of the students. | Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the vertical jump.  For safety when performing high jump:   * ensure that where the landing area consists of several mats, they are held firmly together with straps or ties and the whole area is covered with a one-piece overlay * ensure mats are carried by handles at the side and not carried aloft on backs, shoulders or head * ensure run-up and take-off areas are level, dry and free from slippery material * specific take-off points should be identified and insisted upon to avoid landing off the mats * the high jump uprights must be sufficiently stable to avoid falling on to the mats during the course of a jump.   High jump landing mats should:   * cover an area of approximately 3600mm x 2400mm with height from floor of 600mm * be linked together to avoid separation   **Assessment strategy**  The teacher:   * observes students performing the jump in a variety of games and activities * asks questions to assess understanding of the jump and its use in activities   **Assessment criteria**  The student:   * keeps eyes focused forward or upward throughout the jump * crouches with knees bent and arms behind the body * has forceful forward and upward swing of the arms * lands on the balls of feet * has a controlled landing * moves in ways that demonstrate understanding of the rules of the activity * persists in a range of physical activities regardless of success * follows instructions rules and safety procedures in physical activities   The above criteria relates to outcomes GSS 1.8, MOS1.4, V5 and Physical Literacy continuum markers from Movement Competencies, Tactical Movement, Motivation and behavioural skills and Personal and social attributes. |
| Week 5 and 6  Equipment: Whistle, class set of tennis balls/softballs, 6 medium sized balls, hoops/ buckets, shot puts, markers, 6 discus, 30 hoops  Focus: Shot put, discus   * Athletics – throwing: shot put, roll/sling a discus * Locomotor skills – running * Playing the game – effort and practice, safety considerations | Getting started – Huff and Puff activities  Octopus tag. Mark out a designated area for students to run between, e.g. a court or half a soccer field. One student is chosen to be the ‘octopus’. The other students line up on one side of the area. On ‘Go’ the students run to the other side of the area trying not to get caught. Those that are caught become one of the arms. They stand where they were caught and try to tag the remaining students with their arms, without moving their feet.  Whistle command. Mark out a square playing area. Students spread out evenly around the perimeter. Decide on activities to do on the teachers command e.g. one blow of the whistle – three star jumps; two blows of the whistle – jog on the spot; three whistle blows – change direction. Have students jog around the outside of the area in the same direction. The teacher gives the commands and the students perform the designated exercises. Other locomotor movements can also be used e.g. skip, side gallop, jump.  Hoop island. Mark out a playing area and scatter hoops randomly around the area. All students start in a hoop except three students who are nominated as ‘taggers’. The taggers chase the students as they move from hoop to hoop. Students can only stay in a hoop for a short time (e.g. 3 seconds) before moving on. Any student who is tagged becomes a tagger.  Copycat. Students find a partner and move to a free space. Ask the students to decide who will lead and who will follow. On a whistle, the leader moves around the area performing different movements for the other student to follow. The student following should stay as close to the leader as possible performing identical movements. On the next whistle students switch roles with their partner. Some examples of movements that students could perform include running, leaping, dodging, hopping, jumping, side galloping and skipping.  Speed gate. Organise class into teams of three or four. Provide each team with a medium sized ball. Place markers in a line three metres from a wall to form “gates” for the students to roll the ball through. Mark a line two metres back from the “gates” as the throwing line. On a start signal, the players at the front of each team roll their ball along the ground towards the wall – making sure the ball passes through their “gate”. The ball must be rolling before it passes through the gate. The first ball to hit the wall scores a point. The next player in line runs from behind the throwing line to retrieve the ball and then returns to wait for the next start signal.  Mice, cats, dogs. Mark out a large rectangular playing area. Students line up at one end of the playing area. Three students are given braids and nominated as the ‘farmers’ who stand in the middle of the area. All of the other students are ‘mice’. To start the game one of the farmers calls ‘Mice’ and all students attempt to run across to the other side without being caught. Any mice caught become cats and any cats caught become ‘dogs’. To start the next round a farmer calls ‘Mice and they run as a group, then ‘Cats’ who run as a group, then Dogs’. Dogs that get caught become farmers and wear a braid. The game continues until all of the students are farmers.  **Practicing and developing the skill – Shot put**  Provide each student with a small ball e.g. tennis ball or softball.  **Grip**. Demonstrate the correct grip for holding a shot. The correct grip is for the shot (ball) to be held at the base of the fingers with three fingers behind and the thumb and small finger to the respective sides.  **Positioning**. Teach students the correct positioning of the shot before they perform a put. The correct position is to hold the shot against the neck, under the jaw in front of the ear (next to the windpipe).  Students put the shot (ball) into the ground approximately one metre away. Emphasise the correct grip and make sure the throwing hand follows the shot (ball) through towards the ground.  **Stance**. Students practise a full standing throw without a shot. Make sure students are standing side on. They then pivot their back foot to turn their hips and chest to the front, while transferring their weight from the back to the front foot. The throwing arm extends in a powerful “punching” action, pushing the shot away from the neck. The shot is delivered from a tall, standing position and the thrower watches the shot’s flight.  **Accuracy test**. Students perform a full standing throw to a target for accuracy. Line students up behind a line or markers. Place targets (hoops or buckets) a few metres from the throwing line. Provide the students with shots if available, or a softball. Students practise putting the shot to the targets using the technique outlined previously.  **Shot put point score**. Students work in pairs or small groups, lined up behind markers that are spaced about two metres from each other. Provide each pair or group with a shot. Place markers along the side of the area being used. Each marker denotes a point score from one to five. The students put the shot as far as possible onto the playing area. Points are scored according to where the shot lands. Students can keep a personal on group score.  Ask students questions like:   * How is putting a shot different from throwing a ball? * Why do you need to stand side on? * How do your legs help you to put the shot? * Why is it important to use the correct technique?   **Practising and developing the skill – Discus**  Organise the class into groups according to how many discus are available.  Demonstrate to students the correct grip for holding the discus. Frisbees, flying rings or other equipment can be used.  The correct grip is:   * Discus flat against the hand * The pads of fingers over the rim * The thumb rests on the back of the discus and doesn’t go over the edge   To help the students become familiar with the correct discus release, have them pretend the discus is “water over a waterfall”. To do this, the students hold the discus upright and let it roll over the index finger so it lands in front of their feet on its edge.  Students can then roll the discus at a target, practising the correct release over the index finger; control and accuracy of the discus and an extending their arm on release.  **Climb the ladder.** Organise the class into groups of five. Construct a ladder in front of each group by placing six hoops in a line on the ground. Provide each group with at least one discus, and each student with a marker. Place all markers next to the first hoop in the line.  To play the game, the first student in each team attempts to toss the discus underarm and land it on the full, on its edge, in the first hoop. If they are successful they move their marker to the second hoop in line, indicating that this will be the hoop they are next aiming for. When they have their next turn, they attempt to land the discus in the second hoop, and so on until they reach the last hoop. If they miss the hoop at which they are aiming, they must continue to land the discus in this hoop, with each successive turn, until it is achieved. The students in each team take turns in order.  Ask students questions like:   * How do you hold the discus? * How should you stand when you throw a discus? * Why is it important to get the discus to land on its edge?   Have students practise throwing a discus for distance, using the techniques taught during the lesson.  Finishing off  **Cross the line.** Mark out several grass areas with two parallel end lines of markers. Place a marker, tennis ball and cricket bat in the centre of the field. Divide students into teams of four with two teams on each field. Each team takes turns to try to hit the ball off the marker and across the opponents’ end line. The students on the opposing team attempt to stop or field the ball. A point is scored if the ball crosses the opponents’ line between the markers. Hits are alternated between teams.  **Over the swamp**. Use markers to make two horizontal lines about twenty metres apart. All students stand behind one of these lines, except the two students who are taggers’ who stand in the centre between the two lines. When the taggers call out ‘over the swamp’ the other students must run to the end line. The taggers attempt to catch them. Those caught join the other students in the centre. This continues until all students are caught.  **Five passes**. Students are divided into teams of six with a hockey stick each. Mark out several rectangular playing areas and place a tennis ball in each area. The aim of the game is to get five accurate passes between the members of the team.  **Catch up.** In groups of 8-10, students form a circle. Two leaders stand in the centre of the circle back to back, with a ball each. The leaders throw their ball to each student in their group as quickly as possible. The aim of the game is for one ball to catch up to and go passed the other.  **Everyone for themselves.** Mark out a large rectangular playing area. Students scatter throughout this area. To begin the game three soft balls are tossed into the playing area. Any student may try to grab a tossed ball. The student with the ball has three seconds and may take three steps in any direction before throwing the ball at another student. The ball must hit below the waist. If a student is hit, they run a lap around the outside of the playing area and then return to the game. A loose ball may be picked up by any student after it is thrown. | **Safety considerations**   * heck discuses, and withdraw from use those with cracked rims or loose centre screws * transport shots in sturdy containers and give due consideration to limiting the total mass * use a throwing and a retrieval command * make sure the students who are waiting their turn stand well behind the throwers * if the throwers are placed far enough apart, it is safe for an entire row to throw on your command * the rotational throwing technique should only be carried out by a qualified athletics instructor. * For group instruction in the standing throw ensure:   + throwers are at least 5 metres apart   + left-handed throwers are placed on the left side of the group   + where a protective cage or barrier is unavailable, ensure that other students are at least 20 metres behind and to the non-throwing side   + ensure discuses being returned to the throwing area are carried not rolled.   **Assessment strategy**  The teacher:   * observes students performing the skills * asks questions to assess understanding of the tactics used to propel the object with technique and control, accuracy and maximum force   **Assessment criteria**  The student:   * demonstrates correct grip, stance and follow through for the throwing technique and object * propels an object in an intended or nominated direction while stationary * varies force and direction * identifies how and where to propel the object * persists in a range of physical activities regardless of success   The above criteria relates to outcomes GSS 1.8, MOS1.4, V5 and Physical Literacy continuum markers from Movement Competencies, Tactical Movement, Motivation and behavioural skills and Personal and social attributes. |