Athletics - Stage 1

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

ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health

GS1.8 Performs fundamental movement skills with equipment in minor games

MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations

Physical literacy continuum markers (Cluster 2)

Movement competencies

* Demonstrates stable head and trunk position while moving
* Demonstrates correct coordination of arms and legs to propel the body

Tactical movement

* Participates within the rules of physical activities

Motivation and behavioural skills

* Participates in a range of physical activities regardless of success

Personal and social attributes

* Follows instructions, rules and safety procedures in physical activities
* Uses equipment appropriately and safely in physical activities
* Demonstrates cooperative behaviour towards others during physical activity

Lesson overview

| Week and focus | Learning experiences | Planned assessment and teaching notes |
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| Week 1  Equipment: 8 markers, 4 relay batons  Focus: Running   * Athletics – running: distance shuttle relay * Locomotor skills – running, jogging * Games – minor games: running * Playing the game – cooperation; effort and practice | Getting started - Huff and puff activities  Run on the spot. Students stand in a designated area. The emphasis of this game is on short bursts of vigorous activity. Have students jog on the spot and then call an ‘on the spot’ variation. Variation activities should only last about 15 seconds. Some variations can include: fast jogging, high knee lift, heels to bottom, swinging arms, jumping, star jumps, skipping on the spot, the twister, clap hands over head, clap hands under knees, crazy dancer.  Skill development activities  Set up a line of markers approximately two metres apart. Have students march over the line of markers with their hands on their hips, and then marching tall and straight with their arms extended over their heads. Emphasise still heads, straight tall bodies and high knee lift.  Demonstrate the correct use of their arms when running. Use the teaching cue ‘bend your elbows and swing your arms’. Have students sit in a ‘tall’ position and use their arms slow and then fast. Students then stand in a ‘tall’ position and repeat arm movements. Make sure students keep their head still and look to the front, keep their bodies straight and their shoulders still and bend their arms.  Running game. Divide class into teams of four to six. Line up each team behind a marker. Place another marker 10 – 15 metres in front of each team. Give each team a relay baton. The students run up to the marker, touch the marker with the baton, then run back to their team and pass the baton to the next person in line. The relay is finished when each team member has had their designated number of turns.  Baton relay. Keep the students in teams as in the previous activity. One half of the team lines up behind a marker and the other half of the team lines up behind a marker 15 – 20 metres in front. Each team has a relay baton. On a signal, 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 has a turn.  To help students remember where they have to run and to avoid confusion, have each team stand behind different coloured markers and give each team a baton that is the same or a similar colour to their markers. Place the teams far enough apart to help avoid collisions.  Running circuit. Set up a circuit of activities to practise the components of the sprint run. Activities to emphasise the introductory components can include:   * stepping in hoops, * stepping between ropes * stepping over markers * running fast between markers   Make sure there is enough space between each activity so there is no interference between groups.  Ask students questions like:   * Why is it important to keep your head and shoulders still? * How does bending your arms help you to run? * Why is it important to lift your knees high? * How can you make sure you run in a straight line?   Finishing off  Frost and thaw. One student is ‘frost’ and is the chaser. Another student is ‘thaw’. Frost tries to tag as many students as possible. When tagged, they must freeze on the spot. Thaw can melt the frozen players by touching them. They can then rejoin the game. | The skill development activities focus on the following components of the sprint run.   * High knee lift (thigh almost parallel to the ground). * Head and trunk stable, eyes focused forward.   The second activity focuses on the following components of the sprint run.   * Elbows bent at 90 degrees. * Arms drive forward and back in opposition to the legs. |
| Week 2  Equipment: 4 markers  Focus: Sprinting   * Athletics - running: standing start, sprinting * Locomotor skills – running, jogging * Games - minor games: running, cooperation * Playing the game - safety in play; effort and practice | Getting started- Huff and puff activities  Let’s go. Mark out a square playing area approximately 20m x 20m. Students scatter within the designated area. On the teachers call, students respond in the appropriate way.  Some commands can include:   * “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 perform a warm-up exercise e.g. jog on spot * “On your mark” – Students perform an “on your mark” position * “Personal best” – students jump up and down.   Skill development activities – standing start  Students line up in four groups behind a starting line. Place markers 10 metres from the start line. Demonstrate and explain a standing start. Students will attempt the start and sprint 10 metres on the teacher’s signal.  Use the following teaching cues to teach the standing start:  “On your marks”   * place forward foot behind the line; pointed directly down the track * have the other foot back; with heel lifted, pointed directly down the track * place feet shoulder width apart.   “Set”   * bend at hips and knees * put opposite arm and leg forward * look at the ground, one metre in front of feet   “Go”   * look ahead * make your feet follow an imaginary line.   Storks and stallions. Mark out a 20m area. Line two teams of students up in the middle of the area, facing away from each other. One team are the “storks” and the other team are the “stallions”. The teacher calls “On your marks….set….” and then calls “storks” or “stallions”. The team that the teacher calls must race to a designated line. The other team must freeze in the set position. The teams then return to their original starting position to play again.  Skill development - Practising the sprint run  Demonstrate the sprint run to the students, outlining the following components.  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.  Line students up behind a starting line and mark another line about 20m in front. Have students practise sprinting from one line to another. Provide students with a focus e.g. “This time I am looking for high knees. Focus on landing on the balls of your feet”.  Finishing off  Ask students questions like:   * Why is it important to land on the balls of your feet? * What makes it easier to run in a straight line? * How do your arms help you run? * What should you be doing with your knees when you run?   Circle chase. Students form a large circle. Give each student a number; one, two or three. Call “On your marks …. set….” and then one of the numbers. Students with this number must sprint around the outside of the circle in an anticlockwise direction and back to their starting place. Students attempt to be first back to their place.  Make sure students only overtake other runners by passing them on the outside. Players not running must not interfere with the runners as they go by. | Assessment strategy  The teacher:   * observes students performing the sprint run.   Assessment criteria  The student:   * has head and trunk stable * eyes focused forward when running * lands on the balls of the foot * drives arms forward in opposition to the legs.   These criteria relate to outcomes GSS1.8 and ALS1.6  Use the following teaching cues;   * Lift your knees high. * Bring your heel close to your bottom. * Look ahead. * Make your feet follow an imaginary straight 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.   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. |
| Week 3  Equipment: Class set of bean bags, long jump pit or grassed area  Focus: Long jump with run up   * Athletics - jumping: long jump with run up * Locomotor skills – jumping, leaping * Games - minor games: cooperation * Playing the game - fair play; effort and practice | Getting started – Huff and Puff activities  Bean bag boogie. Mark out a designated playing area approximately 20m square. Scatter bean bags around the playing area – one for each student. Students stand with one foot on their bean bags. On a signal (whistle), students leave their bean bag and move randomly within the playing area performing a locomotor movement selected by the teacher or a leader e.g. skipping, hopping, and jumping. When the whistle is blown, the students must find a different beanbag.  Skill development - Practising the vertical jump  Demonstrate the vertical jump to the students outlining the components of the vertical jump.  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.   Demonstrate the correct jumping technique to the students, emphasising a safe, soft, controlled landings with bent legs not backs and with arms reaching above the head to clap.  Students perform the following jumps from the side of a long jump pit. If a pit is not available, mark a line on a grassed area.   * Two feet to two feet * Multiple standing long jumps across the pit or area * Jump the river – one foot to two feet * Jump and clap – students jump and clap with their arms extended above their heads * Jump, clap and hand prints – following a clap above their heads, students squat down to make hand prints in the sand (grass) on either side and just in front of their feet.   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.  Wave jumping. Students work in groups of four or five. Two students turn the rope and the other students take turns to jump. Students should try both starting at the rope and running in to the turning rope. They should practice jumping individually, as a pair or as a group. Students should take turns to skip and turn the rope.  Finishing off  Ask the students questions like:   * How does jumping high help you to jump further? * How do your arms help you jump? * Why should you look ahead and not down? * Why is it important to land softly (on the balls of your feet)?   Jumping game. Place numbered markers along the side of the long jump pit or grassed area. Line the students up 10m back from the end of the long jump pit or grassed area. One at a time students run in and jump as far into the pit or grassed area as possible. The students score points according to the marker next to where they land. | The vertical jump is a fundamental movement skill that is similar in its components, preparation and landing as for long jump.  The skill components for the vertical jump are:  1. Eyes focused forward or upward throughout the jump.  2. Crouches with knees bent and arms behind the body.  3. Forceful forward and upward swing of the arms.  4. Legs straighten in the air.  5. Lands on balls of the feet and bends knees to absorb landing.  6. Controlled landing with no more than one step in any direction.  These activities aim to encourage the students to use their arms to help them jump.  Assessment strategy  The teacher:   * record student ability to perform a vertical jump   Assessment criteria  The student:   * keep eyes focused forward or upward throughout the jump * crouch with knees bent and arms behind the body   These criteria relate to outcomes GSS1.8 |
