Athletics lesson plans

Eight curriculum-aligned lesson plans to help primary school teachers deliver an engaging physical education program.

CONTENTS

OVERVIEW

The Australian Sports Commission (ASC) has partnered with Athletics Australia to develop eight curriculum-aligned lesson plans for primary school teachers. These lessons are appropriate for students in Years 1 to 4. Some games may require teacher modification to ensure they are accessible for all students.

The lesson plans aim to build students' confidence and competence to participate in athletics over the 8-week game-based program. Students will be introduced to the fundamental movement skills of running, jumping and throwing. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of athletics.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions – outcomes of each lesson.
- Skill focus – skills to develop.
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson.
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson.
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities.
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors.
- Assessment ideas – a range of easy to use and adaptable assessment ideas.

Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

- Student self-reflection assessment
- Student peer assessment
- Teacher assessment rubric
- Teacher formative assessment – 'What did you learn?' questions at the end of each lesson link to the learning intentions.

Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

Tips for delivery

The lessons aim to make the sport accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students' attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups.
- Be creative and add your own flair to the lesson plans provided.

Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Clear a safe distance from hazards, walls and other fixed objects.
- Set a safe distance between groups of students.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.
- Spread teams evenly across the playing area to prevent accidents during relay races.
- For throwing activities, have students throw away from one another. Alternatively, spread students evenly along a line and have them throw equipment in the same direction.
- Students throwing with their left hand should always be positioned on the left-most side of the group.
- Space students at least 5m apart when performing slinging throws. For all other throws, space students at least 2m apart.
- Always use a throw and a retrieve signal or command for throwing activities.
- During activities where not all students are engaged at once, mark a safe zone for non-students to stand while others are throwing.
- When collecting thrown equipment, encourage students to carry objects back to the playing area.

Gameplay → Question → Play practise → Gameplay → Conclusion

Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making.
- The learning environment typically involves games and match simulations (but can also include other skill-building activities).
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts.

The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- Gameplay: use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay.
- Question: teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced.
- Play practise: use of activities (i.e. games, scenarios, or drills) that guide students to achieve the tactical or movement skill objective.
- Question: teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems.

- Gameplay: students are placed into a game or match simulation to try and achieve the original objective (or a potentially slightly more challenging one) to use the tactical and movement skills they have learned from previous gameplay and play practices.
- Conclusion: the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future.

The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill.
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill.
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills.

CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.

C — Coaching style

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory, or kinaesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).

H — How you score/win

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

A — Area

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N — Numbers

Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

G — Game rules

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to play the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.

E — Equipment

Vary the size and type of the equipment used, e.g. change to a larger and/or softer ball if the student is having difficulty catching, or to a smaller ball if they are having problems throwing: introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

I — Inclusion

Engage students to modify the activities using any of the outlined game elements (or others) to maximise their involvement. Ask students individually how the game could be improved for them and/or how their involvement could be increased; or provide options they could choose from to encourage agency.

T — Time

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to decide what to do next.
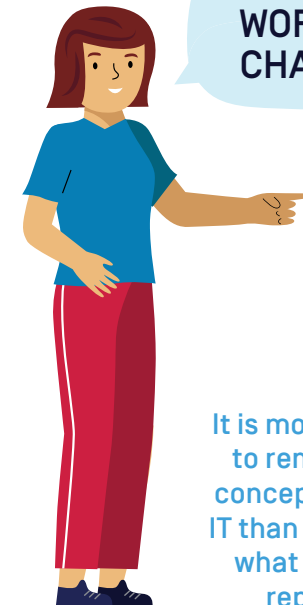
IF IT'S NOT WORKING... CHANGE IT!

It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

CURRICULUM LINKS

These lesson plans are aligned to the Australian Curriculum: Health and Physical Education (AC: HPE) Version 9.0 strand of Movement and Physical Activity (MPA) and aspects of related achievement standards.

Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE in each band.

Each lesson provides a series of games the teacher can deliver to help students develop the fundamental movement skills of running, jumping and throwing. Please use the colour coding to determine the suitability of the lessons for each year level. Years 1 and 2 are identified with the colour blue and Years 3 and 4 have been identified with the colour green.

Years 1 and 2	Years 3 and 4

At any year level, students are likely to demonstrate considerable differences in the fundamental movement skills proficiency.

Links to the Australian curriculum, content descriptions and detail on relevant sections of the achievement standards. Links to the NSW curriculum and Victorian curriculum.

Specific curriculum linkages for these lessons:

Lessons 1-8:

Australian curriculum-relevant content descriptions

Years 1 and 2	AC9HP2M01
	AC9HP2M02
	AC9HP2M05
Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

YEARS 1 AND 2

Curriculum links:

Relevant sections of the achievement standard

Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively.

Students develop and apply rules while collaborating with others in a range of movement contexts.

Relevant content descriptions

AC9HP2M01

Practise fundamental movement skills and apply them in a variety of movement situations

AC9HP2M02

Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness

AC9HP2M05

Apply strategies to work collaboratively when participating in physical activities

YEARS 3 AND 4

Curriculum links:

Relevant sections of the achievement standard

Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.

They adapt movement strategies to enhance movement outcomes.

They demonstrate fair play and inclusion through a range of roles in movement contexts.

Relevant content descriptions

AC9HP4M01

Refine and apply fundamental movement skills in new movement situations

AC9HP4M02

Apply and adapt movement strategies to achieve movement outcomes

AC9HP4P04

Select, use and refine personal and social skills to establish, manage and strengthen relationships

GETTING STARTED

EQUIPMENT

- marker cones
- relay batons
- hoops
- throwing objects
  - balls of various weights
  - bean bags of various sizes
  - medicine balls
  - vortex
  - foam javelins
  - rubber chickens
- a variety of targets
  - wickets
  - hoops
  - buckets
  - bins
- soft rubber rings or quoits
- skipping ropes
- rope
- foam wedges
- obstacles to jump over
- mini hurdles
- chalk or removable tape
- a whistle
- a stopwatch

SKILLS

RUNNING

Running in athletics involves the following components: start position, speed, agility, acceleration, running a curve, running and jumping combinations and sprint slaloming.

Teach your students the following components of running:

Head and trunk

Look ahead, keep the head and upper body stable and relax the jaw and neck.

Square the shoulders and hips and lean slightly forwards.

Arms

Keep elbows bent at a 90-degree angle, relax hands and swing arms to drive the body forward.

Repeat with smooth and controlled motion.

Feet and legs

Push away from the ground with the balls of the feet.

Fully extend the rear leg.

Draw heel towards buttocks during the recovery phase.

Drive knees forward with smooth, rapid movements similar to a cycling action, swinging the leg through to start the action again.

Move legs and feet in a straight line.

JUMPING

Jumping in athletics involves: standing jumps, running jumps, scissor jumps, continuous jumps, sideways jumps, jumping for height and distance, double foot jumps, take-off and landing, leaping, hopping and hurdling combinations.

Teach your students the following movements:

Preparation and take-off

Look ahead.

Maintain an upright position with a flat back.

Set feet firmly on the ground and bend knees prior to take-off.

Propulsion

Lift hips high on take-off.

For running jumps and scissor jumps, extend the planted leg and tuck the free knee towards the chest.

Swing arms in the direction of the jump.

Landing

Keep upper body in a straight and stable position.

Land with both feet.

Absorb the landing with bent hips, knees and ankles.

Extend arms for balance.

THROWING

Throwing in athletics involves: underarm throw, overarm throw, throwing for distance, throwing for accuracy, whole body throwing, rotational throwing, slinging, stepping and throwing, push pass, and one and two hand delivery.

Teach your students the following movements:

OVERARM THROW

Preparation

Stand side-on to the target, with opposite foot forward to the hand holding the object.

Keep eyes focused on the target while throwing.

Extend the throwing arm in a straight line behind the trunk, with the opposite arm moving forward in front of the body for balance.

Propulsion

Swing the throwing arm forward with fingers above the wrist.

Move the hand with the object towards the target and release object at target.

Follow through

Ensure the throwing hand and arm follow through, moving down and across the body after releasing the object.

UNDERARM THROW

Preparation

Stand front-on to the target, with opposite foot forward to the hand holding the object.

Keep eyes focused on the target while throwing.

Extend the throwing arm in a straight line behind the trunk, with the opposite arm moving forward in front of the body for balance.
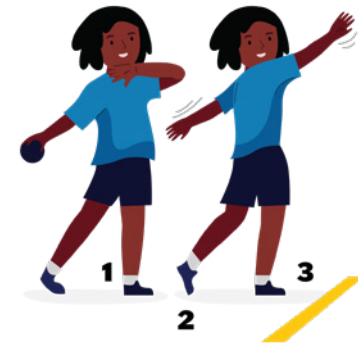
Propulsion

Swing the throwing arm forward with the fingers below the wrist.

Move the hand with the object towards the target and release.

Follow through

Ensure the throwing hand and arm follow through, decelerating in front of the body.

Step and throw

Overarm throw

Underarm throw

LESSON 1

LESSON 1

LEARNING INTENTIONS

To introduce foundational running, jumping and throwing skills.

To enable students to apply the fundamental movement skills of running stride, moving forwards with double foot jumps and throwing from various seated positions.

Equipment

- Marker cones
- Relay batons
- Hoops
- Chalk
- Light throwing objects:
  - sponge balls/small soft balls
  - tennis balls
  - bean bags
- One seat per student
- Small boxes low enough for students to jump onto (optional)

Activities

FORM A GROUP

LADDER RELAY

FROGS AND LILY PADS

BULLSEYE

S-T-R-E-T-C-H

WHAT DID YOU LEARN?

Skill focus

- Running
- Jumping
- Throwing

Duration

60 minutes

Area

Approximately 30m x 30m per group of 10 students.

Links to curriculum

Years 1 and 2	AC9HP2M01	
	AC9HP2M02	
	AC9HP2M05	
Years 3 and 4	AC9HP4M01	
	AC9HP4M02	
	AC9HP4P04	

NSW curriculum

VIC curriculum

FORM A GROUP

SUMMARY

Everyone tries to tag everyone else. Students who are tagged continue to tag others from a crouched position. Play with 8 to 30 students.

Skill focus	Details	Equipment
• Running	Warm-up	• Marker cones
	5 minutes	

CHANGE IT

- When groups are formed, have students perform an activity, such as:
  – placing hands on head
  – standing back-to-back
  – holding a pose
  – forming a letter, number or shape
  – other.

What to do

- Define the playing field using marker cones.
- On your call, students move around in different directions using only the movements set by you, such as:
  – walking
  – hopping
  – jogging
  – inch worm
  – bear crawl
  – other.
- Each round, direct students to form groups of various sizes. For younger students, instead of forming groups, use different body parts, e.g. 2 elbows, 2 knees, 2 backs.

GROUPS OF 3

3

LADDER RELAY

SUMMARY

Students race each other in a relay. This activity challenges students to try running various stride lengths.

What to do

- In teams, students divide and stand at opposite ends of the course, facing each other.
- The relay course is divided into sections using a rope ladder or ladder-like pattern of cones along the ground.
- Students run the length of the course.
- With each stride, students place one foot in each section, between the horizontal markings of the ladder.
- The baton is passed to the next student on the other side.
- Repeat until all members have completed the relay.

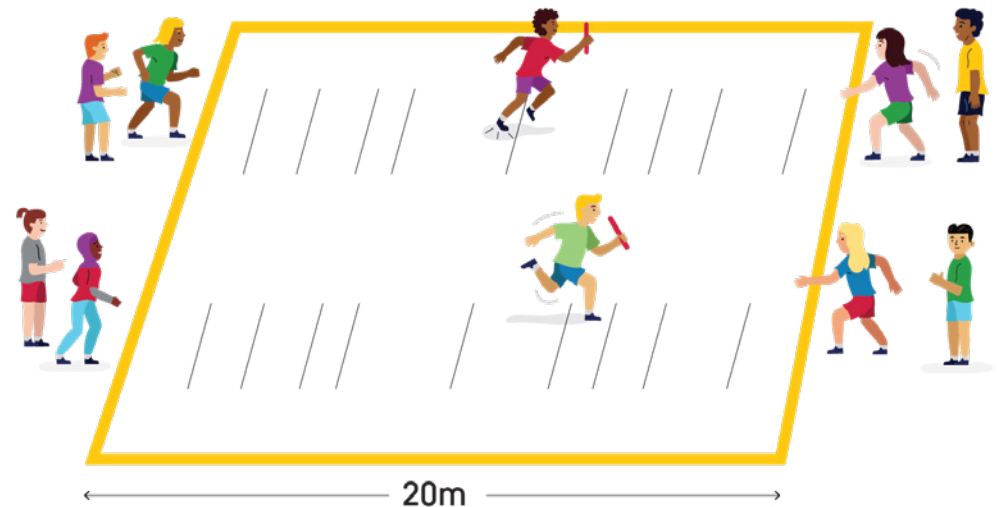| Skill focus	Details	Equipment
• Running	Skill development 10 minutes	• Marker cones or rope ladder or sticks • Relay batons

CHANGE IT

- Students start with either the left or right leg.
- Change the distance between the horizontal markings.
- Change the number of times a team must complete the relay.

