

THE LESSENS PLANS

A collection of twenty-seven ready to
implement lesson plans for teachers



Jetstar★



Lesson Plans

- Running
 - Lesson 1
 - Lesson 2
 - Lesson 3
- Jumping
 - Lesson 1
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- Throwing
 - Lesson 1
 - Lesson 2



Running Lesson Plan

Sprinting technique
Standing starts
Shuttle relays
Introduction to hurdling



Ground markers x 30
Skipping ropes x 10

Warm Up

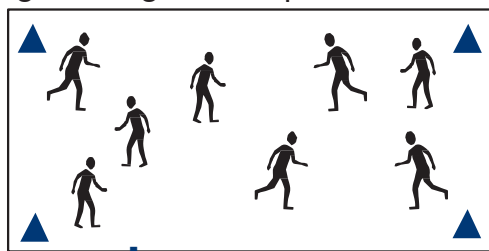
1. Group Game: "Exercise Immunity Tag"



Create a square playing area with ground markers. The children randomly scatter within the playing area. Select one or more "taggers".



This is played as traditional game of tag, however players can be "immune" from being tagged if they are performing an exercise selected by the teacher. eg. running on the spot.



Skill Development

1. The children run over a line of ground markers.



Emphasize:

- Rhythm.
- Quick, light feet.
- Active use of arms.

2. The children perform the same drill without the markers over 10 metres.



Hint:

- To prevent the children from racing, and to encourage correct execution of this drill, tell them that they must take a minimum number of steps (eg. twenty) before they reach the other end.

Stage 2

Running Lesson Plan

Lesson 1

1. The children perform the following novelty starts over 20 metres:

a) Falling starts - The children stand with their feet together and lean forward until balance is lost. The child then accelerates at full speed, running 20 metres.



Emphasize:

- Lean forward from the ankles; body straight.
- Lean forward as far as possible without falling over.

b) Rolling starts - Very similar to the falling start, however performed from the "set" standing start position.



Emphasize:

- Opposite arm and leg forward.
- "Roll" as far as possible without falling over.
- Drive arms.

2. Revise correct standing start and attempt.

Emphasize:

- i) "On your marks"
 - One foot forward - behind, not on line; pointed directly down the track.
 - Other foot back, heel lifted, pointed directly down the track.
 - Feet shoulder width apart.
- ii) "Set"
 - Bend at hips and knees.
 - Opposite arm and leg forward.
 - Vision at ground, one metre in front of feet.
- iii) "Go"
 - Drive arms and legs

Running Game

1. Game: "Circle Chase"



The children form a large circle facing in an anti-clockwise direction. Each is given a number "1" or "2" or "3".



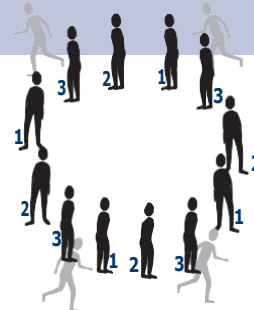
The teacher calls out "On your marks . . . "Set" . . . and then one of the above numbers. Players of this number must sprint around the outside of the circle and back to their place again. The children attempt to be the first back to their place.

Stage 2

Running Lesson Plan Lesson 1

Safety:

Instruct the children to only overtake other runners by passing them on their outside. Children not running must not interfere with runners as they go by.



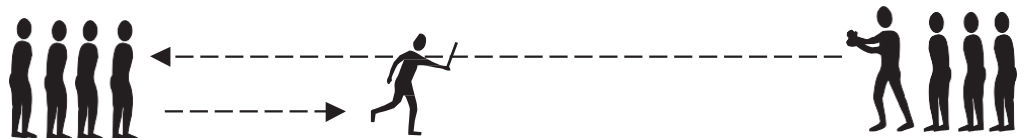
2. Game: "Shuttle Relay"



Select teams of 4-6. Children line up in teams behind a ground marker. Half of each team is sent to line up behind a marker 15-20 metres away, facing their teammates. Each team is given a relay baton.



On a signal, the first child in each team runs with the baton down to the other end. On reaching the other end, they pass the baton to their teammate, who in turn, runs back to the other end, passes the baton, and so on. This continues for a predesignated time or number of turns.



Emphasize:

- i) Correct carry of the baton and running action.
- ii) Action of the incoming runner:
 - Baton arm extended as approaching receiver.
 - Run to the side of, not at, the receiver.
- iii) Action of the receiver:
 - Feet in "set" position.
 - Hands in "butterfly" formation.
 - Arms extended in front of chest.

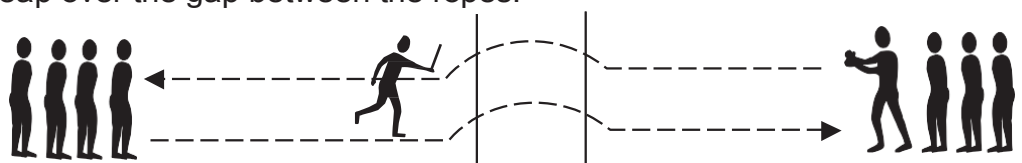
3. Game: "Jump the River Relay"



Organize the children into a traditional shuttle relay formation with two skipping ropes placed one metre apart in the path of each team.



Conducted as per a traditional shuttle relay, the children must hurdle or leap over the gap between the ropes.



Running Lesson Plan



Introduction to circular relays



Ground markers x 20

Relay batons - up to 15

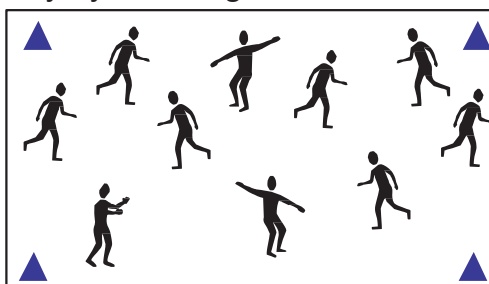
Warm Up

1. Group Game: "Frost and Thaw"



Create a square playing area with ground markers. The children randomly scatter within the playing area. One player is selected as "Frost"; another player is selected as "Thaw". These children are given ribbons or the like to distinguish them from the other children.

The role of "Frost" is to chase and tag as many players as possible. Any player who is tagged by "Frost" must "freeze" on the spot on which they were tagged. The role of "Thaw" is to run about and tag the children who have been "frozen" by "Frost", thus releasing them back into the game. If "Thaw" is tagged by "Frost", then "Thaw" must remain "frozen" for a time specified by the teacher, eg. ten seconds. Play the game for a certain period or until "Frost" has "frozen" all other children. Increase the difficulty by selecting more than one "Frost".



Skill Development

1. Demonstrate the correct baton passing technique with the assistance of some of the children.

Emphasize:

- The receiver extends their hand behind them at just below shoulder height, palm up; fingers together, thumb out to the side.
 - The end of the baton is placed into the receiver's hand using a downward motion.
2. "Link Up" - In teams, the children practice passing the baton up and down their line while:
 - a) Standing still
 - b) Marching on the spot
 - c) Running on the spot



Emphasize:

- Non-visual pass - receiver's eyes to the front.
- Receiving hand held steady.
- Baton to be placed firmly into the receiver's hand. (But not too firmly!).

Hint:

- When the baton gets to the front, simply ask everyone to turn and face the other way. The relay baton is now at the rear of the line and the drill is repeated.

Baton Passing Game

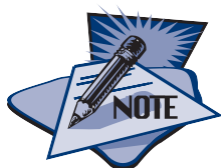
1. Game: "Fast Baton"



Divide the class into teams. The children line up behind a ground marker in their teams. They stand in single file, arms length apart. The person at the rear of the line is given a relay baton.



On "Go", the children pass the baton down the line as quickly as possible, using non-visual exchanges. When the first person receives the baton they must quickly raise it above their head, signaling that they have finished. The first team to do this is the winner.



Disqualify teams for incorrect baton passing technique, visual passes, etc.