| Week 4  Equipment: Long and short skipping ropes, high jump stand, crash mat, flexi bar or length of strong elastic  Focus: Scissor jump   * Athletics – jumping: scissor jump for height * Locomotor skills – jumping * Games – minor games: cooperation * Playing the game - cooperation; effort and practice | Getting started – Huff and Puff activities  Jumping square. Mark out a square playing area about 10m x 10m. Students stand evenly around all sides of the square. Number opposite sides ‘one’, and the other two sides ‘two’. Alternatively select names related to themes being studied in class or names of sporting teams. When the call of “one“ is made, all students on these two lines jump across to the opposite line without touching. When the call of “two” is made, the other lines jump across without touching. When the call of “three” is made, all students jump to the opposite side without touching. To vary the activity use different locomotor movements e.g. walking, hopping, skipping.  Heroes and Villains. Students are in lines of five to six holding hands at shoulder level. When they are holding horizontal lines they are called ‘lanes’ and when they are holding vertical lines they are called ‘streets’. One student is a ‘hero’ and another student is a ‘villain’. On the signal the hero chases the villain up and down the lanes, but when streets are called, students turn to hold hands vertically. If the hero catches the villain they swap with other students. When students are confident playing the game ask more heroes and villains to run at the same time.  Skill development activities  Demonstrate a scissor jump to the students. An older student could be used to demonstrate. To perform a scissor jump; lift both your legs forward in a scissors action; lift your leg up and over an imaginary line.  Emphasise that the leg closest to the ‘fence’ goes over first. Students must land on their feet in a standing position.  To ensure safety use a jumping signal i.e. students may not jump until the teacher has given a signal.  On the spot, students attempt a scissor jump. Try leading with each leg.  Place skipping ropes lengthways on the ground. Students take turns to scissor over the ropes. Emphasise that the closest leg to the rope goes over first and that both legs go to the front. Have students practise scissor jumping while leading from both legs.  Scissor jump relay. Organise the class into even teams and place them in shuttle relay formation i.e. with one half of the team at one end and the other half of the team at the other end. Lay out long skipping ropes length ways between the teams. On ‘go’ the first runners complete their leg of the relay, scissor jumping over the ropes as they make their way to the other end. Students take a weaving path over the rope which encourages them to lead with both their right and left legs. When they get to the end the next student has a turn. The relay is complete when all team members have had a turn.  Jumping game – Electric wire. Set up high jump stands using a high jump flexi bar (electric wire). If a flexi bar is not available use a strong piece of elastic. Two chairs or posts could be used instead of the high jump equipment. Place a crash mat on the other side of the bar. Line up half of the class approximately five metres away preparing to approach the bar from one side while the other half of the class is lined up from the other side. On the teacher’s command, the students attempt to run in and scissor jump the ‘electric wire’. The bar begins at mat height and is increased in height as students gain skill and confidence. Once a student has a jump, they proceed to the other line in preparation to approach from the other side allowing them to lead from the other leg.  Ask students questions like:  - Which leg was easiest for you to jump from?  - Which direction do your legs have to go?  - What made it easier for you to scissor jump?  - Why is this type of jump called a scissor jump?  - How did you feel when you made it over the flexi bar or elastic without touching it?  Finishing off  Jumping lines. Using lines marked on the playground or the skipping ropes used in the previous activities, have students find a line or rope and jump to and fro sideways. Their feet must be together and cannot touch the lines. | Assessment strategy  The teacher:   * observes student’s participation in activities * observes student’s interaction and cooperation during activities.   Assessment criteria  The student:   * takes part in different games willingly * cooperates with others when playing games * moves in relation to others in personal and imposed space * demonstrates a general awareness of how basic movement skills apply in play * responds to verbal and non-verbal cues   These criteria relate to outcomes ALES1.6, GSES1.8, INES1.3, MOES1.4 |
| Week 5  Equipment: Class set of beanbags, 8 medium sized balls, hoops, buckets or boxes – one between two students  Focus: Throwing - Push a shot   * Athletics – throwing: push a shot * Object control skills – throwing * Games – minor games: cooperation * Playing the game - fair play; effort and practice | Getting started – Huff and Puff activities  Throw it. Divide class into two teams. Teams face each other across an area marked by lines about one metre wide (no-persons land). Each student has a scrunched-up paper ‘ball’. On a signal, students throw their paper ball over the no-mans land in the direction of the other team. After a set time period e.g. one minute, the balls are counted to see who has the fewest balls.  Skill development – push the bean bag  Demonstrate the pushing action to be used. To push the bean bag extend the arms forward and then release. This is different to a throw. To throw a ball or bean bag, the throwing arm moves in a downward and backward arc; the thrower steps towards target area with foot opposite throwing arm and the throwing arm follows through, down and across the body.  