– Introduce baton passing from the runner to their stationary team member.
– Modify the distance of the circuit.

20m

FROGS AND LILY PADS

SUMMARY

Students continuously jump from lily pad to lily pad using a double foot forward jump. Play in groups of 4 to 8.

What to do

- Using marker cones, define a 10m x 10m square for the pond.
- Randomly distribute the hoops (lily pads) inside the pond, making sure they are within a safe jumping distance of each other.
- Students jump from lily pad to lily pad, counting how many they can land on in a set period of time.
- Try intervals of 10, 30 and 60 seconds.
- Lily pads with more than one frog on top will 'sink'.
- If a student jumps onto a lily pad with another student already on it, the original student must immediately find another lily pad to jump onto.
- The original student can jump into the pond or onto another lily pad.

Tips

- Students can use their arms to stabilise the whole-body movement.
- Students' legs should not bend excessively when landing but should be fully extended when taking off.
- Encourage students to look ahead, not at the ground.
- Students should focus on their balance both during and after jumping.

Skill focus

- Jumping

Details

Skill development

15 minutes

Equipment

- Marker cones
- Hoops
- Small boxes low enough for students to jump onto (optional)

CHANGE IT

- Change the distance between the lily pads to vary the jumps needed. For example:
  – further apart = jumping for distance
  – closer together = jumping for height.
- With some lily pads as safe zones, introduce a tagger for students to avoid – when a student is tagged, they become the new tagger.
- Students perform activity hopping on dominant and non-dominant legs.

BULLSEYE

SUMMARY

Small groups of students throw various objects at a target using the slinging action with feet side-on, aiming to score maximum points.

Skill focus

- Throwing

Details

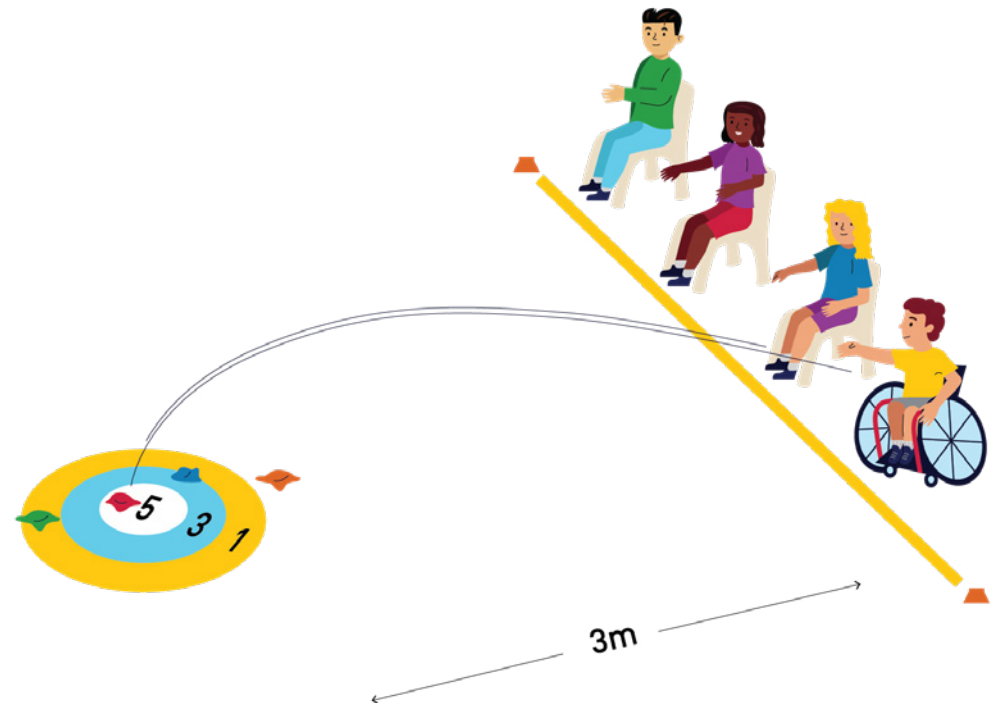Skill development

20 minutes

Equipment

- Marker cones
- Chalk, hoops, markers or ropes to create targets
- One seat per student
- Throwing objects:
  - tennis balls
  - bean bags
  - soft balls
  - vortexes

CHANGE IT

- Remove the seat and throw from a kneeling position.
- Increase or decrease the distance between the throwing line and the target.
- Change the type of the throw used: overarm, underarm.

What to do

- Create one target per group of 3 to 4 students.
- Use cones to mark a throwing line 3m from the target.
- Students stand 2m apart.
- One by one, students throw their objects into the target area from a seated position.
- Objects are retrieved after all students have had a turn throwing.
- Repeat for a set number of rounds.
- Each round, students use a different hand when throwing.
- Points are scored depending on where the object lands within the target area.

S-T-R-E-T-C-H

SUMMARY

A stretch in disguise!

What to do

Choose activities where stretching takes place in different environments or as a challenge.

STRETCH

STEP IN AND OUT

Details

Finishing up

5 minutes

CHANGE IT

- Students perform skills with a ball and partner.
- Students perform dynamic stretching.
- Students stretch to music.

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

What to do

In pairs, students discuss:

- How could you increase the distance you can jump?
- How could you improve your running speed?
- What other sports or games do you run in?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.

Details

5 minutes

WHAT DID YOU LEARN?

LESSON 2

LESSON 2

LEARNING INTENTIONS

To introduce double foot jumping in all directions.

To experience and develop the skill of throwing from a standing position.

To have students self assess their sprint run (see the printable student self assessment on page 30).

Equipment

- Marker cones
- Variety of targets:
  - 2L plastic bottles with sand in the bottom
  - cricket wickets
  - buckets
- Various throwing objects:
  - sponge ball
  - small soft ball
  - tennis ball
  - bean bags
- Mini hurdles

Activities

FISH IN THE NET

FLIP IT

RACING RELAY

EVERYBODY

HIT THE TARGET

PUPPETEER

WHAT DID YOU LEARN?

Skill focus

- Running
- Jumping
- Throwing

Duration

60 minutes

Area

Approximately 30m x 30m per group of 10 students.

Links to curriculum

Years 1 and 2	AC9HP2M01	NSW curriculum
	AC9HP2M02	VIC curriculum
	AC9HP2M05	
Years 3 and 4	AC9HP4M01	
	AC9HP4M02	
	AC9HP4P04	

FISH IN THE NET

SUMMARY

A group of 3 students join hands to form a net. The net traps fish by surrounding them. Caught fish join the net and the game continues. Play with 6 or more.

Skill focus	Details	Equipment
• Teamwork	Warm-up 5 minutes	• Marker cones

CHANGE IT

- Change the size of the playing area.
- Challenge students to move only by jumping, hopping or skipping.
- Play with multiple nets.
- Fish form pairs and continue to avoid the net.

What to do

- Define the playing field using marker cones.
- Choose 3 students to form the net.
- Remaining students are the fish.
- Fish spread out across the playing area and avoid being caught by the net.

FLIP IT

SUMMARY

Teams race to flip their opponents' cones to match their own.

Skill focus

- Running

Details

Warm-up

10 minutes

Equipment

- Marker cones

CHANGE IT

- Change the size of the playing area.
- Change the distance between marker cones.
- Play with smaller teams.
- Play with uneven teams.
- Students run to a corner and back after flipping each marker cone.
- Students can only move by:
  - jumping
  - hopping
  - skipping.
- After flipping a marker cone, students run to a marker cone 20m from the playing area and perform an activity before returning to the game:
  - 10 squats
  - hold a plank for 30 secs.

What to do

- Define the playing field with marker cones.
- Divide the students into 2 groups.
- Each student has a marker cone.
- Students on one team place their markers right side up while the other team place their cones upside down.
- On your call, students run around trying to flip over the other group's markers to match their own.
- Play for a set time.
- The team with the most marker cones standing at the end wins.
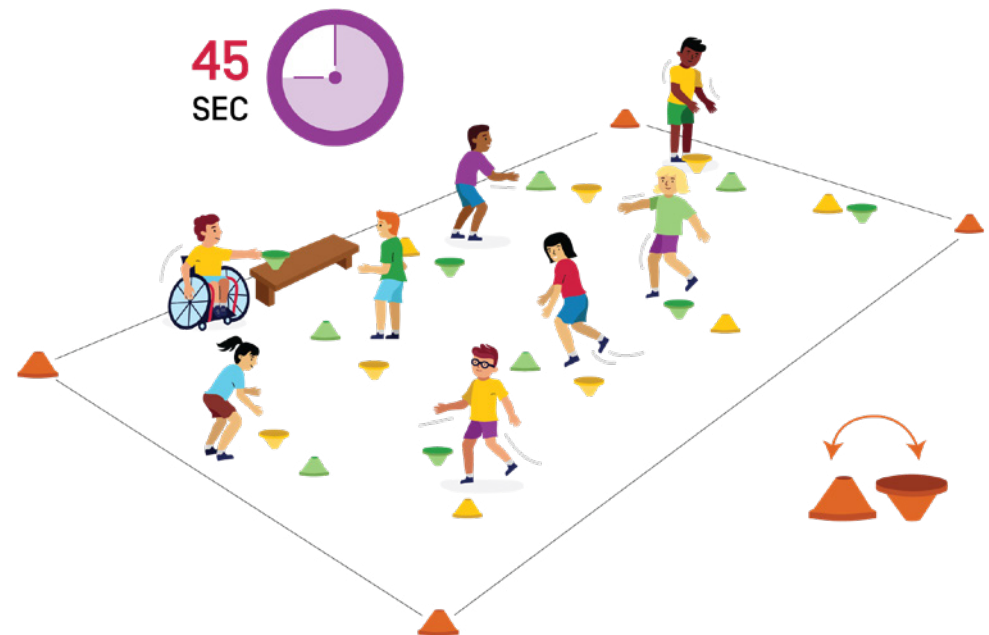
RACING RELAY

See the printable student self assessment on page 30.

SUMMARY

Students race each other in a relay,
jumping over obstacles along the way.

Skill focus

- Running
- Jumping

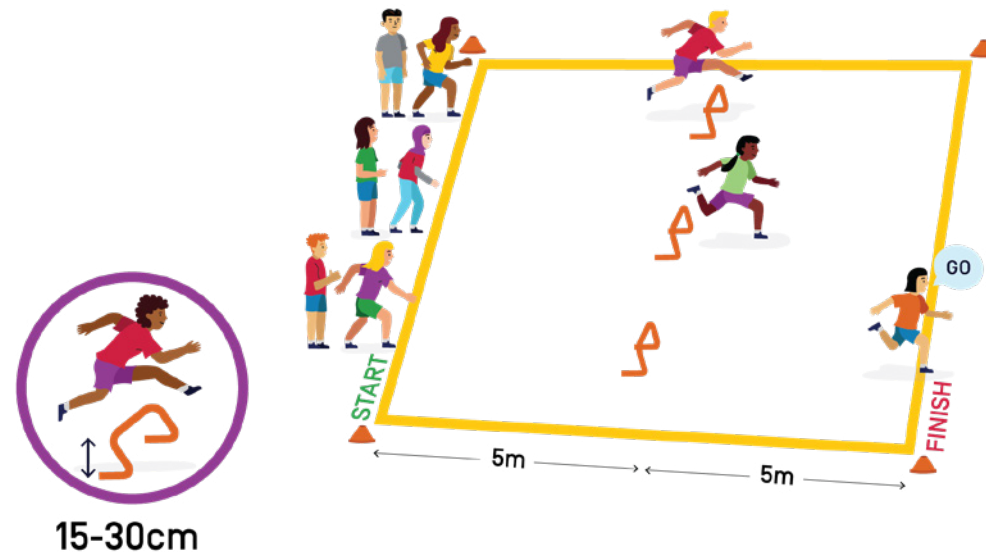### Details

Skill development

10 minutes

Equipment

- Marker cones
- Mini hurdles
- Relay batons (optional)

CHANGE IT

- Practise starting with alternating legs.
- Change the distance between objects.
- Students run with a baton.

What to do

- Divide students into teams of similar abilities, with obstacles appropriate for each team.
- In teams, students start with one leg, and their opposite arm, forward.
- Students sprint from the start line to the finish line, jumping over their obstacle as they run.
- Encourage students not to slow down before they clear each obstacle.
- Students can make a fast transition to running by regaining balance after clearing each obstacle.
- Continue until all students have completed the relay.
- Race 3 times, placing obstacles at 5m, 6m, then 7m from the start line.

15-30cm

START   GO   FINISH

5m   5m

EVERYBODY

SUMMARY

Using the rules of 'Simon Says', call out commands for students to perform various fundamental movement skills.

What to do

- Ask students to demonstrate:
  - continuous jumping on the spot
  - sideways jumping left or right
  - running forwards
  - running backwards
  - squatting
  - hopping on one leg
  - skipping.
- Students should only follow your instructions when they start with 'Everybody...'
- Do not eliminate students.

Skill focus

- Running
- Jumping

Details

Skill development

10 minutes

CHANGE IT

- Change the movement sequence.
- Change the pace of your commands.

HIT THE TARGET

SUMMARY

Targets are set up away from a throwing line. Students score points by throwing light objects at the targets. Play in groups of 3 to 4.