2. Game: "Baton vs Runner"



Divide the class into teams of at least six players in each. The teams line up in single file, arm's length apart, behind a marker. The last child in each line is selected as the "runner" and is instructed to stand at a marker an appropriate distance behind the team. (eg. 10 metres). The player 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 effort to beat the baton to this point.

Safety:

Ensure that the teams are spaced wide enough apart from other teams to ensure a safe corridor for the runner.

Stage 2

Running Lesson Plan

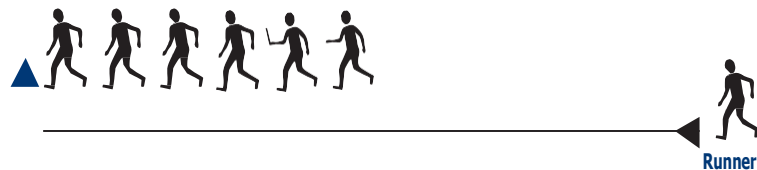
Lesson 2



The more children in each team, the further the runner should have to run. Organize this distance so that the time it takes the runner to reach the front of the line is similar to the time it takes the baton to reach this point.

Alternative:

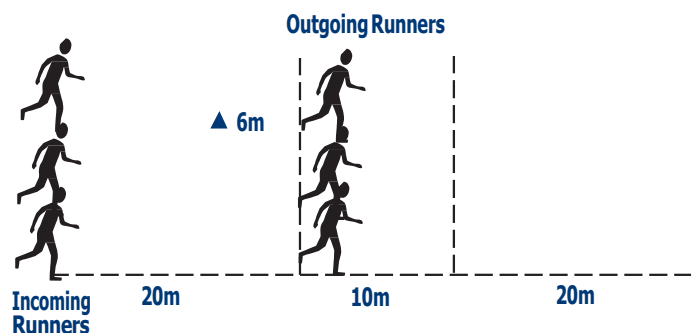
Play this game so that the runner has to be in position at the front of the line to receive the baton when it gets there.



3. Game: "Relay Zone Chase"



Set up a twenty metre relay changeover zone and a ten metre acceleration zone using ground markers. In pairs, the players decide who will be the incoming runner, and who will be 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. As soon as an incoming runner reaches the check mark, the corresponding outgoing runner must turn and sprint as fast as possible towards the end of the twenty metre 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 and "safety" without being tagged.



- Emphasize that the incoming runner must lightly tag their partner on the shoulder, not push them, if they catch up to them.
- The game does not require an athletics track, or even a full oval, to play. The changeover zones may simply be set up on a square playing area.

Stage 2

Running Lesson Plan

Lesson 2

- If space does not permit a 10m acceleration area, the game may be played without it. Simply use the 20m changeover zone as the chasing area. Also, the incoming runner does not necessarily need a 20m run in before reaching the chasing area. Finally, while it is ideal to use a 20m changeover zone, shortening this area by a few metres will not overly affect the game. It should be noted that as the chasing area is decreased, it may be necessary to move the check mark, suggested to be 6m behind the acceleration line, slightly closer to the chasing area.

4. Game: "Relay Zone Race"



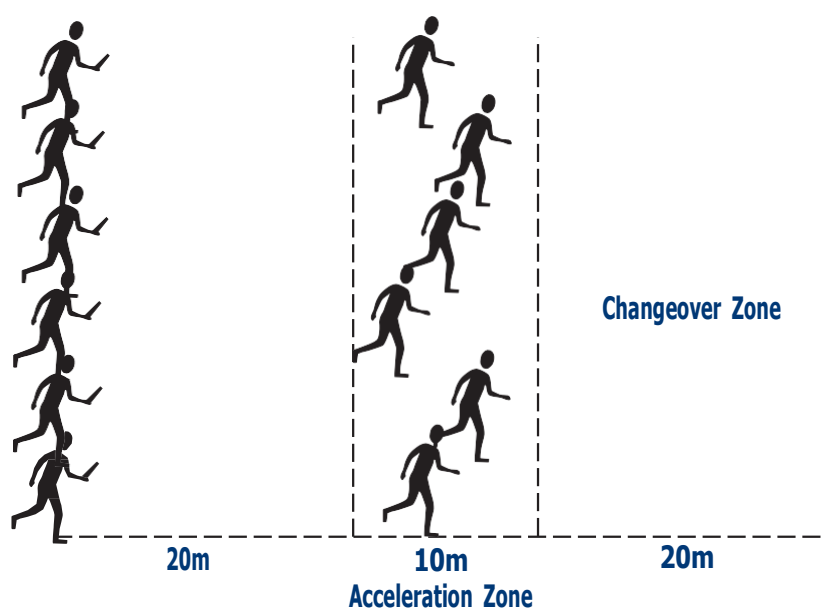
Set up as per "Relay Zone Chase". The outgoing runners can stand anywhere inside the acceleration zone (as per a relay race), however all incoming runners must begin running from the same line 20m behind the acceleration line. Each incoming runner carries a baton.



The aim of this game is for each pair to attempt to be the first to carry the baton past the end of the 20m changeover zone. On "Go", all incoming runners sprint towards the outgoing runners in an attempt to make a fast, smooth baton exchange in the 20m changeover zone. The outgoing runner, on receiving the baton, sprints to the end of the changeover zone, carrying the baton.



Pairs are encouraged to make legal baton changes.



Running Lesson Plan



Introduction to sustained running (Middle distance and cross country)



Ground markers x 20

Relay batons x 6

Warm Up

1. Group Game: "Racing Cars"



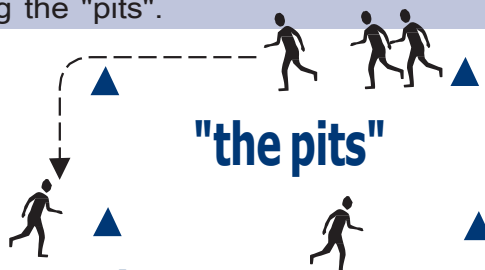
Set up a large square or circular playing area with ground markers. The children spread out evenly around the outside of the perimeter of the playing area.



The children run in an anti-clockwise direction around the outside of the playing area, aiming to complete as many circuits as possible in the time prescribed by the teacher. eg. 5 minutes. Should the children tire, they may step off the track "into the pits" (the inside of the circuit) and continue walking around in an anti-clockwise direction until they are ready to continue running.

Safety:

- Instruct the children to only overtake other children by passing them on their outside.
- Children must not stop suddenly and must carefully leave the circuit if they are entering the "pits".



Skill Development

1. Game: "Continuous Relay"

Divide the class into teams of 5-6. Place 5-6 ground markers at points evenly spread around the track, oval or playing area. Send one child from each team to each of these markers. Each team receives a relay baton, given to the first runner.

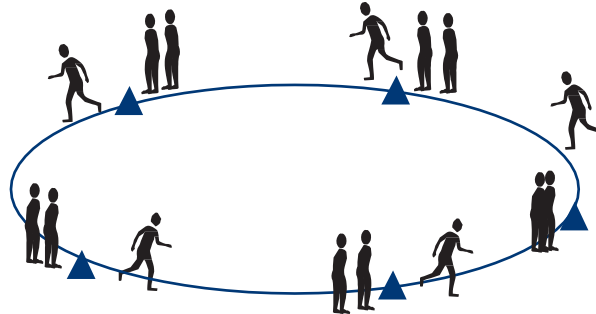
When the relay begins, the baton is simply run and passed around the track for a predetermined time or number of circuits, with each runner completing a leg of the relay on each circuit.

Safety:

- Instruct the children to only overtake other children by passing them on their outside.

Emphasize:

- A smooth, relaxed, rhythmic running style.
- Trying to maintain an even pace.



Running Game

1. Game: "Cross Country Fun Run"



The teacher prepares an activity sheet for each child. The activities selected will depend on the school facilities/environment. A sample list of activities may be:

1. Jog across the oval
2. Jog to the furthest goals
3. Jump and touch the goalpost three times
4. Run around the basketball court three times
5. Jog to the seat under the tree
6. Take a bean bag out of the box and return it to the teacher.