Pair students up and provide each pair with a bean bag. One student pushes the bean bag while the other waits their turn. Have the students attempt to push a bean bag with two hands from the chest from:   * a sitting position * a kneeling position * a standing position   Emphasise a pushing action and make sure the students hold the bean bag in their fingers, not in the palm of their hand.  To develop a one hand putting action, have the students push the bean bag from next to their neck into the ground approximately one metre in front of them. Demonstrate to students.  Ensure students put from the neck (under the jaw, in front of the ear, next to the windpipe). Make sure they use the pushing action, and don’t throw the beanbag. Elbows should be held up and away from the body and the hand and fingers should follow the shot (bean bag) towards the target.  Throwing game – Target throw. Students line up in pairs behind markers. One student from each pair stands behind the marker, facing their target which is placed about five metres away. Targets could be hoops, boxes or buckets. The other student stands behind, awaiting their turn. On a signal, students attempt to land the bean bag in the target, using a pushing (putting) action. Emphasise a correct pushing action –bean bag held in the fingers not in the palm of the hand next to the neck, under the jaw, in front of the ear; hands ‘reach out’ to the target; side on stance; point at target with the non-throwing hand to assist with balance.  When students are comfortable with the putting action, teach the students a simple ‘turn and push’ action for putting the bean bag. Demonstrate this action. Tell them to look at the target and then turn their belly button to the direction of the throw just before putting the bean bag. Students then attempt to put the bean bag into their target using this technique.  Ask:   * What is the difference between throwing a bean bag and pushing (putting) a bean bag? * Which athletics event are these activities related to? * Is it easier to push the bean bag with one hand or two hands? * Is it easier to stand side on or front on? Why?   Finishing off  Shuttle ball. Place students in teams of three or more. Use markers, skipping ropes or tape to identify two lines approximately three metres apart. One student stands behind a line. The rest of the team stands in a line on the opposite side. The first student in the line throws the ball to the player on the other side and then runs across to be behind the player who has just received the ball. The player who has received the ball throws it to the next player and so on. | To ensure safety, place throwers a minimum of two metres apart. Use a throwing command and a retrieval signal. |
| Week 6  Equipment: 60 beanbags, 6 hoops, 6 Quoits  Focus: Throwing – Sling a hoop or quoit   * Athletics – throwing: sling a hoop or quoit * Manipulative skills – throwing * Games – minor games: cooperation * Playing the game – safety in play; effort and practice | Getting started – Huff and Puff activities  Collect the bean bag. Place a hoop in the centre of a 20m square with a variety of about 60 bean bags, balls or other objects in the hoop. Divide class into groups of three or four. Place a marker for each team on the outside of the square. To play the game, one player from each group runs to the hoop and collects one bean bag. They throw it back to the next person in their group, who collects the bean bag and then runs in to get another bean bag. The aim is to collect the highest number of bean bags.  Skill development  Mark out ‘lanes’ with ropes, chalk or markers. Line students up at either end of the ‘lanes’. Students roll a large ball along the lane to the students at the other end. Demonstrate to students. Instruct them to keep their eyes on the target, swing the ball down and forward with “long” arms and to step through to the target.  Place a hoop in the centre of the ‘lane’. Have students attempt to land the ball in the hoop using an underarm two-handed throw. Students should be encouraged to “Watch the hoop/quoit fly” and to try and make it fly flat and straight.  Students line up behind a marker in groups of two or three making sure that students are spaced widely enough apart so that there is no chance of a student being hit by another student’s hoop or quoit. Provide each group with a small hoops or quoits. Students take turns to toss the hoop or quoit using a side arm sling. The hoop or quoit should land on its edge. Instruct the students to use an overhand grip; to grip the edge of the hoop or quoit closest to them; to have a “long” extended throwing arm and to follow through well beyond release. Students can attempt a side arm sling from a sitting position and a standing position. Encourage throwing for accuracy rather than distance.  Throwing game – Hoop quoits. Place students in groups of three or four. Provide each group with a hoop. In front of each group, place a target e.g. a witch’s hat, at an achievable distance. The students attempt to sling the hoop and land it over the target as in a game of quoits. Points are gained for each successful throw.  Finishing off  Ask students questions like:   * Was it easier to sling the hoop/quoit from a sitting or standing position? * Is it easier to throw when standing front on or side on? * How was the action used when rolling the ball similar to the action used when throwing the quoit or hoop?   Throwing tag. Mark out a large rectangular playing area. All students get a soft ball that they place somewhere on the perimeter of the playing area. Four students are nominated as ‘taggers’ and the other students spread out in the playing area. On a whistle the students run around in the space whilst the taggers attempt to catch the other students by overarm throwing the ball to tag them below the waist. If students are tagged they become a tagger. |  |