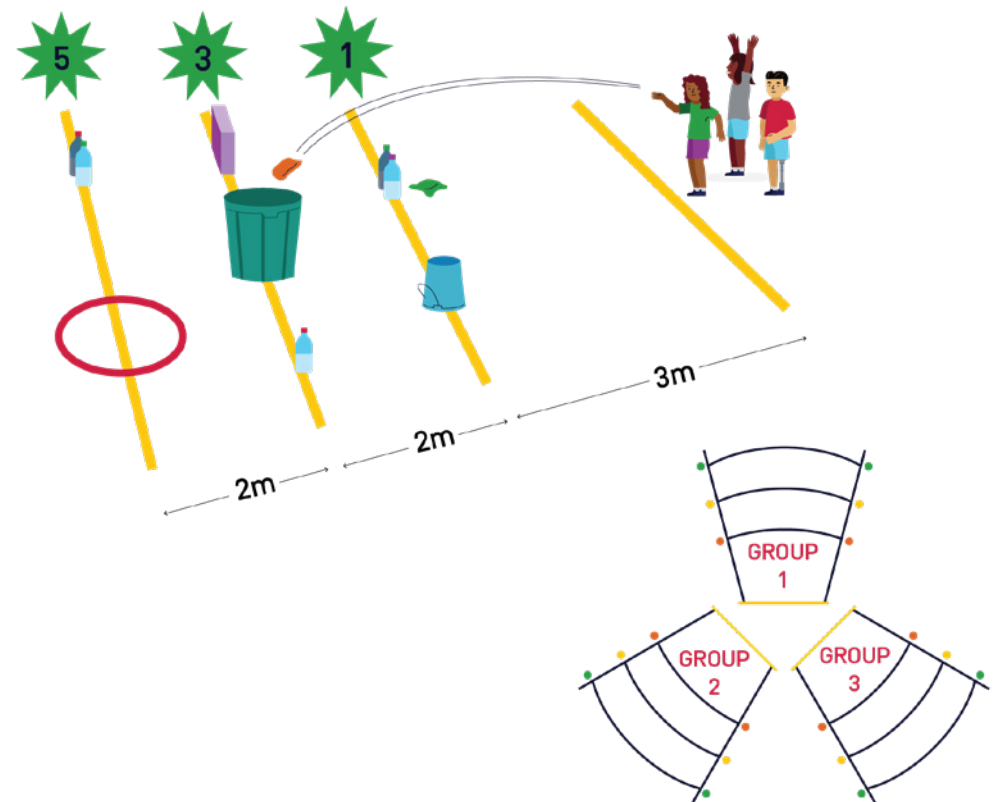## Skill focus

- Throwing

Details

Skill development

15 minutes

Equipment

- Variety of targets:
  - cricket wickets
  - buckets
- Variety of throwing objects:
  - tennis balls
  - bean bags
  - soft balls
  - vortexes

CHANGE IT

- Change the throwing objects used.
- Change the distance of the targets from the throwing line.
- Set a 'no-go' zone where, if the object goes beyond the boundary, no points are scored.
- When scoring, consider a bonus point if a ball lands inside a target.

What to do

- Students throw objects to hit or land in targets spaced 3m, 5m and 7m apart.
- Each student has a set number of throws.
- Stop play to re-position targets that have been knocked over.
- The team with the smallest number of throws or the most points in a set time wins.

PUPPETEER

SUMMARY

Students become your puppets to demonstrate their learning.

What to do

- Students lie down on the ground.
- You pretend to be the puppeteer.
- Give clear directions for the puppets to follow.
  For example:
  - when you pull the string to students' right arm, students raise their right arm
  - when you lower the string to students' right arm, students lower their right arm.
- Gradually slow down the activity.
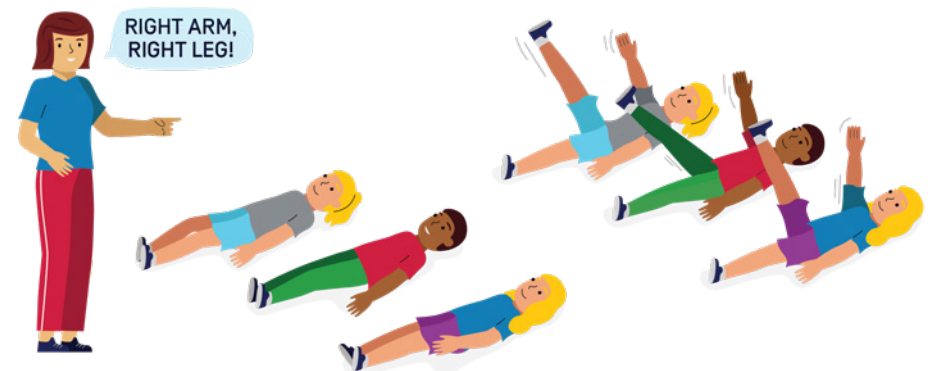
RIGHT ARM, RIGHT LEG!

Details

Finishing up

5 minutes

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

What to do

In pairs, students discuss:

- Why do you think we stand side on when throwing an object overarm?
- Does anyone participate in another activity when you would throw from a standing position?
- How did you show respect today?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.

WHAT DID YOU LEARN?

Details

5 minutes

SELF ASSESSMENT RUBRIC

NAME _____   YEAR LEVEL _____   DATE _____   TEACHER _____

YEARS 1 AND 2

Lesson 2 – Sprint run – Racing relay

Circle the face that matches how you feel about each of the statements below:
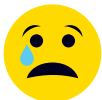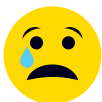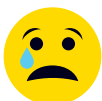
😃 Always   😊 Sometimes   😢 Rarely

Movement skills	When running, I can look ahead and keep my head and body stable.	😃	😊	😢
	When running, I can keep my elbows bent at 90-degrees, relax my hands and swing my arms.	😃	😊	😢
	When running, I can land on the balls of my feet and fully extend my legs.	😃	😊	😢
Strategy and tactics	I am beginning to plan my steps and jumps.	😃	😊	😢
	I am beginning to start with my opposite foot forward to my arm.	😃	😊	😢
Personal and social responsibility	I respect others by including and listening to all people in my group.	😃	😊	😢

SELF ASSESSMENT RUBRIC

NAME _____   YEAR LEVEL _____   DATE _____   TEACHER _____

YEARS 3 AND 4

Lesson 2 – Sprint run – Racing relay

Circle the face that matches how you feel about each of the statements below:

😄 Always   😊 Sometimes   😢 Rarely

		Always	Sometimes	Rarely
Movement skills	I can sprint with square shoulders and hips, while leaning slightly forward.	😄	😊	😢
	I can run with smooth and rhythmical motion.	😄	😊	😢
	I can drive my knees forward with smooth rapid movements, and move my legs and feet in a straight line.	😄	😊	😢
Strategy and tactics	I can transition between running and jumping without slowing down.	😄	😊	😢
	I have decided which foot I prefer to have forward when starting.	😄	😊	😢
Personal and social responsibility	I value and share encouraging comments with all students in my group.	😄	😊	😢

LESSON 3

LESSON 3

LEARNING INTENTIONS

To increase running strides between obstacles.

To apply the skill of sideways jumping over obstacles and throwing two-handed from a walking approach.

Equipment

- Whistle
- Marker cones
- Mini hurdles or foam wedges
- One hoop per student
- Various light throwing objects:
  - sponge balls
  - small soft balls
  - tennis balls
  - bean bags
- 15 to 20 bean bags of different sizes
- Chalk
- One skipping rope per student
- Plastic bucket or garbage bin

Activities

HOSPITAL TAG

THROW, THROW, THROW

TARGET RELAY

SPEED BOUNCE

HOW MANY BEAN BAGS?

BEAT THE BUCKET

HOOP STRETCH

WHAT DID YOU LEARN?

Skill focus

- Running
- Jumping
- Throwing

Duration

60 minutes

Area

Approximately 30m x 30m per group of 10 students.

Links to curriculum

Years 1 and 2	AC9HP2M01	
	AC9HP2M02	
	AC9HP2M05	
Years 3 and 4	AC9HP4M01	
	AC9HP4M02	
	AC9HP4P04	

NSW curriculum

VIC curriculum

HOSPITAL TAG

SUMMARY

A game of tag where a tagged student becomes the new tagger and must hold onto the part of the body where they were tagged. Play in groups of 6 or more.

What to do

- Use cones to define the playing field.
- Choose a student to be the tagger.
- Students spread out across the playing area.
- Start the activity with light jogging.

Details

Warm-up

5 minutes

Equipment

- Marker cones

THROW, THROW, THROW

SUMMARY

Two equal-sized teams face each other spaced at least 10m apart. On your call, each student throws a bean bag over a line in the direction of the opposite team. Play with teams of 4 to 8.

What to do

- Define the zones using marker cones.
- Divide the group into 2 teams.
- On your call, students throw their ball over a line into the target zone in the direction of the opposite team.
- Students practise throwing fast but with accuracy.
- Play for a set period of 30 secs.
- After the set period, the team with the fewest balls outside the target zone is the winner.
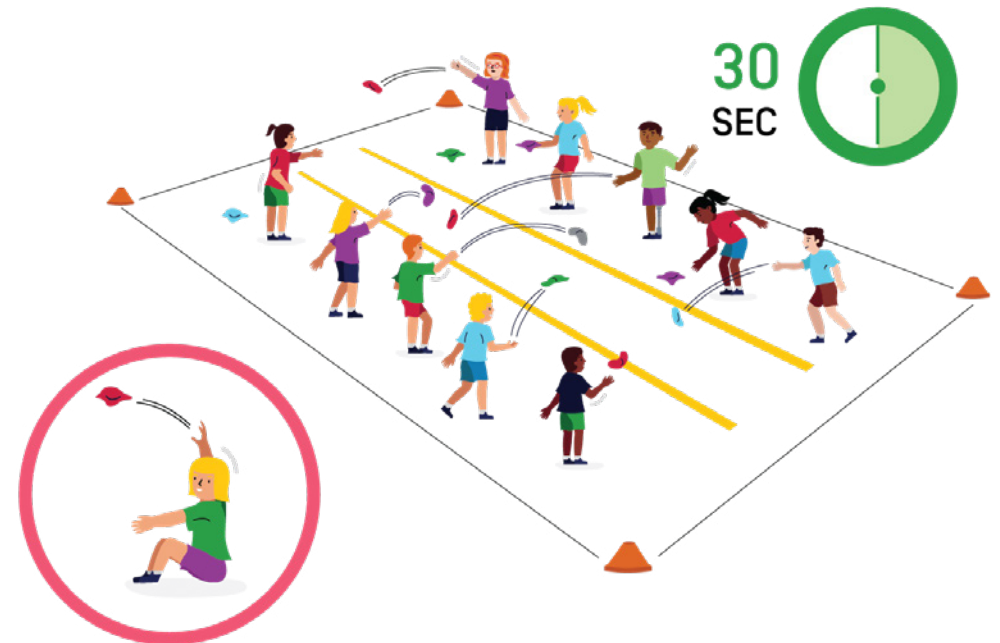
Skill focus	Details	Equipment
• Throwing	Warm-up 10 minutes	• Marker cones • One bean bag per student

CHANGE IT

- Students throw from a seated position.
- Students perform two-handed throws.
- Change the students' distance from the target zone.
- Change the time limit.

TARGET RELAY

SUMMARY

Gates are set up over a course with obstacles between them at equal lengths. Students in relay teams run the distance and clear the obstacles.

Skill focus

- Running
- Jumping

Details

Skill development

5 minutes

Equipment

- Marker cones
- Mini hurdles

CHANGE IT

- Allow students to choose their own starting gate.
- Change the time limit.
- Change the distances between obstacles to vary pace and stride lengths.

What to do

- Set up the course with multiple start gates and divide students equally between them.
- Students run the course, clearing the obstacles using different stride lengths.
- Set a time limit. The game finishes when time is up.

Safety

- Ensure the obstacle height is suitable for the ability level of all students.
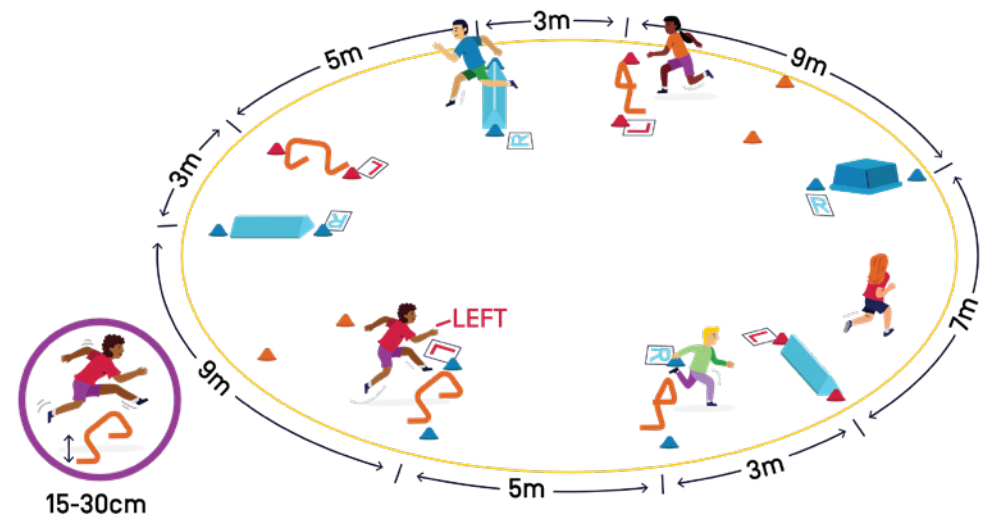
SPEED BOUNCE

SUMMARY

Students jump from side to side over a foam wedge as many times as possible in a set period.