Alternatively, the teacher may post up activity sheets at various points around the course that would explain what activity to do next. (Similar to a traditional "treasure hunt").



The children perform the activities in the order provided. The teacher may ask them to complete one or more circuits, depending on their level of fitness. The children may all begin at the one point, or be spread evenly throughout the circuit to avoid congestion.

To cater for the various levels of fitness contained within a class, the teacher may provide the children with several choices of activities at each station of the circuit. The children could choose a sequence of activities to suit their own level of fitness - similar to a "Choose your own adventure" book.

Stage 2

Jumping Lesson Plan

Lesson 1



Development of long jump skills

Ground markers x 20

Long jump sand pit and rake

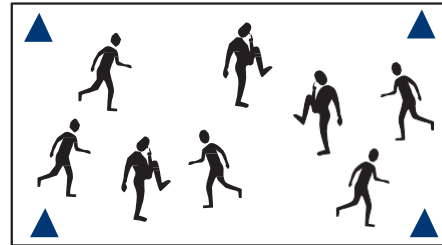
Warm Up

1. Group Game: "Ostrich Tag"



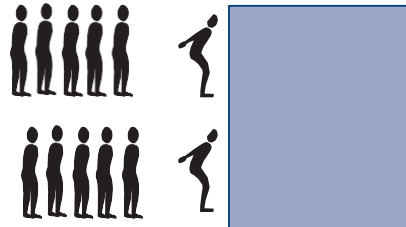
Create a square playing area with ground markers. The children randomly scatter within the playing area. Select one or more "taggers".

This game is played as a traditional game of tag, however children are immune if they are standing on one leg, reaching with one arm under their other leg, and touching their nose with this hand.



Skill Development

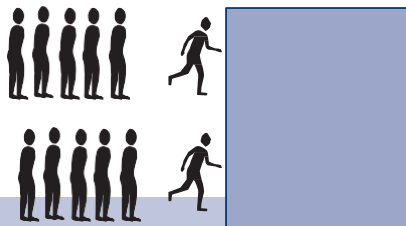
1. The children perform a standing long jump from the side of the long jump sand pit.



Emphasize:

- A vigorous arm swing.
- A vigorous extension of the body.
- Legs bending on landing.

2. The children perform a standing long jump from the side of the long jump sand pit, taking off from one foot and landing on two.



Emphasize:

- A vigorous arm swing.
- A driving of the free knee.
- Legs bending on landing.

Stage 2

Jumping Lesson Plan Lesson 1

"Jump to the Trapeze" - From a walk or jog approach, the children jump, visualising that they are jumping to grab hold of a trapeze at the circus and swinging on it.



Emphasize:

- Reaching of arms above head.
- A driving of the free knee.
- Legs bending on landing.

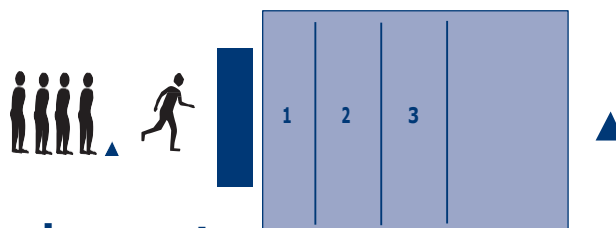
Long Jump Game

1. Game: "Long Jump Relay"

Mark a ten metre long jump run up. Landing is in a long jump pit marked in three even zones. The first zone begins about one metre from the take off area. A ground marker is placed three metres beyond the end of the last zone.

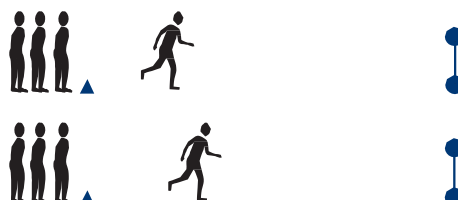


The children line up at the start of the ten metre run up. The first child runs in, jumps, lands in the pit, runs around the marker at the end of the pit, and runs back to tag the next child in line. Each jump scores points according to the zone landed in. See how many points the players can score in a pre-determined time limit. Eg. 5 minutes.



Skill Development

1. Away from the pit, instruct the children in how to measure a long jump run up*. Allow them to practice in small groups, away from the pit.



Stage 2

Jumping Lesson Plan

Lesson 1

2. In small groups, allow the children to perform a full long jump into the pit and measure their performance.



*Measuring a long jump run up:

The aim of measuring an accurate long jump run up is to achieve a take off position as close as possible to the foul line, without infringing on the rules.

1. The teacher decides how many steps the children should take in their run up. (A run up of 11-13 steps is appropriate for this age group).
2. A run up is measured by running the required number of steps away from the pit/take off area to determine the starting point of the run up.
3. a) If using an odd number of steps, the student places their non-take off foot* on the board/mat/take off area and their take off foot behind, facing away from the pit.
b) If using an even number of steps, the student places their take off foot on the board/mat/take off area and their non-take off foot behind, facing away from the pit.
The student then uses a natural running action to sprint away from the pit. The teacher, or a reliable assistant, counts out the number of required steps and places a marker down on the runway when this point is reached. This can be repeated several times to ensure an accurate marking.
4. The child then attempts the run up towards the pit. The run up starting point can then be adjusted as required to ensure an accurate take off point.

*The "take off" foot is the one that will eventually be placed on the board or mat during the take off action (ie. the foot the child "jumps from"). The non-take off foot is therefore the foot that is driven into the air on take off.

Stage 2

Jumping Lesson Plan

Lesson 2



Development of a high jump scissors technique

Ground markers x 20

Skipping ropes x 6

High jump landing area, uprights, flexi bar

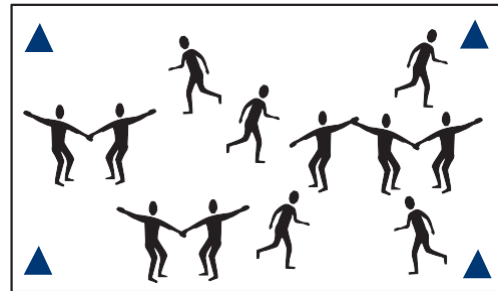
Warm Up

1. Group Game: "Chain Tag"



Create a square playing area with ground markers. Select one or more "taggers". The children scatter randomly within the playing area.

The "taggers" attempt to tag other players. If a player is tagged, they join hands with their tagger, forming the links of a chain. Once a "chain" consists of four people, the chain is split into two and the game continues. Play for a designated time or until all players are part of a chain.



Skill Development

1. "Electric Fence"

The children scissors jump over skipping ropes placed on the ground. ("electric fences").



Emphasize:

- Leg closest to the rope over first.
- Run in and land facing the same direction.
- Both legs lift to the front.

High Jump Game

Game: "High Jump Pointscore"

Set up high jump landing area, uprights and flexi bar. The children line up preparing to jump on their preferred side.

The children attempt to scissors high jump over the flexi bar and onto the mats to score points.

Stage 2

Jumping Lesson Plan

Lesson 2

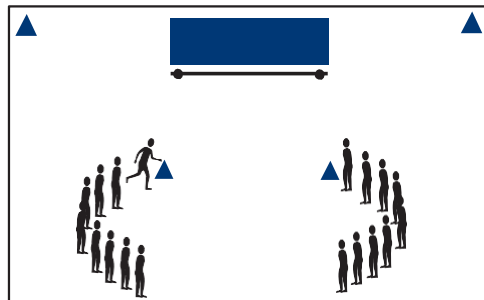
The point score is:

Correct take off foot = 1 point

Upright landing = 1 point

Clear bar = 1 point

The teacher provides feedback to the children on their score. Players keep their individual total, or may add their points to a progressive team score.