What to do

- Students line up along the foam wedge, spaced 1m apart from one another.
- Blow your whistle to start.
- Students jump back and forth over the foam wedge to touch the ground on either side with both feet.
- If students touch the wedge but their feet cross to the other side, the bounce is still counted.
- Crossing the foam wedge in either direction counts as one bounce.
- Set a time limit, e.g. 20 seconds. Students count how many bounces they can make before time is up.

Skill focus

- Jumping

Details

Skill development

5 minutes

Equipment

- Marker cones, foam wedge or alternative objects for students to jump over
- Whistle

CHANGE IT

- Jump over a line, rather than an object.
- Change the time limit.
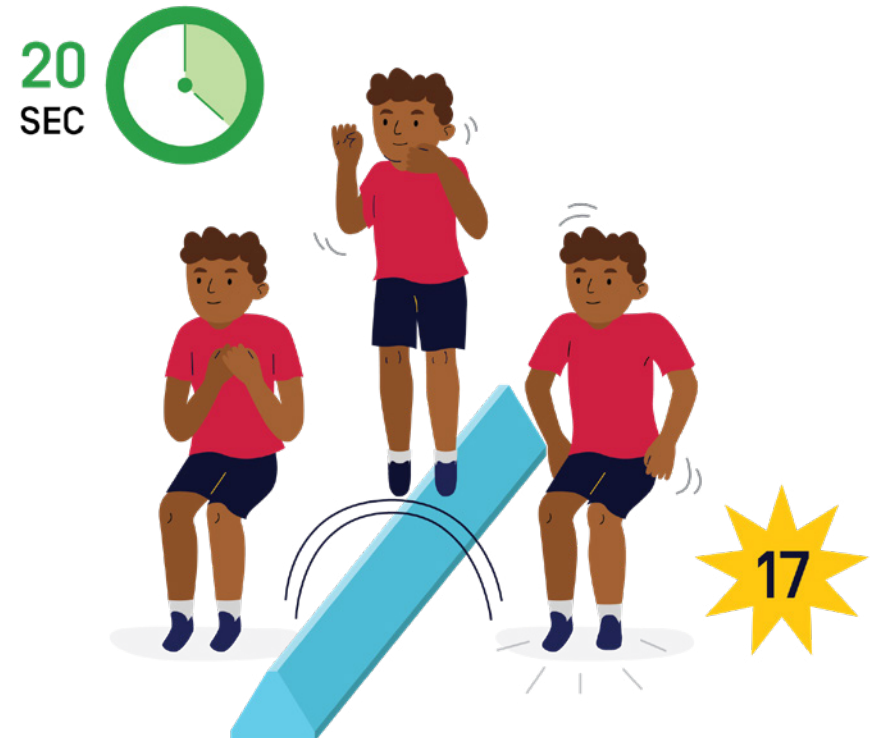
HOW MANY BEAN BAGS?

SUMMARY

Students work in pairs to collect the most bean bags. Play with 8 students per game.

Skill focus

- Jumping
- Throwing

Details

Skill development

10 minutes

Equipment

- Marker cones
- 15 to 20 bean bags
- Chalk, removable tape or hoops

CHANGE IT

- Change the size of the groups.
- Change the size of the playing space.
- Change the time limit.

What to do

- Define a playing field of 10m x 10m per 8 students using marker cones.
- Divide students into 4 teams of 2.
- In the middle of the playing field, create a circle with chalk, removable tape or a hoop, and place the bean bags in the centre.
- Using a continuous double foot sideways jump, one student from each pair jumps to the central point to pick up a bean bag.
- This student throws the bean bag to their team mate before running back to their base to tag them.
- The team mates swap roles and play continues.
- Set a time limit. Teams collect as many bean bags as possible before time is up.
- When all the bean bags have been removed from the centre, call 'STOP!' and count the bean bags collected by each pair.
- The pair with the most bean bags collected wins.
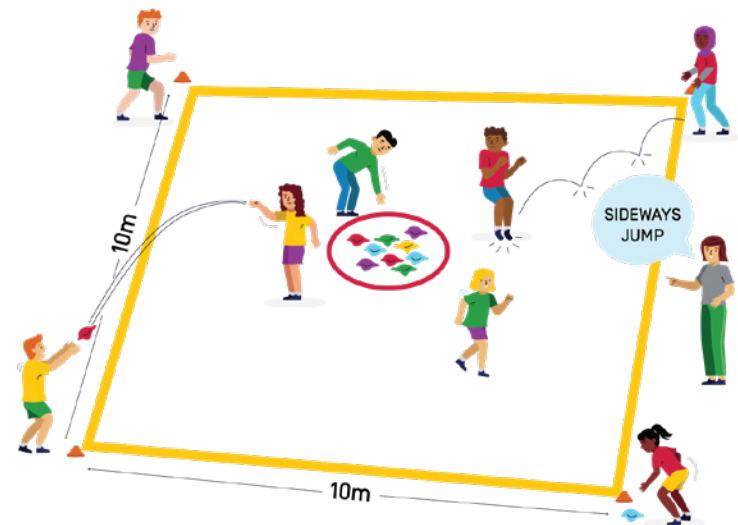
BEAT THE BUCKET

SUMMARY

A base runner throws 3 balls into the field and then attempts to run around all 4 markers before the fielders collect and place all 3 balls in a bucket and call 'STOP!'. Play with groups of 6 to 10.

Skill focus

- Throwing

Details

Skill development

15 minutes

Equipment

- Marker cones
- 3 small to medium sized balls
- A plastic bucket or hoop
- Target objects (optional)

CHANGE IT

- Place targets in the field for bonus points if hit by the base runner.
- Change the distance between bases depending on ability level of group.

What to do

- Use marker cones to define the playing field and bases.
- A fielder stands on each of the 3 bases, with remaining fielders spread out across the playing field.
- The base runner walks three steps up to the home plate with a ball held overhead and throws it into the field.
- Base runners should place their opposite foot forward to their throwing arm and alternate with each throw. For example, students:
  – throw with their left foot forward for the first throw
  – throw with their right foot forward for their second throw.
- The base runner continues until all three balls have been thrown into the field in the same way.
- The base runner then runs to first base as soon as the third ball is thrown and continues to run around the bases until a fielder calls 'STOP!'.

- Fielders wait until all 3 balls have been thrown by the base runner before they start collecting them.
- Fielders throw collected balls to fielders on the bases.
- Base fielders run the ball to the bucket in the centre of the diamond.
- When all 3 balls have been returned to the bucket, a fielder calls 'STOP!'.
- The base runner changes places with someone in the field when 'STOP!' is called.
- The base runner scores a point for each base they pass before a fielder calls 'STOP!'.
- The new base runner starts at the home base.
- The student who finishes with the most points wins.

HOOP STRETCH

SUMMARY

Students explore balancing in different positions while stretching from inside a hoop.

Details

Finishing up

5 minutes

Equipment

- A piece of chalk, skipping rope or hoop per student

CHANGE IT

- Introduce new rules for an added challenge. For example:
  - 2 hands on the floor and 1 foot off the floor
  - 1 hand on the floor and 2 feet on the floor
  - 1 hand off the floor and 1 foot off the floor
  - students move a raised foot or hand.

What to do

- Students stand in a hoop or a marked circle.
- Students make a position with both feet inside the hoop and both arms outside of the hoop.
- They hold the position for a set time, then stand up and repeat using a different position where feet are inside and hands outside the hoop.

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

What to do

In pairs, students discuss:

- What are three things you should do when completing a sideways jump?
- Which foot do you step forward when throwing?
- What are some of the things you did to be a respectful team member?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.

Details

5 minutes

LESSON 4

LESSON 4

LEARNING INTENTIONS

To apply a combination of jumping and running a curve.

To investigate and practise activities such as rotational throwing, and continuous single and double foot jumps using a rope.

Equipment

- Marker cones
- One skipping rope per student
- Obstacles that are easy to jump over:
  - mini hurdles
  - foam wedges
- Range of 5 to 6 targets
- One quoit or small hoop per student
- Objects to create obstacles and barriers such as towels, gym mats or benches
- Numbered flags or cards (optional)

Activities

FROST AND THAW

TARGET RELAY

SKIP TO MY LOU

THROLF

CIRCLE AND PUSH OR RETREAT

WHAT DID YOU LEARN?

Skill focus

- Running
- Jumping
- Throwing

Duration

60 minutes

Area

Approximately 30m x 30m per group of 10 students.

Links to curriculum

Years 1 and 2	AC9HP2M01	
	AC9HP2M02	
	AC9HP2M05	
Years 3 and 4	AC9HP4M01	
	AC9HP4M02	
	AC9HP4P04	

NSW curriculum

VIC curriculum

FROST AND THAW

SUMMARY

A variation of freeze tag. Play with 6 or more students.

What to do

- Define the playing field with marker cones.
- One student is frost and another is thaw.
- Frost tries to tag as many of the other students as possible.
- When tagged by frost, students freeze on the spot.
- Frozen students re-join the game when tagged by thaw.
- Encourage frozen students to call out for thaw.
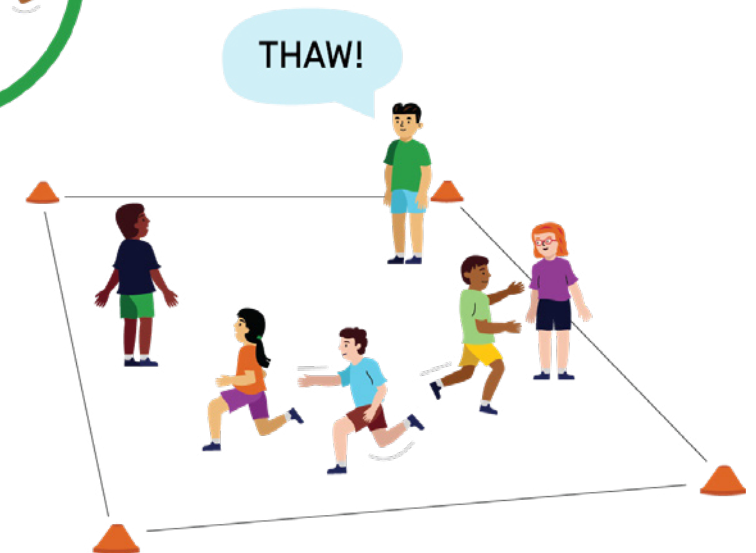
THAW!

Skill focus	Details	Equipment
• Running	Warm-up	• Marker cones
	10 minutes	

CHANGE IT

- Limit the type of movement that can be used.
- Two frosts work together but must hold hands throughout.
- Change the size of the playing area.

TARGET RELAY

SUMMARY

Gates are set up over a course with obstacles between them at equal lengths. Students in relay teams run the distance and clear the obstacles.

Skill focus

- Running
- Jumping

Details

Skill development

10 minutes

Equipment

- Marker cones
- Mini hurdles

CHANGE IT

- Allow students to choose their own starting gate.
- Change the distances between obstacles to vary pace and stride lengths.
- Change the time limit.

What to do

- Set up the course with multiple start gates and divide students equally between them.
- Students run the course, clearing the obstacles using different stride lengths.
- Set a time limit. The game finishes when time is up.

Safety

- Ensure the obstacle height is suitable for the ability level of all students.
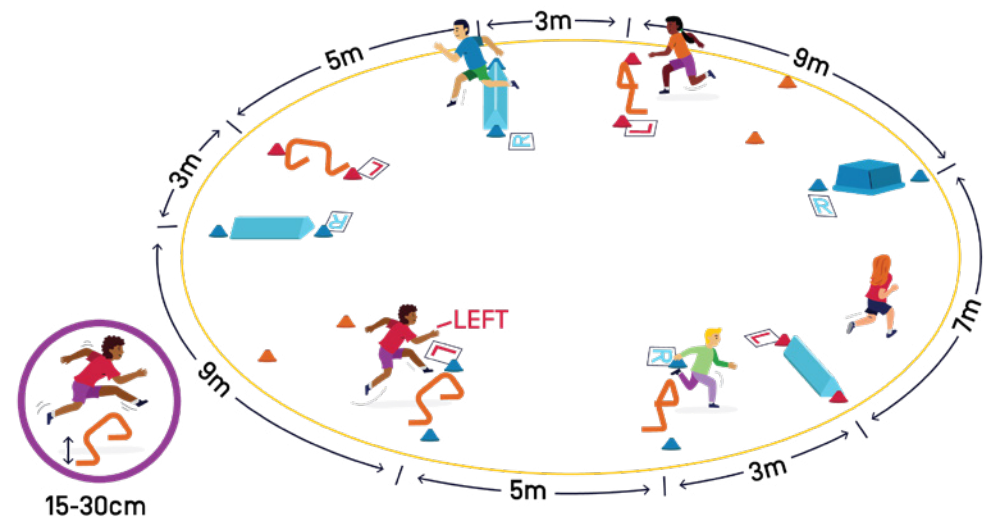
SKIP TO MY LOU

SUMMARY

Students skip using double foot jumps.

Skill focus

- Jumping

Details

Skill development

10 minutes

Equipment

- One skipping rope per student

CHANGE IT

- Students jump rope while running.
- Students criss-cross the rope in front of the body before jumping over it.
- Have students pair up, with one student turning the rope while both students jump over it.

What to do

- On your call, students skip, practicing double foot jumps.
- Continue to turn the rope and jump.
- Students skip for a set time limit.
- Each time, students should aim to beat their last score.
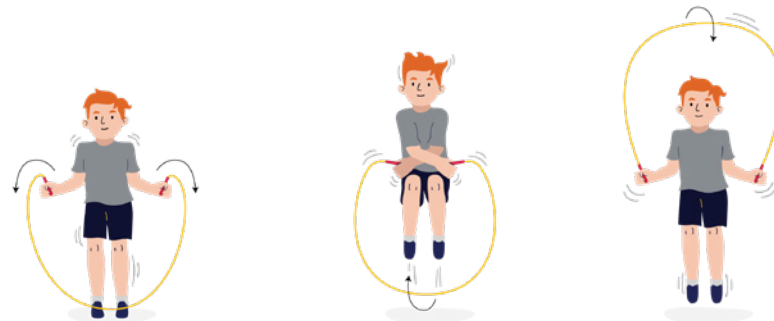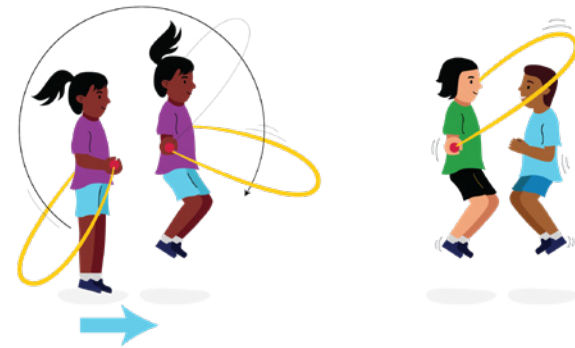
THROLF

SUMMARY

As in golf, a course with 'holes' is created.
Students will move around the course attempting
to reach the target in the least number of throws.

Skill focus

- Throwing

Details

Skill development

20 minutes

Equipment

- Variety of 5 to 6 targets
- One small hoop per student
- Gym mats or benches
- Objects to create obstacles and barriers such as cones and mini hurdles
- Numbered flags or cards for each 'hole' (optional)

CHANGE IT

- Change the distances of the targets.
- Change the size of the targets.
- Throw with alternative objects.

What to do

- Set up the course with obstacles of different heights.
- Spread students across the course.
- Students throw their hoops from a start line next to each target.
- When throwing, students hold the hoop away from the body and deliver from a forward-facing position.
- The next shot is taken from where their hoop lands.
- Students aim to reach the targets with the fewest throws possible.

CIRCLE AND PUSH OR RETREAT

SUMMARY

An activity of anticipation.

Details

Finishing up

5 minutes

What to do

- Students play in pairs, facing each other with palms touching.
- Pairs must complete a set number of slow and relaxed circles with their palms touching before they push or pull their hands away without moving.
- The aim is for students to get their partner off balance.
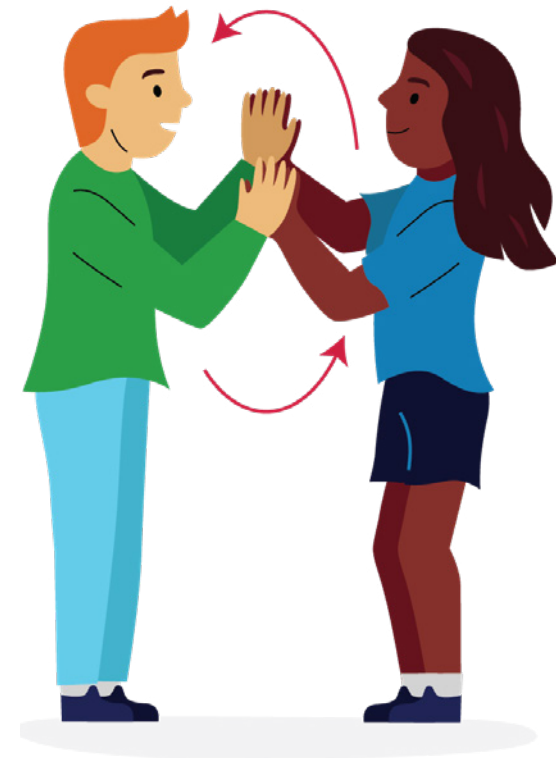
WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

What to do

In pairs, students discuss:

- When doing using a skipping rope, what do you need to keep in mind? Does this change for single or double foot jumps?
- What did you enjoy about today's lesson?
- What challenged you today?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.

WHAT DID YOU LEARN?

Details

5 minutes

LESSON 5

LESSON 5

LEARNING INTENTIONS

To refine and apply sprint slaloming and rotational throwing over varying distances.

To introduce leaping.

Skill focus

- Running
- Jumping

Duration

60 minutes

Area

Approximately 30m x 30m per group of 10 students.

Equipment

- Marker cones in red, blue and green
- Chalk, hoops, markers or ropes to form 3 concentric circles on the ground
- Various light throwing objects:
  – sponge balls
  – soft balls
  – tennis balls
  – bean bags

Activities

STONE, BRIDGE AND TREE

SLALOM SPRINT

LOOK OUT FOR OTHERS!

BULLSEYE

FOUR CORNERS

WHAT DID YOU LEARN?

Links to curriculum

Years 1 and 2	AC9HP2M01	
	AC9HP2M02	
	AC9HP2M05	
Years 3 and 4	AC9HP4M01	
	AC9HP4M02	
	AC9HP4P04	

NSW curriculum

VIC curriculum

STONE, BRIDGE AND TREE

SUMMARY

A relay race using different movements.
Play in teams of 6 to 8.

Skill focus

- Running
- Jumping

Details

Warm-up

10 minutes

Equipment

- Marker cones

CHANGE IT

- Students stand upright with their legs wide apart to form the bridge.
- Students jump over the stone's legs instead of their lower back.
- Students skip to the stone, leap to the bridge and run to the tree.

What to do

- Define the playing area with marker cones.
- For each team, create a line of 4 cones, spaced 5m apart.
- Teams of 6 to 8 students line up behind their starting cones.
- On 'GO'!, the first student in each team runs out to their first cone and forms a stone, as shown.
- Make sure students in the stone position keep their head securely positioned before others jump over them.
- The second student jumps over the stone, and then runs to the second cone and hold a plank position to form a bridge.
- The third student jumps over the stone, crawls under the bridge, and runs to the third cone to form a tree with arms raised above their head.
- The fourth student jumps over the stone, crawls under the bridge, runs around the tree and back to take the place of the stone.
- The stone takes the place of the bridge.
- The bridge then takes the place of the tree, who then runs to the end of the line.
- The game finishes when all students have had a turn at each of the positions.

STONE
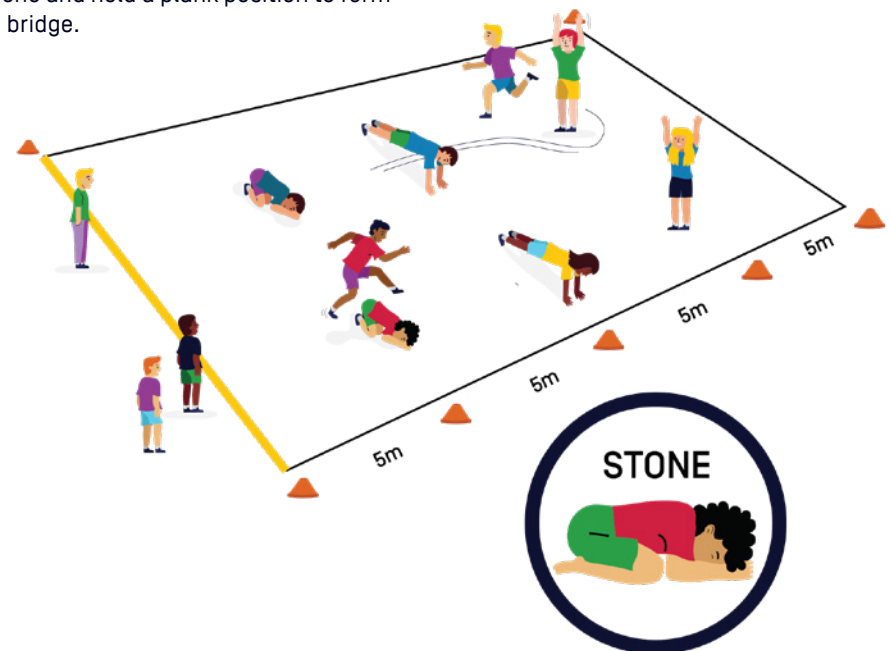
SLALOM SPRINT

SUMMARY

In teams, students run slalom-style between markers in a relay race.

Skill focus

- Running

Details

Warm-up

10 minutes

Equipment

- Marker cones

CHANGE IT

- Vary the distances and angles between markers to create different curves.
- Time the activity and try to increase the speed of movement.

What to do

- Create the course using marker cones.
- Divide students into even teams.
- On your call, the first student in each team runs slalom-style between the cones to the end of the course.
- When they reach the end, they call out 'GO!' for the next student in their team to start.
- This continues until all team members are at the other end of the course.

Tips

- When running between the cones, students should:
  - move in a forward direction with each step
  - lower the body by bending the knees
  - use the arms for balance
  - push hard off the outside leg
  - avoid side-stepping around the markers.
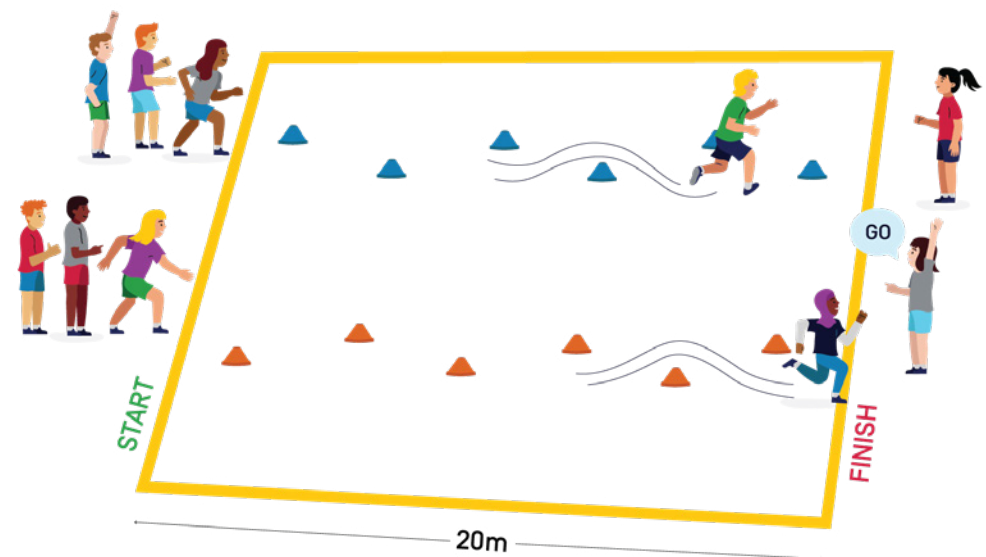
LOOK OUT FOR OTHERS!

SUMMARY

Students run in random directions in a defined area, leaping over a variety of markers spaced apart at different distances.

Skill focus

- Running
- Jumping

Details

Warm-up

10 minutes

Equipment

- Marker cones in red, green and blue

CHANGE IT

- Increase the distance of the markers.
- Add a tagger – each time a student is tagged they lose a point.