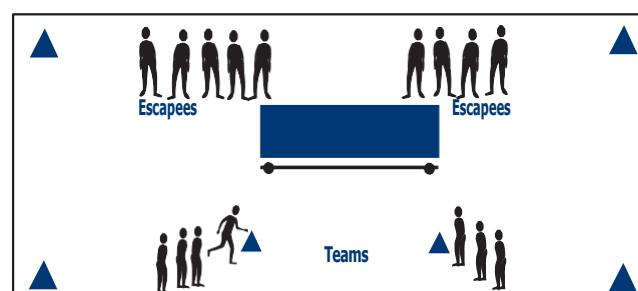
1. Game: "Escape from the space monsters"



Set up all high jump equipment. Divide the group into two teams. Denote each team by colours. Behind the mats, place two rows of ground markers - one colour for each team - so that there is enough markers for each player in both teams.



Explain to the group that they have all been captured by space monsters and are being held in the space monster prison. The only way to escape is to scissors high jump over a electrified fence. (High jump flexi bar). The children jump alternately from each team. If a player clears the bar, they have escaped and must stand next to the first of their team's row of markers behind the mat. Should another child from the same team escape, the first child must move along one marker to allow the new "escapee" to stand next to the first marker. This continues until all players from a team have escaped. If a player touches the bar while jumping, they have set off an alarm and alerted the space monsters, and have therefore not escaped. This person must return and attempt to clear the bar again when it is again their turn. In addition, the person standing next to the first marker behind the mat has not yet got far enough away, and has also been recaptured, and must jump again. All remaining escapees must then move back one marker. The aim of the game is to be the first team to have all team members safely out of prison.



Stage 2

Throwing Lesson Plan

Lesson 1



Development of a standing shot put technique

Ground markers x 20

Shots* of appropriate size (minimum of six - one between two better)

Hoops x 6-15

(*Schools without enough shots can use softballs, etc., to substitute for real implement. Teachers should be aware, however, that the lighter the substitute implement, the more tempted the children will be to use an incorrect throwing arm action.

Warm Up

1. Group Game: "Number Tag"



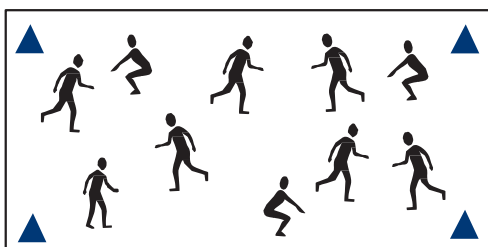
Create a large square playing area with ground markers. Divide children into four teams. Provide each team with coloured ribbons/bibs, etc., so members of each team are easily recognized.



The teams take turns to be "taggers" for one minute. If a child is "tagged" by one of the "taggers", they must perform an exercise (eg. running on spot, sit ups, squats, toe raises, etc.) selected previously by the tagging team, until the minute is up. The game then begins again with a different team as "taggers".

Hint:

If ribbons/bibs are not available, simply ask the tagging team to run around with one hand on their head so that they are easily recognizable.



2. Novelty Throws (for implement familiarisation).

- Children perform a selection of the following novelty throws with the shots: push from chest; caber toss (two handed forward underhand throw); wrong-handed put.

Skill Development

1. Teach the children the correct grip for holding the shot and inspect their efforts.



Emphasize:

- The shot is held at the base of the fingers with three fingers behind and the thumb and small fingers to the respective sides.

Stage 2

Throwing Lesson Plan

Lesson 1

2. Ensure that the children understand the correct positioning of the shot prior to performing a put.

Emphasize:

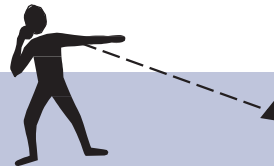
- Shot against neck, under jaw, in front of ear. (Hold shot next to windpipe).



3. The children put the shot into the ground to a target approximately 1 - 1.5m away.

Emphasize:

- Correct grip.
- Throwing hand follows shot towards target; drive shot down to target.



4. The children perform a full standing throw for accuracy to a target.
 - a) Practice first without shot to become familiar with movement.

Emphasize:

- Side-on preparatory stance.
- Pivot back foot to turn hips and chest to front, while transferring weight from back to front foot.
- Throwing arm extends in a powerful "punching" action, pushing the shot away from the neck.
- Deliver shot from a tall, balanced position, watching the shot's flight.



Shot Put Game

1. Game: "Shot Put Point Score"

Organise children in pairs or small groups, lined up behind well-spaced ground markers. Each pair/group is provided with a shot. Place markers alongside the playing area. Each marker denotes a point score from one to five.



The children put the shot as far as possible onto the playing area. They score points according to where their shot lands. (See diagram). The children may keep a personal or a group score.



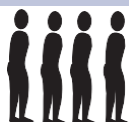
Safety:

Use a throwing and a retrieval command.

Move the children who are awaiting their turn well behind the throwers.

Hint:

If the throwers are placed well enough apart, it is safe for an entire row to throw at once on your command.



▲
1

▲
2

▲
3

▲
4

▲
5

Stage 2

Throwing Lesson Plan Lesson 2



Introduction to the standing discus throw

Ground markers x 20

Discus of appropriate size (minimum of six - more better)

Hoops x 6-15

Warm Up

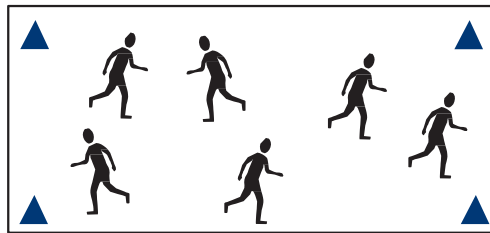
1. Group Game: "Exercise Tag"



Create a playing area with ground markers. Select one or more "taggers". All children scatter randomly inside the playing area.



Play as traditional tag, however if children are tagged, they must leave the playing area, perform an exercise for a predetermined number of repetitions (eg. 5 sit ups, 5 modified push ups, etc.) then return to the game.

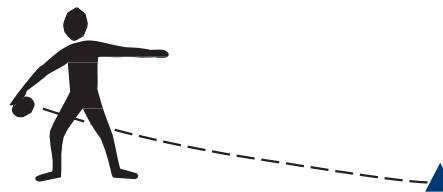


Skill Development

1. Teach the children the correct grip for holding the discus. Children to try.

Emphasize:

- Discus flat against hand.
 - Pads of fingers over the rim.
 - Thumb rests on the back of the discus - does not go over the edge.
2. "Waterfall" - The children become familiar with the correct discus release by pretending the discus is "water over a waterfall". Simply stand, hold the discus upright; let it roll over the index finger so it lands in front of their feet on its edge.
 3. The children roll the discus at a target.



Emphasize:

- Correct release over index finger.
- Control and accuracy of discus.
- A "long" arm on release.

Lesson Plans

- Running
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- Jumping
 - Lesson 1
 - Lesson 2
- Throwing
 - Lesson 1
 - Lesson 2



Stage 3

Running Lesson Plan

Lesson 1



Development of running technique
Introduction to the crouch start

Ground markers x 30

Warm Up

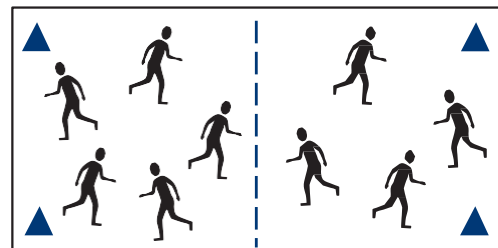
1. Group Game: "Optional Tag"



Divide a square playing area into two halves. Select one "tagger" for each half of the playing area. The other children scatter anywhere within the playing area.



The "taggers" must remain within their half of the playing area. The other children may run anywhere within the playing area. If tagged, a child becomes the new tagger in the half of the playing area in which they were tagged.



Skill Development

1. The children march over a line of ground markers with their hands:
 - a) On their hips.
 - b) On their heads.
 - c) Stretched out to the sides at shoulder level.



Emphasize:

- Upper body control.
- Stepping over the opposite knee.