What to do

- Define the playing area and distribute pairs of marker cones in the same colours across the space. As a guide:
  - green cones = short distance between the cones
  - red cones = medium distance between the cones
  - blue cones = long distance between the cones.
- Students move around, leaping from one foot and landing on the other, over a series of markers.
- Students take off from their opposite foot each time they jump.
- Students should land on the ball of the foot and continue to run.
- Students try to accumulate as many points as possible within a period of 30 seconds.
- Points are accumulated as follows:
  - green cones = 1 point
  - red cones = 2 points
  - blue cones = 3 points.
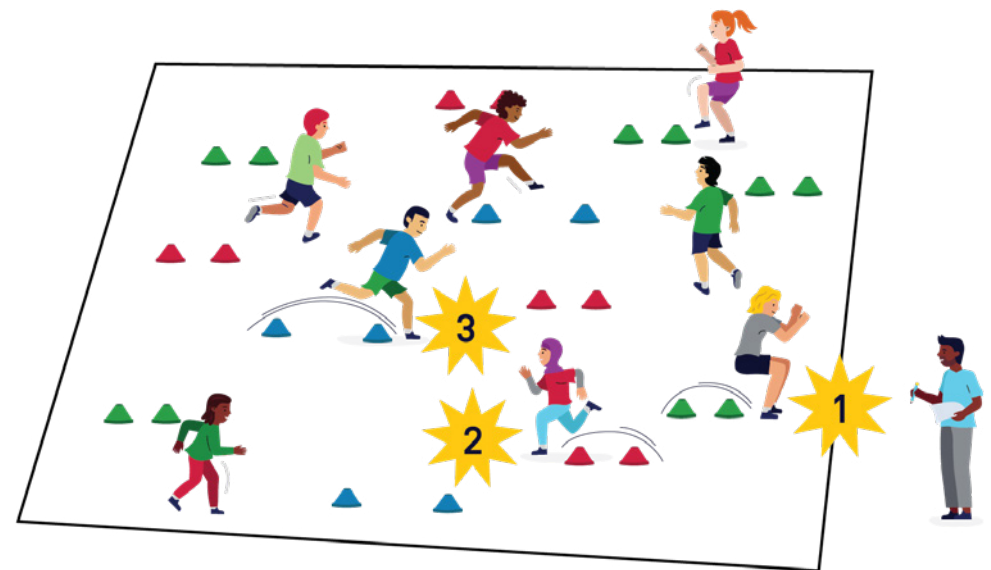
BULLSEYE

SUMMARY

Small groups of students throw various objects at a target using the slinging action with feet side-on, aiming to score maximum points.

What to do

- Create one target per group of 3 to 4 students.
- Use cones to mark a throwing line 3m from the target.
- Students stand 2m apart.
- One by one, students throw their objects into the target area from a seated position.
- Objects are retrieved after all students have had a turn throwing.
- Repeat for a set number of rounds.
- Each round, students use a different hand when throwing.
- Points are scored depending on where the object lands within the target area.
- Students only retrieve objects when the round is finished.

Skill focus

- Throwing

Details

Skill development

15 minutes

Equipment

- Throwing objects:
  – sponge ball
  – small soft ball
  – tennis ball
  – bean bag
- Marker cones
- Chalk, hoops, markers or ropes to create targets
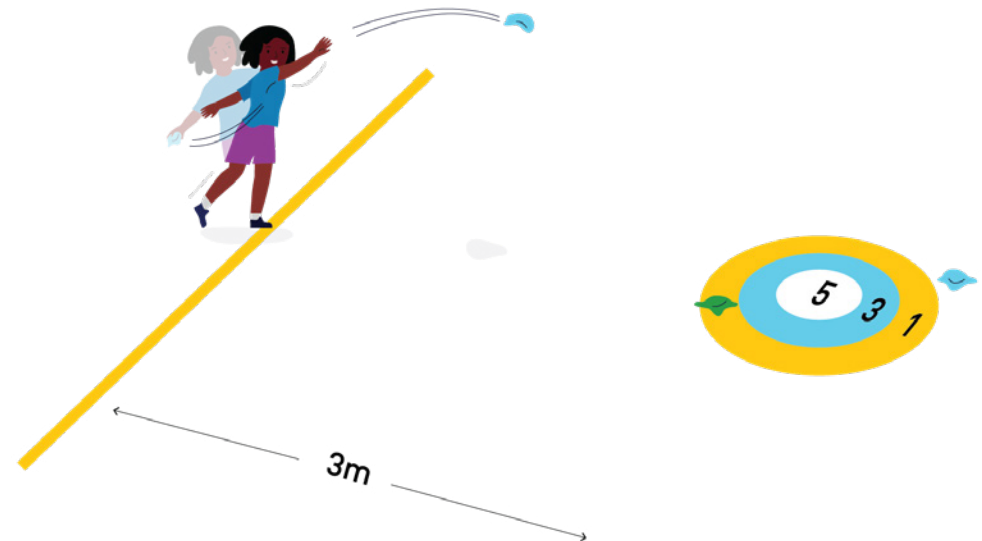
CHANGE IT

- Change the distance from the throwing line to the target.
- Increase the rotational action by facing away from the throwing direction, then rotating to face the target before release.

3m

FOUR CORNERS

SUMMARY

Students choose a corner to stand in and as the game continues, based on the call, must move to the middle.

What to do

- Define the playing area using marker cones.
- Give one of the following 4 names to each corner: 'SHOTPUT', 'LONG JUMP', HIGH JUMP' and 'HURDLES'.
- One student stands in the middle of the playing area, closes their eyes and counts down from 10.
- While the student is counting, all other students move to a corner.
- When the counter gets to zero, they call the name of one of the corners.
- All students in that corner come into the middle and count down from 10 as the play continues.
- Continue until all students are in the middle.
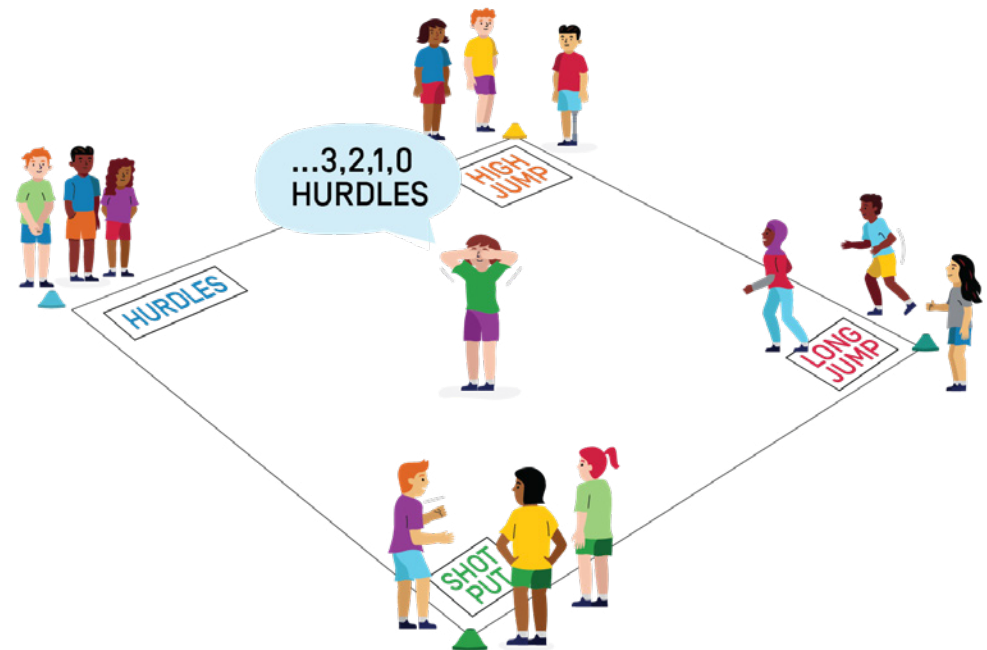
Skill focus

- Jumping

Details

Finishing up

10 minutes

Equipment

- Marker cones

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

What to do

In pairs, students discuss:

- How is leaping different to two-footed jumping?
- When jumping what do you need to do to land safely?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.

Details

5 minutes

LESSON 6

LESSON 6

LEARNING INTENTIONS

To practise and apply running a curve.

To introduce hopping.

To accelerate an object with a rotational throw within games and activities.

To have students peer assess their sprint run (see the printable student peer assessment on page 66).

Equipment

- Marker cones
- 15 to 20 balls of different sizes:
  - sponge balls
  - small soft balls
  - tennis balls
  - soccer balls
- Chalk, removable tape or a hoop
- Whistle

Activities

TEAM ALPHABET

CURVE RUNNING

HOW MANY BALLS?

BEAT THE BALL

FREEZE FRAME

WHAT DID YOU LEARN?

PEER ASSESSMENT

Skill focus

- Running
- Jumping
- Throwing

Duration

60 minutes

Area

Approximately 30m x 30m per group of 10 students.

Links to curriculum

Years 1 and 2	AC9HP2M01
	AC9HP2M02
	AC9HP2M05
Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

NSW curriculum

VIC curriculum

TEAM ALPHABET

SUMMARY

Students move randomly around the space until a letter of the alphabet is called. They then form groups to create the shape of the letter. Play with 8 to 30.

What to do

- Define the playing area with marker cones.
- Students move randomly around the space using a movement decided by you. For example:
  - skipping
  - hopping
  - running
  - jumping.
- Call out a number and a letter.
- Students form groups of this number and then, using various balancing techniques, form the shape of that letter.
- When you call out 'TEAM ALPHABET!', students continue moving around until you call the next number and letter.
- Letters that are easier to form are: A, C, D, E, F, H, I, K, L, N, T, U, V, Y, Z.
- Letters that are harder to form are: B, G, J, M, O, P, Q, R, S, W, X.
- If students are elevated when forming letters, make sure the group lowers them down safely to avoid injury and that the activity is formed on a mat or soft ground.

Details

Warm-up

10 minutes

Equipment

- Marker cones

CHANGE IT

- Students lie down to form letters.
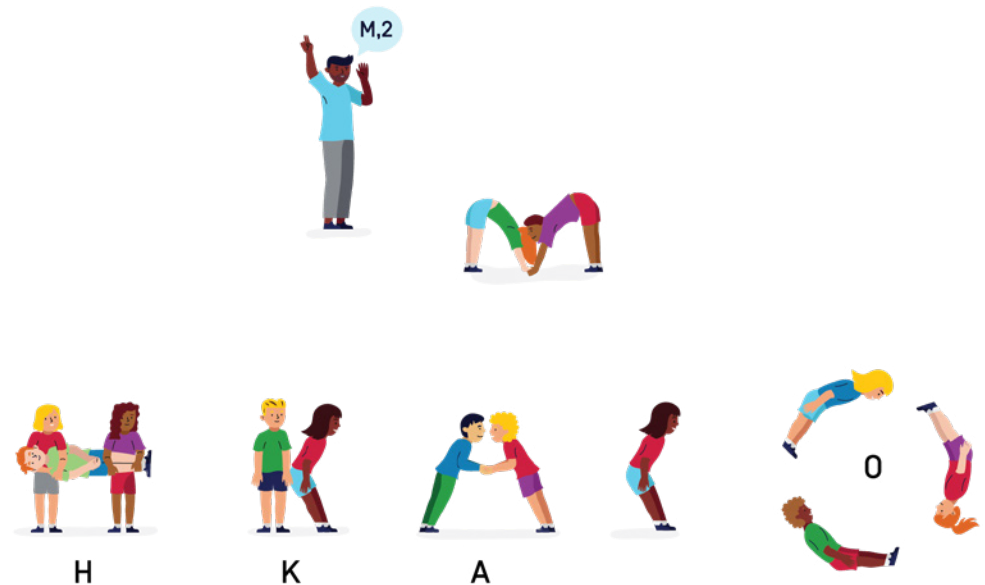
CURVE RUNNING

SUMMARY

In teams, students run slalom-style between markers in a relay race.

What to do

- Define the playing field with marker cones, as shown.
- Students form pairs.
- As the first student runs straight towards the markers, their partner calls out a number.
- The student running turns to run around the marker that is called and runs back to the start line.
- Encourage students to lean in towards the marker as they run around it.
- Students switch roles and play continues.

Skill focus	Details	Equipment
• Running	Skill development 10 minutes	• Marker cones • Whistle

CHANGE IT

- Change the distance between the cones to change the angle of the curves.
- Time the activity and try to increase the speed of movement.
- Delay the call when announcing the number.
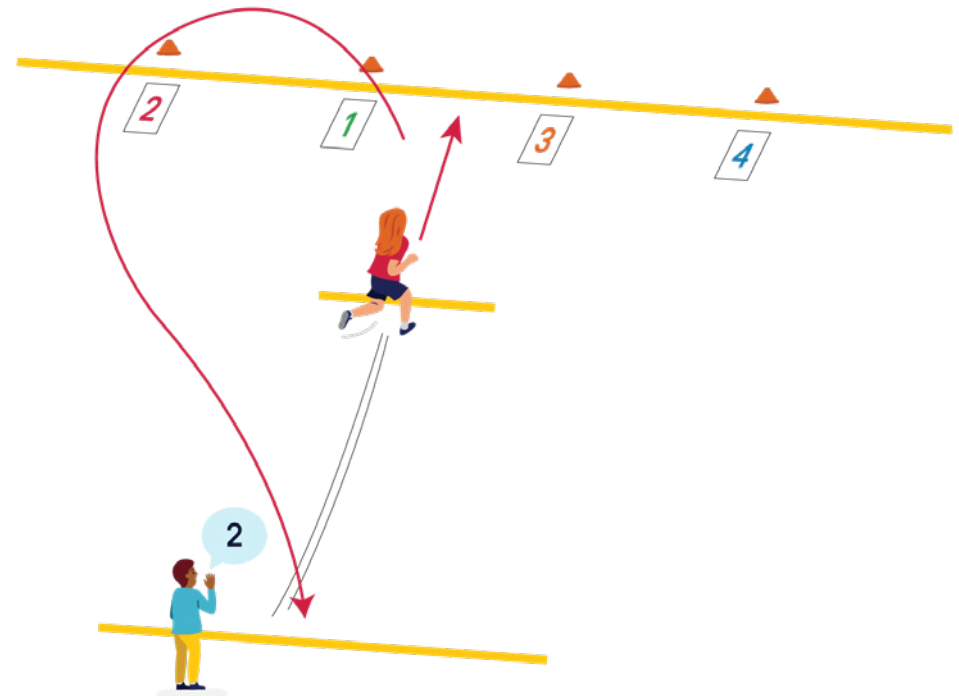
HOW MANY BALLS?

SUMMARY

Students work in pairs to collect the most balls.
Play with 8 students per game.

Skill focus

- Jumping

Details

Skill development

10 minutes

Equipment

- Marker cones
- 15 to 20 balls of different sizes
- Chalk, removable tape or hoops

CHANGE IT

- Roll the ball instead of throwing it.
- Change the size of the groups.
- Change the size of the playing space.
- Change the time limit.

What to do

- Define a playing field of 10m x 10m per 8 students using marker cones.
- Divide students into 4 teams of 2.
- In the middle of the playing field, create a circle with chalk, removable tape or a hoop, and place the balls in the centre.
- Using a continuous double foot sideways jump, one student from each pair jumps to the central point to pick up a ball.
- This student throws the ball to their team mate before running back to their base to tag them.
- The team mates swap roles and play continues.
- Set a time limit. Teams collect as many balls as possible before time is up.
- When all the balls have been removed from the centre, call 'STOP!' and count the balls collected by each pair.
- The pair with the most balls collected wins.
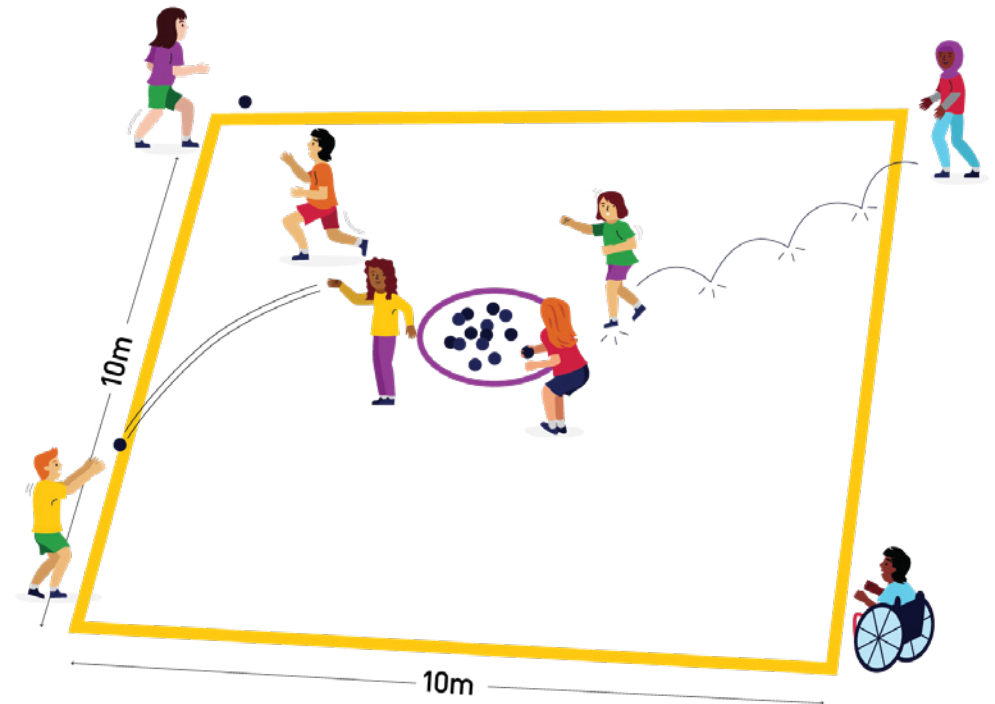
BEAT THE BALL

See the printable student peer assessment on page 66.

SUMMARY

A student from the batting team throws a ball into the field and the team runs around the bases as a group. The fielders collect the ball and pass it around the bases in the opposite direction. Play with teams of 5.

What to do

- Define the playing field with marker cones.
- Divide the students into 2 teams: batters and fielders.
- Initially, fielders must stand at least 1m away from a base in the outfield.
- The batter starts with their back to the field and throws a ball using 2 hands over the shoulder.
- Students alternate between throwing over their left and right shoulders each time they throw.
- If the ball lands outside the boundary area, the throw is not counted and the batter tries again.
- All batters attempt to run around the bases as a group to the finish position.

- The batter is not out if the ball is caught on the full.
- The fielding team collects the ball. This is the signal for the other fielders to run to a base.
- The ball is passed around the bases in the opposite direction to the batters.
- The last fielder to receive a pass calls out 'STOP!'.
- A point is scored if the batting team reaches home before the fielders pass the ball around the bases.
- If the ball beats the batter home, the fielders score a point.
- The ball is then passed to the next batter for their throw.

Skill focus

- Throwing

Details

Skill development

20 minutes

Equipment

- Marker cones
- Small to medium sized balls

CHANGE IT

- Change the size of the playing field.
- Change the size of the ball.

FREEZE FRAME

SUMMARY

Students freeze while performing athletics skills to demonstrate their learning.

What to do

- Ask students to perform the action of:
  - running
  - jumping
  - throwing.
- Students perform the action until you call 'FREEZE!'
- Observe the students and provide feedback on their technique.

Details

Finishing up

5 minutes

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

What to do

In pairs, students discuss:

- Which activity did you enjoy the most today?
- Was there anything that challenged you today?
- How did you feel before you come to PE?
  And how do you feel now?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.

WHAT
DID YOU
LEARN?

Details

5 minutes

PEER ASSESSMENT

NAME _____   YEAR LEVEL _____   DATE _____   TEACHER _____

YEARS 1 AND 2

Unit focus: Athletics – overarm throw
Lesson 6 – Beat the ball (small ball)

Any areas for improvement?

_____

_____

_____

_____

_____

Movement skills

Watch another student perform multiple overarm throws for 2 minutes and record how they go with each skill below:

Skill	Keep trying	Almost there	Got it!
Throwing the ball smoothly.			
Throwing the ball so a fielder can catch it.			
Throwing the ball when standing close to and far away from a fielder.			

Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Standing side-on, opposite foot forward to hand holding the ball.			
Swinging the throwing arm backwards with the ball going down behind the head.			
Swinging the throwing arm forward with the fingers above the wrist.			
Moving the throwing hand and arm across the body after releasing the ball, slapping the opposite pocket.			

PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Unit focus: Athletics – overarm throw
Lesson 6 – Beat the ball [small ball]

Any areas for improvement?

_____

_____

_____

_____

_____

_____

Movement skills

Watch another student perform multiple overarm throws for 2 minutes and record how they go with each skill below:

Skill	Keep trying	Almost there	Got it!
Throwing the ball with power.			
Throwing the ball so a fielder can catch it.			
Throw the ball from different distances.			

Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Standing side-on, opposite foot forward to hand holding the ball.			
Swinging the throwing arm back and down in a straight line behind the shoulder and behind the head, while the opposite arm moves forward in front of the body for balance.			
Releasing the ball with the throwing hand aiming at the target.			
Moving the throwing hand and arm across the body after releasing the ball, slapping the opposite pocket.			

LESSON 7

LESSON 7

LEARNING INTENTIONS

To practise accelerating from a stationary start position and rotational throws from a walking approach.

To introduce hopping combinations.

Equipment

- Marker cones
- One bean bag, tennis ball or skittle per student
- Chalk
- One long rope
- Light throwing objects:
  – sponge balls
  – small soft balls
  – tennis balls
  – bean bags
  – soccer balls
- Hoops

Activities

PIRATE'S GOLD

SALLY AND STEVE

RACING RELAY

ENGAGE ALL

GROUP BALANCE

WHAT DID YOU LEARN?

Skill focus

- Running
- Jumping
- Throwing

Duration

60 minutes

Area

Approximately 30m x 30m per group of 10 students.

Links to curriculum

Years 1 and 2	AC9HP2M01	
	AC9HP2M02	
	AC9HP2M05	
Years 3 and 4	AC9HP4M01	
	AC9HP4M02	
	AC9HP4P04	

NSW curriculum

VIC curriculum

PIRATE'S GOLD

SUMMARY

The pirate's crew try to steal the gold from the pirate and make it home without being tagged. Play with 4 to 30.

Details

Warm-up

10 minutes

Equipment

- Marker cones
- One small ball or bean bag

CHANGE IT

- Students can only move by:
  - skipping
  - hopping
  - jumping.
- Ask students to freeze holding different positions.

What to do

- Define the playing field with marker cones.
- Choose one student to be the pirate.
- The pirate stands 15m ahead of the group with their back turned.
- The gold is placed on the ground 1m behind the pirate.
- The pirate's crew line up across the starting line.
- When the pirate's back is turned, the pirate's crew approach the gold.
- When the pirate turns around, the pirate's crew must freeze.
- If the pirate sees any of the crew moving, they call out their names and these crew members return to the starting line to start again.
- When the pirate turns away, the game continues.
- The first crew member to reach the gold picks it up and tries to run back to the starting line before being tagged by the pirate.
- Swap pirates after each game.

SALLY AND STEVE

SUMMARY

Students pair up and from various starting positions sprint to their marker to collect an object and sprint back to the starting line. The first student back wins a point.

Details

Skill development

10 minutes

Equipment

- Marker cones
- One bean bag, tennis ball or similar object per student [optional]

CHANGE IT

- Time the activity and try to increase the speed of movement.
- Play in teams with team Sally on one side and team Steve on the other.
- The team who gets the highest number of students back first wins a point.
- Increase or decrease the running distance.

What to do

- Define the playing area using marker cones.
- Students line up opposite their partner, spaced 2m apart in a starting position of your choice. Options include:
  - sitting facing away
  - holding a plank
  - sitting with knees up or legs crossed
  - lying on the ground with arms bent and chin resting on hands.
- One student from each pair is Sally and the other is Steve.
- When you call 'SALLY!' or 'STEVE!', students from that group sprint to the end line approximately 10m away, pick up their bean bag and sprint back to the middle.
- Their partner also turns to chase them, attempting to tag their partner before they reach the end line.
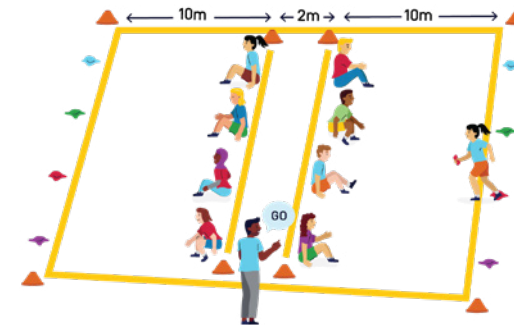
RACING RELAY

SUMMARY

Students race each other in a relay, practising hopping sequences along the way.

What to do

- Define the sequence using marker cones, hoops or chalk.
- Divide students into even teams.
- Students stand in a start position with their opposite arm and leg forward.
- Students run to the other side, completing the hop sequence in a balanced position as they go.
- Continue until all students have completed the relay.

Skill focus

- Jumping

Details

Skill development
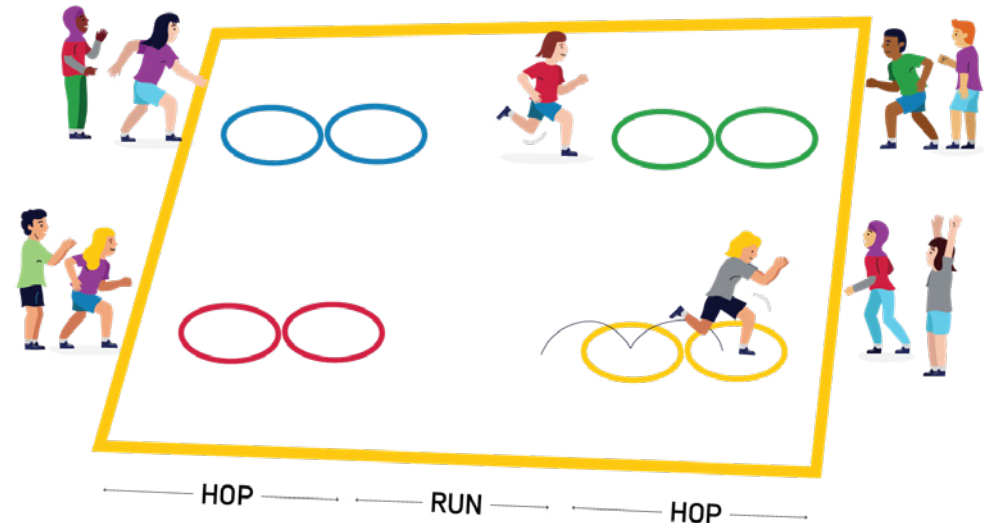
10 minutes

Equipment

- Marker cones, hoops or chalk

CHANGE IT

- Change the distance.
- Students run to the other side, completing a hop/step sequence in a balanced position as they go.
- Change the hop/step sequence with hops, double hops, steps and double steps.