2. Attempt the same as above, but stepping quickly (running), maintaining upper body control.
3.
 - a) The children sit down in a "tall" position and practice the correct use of their arms.
 - b) Ask them to swing their arms quickly while maintaining sound posture and arm control.



4. The children run over the markers, using their arms, maintaining a sound technique.

Emphasize:

- Light, rhythmic steps.
- Bent swinging arms.

4. Instruct the children in how to perform a crouch start.

Emphasize:

"On your marks"

- Front foot a forearm's length behind the line (finger tips to elbow).
- Knee placed on ground next to toes of front foot.
- Fist-width between foot and knee.
- Hands shoulder-width apart; behind, not on line.
- Head down; vision down.



"Set"

- Raise hips slightly higher than shoulders.
- Front leg approximately 90 degrees; back leg approximately 120 degrees.



"Go"

- Drive arms and legs.



Starting Game

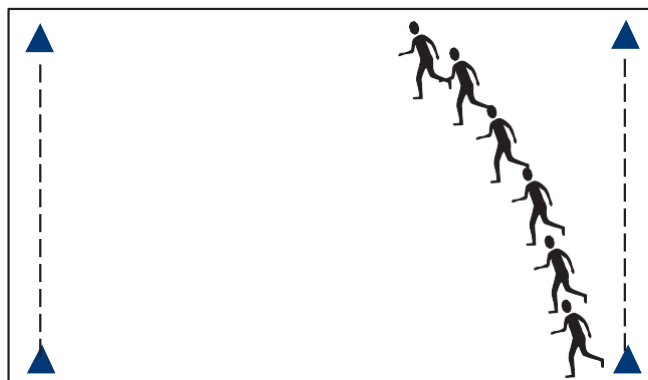
1. Game: "Dominoes".



The children arrange themselves in a straight line, all facing in the same direction, towards a designated "finish line".



Standing at the head of the line, the teacher calls "On your marks . . . Set . . ." but does not call "Go". Instead, they tap the child closest to them on the elbow or shoulder as a signal for this child to start running to the finish line. Each child in turn then begins running as the child immediately before them in line starts. This creates a domino effect. The game can be made competitive by asking players to attempt to pass the person who started immediately before them.



2. To complete the lesson, simply allow the children to compete in some fun races.

Stage 3

Running Lesson Plan

Lesson 2



Development of an effective circular relay baton passing technique

Relay baton (as many as possible) - minimum of 5

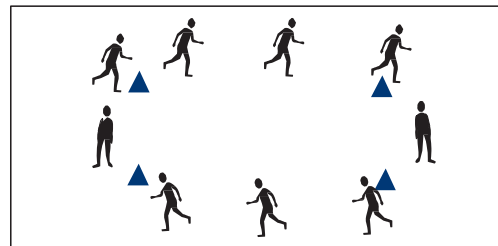
Warm Up

1. Group Game: "Whistle Command"

Create a square playing area with ground markers. The children spread out around the perimeter.



The children jog around the outside of the area, all moving in the same direction. One blow of the teacher's whistle = perform an exercise selected by the teacher (eg. three sit ups); two blows of the whistle = perform a different exercise selected by the teacher (eg. three tuck jumps); three blows of the whistle = change running direction. Play for a designated time. The children may also skip, hop, etc. around playing area.



Skill Development

1. Demonstrate the correct baton passing technique with the assistance of some of the children.

Emphasize:

- The receiver extends their hand behind them at just below shoulder height; palm up; fingers together; thumb out to the side.
- The end of the baton is placed into the receiver's hand using a downward motion.

2. "Link Up" - In teams, the children practice passing the baton up and down their line while:
 - a) Standing still.

b) Walking forward.

c) Jogging forward.



Emphasize:

- Non-visual pass - receiver's eyes to the front.
- Receiving hand held steady.
- Baton to be placed firmly into the receiver's hand. (But not too firmly!).

Hint:

- When the baton gets to the front, simply ask everyone to turn and face the other way. The relay baton is now at the rear of the line and the drill is repeated.

Stage 3

Running Lesson Plan

Lesson 2

3. Game: "Relay Zone Changeover"



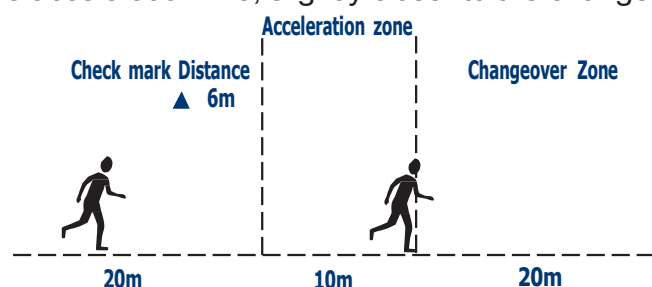
Set up a twenty metre relay changeover zone and a ten metre acceleration zone using ground markers. In pairs, the players decide who will be the incoming runner, and who will be the outgoing runner. The incoming runner stands 20m beyond the start of the acceleration zone. The outgoing runner stands just 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. As soon as an incoming runner reaches the check mark, the corresponding outgoing runner must turn and sprint as fast as possible towards the end of the twenty metre changeover zone, with their receiving hand extended. The incoming runner aims to place the baton firmly into the outgoing runner's hand before he/she reaches the end of the changeover zone.



The game does not require an athletics track, or even a full oval, to play. The changeover zones may simply be set up on a square playing area. If space does not permit a 10m acceleration area, the game may be played without it. Simply use the 20m changeover zone as the changeover area. Also, the incoming runner does not necessarily need a 20m run in before reaching the changeover area. Finally, while it is ideal to use 20m changeover zone, shortening this area by a few metres will not overly affect the game. It should be noted that as the changeover area is decreased, it may be necessary to move the check mark, suggested to be 6m behind the acceleration line, slightly closer to the changeover area.



Relay Game

1. Game: "Two vs One"



The changeover and acceleration areas, and the check marks, are set up as in "Relay Zone Changeover". In groups of three, the children decide who will compete against the other two. The incoming runner and single runner stand 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.

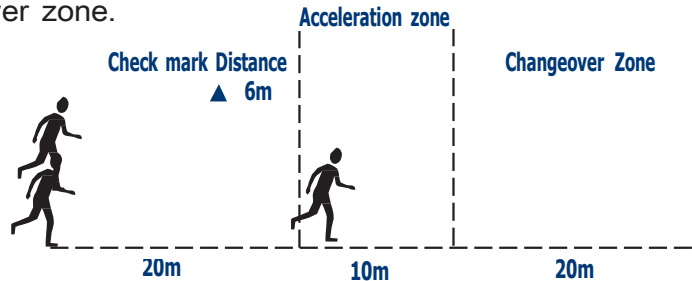
Stage 3

Running Lesson Plan

Lesson 2



On "Go", the incoming runner and outgoing runner attempt to make a fast and clean baton exchange within the changeover zone. At the same time, the single runner attempts to beat the baton to the end of the changeover zone.



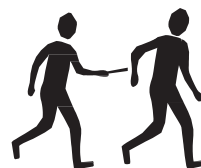
2. Game: "World Record"

Set up a 20m changeover zone and a 10m acceleration zone using ground markers. In pairs, the players decide who will be the incoming and outgoing runners, and set up check marks accordingly.

Pairs compete for the group or "world record" for the fastest at passing the baton through the 20m changeover zone. The teacher uses a stopwatch to time the movement of the baton through the zone. The timing should be started as the runner with the baton enters the 20m changeover zone, and stopped when the outgoing runner leaves the zone. The pair with the fastest time holds the "world record".

Hint:

Only one pair can usually be timed at once. Have other pairs ready to go as soon as the previous pair has finished.



3. Game: "Circular Relay".

Set up teams of four for a circular relay.

Teams compete in a fun circular relay.

Stage 3

Running Lesson Plan

Lesson 3



Development of middle distance/cross country running skills

Ground markers x 30

Warm Up

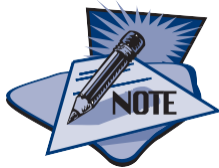
1. Group Game: "Turn over the hats"



Scatter ground markers in a designated playing area, half of them turned upside down. Organise the class into two or more teams.