HOP — RUN — HOP

ENGAGE ALL

SUMMARY

A ball is thrown, using a slinging action after moving forward with a walking approach into the field. The batter runs around team mates and all fielders run to the ball to touch it at the same time. The batter keeps on running until one of the fielder's calls 'STOP!'. Play with teams of no more than 5.

Skill focus

- Running
- Throwing

Details

Skill development

20 minutes

Equipment

- Small or medium sized balls
- Marker cones

CHANGE IT

- Change the throwing object.
- Students throw with both left and right hands.

What to do

- Define the playing field using marker cones.
- Divide the group into batters and fielders.
- The batter takes 3 steps up to the home marker before throwing the ball into the field.
- The batter faces the throwing direction before and during the final delivery.
- The batter claps their hands together immediately following the release of the ball.
- The batter then weaves in and around their team mates.
- The batter keeps on running until one of the fielder's calls 'STOP!'.
- The batting team scores a point for each lap completed around the batting team.
- Fielders run together to touch the ball at the same time.
- Fielders call 'STOP!' once all fielding students have touched the ball.

GROUP BALANCE

SUMMARY

Using a large rope which is joined as a circle, students lean back while holding onto it, using it as counterbalance.

What to do

- Students stand evenly spread on the outside of the rope.
- Students pick up the rope and hold it at waist height.
- Shuffle backwards until the rope is taut and in a perfect circle.
- Slowly lean back using the weight of everyone in the group and the rope as a counterbalance.

Details

Finishing up

5 minutes

Equipment

- One large rope

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

What to do

In pairs, students discuss:

- How could you improve your stationary starts?
- Where else do we hop?
- What did you do today to try your best?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.

Details

5 minutes

LESSON 8

LESSON 8

LEARNING INTENTIONS

To provide an opportunity for students to apply their new athletics skills in a range of modified team activities.

To provide an opportunity for teachers to observe and record student attainment (see the printable teacher assessment rubric on page 83).

Equipment

- Marker cones
- One bean bag, tennis ball or skittle per student
- Chalk
- Light throwing objects such as:
  - sponge balls
  - small soft balls
  - tennis balls
  - bean bags
- Mini hurdles or foam wedges
- Range of 5 to 6 targets
- One quoit or small hoop per student
- Objects to create obstacles and barriers such as towels, gym mats or benches
- Relay baton or soft ring
- Stopwatch
- One skipping rope per student

Activities

PARTNER TAG

ATHLETICS PLAY EVENT

FORMULA ONE

S-T-R-E-T-C-H

WHAT DID YOU LEARN?

TEACHER ASSESSMENT RUBRIC

Skill focus

- Running
- Jumping
- Throwing

Duration

60 minutes

Area

Approximately 30m x 30m per group of 10 students.

Links to curriculum

Years 1 and 2	AC9HP2M01	
	AC9HP2M02	
	AC9HP2M05	
Years 3 and 4	AC9HP4M01	
	AC9HP4M02	
	AC9HP4P04	

NSW curriculum

VIC curriculum

PARTNER TAG

SUMMARY

Students form pairs. One student in each pair is the tagger and the other tries to avoid being tagged.

Skill focus

- Running

Details

Warm-up

10 minutes

Equipment

- Marker cones

CHANGE IT

- Students can only move by:
  - skipping
  - hopping
  - jumping.
- The student being chased must run to each boundary line before being tagged.

What to do

- Define the playing area with marker cones.
- The tagger counts to 5 to give their partner time to get away.
- When a student is tagged, they swap roles with their partner and play continues.

ATHLETICS PLAY EVENT

SUMMARY

In pairs or small teams, students move around a circuit completing running, jumping and throwing activities, scoring points along the way.

Skill focus

- Running
- Jumping
- Throwing

Details

Skill development

20 minutes

Equipment

- Marker cones
- 1 skipping rope per student
- Obstacles that are easy to jump over:
  – mini hurdles
  – foam wedges
- Range of 5 to 6 targets
- 1 quoit or small hoop per student
- Objects to create obstacles and barriers such as towels gym mats or benches
- Numbered flags or card for each 'hole'

CHANGE IT

- Vary the stations according to ability level.

What to do

- Establish the circuit and start each pair or team at a different station.
- Students work at their own pace to complete each station before moving to the next.
- Create a scoring system for each station, where students record their own personal scores.
- Stations may include any of the activities completed during the program.

Running activities

- Ladder relay – How many times can a student run back and forth in 60 seconds?
- Slalom sprint – How many times can a student run back and forth in 60 seconds?

Jumping activities

- Speed bounce – How many jumps can a student achieve in 60 seconds?
- Target relay – How fast can a student get around the obstacle course?
- Skip to my lou – How many skips can a student do in 60 seconds?

Throwing activities

- Bullseye – Points are scored depending on where the ball stops in the target area (vary the type of throwing action as desired).
- Hit the target – Each student has a set number of throws and accumulates points.
- Throlf – use a variety of stations from Throlf.
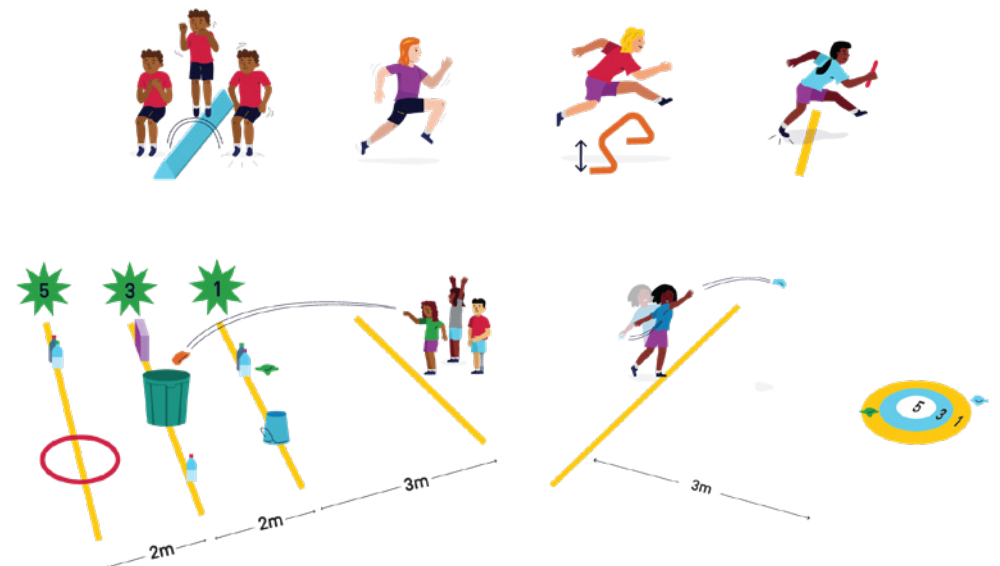
FORMULA ONE

SUMMARY

A team event in which each team member completes the full course. Play with up to 6 teams at a time on one course.

Skill focus

- Running
- Jumping
- Throwing

Details

Skill development

20 minutes

Equipment

- Marker cones
- Mini hurdles
- Relay batons
- Stopwatch

CHANGE IT

- Vary the length of the course depending on ability level.

What to do

- Divide the group into even teams of up to 6 students.
- Set up the course, about 60m or 80m long and divide into the following areas:
  – an area for flat sprinting
  – an area for sprinting over hurdles
  – an area for sprinting around cones (or slalom poles if available)
- On your call, the first student from each team runs, holding the baton, around the course.
- The next student in line stands on the starting line waiting to receive the baton.
- They then run to complete the course.
- Use a stopwatch to time each attempt at the course.

S-T-R-E-T-C-H

SUMMARY

A stretch in disguise!

What to do

Choose activities where stretching takes place in different environments or as a challenge.

STRETCH

STEP IN AND OUT

Details

Finishing up

5 minutes

CHANGE IT

- Students perform skills with a ball and partner.
- Students perform dynamic stretching.
- Students stretch to music.

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

What to do

In pairs, students discuss:

- What skill do you think you have improved most?
- What skill are you going to continue to focus on?
- Did you have fun learning new athletic skills?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.

Details

5 minutes

ATHLETICS ASSESSMENT RUBRIC

NAME _____   YEAR LEVEL _____   DATE _____   TEACHER _____

YEARS 1 AND 2

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	AC9HP2M05 Apply strategies to work collaboratively when participating in physical activities.	The student can use a single strategy to play collaboratively with others during games.	The student can use 2-3 strategies to play collaboratively with others during games.	The student can use 4 or more strategies to play collaboratively with others during games.
Movement skill development	AC9HP2M01 Practise fundamental movement skills and apply them in a variety of movement situations.	The student can practise either sprinting, jumping or throwing but is yet to apply these skills in games and activities.	The student can practise sprinting, jumping and throwing and apply these skills in some games and activities.	The student can practise sprinting, jumping and throwing and apply these skills in a wide variety of games and physical activities.
Strategy and tactical development	AC9HP2M02 Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness.	The student can move their body in different ways while using objects and space.	The student can move their body in different ways, while using objects and space to improve their performance.	The student can analyse and strategise different ways of moving their body, and use objects and space to improve their performance.

ATHLETICS ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	AC9HP4P04 Select, use and refine personal and social skills to establish, manage and strengthen relationships.	At times, the student displays effort, respect for others and self-direction to make and strengthen relationships with other students.	The student displays effort, respect for others and self-direction to make and strengthen their relationships with other students.	The student displays effort, respect for others and self-direction to make and strengthen their relationships with other students and can transfer this into other situations.
Movement skill development	AC9HP4M01 Refine and apply fundamental movement skills in new movement situations.	The student can refine and apply one of the fundamental movement skills of running, jumping and throwing in athletics.	The student can refine and apply the fundamental movement skills of running, jumping and throwing in athletics and in one or two other activities.	The student can refine and apply the fundamental movement skills of running, jumping and throwing in 3 or more activities.
Strategy and tactical development	AC9HP4M02 Apply and adapt movement strategies to achieve movement outcomes.	The student sometimes applies and adapts their movement strategies to improve either their running, jumping and throwing in athletics.	The student regularly applies and adapts their movement strategies to improve their running, jumping and throwing in athletics.	The student always applies and adapts their movement strategies to improve their running, jumping and throwing in a variety of situations in athletics.

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about athletics?

Sharing information with parents is a great way to encourage students to join a community club.

The Australian Sports Commission has information on their website about different opportunities.

Visit sportaus.gov.au/schools/find-a-club

Coach Athletics

Did you enjoy teaching athletics?
Are you interested in coaching?

Visit athletics.com.au/coaching/newcoach/

APPENDICES

New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

YEARS 1 AND 2

Course content outcomes

PD1-4

Performs movement skills in a variety of sequences and situations

PD1-11

Incorporates elements of space, time, objects, effort, and people in creating and performing simple movement sequences

PD1-10

Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

YEARS 3 AND 4

Course content outcomes

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD2-5

Applies strategies to solve movement challenges

PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

Victorian curriculum links:

Victorian curriculum-relevant content descriptions

YEARS 1 AND 2

Content descriptions

VCHPEM080

Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

VCHPEM084

Incorporate elements of effort, space, time, objects and people in performing simple movement sequences

VCHPEM085

Use strategies to work in group situations when participating in physical activities

YEARS 3 AND 4

Content descriptions

VCHPEM097

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

VCHPEM099

Practise and apply movement concepts and strategies

VCHPEP092

Describe factors that can positively influence relationships and personal wellbeing

BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.	Example
Over competitiveness The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.	• Not cooperating during group activities • Breaking rules to win the game • Criticising other students and their abilities • Disrespectfully celebrating a win	• Highlight examples of cooperative play and good sportsmanship. • Issue bonus points to reward desirable behaviour. • Use small group activities, or circuits, to narrow students' attention to their own performance. • Encourage team building routines, such as handshakes and three cheers at the end of the game. • Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges. • Select a 'spotter' who rewards sportsmanship.	During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game. This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation. Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.
Domineering behaviour Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.	• Assuming team leader roles and direct other students • Dominating discussions and questions by the teacher • Continually influencing the pace and direction of activities • Intentionally or unintentionally ignoring those less skilled in the group • Dominating the games or activities	• Use smaller groups and evenly space out more experienced students between teams. • Highlight examples of cooperative play and issue bonus points to reward desirable behaviours. • Score in a way that allows students to individually challenge themselves to achieve success. • When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing. • Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge.	Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others. Susie broke the group into two teams, with Jodie in one and Ryan in the other. As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning. They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points. Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.

Behaviour	Identifying behaviours	What you can do Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.	Example

Non-participation
 	
Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.
	• Refusing to participate in activities
	• Refusing to play certain roles as part of games
	• Making no effort or attempt to engage with other students
		• Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities.
		• Think of different roles that can be played, for example, scorer or umpire.
		• Look for signs of interest during the activities, to invite participation.
		• Use changes that increase or decrease complexity of the activity to provide more opportunities for success.
		• Ensure the fun and the joy of movement are emphasised.
		• Engage students by:
		  – asking for suggestions on how to improve or change that activity, or
		  – providing choices for how they may participate.
		• Encourage students' efforts rather than focusing on the results once the student becomes involved.
			Sarah brought her group of students together to introduce the next activity: volleyball.
			
			Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.
			
			The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.
			
			After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.
			
			Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.
			
			After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.