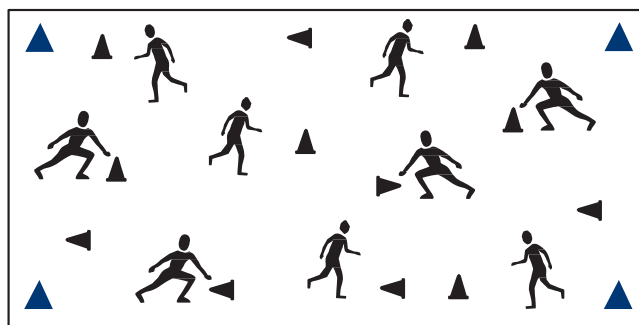
On "Go!" Team A moves around the playing area attempting to turn as many markers as possible the right way up; at the same time Team B attempts to turn as many markers as possible upside down. After playing for a designated time, stop the game and count the number of markers the correct way up, compared to the number of markers upside down, to find the winning team.



Teachers with large classes may find it better to split the class into four teams and have only two teams playing this game at a time, while the other half of the class perform an alternative activity. (eg. jog around the outside of the playing area) until it is their turn to play. Also, ensure that there is enough markers being used to ensure an interesting game.

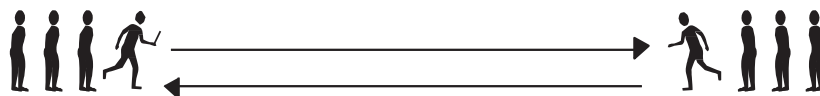
Safety:

Ensure a large enough playing area to reduce the chance of collisions. Widely spaced markers inside the playing area will also reduce the chance of collisions.



Skill Development

1. Relay Technical Run - Divide the children into teams and have them participate in a continuous shuttle relay over 50-100m.



Emphasize:

- Relaxed, rhythmical running - this is not a race or a sprint.
- Upright body carriage, shoulders relaxed, arms bent.

Stage 3

Running Lesson Plan Lesson 3

Running Game

1. Game: "Follow the Leader Relay"



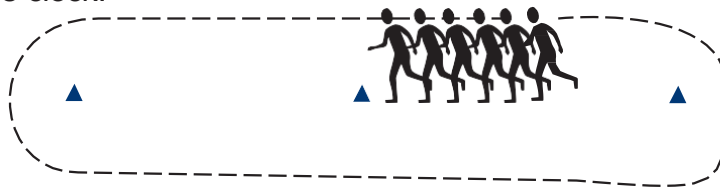
Teams of up to six children line up behind the middle of three markers on a playing area.



The child at the rear of the line begins by running past the team, around the top markers, back past the team, around the bottom marker, and to the front of the team. This child then leads the entire team around the course again. On returning to the middle marker, it is then the turn of the child who is now at the rear of the line, to run the course by themselves, then followed by the team. The relay continues until all players have done this.



This relay may be done as a competition between teams or as a race against the clock.



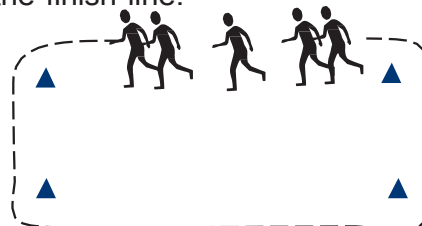
2. Game: "Breakaway"



Set up a square or circular running circuit of at least 60 metres. (Distance to depend on ability of the class. Players line up at a starting point.)



On "Go!" the children run around the circuit in a group for the first three laps. The last lap is a race for the finish line.



3. Game: "Fun Triathlon"



Plan a fun triathlon for the class, consisting of three aerobic based activities using the school environment. Example: Explain to the class that the "swimming" leg will involve moving on all fours out around a ground marker and back again. (Set at a distance relative to the class' ability). The "cycling" leg will involve running with a leg cycling action and arms out in front (as if holding handle bars) around a course set out by the teacher. The final "running" leg will involve one lap of the oval.



The children compete in each activity, one immediately following the other, as in a triathlon.



All legs can be substituted with other activities. Use your imagination!

Stage 3

Running Lesson Plan

Lesson 4



Development of hurdling skills

Ground markers x 30

Soft hurdles x 10 - appropriate height for age group

Warm Up

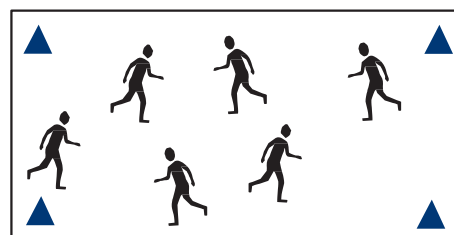
1. Group Game: "Stretching Tag"



Create a square playing area with ground markers. Adjacent to the playing area, create a "stretching area". Select one or more taggers. The children scatter randomly within the playing area.



Play as traditional tag, however if a child is tagged, they must proceed to the "stretching area" and demonstrate to the teacher a stretch for the body part on which they were tagged. They may then re-enter the game.



Stretching Area

Skill Development

1. The children participate in a shuttle relay over low obstacles.



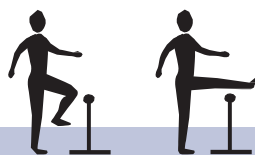
Emphasize:

- Try to clear the obstacles without significantly changing running style. Run over the obstacles, DO NOT JUMP.



Before using the hurdles, explain the dangers of running over the hurdles in the wrong direction. Make it clear that they must never attempt this.

2. The children walk past the hurdles performing a lead leg action.



Emphasize:

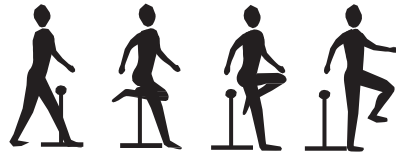
- Leg closest to hurdle performs action.
- Lift knee towards chin, thigh parallel to ground, toes pulled back to shin.
- Extend lower leg.
- Pull leg actively back to ground as leg clears hurdle.

Stage 3

Running Lesson Plan

Lesson 4

3. The children walk past the hurdles performing a trail leg action.



Emphasize:

- Leg closest to hurdle performs action.
- Step past hurdle with lead leg before commencing trail leg.
- Heel to bottom, knee to chest, stride through.

Hint:

- The trail leg action is very complex. Do not expect any child to be able to perform it competently after one lesson. It can take weeks, months or even years of practice to master a competent trail leg action. The lead leg is far less complex and progression will often be seen after one practice.

Running Game

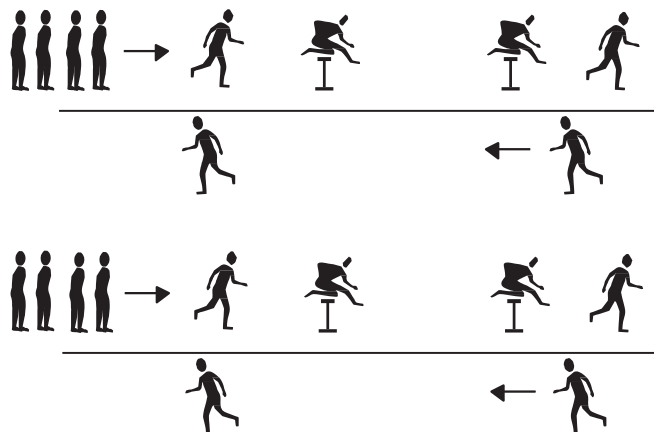
1. Game: "Up and back hurdle relay"



Divide the class into teams. For each team, set up two soft hurdles the correct distance from the start line and the correct distance apart. Ten metres past the second hurdle, place a ground marker.



On "Go!" the first member of each team runs over the two hurdles, around the marker, and back along past the hurdles to their team. (DO NOT allow runners to run back over hurdles). When this runner returns to their team, the second runner performs the same activities, and so on until all children have had a turn. Once the children are competent at the activity, the relay can be made competitive.



Stage 3

Jumping Lesson Plan

Lesson 1



Develop long jump run up, take off and landing skills

Ground markers x 30

Long jump sand pit and rake

Stop watches

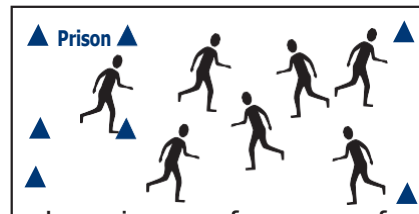
Warm Up

1. Group Game: "Release Tag"



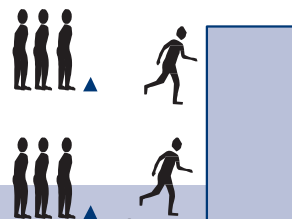
Create a square playing area with ground markers. Use more markers to create a "prison" in one corner. Select one or more "taggers".

If tagged, a player must go to "prison" - a designated area of the playing field - if tagged. They can be released from prison and back into the game, if touched by another player.



Skill Development

1. The children perform standing long jumps, from one foot to two feet, from the side of the pit.



Emphasize:

- Soft, safe landing; legs bending on impact.
- Free knee drive.
- Height.
- Use of arms; "swing and reach".

2. Instruct the children in how to measure a run up. Allow practice time in small groups away from the pit.



Emphasize:

Consistency and accuracy.

3. Ask the children to use stop watches to time each other over the last 10-15m of the long jump run up. Foul attempts do not count. The time only counts if the child steps on the "mat" or "board".



Emphasize:

10m (Time)

- Speed and accuracy.

Stage 3

Jumping Lesson Plan Lesson 1

Long Jump Game

1. Game: "Aggregate Jumps"



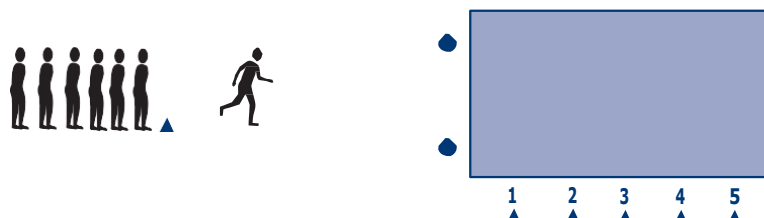
Place various coloured group markers along the edge of the sand pit. Allow time for the children to measure their run ups and place check marks down next to the runway. (Note: This can be very time consuming!).



Children score points by landing next to the ground markers. Further jumps lead to progressively more points. Eg. First marker = 1 point, second marker = 2 points, and so on. Players compete in teams and add up team scores. Foul jumps do not score any points.

This game can be played by taking specific measurements of the jumps, however this is far more time consuming.

As already noted, it can be very time consuming for the children to measure their run ups for this game. If possible, when the children are practicing their run ups in the previous activity, organise this so it is done parallel to the long jump runway. The children can then simply move their check marks sideways onto the runway for this activity.



*Measuring a long jump run up:

The aim of measuring an accurate long jump run up is to achieve a take off position as close as possible to the foul line, without infringing on the rules.

The teacher decides how many steps the children should take in their run up. (A run up of 11-13 steps is appropriate for this age group).

A run up is measured by running the required number of steps away from the pit/take off area to determine the starting point of the run up.

a) if using an odd number of steps, the student places their non-take off foot* on the board/mat/take off area and their take off foot behind, facing away from the pit.

b) If using an even number of steps, the student places their take off foot on the board/mat/take off area and their non-take off foot behind, facing away from the pit.

The student then uses a natural running action to sprint away from the pit. The teacher, or a reliable assistant, counts out the number of required steps and places a marker down on the runway when this point is reached. This can be repeated several times to ensure an accurate marking.

The child then attempts the run up towards the pit. The run up starting point can then be adjusted as required to ensure an accurate take off point.

*The "take off" foot is the one that will eventually be placed on the board or mat during the take off action (ie. the foot the child "jumps from"). The non-take off foot is therefore the one that is driven into the air on take off.

Stage 3

Jumping Lesson Plan

Lesson 2



Development of high jump scissors technique

Ground markers x 30

High jump landing area, uprights and flexi bar

Coloured tape and result sheet for game

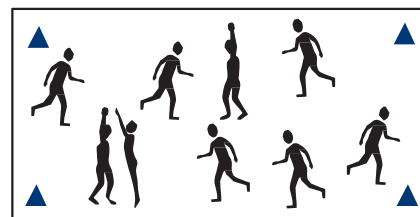
Warm Up

1. Group Game: "Give Me Five Tag"



Create a square playing area with ground markers. Select one or more "taggers". Children scatter randomly inside the playing area.

Played as traditional tag, however if "tagged" a child must stand still and hold their hand above their head, palm out. They can return to the game if another player jumps and "gives them five".



Skill Development

1. Activity: Figure 8 Scissors Relay

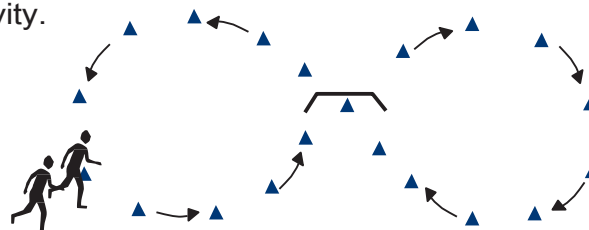


Mark a large figure of 8 for each group on the ground with markers. Place a low obstacle that can easily be scissored, or two skipping ropes spaced apart, at the intersection of the figure 8. The group line up at the top of their figure 8.

Each child covers the figure 8 circuit, scissoring over the obstacle in the middle twice before returning and tagging the next runner. Run as a continuous relay, rather than a race, to concentrate on technique.



The children will need to use both left and right legs as their take off legs for this activity.



Emphasize:

- Closest leg to the obstacle over first.
- Approach obstacle from an angle, not front-on.
- Take off and land facing the same direction.

Stage 3

Jumping Lesson Plan

Lesson 2

2. Activity: "High Jump Point Score"



The children line up on their preferred side of the high jump landing area, preparing to jump.



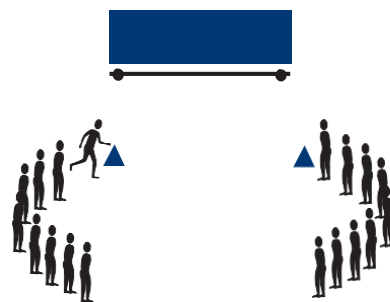
The children attempt to scissors high jump over the flexi bar and onto the mats to score points. The point score is:

Correct take off foot = 1 point

Upright landing = 1 point

Bar clearance = 1 point

The children keep their individual total, or may add their points to a progressive team score.



High Jump Game

Game: "High Jump Challenge"



Mark the high jump uprights, using coloured tape, with three standard heights, reflecting the abilities of the class. Eg. 1m; 1.10m; 1.20m. Organise the class into two teams. One team will jump while the other team helps to officiate and record.



This is a team competition during which the children attempt to score points by clearing one of the standard heights. Eg. 1.00m = 5 points

1.10m = 10 points

1.20m = 20 points

Before jumping, each child nominates the height that they wish to attempt and the flexi bar is moved accordingly. If they clear the bar, their team receives the relevant points. No points are recorded for a miss. The children may have as many turns as they like during their team's allocated time period eg. 2mins/3mins/4mins/etc., for each team. Teams then change roles.

The game can be played with the children using full run ups, 3 step approaches, standing jumps only, etc.



Stage 3

Throwing Lesson Plan Lesson 1



Development of shot putting skills



Ground markers x 20

High jump landing area, uprights and flexi bar

Warm Up

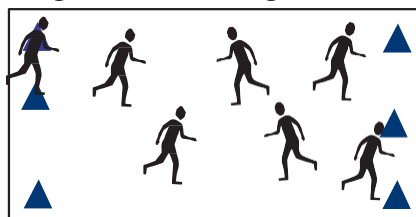
1. Group Game: "Out the Gate"



Create a square playing area with ground markers. Form two "gates", marked on opposite corners of the playing area. Select one or more "taggers". Children scatter randomly inside the playing area.



If a child is tagged by a tagger, they must run out the closest "gate" and re-enter the game by running back in the gate on the opposite corner of the playing area. Play the game for a designated time.



2. Various novelty throws with a shot.

Chest Push.

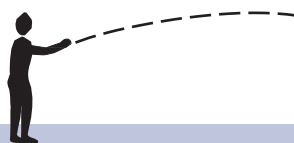
Two handed forward underhand toss.

Put with non-dominant hand.



Skill Development

1. The children perform a front-on standing throw with wrist extension to a target.



Emphasize:

- Parallel stance, correct shot grip.
- Non-throwing hand aimed at target.
- Put shot in a punching action; hand follows the shot.
- Tall delivery position; "watch it go".
- Wrist extension.

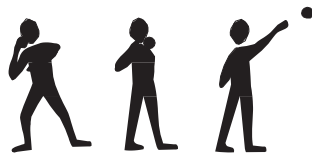


2. Instruct the children in a simple chin-knee-toe preparatory stance (Line up the chin, knee and toe).



The children perform full standing throws at a target.

Throwing Lesson Plan



Emphasize:

- "Turn and push" action.
- Turn belly button to direction of the throw.
- Back foot pivot to front.
- Vision to throwing direction.

3. Introduce a simple side shuffle prior to shot delivery. The children rehearse without the shots.



Emphasize:

- Start in chin-knee-toe.
- Side shuffle to chin-knee-toe. (Back foot slides to front foot; front foot slides to delivery stance).
- Turn and push.

Shot Put Game

1. Game: "Minefield"



The children line up in pairs or small groups behind ground markers. Scatter numerous hoops (mines) in front of the children. Place special targets beyond the "minefield".



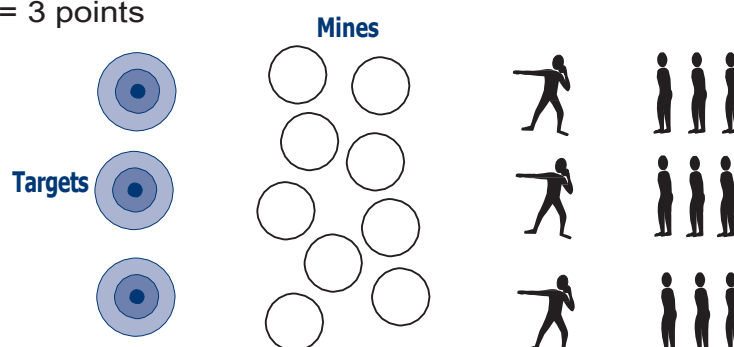
Players attempt to push the shots for maximum distance and accuracy to score points. Scores are as follows:

Hit mine = no points

Land in minefield = 1 point

Over minefield = 2 points

Hit target = 3 points



Stage 3

Throwing Lesson Plan Lesson 2



Development of discus throwing skills



Ground markers x 30

Discus - One between two if possible

Hoops x 30

Warm Up

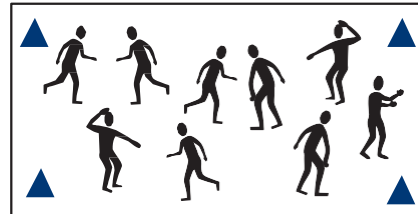
1. Group Game: "Hospital Tag"



Create a square playing area with ground markers. Select one or more "taggers". Children scatter randomly inside the playing area.



This game is played as a traditional game of tag, however a tagged player must play with one hand on the body part on which they were tagged. Tagged players become additional taggers.



Skill Development

1. Ensure that all children are familiar with the correct discus grip.

Emphasize:

- Discus flat against hand.
- Pads of fingers over the rim.
- Thumb rests on the back of the discus - does not go over the edge.

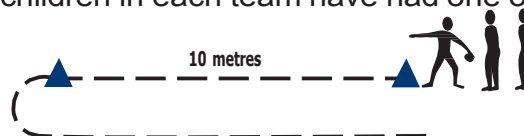
2. Game: "Roll the discus relay"



Organise the class into teams, lined up behind ground markers. Place a second marker 10 metres in front of each team. Supply each team with a discus.



On "Go", the first child in each team rolls the discus towards the marker 5-10 metres away and chases it. When the discus passes the line, the child gathers it and runs back to the next player, passing it to them. If the discus does not pass the line, the player must roll it again. The relay is finished when all children in each team have had one or more turns.



Emphasize:

- ¥ Release the discus over the index finger.
- ¥ Release the discus close to the ground.
- ¥ Use a long swinging release arm.
- ¥ Hand to follow through to target after release.

Safety:

Ensure that the teams are well spaced apart to avoid one team's discus rolling into another group's path.

Emphasize that the discus must be rolled and not thrown.

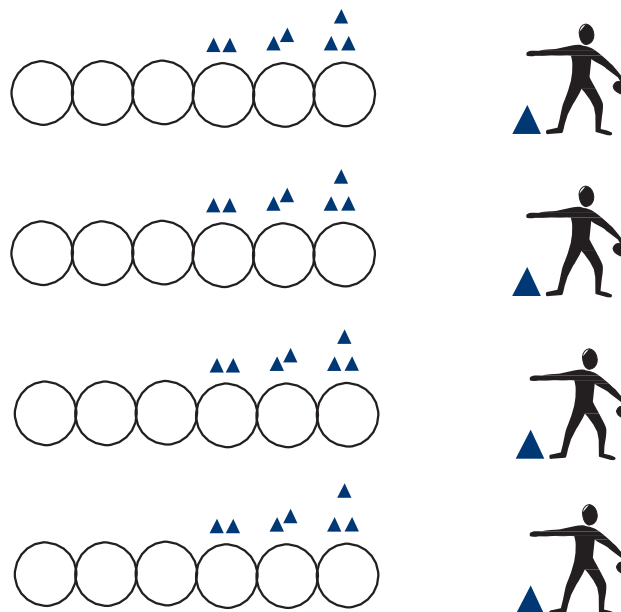
3. Game: "Climb the Ladder"



Organize the class into groups ideally of five. Construct a "ladder" in front of each group by placing six hoops in line, flat on the ground. Provide each group with at least one discus, and each child with a marker, preferably of different colours. The markers are all placed next to the first hoop in line.



When the game begins, the first child 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 up next to the second hoop in line, indicating that this will be the hoop they will be next aiming for. When it is time for their next turn, they attempt to land the discus in the second hoop, and so on until they have reached the last hoop (top of the ladder). Should their discus at any time miss the hoop at which they are aiming for, they must continue to attempt to land their discus in this hoop, with each successive turn, until it is achieved. The children in each team take turns in order.



Throwing Lesson Plan Lesson 2

Discus Game

1. Game: "Discus Cricket"



Divide the group into an even number of teams. Select one team in each game to begin as the "batting" team and the other as the "bowling" team. Set up a target or "wicket" for the bowling team to aim for at least 10m from where they are standing. Set up five markers (more for advanced groups), each 5 metres apart, for the batting team to use as a scoring area. Each team goes to their designated area.



Two teams compete against each other. The "batting" team scores "runs" by taking turns throwing a discus to land in their scoring area. One point is awarded if the discus lands past the first marker, two points if the discus lands past the second marker, and so on. No points are awarded if the discus does not reach the first marker. The "bowling" team takes turns to roll a discus at the wicket to "dismiss" the batters. Wickets are taken by hitting the target.

Play until a predetermined number of wickets have been taken, then swap roles.



- No "batter" or "bowler" may have two consecutive throws or rolls.
- Even when wickets are taken by the bowling team, batters are not out of the game. They continue taking turns as normal.

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▲ 4 ▲ 3 ▲ 2 ▲ 1



Batters



Bowlers

